CHAPTER - 5

CONCLUSION AND SUGGESTIONS

Social work is a professional service rendered by a professional trained social worker to the needy, downtrodden and marginalized section of the society. Since it is a helping activity, which enables people to help themselves to face the challenges and to cope with the difficulty of living in the society. It is one of the noble professions concerned with the amelioration and prevention of social problems and also it aspires to the enhancement of the quality of life of individuals.

Historically, systematic discrimination of vulnerable groups because of their attributes such as sex, ethnicity, age, health, economic background and sexual orientation has resulted in the marginalization of women, Dalits, tribals, indigenous people, nomadic communities, landless and small farmers, the labour class, children, youth, persons with disabilities, mental or terminal illness and others.

The socioeconomic and political institutions/ systems of family, community and state, which are supposed to protect and enhance the security of the human person, have taken on a life of their own.

To counter these economies, political forces action groups are emerging, resulting in new social movements, aiming towards sustainable and people centered development, promoting the values of social equity, local self governance, democratic pluralism, people’s participation, self reliance and peace and collaborative social dynamics. The social work profession has a significant role to play in this context of the resurgence of the civil society. Hence, greater attention should be given on the quality of professional education.

The roots of social work in one form or the other, can be found since times immemorial. However, professional training for social work began in the 1930’s in India and social work has started in 1967 in Karnataka.

Social work education began in the early 1930’s with no body of tradition on which to draw in the formulation of its program, and it has undergone a period of acute experimentation.
Social work education in India generally and social work education in Karnataka, particularly is facing major challenges. Unfortunately, so far, scanty efforts have been made to study the quality of education in India and in Karnataka State.

The growth and development of the profession of social work in India are confronted with varied problems. The need for developing a social body of knowledge and practice in social work, an effective system of social work education, a vital and active professional organization and promotion of sound relationship with the voluntary and governmental organization dealing with social welfare, besides assuming and strengthening social responsibility for social reconstruction.

Keeping in view of the emerging trends in social work education, the researcher has conducted a study in 53 schools of social work situated in Karnataka State in the academic year 2008-09 in order to find out the present status of social work education in Karnataka. In the present study, all the Heads of social work institutions (N = 14), educators of social work (N = 58), students of social work (N=881) and agency supervisor (N=156) who impart training to the social work trainees have been contacted and required data were collected through interviews, by using a questionnaire and also through observation.

The study proposed to find out the present status of social work education in Karnataka, the problems it confronts, measures to be taken to minimize the lacuna and suggestions for a better education for social work and its practice. As a social work educator and social work professionals, we are concerned with the reality and its implications.

The data collected by the researcher reveal a number of strengths and weakness. The present research work has probed many areas related to social work education. The results obtained are brought out here under in a brief form under appropriate headings/ subdivisions.
5.1: Findings

Summary of the major findings obtained out of empirical data are arranged into stake holders wise as follows;

5.1.1: Head of the Institutions/Departments:

- Nine (64.3%) schools are private and self Managed. Five (35.7%) schools are university departments. Twelve (85.7%) Heads stated that the institution's appointing faculty position as per the UGC norms in the PG departments. Fourteen (100%) Heads select a faculty on Merit in the qualifying examination and performance in interview.

- Four (28.6%) Heads were of the opinion that institutions have four permanent faculties in their Social work department. Five (35.7%) Heads do not have guest faculties in their department.

- Ten (71.4%) Heads satisfied with the number of faculties to meet the requirement of the students. Six (42.9%) Heads have only one faculty member in the department with Ph.D qualification. Five (35.7%) Heads have three faculty members pursuing in Ph.D degree.

- Seven (50%) Heads have the sanctioned intake of 30-40 students. Fourteen (100%) Heads reported that they do not take the number of students than the stipulated number.

- Twelve (85.7%) Heads admit Bachelor degree holders from any discipline for MSW Program. Three (21.4%) Heads were of the opinion that two students left the course before completion of the course. Ten (71.4%) heads stated that the reason for discontinuing course is getting placement or employment.

- Twelve (85.7%) Heads rated the relationship between the students and faculty members as cordial.

- Eight (57.1%) Schools offered specialization courses. Eight (57.1%) schools each offered specialization courses on ‘Human Resource Management’ and ‘Community Development’.

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Eight (57.1%) Heads have adopted Merit and choice of the student criteria for allotting specialization. Four (28.6%) Heads satisfied with the method of allotting specialization.

