CHAPTER - 1

INTRODUCTION

1.0 INTRODUCTION TO SOCIAL WORK

The guiding principle of Social Work is to extend help to enable people to help themselves. The term ‘Professional Social Worker’ is applied only to full time experts who have received their training at recognized higher educational institutions and have qualified themselves through examinations. A professional social worker is expected to work with the society to alleviate social problems. ‘Help People to Help Themselves’ is foundational for a social worker to internalize. However, how to make it possible, how to train people for these purposes, and who will train them are questions that lead to think in-depth about Social Work education across the globe. Social Work education aims at empowering people to help themselves rather than making them passive receivers of services. Its objectives are mainly to build self-esteem and self-confidence among the service receivers in the community to lead a life of self-respect.

A social worker works on three levels: Promotive level, Preventive level, and Curative/Therapeutics level. The general welfare of society is the common/goal of all social workers.

Social Work seeks to assist individuals, groups and communities reach the highest possible degree of social, mental and physical well being… Social work functions with the awareness of the dynamic interplay of personal, biological and psychological elements with the socioeconomic forces of the environment in which human beings live.

Social Work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favourable to this goal. Social Work practice consists of the professional application of Social Work values, principles, and techniques of one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups
provide or improve the life standards. The practice of Social Work requires knowledge of human development and behaviour; of social, economic, and cultural institutions; and of the interactions of all these factors.

The functions of Social Work are to provide material assistance for persons who are dependent or in sharp economic distress, to help such persons individually in their adjustment to their economic and social environment, and it is concerned with the psychological problems of individuals, whether these problems be the cause or effect of poverty, illness, or crime.

1.1. PHILOSOPHY OF SOCIAL WORK

The United Nations Third International Survey on Training for Social Work sums up some of the philosophical and ethical assumptions on which the profession of Social Work has so far been built is that to recognize the worth of the individual human being regardless of the circumstances, status, race, religion, politics, or behaviour and to foster the growth of human dignity and self-respect. According to Herbert Bisno, the philosophical assumption underlying the theory of social work are (a) each individual, by the very fact of his existence is of worth, (b) human suffering is undesirable and should be prevented, or at least alleviated, (c) social work rejects the assumption-survival of the fittest, (d) public assistance should be based on the concept of need, and (e) all classes of persons in the community have an equal right to the social services; there is a community responsibility to relieve adequately and without discrimination all members of the community (Mathur, 2007).

1.2. SOCIAL WORK AND ITS SCIENTIFIC ROOTS

Social Work has reached a significant developmental milestone in its professional identity as it collectively celebrates over a century of professional practice world over that targets individual and societal transformation. In India, the profession is all set to celebrate its platinum jubilee by completing seventy-five years of existence and growth. Historically, social workers have used a combination of research and practice strategies to advocate for improved social conditions for underserved populations, such as the poor, immigrants, political refugees, child abuse victims, and criminal offenders (Day, 2008; Maschi, Bradley & Ward, 2009).
Research and evaluation comprise a central feature of Social Work practice that can foster and appraise the profession’s progress toward its mission (Wronka, 2008). Research and evaluation are important because they give social workers permission to be curious and creative, as well as systematic and thorough in their activities that involve assessment, prevention, and intervention efforts with individuals, families, and communities. The term ‘research’ generally refers to a systemic and thorough search or examination that involves the collection of data (Engel & Schutt, 2010). As a verb, research often refers to conduct an exhaustive investigation. The term ‘evaluation’ often refers to the careful appraisal and study about the effectiveness of an intervention. The use of scientific methods with the distinct purpose of generating information to apply to practice has historically made Social Work research and evaluation unique.

Social Work is a discipline involving the application of social theory and research methods to study and improve the lives of people, groups, and societies. It incorporates and uses other social sciences as a means to improve the human condition and positively change society's response to chronic problems. It is a profession committed to the pursuit of social justice, to the enhancement of the quality of life, and to the development of the full potential of each individual, group, and community in the society. It seeks to simultaneously address and resolve social issues at every level of society and economic status, but especially among the poor and sick. Social workers are concerned with social problems, their causes, their solutions, and their human impacts. They work with individuals, families, and groups.