Eight (57.1%) Heads were not in favor of offering a generic course. Thirteen (92.9%) Heads had the reason for advocating the method of offering specialization is for better opportunities for job placement.

Eight (57.1%) Heads using charts for teaching and Six (42.9%) are using Black board. Thirteen (92.9%) Heads felt that audio-visual aid techniques can help the student grasps the content quickly. Seven (50%) institutions have English and Kannada the medium of instructions. Thirteen (92.9%) institutions permitted students to write exam in English or Kannada medium. Eight (57.1%) Heads specified 10% of the students writing their answers in English.

Nine (64.3%) Institutions offered Dissertation work for students. Eleven (78.6%) Heads permitted students to choose their own topic for a dissertation.

Twelve (85.7%) heads have a field practicum coordinator. Fourteen (100%) schools provide Guidelines to students for a field practicum. Fourteen (100%) Heads pay visits to agencies.

Eight (57.1%) Institutions select agencies for concurrent field practicum on the basis of a social worker on the staff of the agency. Seven (50%) Institutions provide permission to students for choosing agencies with their consent.

Fourteen (100%) Heads reported that the prescribed number of visits is compulsory. Fourteen (100%) Heads had frequent interaction between the agency supervisor and faculty members.

Ten (71.4%) heads expressed that some of the agency supervisor is aware of the field practicum program- its content and importance. Fourteen (100%) Heads reveal that the students are expected to submit field work records to the faculty supervisor.

Fourteen (100%) Heads stated that the faculty supervisor conduct individual conferences with the students. Fourteen (100%) Heads have assigned field work guidelines to all the faculty members.
Ten (71.4%) Heads expressed that the faculty supervisor visit their respective agencies to monitor the field work program of the students. Seven (50%) Heads have faced some problem from the agency supervisors.

Thirteen (92.9) Institutions ensured attendance maintained in the agency. Twelve (85.7%) Heads have evaluated the performance of students in field work based on the performance in the individual conference and group conference.

Nine (64.3%) Heads are appropriate to the existing form of evaluation of field practicum. Ten (71.4%) Heads felt that the existing nature and content of field practicum is sufficient to meet the requirements of the students.

Twelve (85.7%) heads were of the opinion that the agency supervisor should included in the evaluation the field practicum. Nine (64.3%) Heads suggested that Insist on adopting minimum standards in field work to improve the present form of field practicum.

Twelve (85.7%) Heads stated that the block field practicum is necessary. Nine(64.3%) Heads were satisfied with the block field practicum training imparted to the trainees. Twelve (85.7%) Heads felt that the duration of the block field practicum is appropriate.

Twelve(85.7%) Heads adopted specialization of student criteria for selecting the agencies for block field practicum. Twelve (85.7%) Institutions adopted the report of the student to evaluate block field practicum

Thirteen (92.9%) Institutions organize social work camp. Fourteen(100%) Institutions take the responsibility of social work camp based on choice of a faculty member. Twelve (85.7%) Institutions choose programs on micro planning in the rural trust area.

Eight(57.1%) Institutions generate funds by students' contribution to the conduct of social work camp. Six (42.9) Institutions sometimes undertake follow up activities. Thirteen (92.9%) Heads felt that the duration of social work camp is appropriate.

Thirteen (92.9%) Institutions evaluate the performance of students in social work camp on the basis of Documentation and performance in viva voce.
Eight (57.1%) Heads suggested that change the conventional form of camp to improve in the conduct of social work camp.

- Twelve (85.7%) Heads felt that professional tour is necessary. Twelve (85.7%) Institutions organize the professional tour. Seven (50%) Heads stated that is a component of the syllabus. Five (35.7%) Heads were of the opinion that 10 days is the prescribed duration of the tour program.

- Ten (71.4%) Institutions rotate the faculty members for the incharge of the professional tour. Eight (57.1%) Institutions experienced the difficulties in Getting permission from the agency/industries. Ten (71.4%) Institutions evaluate the performance of students through report writing in professional tour.

- Seven (50%) Institutions organize NSS Program. Seven (50%) Institutions conduct village camp.

- Fourteen (100%) Institutions have internal assessment. Fourteen (100%) Institutions assigned assignment and seminar test as a component of internal assessment.

- Fourteen (100%) Institutions have conducted a viva voce examination on social work practicum.

- Ten (71.4%) Institutions appoint the external examiner to conduct viva voce. Thirteen (92.7%) Institutions did not receive complaints from the students about the evaluation of field work after the announcement of results. Eleven (78.6%) Institutions preferred double evaluation of theory papers.

- Fourteen (100%) Institutions suggested that qualified teachers should evaluate to improve the method of evaluation.

- Eleven (78.6%) Institutions offered M. Phil courses. Three (21.4%) Institutions taught only two papers. Two (14.3%) Institutions studying the areas of Social work methods and fields of social work.

- Two (14.3%) Institutions take 5 candidates to M. Phil course. Two (14.3%) Institutions 5% of students hail from other universities. Two (14.3%) Institutions select the candidates for M. Phil on merit in the qualifying examination.
One (7.1%) Institution awarded Ph.D for twenty candidates. Two (14.3%) Institutions have nine full time Ph.D students. One (7.1%) Institution has ten part time Ph.D students. Three (21.4%) Institutions have one JRF candidate in the department. Six (42.9%) Institutions suggest that writing papers/field exposure will improve the quality of the Ph.D program.

Nine (64.3%) Institutions do not undertake any projects. Fourteen (100%) Institutions do not offer other courses.

Eight (57.1%) Institutions were of the opinion that the head of the department of social of the universities is the chairman of the board of studies. Two (14.3%) Institutions have eight members in BOS. Three (21.4%) Institutions have five members who belong to fields other than social in BOS. Eight (57.1%) Institutions have a separate BOS in Social Work. Twelve (85.7%) Institutions do not have practitioners as members of the BOS.

Ten (71.4%) Institutions have a separate BOE for PG course in Social work. Eight (57.1%) Institutions do not rotate the chairmanship of BOE among faculty members. Three (21.4%) Institutions have two internal persons and two (14.3%) Institutions has six external members in the composition of the BOE.

Five (35.7%) Institutions choose the paper setter and examiner on those who teach the subject. Nine (64.3%) Institutions do not prepare an exhaustive list of eligible examiners for examination work. Three (21.4%) Institutions invite two examiners from other states. Nine (64.3%) Institutions do not assign examination work of theory papers to those who teach/taught these papers.
5.1.2: Social Work Educators:

- Thirty seven of social work educators (63.7%) are aged between 23 to 30 years; thirty-one(53.5%) of the social work educators are females; forty-one(74.1%) of them about belonging to the Hindu religion.; thirty-three (56.9%) of having mother tongue have other than Kannada; fifteen(25.9%) social work educators possess PhD; and three (5.2% )possess MPhil qualification.

- Thirty (51.72%) of them had no professional experience while entering teaching social work; twelve (08.62%) educators had 3 to 4 years of professional experience; and forty-five(77.5 %) of them have experience between 1 and 5 years.

- Fort-six(79.3%) of the teachers are interested in teaching core papers; eight(13.8%) of the educators are interested in teaching, supportive papers; thirty-four(58.6%) of the social work educators have taught core papers; ten (17.2%) each taught supportive and interdisciplinary papers.

- Thirty-eight (65.5%) are taught core papers presently; twelve(20.6%) educator thought supportive papers; and less five (8.6%);educator each thought elective and three (5.5%) interdisciplinary papers respectively.

- With reference to guiding students for P.G dissertations, forty-nine (84.5%) of the educators are not guiding MSW students; five (08.6%) less social work educators have guided candidates for PhD successfullly.

- Seventeen(29.3%)educators have attended refresher course and orientation course.thirteen (76.5% have attended first time and three (17.5%)and one(05.9%)second and third time, respectively.ten (90.9%)educators and one(9.1%) have attendant orientation cause first and second time respectively.

- Forty five (77.58%) of educators does not have any publications to their credit. Forty-nine (70.7%) of the educators had no research project in the past; and forty-nine(84.5%) of the social work educators have not published any books.

- Thirty seven(63.8%) of the social work educators has got the association with the organization, namely the Indian Association of Social Work Profession, Bangalore;
Thirty-nine (67.2%) of the social work educators are of the opinion that social work program at P.G graduation level should be made open to all the graduates; Methods suggested by social work educators to adopt in admitting to MSW course are; personal interview forty-seven (81%); aptitude test forty-six (79.3%); and group discussion forty-four (75.9%) respectively;

Seventeen (29.3%) educators thinks that candidates join MSW course with the motto of service; thirty-four (58.6%) of the educators are not able to select the right candidates for the MSW course with existing procedure of admission.