In developed countries, only professionally qualified persons with social work education can intervene with the psycho-social problems of individuals, and practitioners must obtain a license or be professionally registered. Unfortunately in India, despite the fact that the number of Social Work schools, institutes, and departments of colleges and universities have been growing slowly but steadily during the initial six decades and rapidly over the last one decade or so, the quality of professional Social Work education and training and professional standards of practice have been declining, and as a result, there is serious damage to the ‘professional status and image’ of Social Work. With innumerable departments of Social Work mushrooming each day, professional Social Work education is being
commercialized, and the different stakeholders are compromising issues of quality, credibility, and ethical standards.

1.3. PROFESSIONAL SOCIAL WORK EDUCATION

The organization of a formal course of lectures and supervision in a work situation was first made by the Social Service League, Bombay in the nineteen twenties. The League organized a short orientation course for voluntary workers with no intention of training them to take up a paid position. A major departure from the established traditions that identified social work with voluntary work was the starting of the Professional Social Work Education in India in 1936 with the establishment of the Tata Institute of Social Sciences (Mathur, 2007). In India, currently there are a wider number of institutions offering Social Work education with different specializations. One of the serious issues in Social Work education is the lack of uniformity in curriculum and standards of practice among the professionals in different settings. In spite of the earlier efforts taken by prominent Social Work educators, still in India, we do not have a Council for Social Work Education. In the absence of a National Council, there is no system of accrediting Social Work institutions, standardization of Social Work education, and practices and licensing of Social Work practitioners. There are considerable variations in the content and quality of BSW and MSW Curricula among the different institutions spread all over the country. Even though there are national level bodies representing Social Work schools and professional social workers, there has been a lack of consistent, co-ordinated and sustained efforts on the part of these bodies to accomplish the goal of establishing a national council and other institutional mechanisms for standardization, accreditation, and licensing for Social Work. Even the active associations of social workers at national and state levels are satisfied with the regular programmes of academic interest such as seminars, conferences and workshops, which are organized efficiently, but seldom move beyond those sporadic and geographically scattered events, and dread the path of working for the enhancement of the quality and professional status of Social Work. The advent of Social Work education in the Tata Institute of Social Sciences in 1936 as a post- World War development, and later, the appointment of medical social workers in JJ hospital indicated the acceptance of Social Work as a profession in India. With its knowledge base spanning fields like Psychology, Sociology, Medicine, Psychiatry, Development
theories, Management, and Welfare administration, it was meant to produce professionals who can be fittingly called social doctors or social engineers. However, after more than seven decades since its beginning, Social Work profession in India is unfortunately groping in the dark for its professional space. The “change agents” as social workers are called seem at a loss to change this increasing ambiguity of identity.

Social Work is concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress. These interactions between people and social institutions occur within the context of the larger societal good. Therefore, three major purposes of Social Work may be identified as to enhance the problem-solving, coping and developmental capacities of people; to promote the effective and humane operation of the systems that provide people with resources and services; to link people with systems that provide them with resources, services, and opportunities.

Social Work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. Since its beginnings over a century ago, Social Work practice has focused on meeting human needs and developing human potential. Human rights and social justice serve as the motivation and justification for social work action. In solidarity with those who are disadvantaged, the profession strives to alleviate poverty and to liberate vulnerable and oppressed people in order to promote social inclusion. Social Work profession addresses the barriers, the inequities and injustices that exist in society. Its mission is to help people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. As such, social workers are change agents in society and in the lives of the individuals, families, and communities they serve. It responds to crises and emergencies as well as to everyday personal and social problems. Social Work utilizes a variety of skills, techniques, and activities consistent with its holistic focus on persons and their environments. Social Work interventions range from primarily person-focused psycho-social processes to involvement in social policy, planning, and development. These include counseling, clinical social, social work, group work, social pedagogical work, and family treatment and therapy as well as efforts to help people obtain
services and resources in the community. Interventions also include agency administration, community organization, and engaging in social and political action to impact social policy and economic development. The holistic focus of Social Work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.