Thirty-nine (67.23%) educators have cordial relationship with their students; fifty-two (89.7%) of the social work educators are providing remedial coaching to their students as and when required; fifty-two (89.7%) had confronted with their students in the past for various issues. The issues of confrontation are; twenty-seven (51.92%) for internal marks; twenty-second (42.31%) for fieldwork assessment; and nineteen (36.53%) for attendance; five (09.62%) for assessment of theory papers.

Thirty-five (60.3) of the social work educators more than three-fifth have reported their dissatisfaction on the existing curriculum of the social work and all the 58 social work educators are of the opinion that the present curriculum needs to be revised.

Forty (69.0%) of them favored to introduce specialization while revising the curriculum; thirty-three (56.9%) of them are satisfied with the existing method of allotting specialization to students.

Twenty-nine of the social work educators (50%) are taught in English language; the same proportions Twenty-nine (50%) of the educators are also teaching both in English as well as in Kannada languages. The teaching aids used by educators are; forty-two (72.4%) Power Point (LCD) by twenty-seven; (46.6%) overhead projector by more than two-fifth; and charts by fifteen (25.9%).

Fifty-six (96.6%) of the educators are guiding MSW students for their fieldwork training; there is no uniformity in the conduct of the individual conferences. Fifty-six (96.6%) social work educators provide fieldwork guidelines; twenty-three (39.7%) of the social work educators have received
complaints from the agency supervisors with regard to the attendance and performance of the students.

- Sixteen (27.6%) educators are not in favor of fixing a minimum number of fieldwork visits to be made by MSW students in a semester; forty-seven (81.0%) of the social work educators are in favor of existing methods of allotting fieldwork agencies to the MSW students.

- Fifty-four (93.1%) of the social work educators are of the opinion that block fieldwork should be part of the curriculum. Duration of the block fieldwork program different suggested as one month from thirty-eight (51.72%) educators; one and half month by fourteen (24.13%) educators; and two months by six (10.3%) educators; and forty four (75.9%) educators do not visit the agencies of block fieldwork.

- Fifty-seven (98.3%) of the social work educators feels that the social work camp is necessary for MSW students. Duration of the social work camp can be 10 days, twenty-seven (46.55%) educators; 7 days expressed by twenty-three (39.65%) educators; and 12 days expressed by eight (13.79%) educators.

- Fifty-two (89.7%) of the social work educators feel that study tour is necessary for MSW students; twenty-seven (51.93%) educators felt that fourth semester of the course is ideal to organize a professional tour; The ideal duration of professional tour for students than thirty-eight (65.52%) two weeks; and fifty-six (96.55%) of the educators are of the opinion that staff members are in-charge to conduct study tours on rotation.

- Forty-eight (82.75%) of the social work educators are reported that they are not question paper setter/examiners to other Universities; fifty-five (94.8%) think that viva-voce on field work is necessary; forty-three (74.1%) educators suggested that It should be fact finding and not fault finding; thirty (51.7%) suggested that there should be at least one external examiner.

- Thirty nine (67.24%) of the educators rated the functioning and maintenance of the library of the college as good and a significant proportion of the educators have rated on functioning and maintenance of their library as either average or poor.
Twenty-three (39.65%) of the social work educators have rated on housekeeping as either average or poor. Functioning of the office system is also rated by a significant proportion sixteen (45.35%) educators as either average or poor; and the functioning of the alumni association is also rated average or poor by forty-nine (84.47%) educators.

Twenty-nine (50 %) educator have rated as good on the computer (Internet, Printer etc.) facility. The same proportion of the educators twenty-nine (50.00%) also rated as either average or poor. A significant twenty-six (44.8%) educators rated furniture facility as either average or poor; and twenty-three (40.18%) educators have rated either average or poor on teaching aid facility available to them.

Twenty-nine (48.3%) half of the social work educators are in favor of introducing the integrated course of five-years after PUC or +2. The same proportion (48.3%) is not in favour of it; and a significant fifteen (25.9%) each opined that social work input be given at Pre-University level and Post-graduation level respectively.