Social Work as a profession in India has already passed its infancy long back, and in the last few decades, it has emerged as one of the most demanding professions in India. In India, a person holding a Bachelor (BSW) or Master (M.A. in Social Work/MSW) degree in Social Work – is generally considered a professional social worker.

As far as the Indian scenario is concerned, professional social workers can be found in direct practice in administrative, management, and policy planning positions in various Government and Non-Governmental Organizations (NGOs) as well as in government ministries. Both, Governmental and Non-Governmental Organizations (NGOs), have a lot to offer, if you are willing to work hard and in any given conditions. International organizations too are socially aware, and hence, a number of opportunities are available in international social work. Industrial and commercial units too are looking to hire social workers. A degree or diploma in Social Work is creating a large number opportunities for the millions of Indian youth in various sectors.

Professional social workers are found in every facet of community life-in old age homes, orphanages, schools, hospitals, mental health clinics, prisons, corporations, and in numerous public and private agencies that serve individuals and families in need. Social Work is not just about doing good deeds and helping the under-privileged. Over a period of time, it has evolved into a profession. Correctly, it is not a ‘conventional’ career. Nevertheless, with issues of disability, drug misuse, poverty, mental ill- health, problems associated with aging, etc. rising constantly, Social Work has become a vital need of our society today.
1.4. SOCIAL WORK EDUCATION AND FIELD OF DEVELOPMENT

Potential professional social workers equipped with essential knowledge base, skills and techniques are very much wanted in the developmental sector today. They act as change agents in vivid areas of development. Their performance in different capacities and the organizational effectiveness in which they are employed, including government and voluntary organizations, have something to do with the kind of input given by the schools of Social Work at post graduate programmes. Rendering timely and quality of services by professional social workers and the organizational effectiveness of development organizations can play a great role in bringing desirable change in society. In other words, the quality of Social Work education has a great deal in bringing desirable change in society, and thereby, attains social development.

1.5. EDUCATION

Education is the act of process of imparting or acquiring general knowledge, developing the power of reasoning and judgement, and generally of preparing oneself or others intellectually for mature life. For many people, the importance of education lays in future job prospects, for others it is a quality of citizenship, and yet others just want literacy, critical thinking, and/or creativity.

Education empowers people through knowledge. According to Plato (Connell et al., 1967), the aim of education is to upgrade the wise man through intelligence. Education is basic to all-round development.

Education, according to the National Policy on Education, 1986, “Refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit … thus furthering the goals of socialism, secularism and democracy enshrined in our constitution”

The act or process of educating or being educated.

- The knowledge or skill obtained or developed by a learning process.
- A programme of instruction of a specified kind or level: driver education; a college education.
- The field of study that is concerned with the pedagogy of teaching and learning.
- An instructive or enlightening experience
1.6. SOCIAL WORK

In July 2001, the International Association of Schools of Social Work and the International Federation of Social Workers adopted the following international definition of Social Work: “The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work” (NAAC, 2005).

1.7. PERSPECTIVE OF SOCIAL REALITIES

Historically, systemic discrimination of vulnerable groups because of their attributes such as sex, ethnicity, age, health, economic background, and sexual orientation, has resulted in 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, or varying sexual orientations, and others. The socio-economic-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. Together with the corporate sector and the mass media, these institutions have reinforced such domination and marginalization, violating peoples’ basic rights to food and nutrition, water and sanitation, livelihood and employment, health, housing, environmental sustainability, literacy and basic education, and so on.

The above problems are aggravated by the production and consumption-based ‘development’ that has widened the disparities and created new hierarchies between and within nations liberalization, privatization, and globalization, pressured by the international institutions, promote minimum government interference and consider the market as the sole social regulator. These processes have led to social displacement, environmental devastation, and the wiping out of cultural and biological diversity. In such a scenario, poverty, social conflict, and environmental disasters are on the increase.
To counter these economic-political forces, action groups are emerging, resulting in new social movements, aiming towards sustainable and people-centred development, promoting the values of social equity, local self-governance, democratic pluralism, people’s participation, self-reliance and peace, and collaborative social dynamics. Social Work profession has a significant role to play in this context of the resurgence of the civil society.