Forty-one (70.7%) of the educators suggested that merit students should be given admission to social work. Further, it is found that thirty-three (56.9%); attendance of the students has to be taken strictly by twenty-three (39.7%); prepare students to professional life and not to mere examinations by and introducing new papers and updating syllabus.
5.1.3: Students:

- Two hundred sixty four (29.8%) of them are in the age of 22 years; majority five hundred twenty seven (59.8%) of them about are studied in the second year of MSW course either in third or fourth semester; five hundred and twenty five (59.6%) of the students are male; vast majority seven eighty seven (89.3%) of them are identified as Hindus; five hundred forty five (61.9%) of the MSW students belongs to rural areas.

- A vast majority, i.e. eight hundred thirty one (94.3%) were belong to Arts background; four hundred sixteen (47.2%) of the students were aware that the MSW course is job oriented; A vast majority, i.e. eight hundred and twelve (92.2%) of the MSW students joined the course as better opportunities exist for gainful employment; and seven hundred twenty two (82.0%) were interested in learning social work before joining the course.

- Two hundred fifty (44.5%) of the students have developed an interest in the field of Human Resource Management; a vast majority, i.e. eight hundred sixty three (98.0%) is expressed the reason for choosing specialization is interesting and fascination; majority like five hundred twenty eight (94.1%) of the students are of the opinion that they have taken a right decision in choosing their specialization. Four hundred thirty four (77.2%) of the students is able to acquire the essential knowledge and skill in the field of specialization; and four hundred twenty (74.8%) of them opined that specialization is better than the generic pattern of education.

- Two hundred and ten (65.8%) of MSW students are opinion that generic pattern of social work education is suitable in the present context and two hundred forty four (79.4%) of the students thinks that in the generic pattern of education there will be better learning in terms of acquiring skills, knowledge and exposure.

- Six hundred twenty six (71.1%) of them opined that classroom instructions are interesting; five hundred forty six (62.0%) is up to date; five hundred twenty one (59.1%) have felt it as adequate; and five hundred sixty two opinions as relevant.
Majority i.e., seven hundred forty five (84.6%) our opinion that teachers use blackboard; four hundred fifty three (51.4%) is a use LCD projector; two hundred forty eight (28.1%) is used overhead projector; and two hundred nine (23.7%) are the opinion that uses charts and diagrams for classroom teaching.

Six hundred seventy one (76.2%) of the MSW students is like group discussion method; four hundred eighty five (55.4%) students like classroom teaching; four hundred ninety three (46.0%) students like case studies; three hundred eighty two (43.4%) students like person to person discussion; and two hundred thirty three (37.8%) students likes use of audio-visual aids.

Five hundred eighty one (65.9%) students reported that, teachers are not taught required number of teaching hours and three hundred (34.1) student were reported that, teachers are getting enough numbers of hours.

Five thirty seven (60.9%) of the students reported that their teachers instruct in both Kannada and English medium. Two eighty (32.0%) students reported that their teachers instruct only in English medium.

Four hundred sixty eight (53.9%) of the MSW students not agreed to English medium teaching, four hundred thirteen (47.1%) students agreed that English could be medium teaching at PG level.

Four hundred sixty six (53.9%) of the MSW students writes a theory examination in Kannada and four hundred fifteen (47.1%) students write exams in English.

Seven hundred ten (87.5%) students are of the opinion that writing theory examination in English medium disadvantageous: six hundred ninety three (78%) students given a positive rating towards the methods of examination of internal marks could be objective: and seven hundred fourteen (81%) student felt that the question paper should be in both Kannada and English version.

Majority i.e. six hundred nineteen (70.3%) students reported that library is an equipped books, six hundred ninety three (78.7%) Journals, six hundred thirty Reports/Periodicals, four hundred (52.4%) Internet facility and four hundred twenty eight (48.6%) photocopying facility.
The majority like seven hundred forty five (84.6%) student felt that there is adequate space for library: eight hundred forty six (96.0%) student reported that librarian allowed borrow the books: and five hundred fifty (62.4) student was brought books on.

Five hundred eighty one (65.9%) of the MSW students has got the hostel facility: five hundred forty one (61.4%) students reported that the hostels are maintained by their colleges/institutions and five hundred eighty (65.8%) students were not staying in hostel: one hundred fifty three (50.4%) student felt the facility of hostel rated average

Seven hundred forty eight (84.9%) student express opinion that the selection procedure for MSW is satisfied: seven hundred sixty six (86.9%) students satisfied the quality of: seven hundred eighty one (88.6%) are satisfied towards quality of fieldwork institution and guidelines rated good and six hundred eighty nine (78.2%) were satisfied into Infrastructure, classroom, library, etc of the department/institutions.