1.8. GOALS OF SOCIAL WORK PROFESSION

In the backdrop of the contemporary social realities in their historical context, the following are identified as goals of the Social Work profession:

1. Promote values of human dignity and self-worth of every person, social justice and human rights, democratic pluralism, people’s participation and self-determination, local self-governance, peace and collaborative social relationships.

2. Work for democratization of the socio-economic-political systems, aiming at empowerment of vulnerable groups to promote their basic rights such as food and nutrition, water and sanitation, livelihood and employment, health, housing, environmental sustainability, literacy and basic education and relief and rehabilitation of victims of displacement, social conflict and environmental disasters; and

3. Use culture-sensitive evidence-based methods of prevention and amelioration of social problems, within the generalist, clinical, and social action approaches of Social Work, participatory training, legal aid, advocacy and public interest litigations, conflict resolution, relief and rehabilitation in emergency situations, and administration of non-profit organizations and policy and programme planning, implementation, monitoring and evaluation (NAAC, 2005).

1.9. MISSION OF SOCIAL WORK EDUCATION

Drawing from the goals of social work profession, the following mission is identified for social work education: Prepare qualified social work personnel and provide continuing education to them for social work practice, administration, education, training and research, to meet the goals of the profession. This is to be
achieved by way of development of a critical consciousness in students, through a process of critical pedagogy, so that they become aware of the social ills of society and are motivated to alleviate them. The approach to be used is student-centred dialogical classroom teaching-learning, self-study, supervised fieldwork practicum and practice-based research.

Undertake field action projects for demonstration of the role of social work professionals and innovative social work practice, administration, training and practice-based research, and provide fieldwork placement to students.

Develop and disseminate knowledge for evidence-based social work practice, administration, education, training, and research. The methodology used is an integration of knowledge and action, based on a critical inquiry into multi-disciplinary and applied social science knowledge, practice wisdom, practice-based and participatory research, documentation of best practices, policies analysis, and so on.

Provide consultation on social work, welfare, and development policies and programmes, teaching and research, to the voluntary, government, international and other academic organizations, and strengthen professional associations in social work.

Promote an egalitarian, participatory, and democratic educational system and denounce a hierarchical, authoritarian, and alienating education system. Make a commitment to praxis, that is an ongoing process of moving between a critical perspectives, one’s teaching, field action, research, administration and consultation, and evaluative reflection and back again to a critical perspective (NAAC, 2005).

1.10. OBJECTIVES OF SOCIAL WORK EDUCATION

Drawing from the mission of social work education, the objectives of social work education is imparting integration of social work knowledge, attitude, and skills. The specific knowledge, attitude, and skill objectives of social work education are identified as follows:

Knowledge objectives: The knowledge objectives of social work education are critically evaluate multi-disciplinary knowledge, to understand the contemporary
reality in the historical context and local reality in the national and international context, with specific reference to the following aspects:

- Roles played by ideologies in the development of alternate viewpoints;
- Dynamics of human development and behaviour in the context of the social systems such as family and community.
- Political economy of the corporate sector, mass media and the state, from local to national levels, influenced by international institutions;
- Systemic marginalization of vulnerable groups and emerging social conflicts; and
- History, values and ethics, functions and methods of social work profession.

**Attitude objectives:** The attitude objectives of social work education are to develop critical self-awareness, with reference to the following ideological and ethical requirements of the social work profession:

- Professional attributes such as humility, honesty, integrity, trustworthiness, optimism and commitment to work.
- Values of social justice and human rights, democratic pluralism, people’s participation and self-determination, local self-governance, peace and collaborative social relationships;
- Sensitivity to marginalization of vulnerable groups such as women, Dalits, tribals/indigenous people, nomadic communities, landless and small farmers, the labour class, children, youth, older persons, persons with disabilities, mental or terminal illness, or varying sexual orientations, and others, and recognizing strengths in them; and
- Ethical behaviour with reference to self, marginalized groups, society and the state, colleagues and the employing organization, education, training and research, and towards the profession (NAAC, 2005).

**Skill objectives:** The skill objectives of Social Work Education are to develop people-centred skills in the following areas:

- Self-awareness and self-esteem, positive, creative and critical thinking, enhancing positive emotions and minimizing negative emotions, assertive and sensitive inter-personal communication and synergy in social interactions and relationships;
• Culture-sensitive evidence-based methods of prevention and amelioration of social problems, drawing linkages across the micro, meso, and macro levels, within the generalist, clinical, and social action approaches of social work;
• Participatory training and supervision of fieldwork, legal aid, advocacy and public interest litigations, conflict resolution and relief and rehabilitation in emergency situations;
• Administration of non-profit organizations, including policy and programme planning, implementing, monitoring and evidence; and
• Practice-based and participatory research (NAAC, 2005).

1.11. PRACTICUM COMPONENTS

• Life skill workshops
• Organizational visits
• Concurrent fieldwork
• Block fieldwork
• Social work skill workshops
• Rural/Tribal camp/Study tour

➢ Workshops to develop social work skills are organized by fieldwork supervisors in co-ordination with the social work method teachers.
➢ Manuals are developed for skill training.
➢ Organizational visits, followed by discussion, expose students to the social work scenario.
➢ Rural/tribal camps are organized to expose students to the problems and issues of the rural marginalized.
➢ Study tours of innovative projects are organized in rural/urban areas.
➢ Concurrent/block fieldwork during the programme provides for graded opportunities, for process-oriented, sustained intervention with specific groups, according to the level of the programme.
➢ Holistic approach to practice, practice-based research and researched fieldwork is emphasized.
1.12. THE PRESENT CURRICULA AT MASTER’S LEVEL

According to D. Paul Choudhury (1985; 48), the curriculum of Social Work education consists of:

(i) The teaching of social sciences, such as Sociology, Psychology, Anthropology, etc.
(ii) Helping students to understand and practice methods of social work, mainly following the American Schools of Social Work.
(iii) Grounding in different fields of Social Work, such as child welfare development, rural development, correctional administration/social defense, social welfare administration, etc.
(iv) Field of special interest.
(v) Field work – concurrent and block practical.
(vi) Dissertation covering any social problem or subject of social work practice.

1.13. COMPONENTS OF SOCIAL WORK EDUCATION

Social work means helping people with definite knowledge and skills. It mainly includes two components of the education process.

a) Course Work
b) Fieldwork

COURSE WORK: Social work is a Knowledge based profession. Whatever students study in class, prescribed syllabus, different papers which are available in Curriculum. Restrictions are classroom base, and through the library, referring to journals, books and magazines.

FIELDWORK: Fieldwork is the essential component of social work. It is a skill-based profession. In fieldwork, students are placed in a different agency where you practice learning and doing work.

Field work practicum is a dynamic course that challenges students to apply social work knowledge skills and values within an organizational context. It is a vital dimension of students graduate and post graduate social work education. In the Fieldwork Manual, M. A. Momin has mentioned the following importance of fieldwork practice.
1. Through the fieldwork, students can learn how to apply social work Primary methods.
2. They are exposed to agency practice in which they are practicing case work process.
3. The students achieve self-awareness and discipline to use them as a helper, as agent of change in an individual or group situation.
4. The students use the facility of organizational structure for self development as trained social worker. They come to know faster and use relationship within a structure and gain insight regarding his/her network of relationship with the organization.
5. It helps the students to apply the theory and principle of social work into practice.

In order to provide different areas of field exposures and working opportunity to the students as per the objectives of fieldwork, schools of social work have designed concurrent fieldwork visits to the welfare agencies, block field work programme, rural camp, and research project depending upon the kind of field opportunity [Doctor of Philosophy of Social Work (Ph.D.)].