5.1.4: Agency Supervisors:

- Ninety (57.7 %) of agency supervisors have completed MSW, Nine (5.8) of them completed Other PG and Fifty Seven (35.8 %) of them completed Other Degree.
- Sixty Nine (44.2 %) agency supervisors had a working experience of 5 to 10 years.
- Twelve (7.7 %) Agency supervisors had a working experience of 10 years and above in guiding MSW Students.
- Hundred and eleven (71.2 %) Agency supervisors perceived not insisting on having students with some particular background for the field practicum.
- Hundred and fourteen (73.1%) Agency supervisors not have been given by the department/school guidelines and content of field work of students.
- Hundred and Twenty three (78.8%) Agency supervisors do not have sufficient time to guiding the students for a field practicum.
Fifty Four (34.6%) Agency supervisors had sufficient time to guide trainees.

Hundred and Five (67.3%) Agency supervisors were of the opinion that the trainees usually spend 8 to 16 hours per week for field work.

Hundred and Fourteen (73.1%) Agency supervisors were rated that the number of hours spent by the trainees is not sufficient to acquire skills and adequate knowledge in the profession.

Sixty (38.5%) Agency supervisors were of the opinion that the faculty supervisors visited once in a week to agency.

Sixty nine (44.2%) Agency supervisors participate in the academic programmes of the department.

Sixty Six (42.3%) Agency supervisors ensured the attendance of trainees on the basis of assignment of work.

Hundred and thirty eight (88.5%) Agency supervisors take initiative in monitoring the field practicum with the department/school of social work.

Hundred and twenty (76.9%) Agency supervisors evaluate field work reports periodically.

Hundred and eight (69.2%) Agency supervisors reported that the trainees submit a copy of the field work practicum report at the end of field practicum.

Forty two (26.9%) Agency supervisors were adopted method for evaluating the performance of trainees at the end of the field practicum.

Hundred and Thirty five (86.5%) Agency supervisors not involved in the evaluation of field practicum of trainees conducted by the departments/school of Social Work.

Hundred and Twenty Nine (82.7%) Agency supervisors were of the opinion that agency supervisors involvement in the evaluation of field practicum is necessary.

Hundred and Five (67.3%) Agency supervisors rated MSW trainees as sincere in the field work.
Hundred and Twenty (76.9%) Agency supervisors rated MSW trainees as competent during field work training.

Hundred and Twenty three (78.8%) Agency supervisors rated MSW trainees as initiative during field work training.

Hundred and Twenty six (80.8%) Agency supervisors rated MSW trainees as Non-diligence during field work training.

Seventy eight (50.0%) Agency supervisors have expressed problems in guiding MSW students for field work training.

Hundred and twenty nine (82.7%) Agency supervisors are not given any opportunity to the MSW students after completion of the course who done field work in their agency.

Hundred and Forty one (90.4%) Agency supervisors have reported that they have not prescribed any fee for MSW students for undergoing field work training.

Hundred and twenty three (78.8%) Agency supervisors are desirous to charge fees for field work training.

Ninety Nine (63.5%) Agency supervisors felt that there is a need to improve quality of field work practicum.
5.2: Suggestions

The empirical findings of the study clearly depict that the quality of social work education in Karnataka is significantly at decline due to several reasons. Social Work professionals are trailing their significance in the field of development due to lack of commitment, ideological orientation and perhaps incompetent desired skills, knowledge and techniques. Non social work professionals and non professional performance is better than so called social work professionals. For this situation, social work educators, heads/chairpersons of the social work institutions, agency supervisors, department of higher education is equally responsible for the failure to produce competent, committed and skilled social work professionals in India in general and in Karnataka in particular. All the stakeholders concerned with social work education in Karnataka are directly or indirectly responsible for this theatrical change. Hence, a few suggestions are made to the following stakeholders.

5.2.1: Suggestion to the Department of Higher Education:

Department of Higher Education is the responsible department in the State to look after all the affairs of higher education including social work education. While framing and enacting policies of higher educating, the following suggestions are given to the department of higher education to consider concerns of social work education.

- There should be uniformity in syllabus of social work both at PG level and UG level. So that there can also be uniformity of standards in teaching instructions. This will benefit the students who take transfer from one University to other. Having common academic calendar in the state can help for the timely conduct of admissions and examinations. It is also beneficial in the interest of the student community.