Many universities have Doctor of Philosophy of Social Work (Ph.D.) programme. Most of the research being conducted in the country at present are descriptive (Singh, 2003)

1.14. ETHICS FOR SOCIAL WORK EDUCATOR

According to the declaration of ethics for a Professional Social Worker, prepared by the social work educators forum as revised by the Bombay Association of Trained Social Workers (2002), following are the best ethical responsibilities of professional social workers as educators and researchers.

- Be conversant with the learner’s needs, readiness, and goals, when teaching and training.
- Regularly update knowledge about social work profession in general and the subject they teach through field experience update reading and training.
- Impart knowledge, inculcate attitude, and develops skills within the value framework of the profession, while teaching and training.
• Develop a nurturing relationship with the students, encouraging openness, critical inquiry, and self-study.
• Undertake people-centred field action projects as a demonstration of innovative initiatives to promote the well-being of people, and for research and documentation training and replication whenever possible.
• Contribute to the knowledge base of social work education through practice, wisdom and documentation as well as research.
• Expose the students to the professional association and orient them about their role in developing and strengthening them.
• Carefully select the topic for research considering its possible consequence for those studied when conducting a research.
• Do not cause the respondents any physical or mental discomfort distress or harm through research.
• Consider the informants of research as co-partners in understanding the phenomenal.
• Share the research objectives with them and get their informed and voluntary consent, respect their knowledge and attitude about their life situation, and share/interpret the findings with them.
• Provide information and referral services as and when necessary, during the process of data collection.
• Dissociate from or do not engage in any research activity, which requires manipulation, distortion or falsification of data or findings.
• Treat students and the community as partners in the process of learning and liberation.
• Make a commitment to libratory praxis that is an engaging process of meaning between a critical perceptive, on the liberating or dominating aspect of teaching and back again to a critical perspective.

1.15. AIM OF SOCIAL WORK EDUCATION

Based on the goals of social work profession and ecologies and culture of social work education, the overall aim of social work education may be to enable students to integrate social work, knowledge, attitude and skills through a process of critical class reason teaching and learning, self-study fieldwork practice, and
practice-based research to educate students for developing qualified social work personnel for social work practice, administration, education, training, and research.

**Objectives of social work educator**

- Programmes of human development and psychology.
- Role played by the social system of family groups and community political economy of the corporate sector mass media state political legal and judicial systems and welfare and development policies and schemes from local to national level by international institutions.
- Attributes such as honesty, integrity, trustworthiness, creativity, and optimism.
- Values of social equality, democratic pluralism, people participation, and self-determination

**1.16. HISTORICAL DEVELOPMENT OF SOCIAL WORK EDUCATION IN THE WEST**

**UK:** In the United Kingdom, social work education passes through three stages, namely, 1) training on the job, 2) training classes organized by the social work agencies, and 3) training programmes conducted by schools of social work of high standards.

Professional training for social work dates back to 1890s when the Women’s University Settlement in Southwark organized training classes. The first school of social science was established at Liverpool in 1903. And this training was recognized in the university system. In 1907, the University of Brimingham instituted a diploma course (Manshardt,1941).

**U.S.A.:** The evolution of social work education in USA dates back to June 1898 when the New York Charity Organization Society offered a six-week summer training programme to twenty-seven students. This programme is regarded as the beginning of professional education in social work. The summer course was repeated for a number of years and then expanded to become the New York School of Philanthropy, the first full time school of social work. It is now the Columbia University of School of Social Work. A school of social work was established by the Simmons College and Harvard University in 1904. In 1907, the Chicago School of
Civics and Philanthropy, now the University of Chicago School of Social Service Administration was established. By 1910, five schools of social work had been established in the United States. Primary responsibility for training a cadre of social work professionals was vested in such schools. With regard to field work, agency supervision was seen as a supplementary educational resource.

In 1906-07, school of social work was established in New York, Chicago, Boston, and New Haven. The expansion of such schools of social work was encouraged in surrounding towns. The child labour legislation, the progressive movement, which saw social work efforts initiated in the schools, and community settlement programmes, also led to the growth. A study of Truancy in Chicago supported the findings of the need for school attendance officers who understood the social ills of the community, and that school social workers were best equipped for that responsibility.