- This will solve the problem of declaration of late results and admissions every year faced by the number of students at post graduation level.

- Conduct of state level common entrance test can give a broader scope of learning to the students. The selection of the MSW students needs to be made at the state level. So that choice and opportunities will not limit to the student
to a specific University. More choices will certainly help to improve quality of education.

5.2.2: Suggestions to the Universities:

Universities being autonomous institutions can play vital role in maintaining quality in social work education. It is so specially while granting affiliation to social work colleges, framing of curriculum, appointment of social work educators, undertaking research and field action projects, developing MOU with national and international organizations and conduct of examinations. Hence, following suggestions are made to the Universities of Karnataka having MSW course.

- While giving new affiliation to the colleges of social work, the (LIC) University should ensure availability of basic infrastructure and teaching faculty members and fulfilling all the pre-requirements for granting affiliation. There need to be a non compromising attitude of the University in this regard to prevent consequent damage to the social work course.

- The colleges offering MSW course if does not meet the requirements of the University in maintaining quality, the University should not hesitate in withdrawing such affiliation permanently in the interest of profession. Political interference should not be entertained in this regard.

- The intake capacity of the departments of social work and colleges should be rational considering infrastructure, student-teacher ratio, availability of specialization based field work agencies. However, the maximum limit of the students should not exceed 40 of a department for maintaining quality.

- The curriculum of social work should be always current and relevant to the present needs of the society. Hence, it should be revised from time to time at least once in every three years.

- The eligibility criteria for entering MSW course should be open to all the graduates. This will help to attract the dynamic candidates from all the streams. So that the profession will not only develop vertically but also
horizontally in terms of interdisciplinary and multidisciplinary and specialized professionals.

University need to take initiatives in developing literature on social work with local experiences. Social work educators can be entrusted through (publication unit) Prasaranga, to write research based and field based articles/books both in English and Kannada languages for the benefit of students. This will also enrich the existing indigenous knowledge of social work.

The evaluation system adopted in social work education is illogical and irrational. There has to be a limit to every examiner to examine number of papers and candidates. If there is no limit, the process of evaluation will be unscientific, specifically for the courses like MSW having huge number of the students in the Universities.

5.2.3: To the Head of the Institutions/Departments:

Heads/Chairpersons of the departments of social work and principals of the colleges having social work departments have vital responsibility in ensuring quality of social work education. They need to have a concern and vision about the development. If the Heads are responsible, the department will be active in its functioning.

Following are the suggestions to the heads/chairpersons of the depart and principles of the colleges of social work for ensuring quality in social work education;

Having experienced and qualified faculty members is important for better teaching and field work practices. Hence, while appointing faculty members to the department of social work, Heads/Chairpersons should ensure possessing of the minimum qualification as per the UGC norms particularly in the private colleges having social work course for having quality in teaching and field work practices.

The student teacher ratio is important factor in ensuring quality in teaching learning process in the professional courses like MSW. In case of imbalance in it, teachers will not be able to give justice to the students. Hence, the
student-teacher ratio suggested by the UGC should be maintained in the departments of social work for imparting quality of education to the students.

- Social work education requires full time teachers to carry out both teaching theories and conduct of practical exposures. Part time teachers may not be able to concentrate on both the essential components of social work education. Hence, the teachers should be appointed on full time basis for giving sufficient time to the students to complete social work curriculum including field work training.

- There need to have special lectures beside routine classes to the students. Interactions with the experienced social work educators and development practitioners can expose students about the ground realities of society and social issues. Hence, organizing frequent special lectures to the social work students not only help students but also benefit the educators of the department.

- The salary paid to the teachers in private unaided colleges of social work is meager. Salary is an important motivating factor to the social work educators. A good motivation can only help the teachers to discharge their duties with quality. Hence, the teachers in un-aided colleges of social work should be paid salary at least the basic pay-scale prescribed of the UGC.

- Availability of the audio-visual aids in the department of social work has a bearing on effective teaching practices. Effective teaching only can benefit the students. Hence, the social work institutions should be well equipped with audio-visual aids such as; Computer, Internet, Printer, E-board, LCD projector etc for enabling better teaching learning process.

- Social work education has equal importance of theory and practical. The integrated practice of field work training should be equally prioritized by the institutions and extending due support to the students and teachers. Special encouragement is needed in organizing field extension activities and field action/research projects by the departments of social work.
The involvement of the agency supervisors need to be enhanced by the social work institutions. Their role can be solicited in monitoring of the MSW students field work in terms of attendance and evaluation.

The research and field action projects should be taken up by the social work institutions. This will provide a laboratory to the students of social work. Proper guidance, encouragement and motivation to the social work educators by the Heads/Chairpersons/Principals is needed in this regard.

Alumni association will always support and strengthen social work education. For better learning opportunities and employment opportunities support of the alumni is essential. Hence, forming an alumni association of the MSW graduates is to be encouraged in the department.

A well operational library can bring drastic changes among the MSW students in their learning process. Hence, the Head/Chairpersons/Principals of social work institutions have a great deal in establishing and maintaining a good Library. Making available the reference books, periodicals and qualified library staff can make difference learning process of the students.

Availability of Computer facility with internet accessibility can open the global knowledge gate to the students of social work. Through Inflibnet social work educators and students can access e-books and journals for enriching and updating their knowledge. Hence, providing readily reference library is important in enabling quality teaching and learning.

The social work institutions need to have hostel facility to the outstation students. Particularly to the women students it is essential to make available. This may help to reduce dropout rates.

Availability of the staff rooms is important for privacy to social work educators for reading and conduct of research. It is also important to keep field work files, conduct of individual and group conferences. Hence, it is the responsibility heads/chairpersons/principles to make available sufficient place in the staff rooms.
 Availability supportive and accommodative non-teaching staff in the department of social work can help smooth functioning of the department. It is also enable the social work educators to do their job better. Hence, supportive non-teaching staff be made available in the department.

5.2.4: Suggestions to the Social Work Educators:

Social Work educators are the important stake holders of social work education. Their role is important in molding social work students in the classroom and in the field work agencies. Hence, following suggestions are given for improving quality of social work education in Karnataka.

Social Work educators in Karnataka lack in research activities. Without research activity dynamism in teaching learning cannot be maintained. Understanding new challenges of the society and developing appropriate strategies is possible only through the process of research. Hence, social work educators should always conduct research in their area of interest for better teaching.

Social Work educators need to record their field work experiences in the form of publications. Field work experiences through different components of field work training can enrich the indigenous knowledge on social work.

Maintaining cordial relationship with MSW students by Social Work educators is essential for better teaching and learning environment. Students should be always encouraged to ask questions and interact with the teachers. This will help for mutual learning.

Educators need to practice the use of audio-visual aids such as e-board, LCD projector etc.

The process of education should be joyful for both students as well as to the teachers. Making teaching-learning process a joyful and interesting is an art to be acquired by the educators. Passion of teaching and complete involvement of the educators in the process of teaching is required today instead of casual teaching and mechanical instructions.
Individual and Group conferences are essential activity of social work education. Students as well as educators get benefit of it. Hence, educators should conduct individual and group conferences regularly seriously on field work. The reports of the field work be corrected timely.

Each educator need to have an academic plan of action for each semester. It should be planned in advance about the curricular, co-curricular and extracurricular activities to be conducted in a semester for preventing any lapses.

Educators should attempt to teach different papers of social work especially hard core and supportive papers. This will help to expend the horizon of social work knowledge. It should be avoided to teach only few papers throughout the career.

Regular visits to the field work agency are essential for proper monitoring and guiding social work students. Hence, the educators should make regular visits to their field work agencies and maintain good contact with agency supervisors.

Educators should assist students to prepare plan of action of field work in the beginning of every semester. This will help the students for focused work in the agency. Address their issues for smooth conduct of field work training.

5.2.5:Suggestions to the Agency Supervisors:

Agency supervisors are also important stake holders in social work education. Involvement of them in students learning can help in better exposure of the field to the students and obtain quality of education. Hence, following suggestions are also made to the development agency supervisors;

Agency supervisors can make a plan of action for each MSW student by integrating normal functioning of the agency. This will help the students to be focused in their practice and also help the faculty and agency supervisors to monitor activities of the students.
Agency supervisors need to spare an hour in a week for MSW students to discuss their issues and guide them for better learning.

Agency supervisors need to communicate their expectations and difficulties in guiding MSW students to the departments of social work. This can be done during visits of the faculty supervisors.

Agency supervisors can maintain a confidential report on the performance of the MSW students in agencies functioning.