By 1920’s, the mental hygiene movement was concerned with treating nervous disorders and behavioural problems in difficult children. In the 1930’s, like school counseling, school social work also declined. From the 1940-60, case work in schools had become an established specialty; the profession began to emphasize collaboration and communication with teachers and other school personnel. Now the school social worker was an expert who could help schools with psycho- social issues. In July 1994, a group of 64 school social workers from across the country, realizing the need for more specific services for school social workers, met in Edwardsville, and decided to form the School Social Work Association of America and drafted the first constitution and bylaws for the organization.

1.17. SOCIAL WORK EDUCATION IN INDIA

A historical sketch provides an idea as to how and when Social Work education in India got started. The University Grants Commission in its report Social Work Education in Indian Universities, 1965, claims that the first short-term course of social work was organized by the Social Service League in Bombay in 1920. It was a short -term course designed for voluntary workers engaged in public welfare work. The Social Work Education in India dates back to 1936. Sir Dorabji Tata Graduate School of Social Work, now popularly known as the Tata Institute of Social Sciences
(TISS, Mumbai) was established in Mumbai under the leadership of Dr. Clifford Manshard, an American. He started it with a view to prepare a trained manpower. He expected this trained manpower should adequately be equipped with the required knowledge and skills so that it can shoulder varied kinds of responsibilities in the field of social welfare. Naturally, TISS, Mumbai School was based on the pattern of Schools of School Work in the United States of America. This school stood distinctly because of the series of lectures it organized on the topic ‘Some Social Services of the Government of Bombay’. This opened the eyes of the State to accept the promotion of welfare as its prime concern (Singh et al., 2002).

**AFTER INDEPENDENCE**

After 1947, the Mahatma Gandhi Kashi University, earlier known as Kashi Vidyapith, Varanasi and the College of Social Service, Gujarat Vidyapith, Ahmedabad, started imparting social work education. In 1948, the North Young Women’s Christian Association of India started the Delhi School of Social Work with financial assistance from the Foreign Division of the American Young Women’s Christian Association, and this School of Social Work was given affiliation by the University of Delhi in 1961. The M.S. University, Baroda started the teaching of social work as part of the university system in 1949 (Singh et al., 2003).

**1.18. SOCIAL WORK EDUCATION IN KARNATAKA**

The first Postgraduate Diploma Course in Social Work was started at the St. Agnes College, Mangalore by Frances Maria Yasas, an American Citizen of Albanian origin, in 1958. Another initiative to start a postgraduate one-year diploma course in social work was by a private registered society in 1961-62. Captain Prasad who had done a ‘brief service in the army’, after his retirement from the military service, was running four nursery schools as a commercial venture, and made a living out of the income of these nursery schools. Perhaps, it struck him that there was a more lucrative avenue- post graduate social work course aimed at the industrial sector. He managed to get General K. M. Cariyappa to be the Patron of the Society, using his military service connection, and he also managed to find a prominent political personality – Devaraj Urs who was Labour Minister in S. Nijalingappa’s Cabinet during 1962-67. Captain Prasad was the Honorary General Secretary and the honorary director of the
institution, which he named as the “National Institute of Social Sciences”. Dr. K.V. Sridharan who had a Diploma in Social Service administration from the Tata Institute of Social Sciences, and had worked at the newly established Madras School of Social Work for about 4 years from 1953, for a brief period was its Acting Director. Sridharan got a Fulbright scholarship to do his PhD in social work at the University of Cleveland, Ohio, U.S.A., around 1957-58 and returned in 1961 with his PhD. Dr. K. V. Sridharan and offered him the position of the Director, National Institute of Social Sciences. Dr. Sridharan, keen to return to the field of social work education, accepted the offer and came to Bangalore in 1966-67. He tried to improve NISS by recruiting qualified social workers- one lady graduate from Roshani Nilaya, and another young man, a graduate of the Madras School of Social Work. He probably added one more teacher to the staff of NISS. He strove to raise the visibility and stature of NISS in the field of social work education and in the employment field.

Many universities have laid their emphasis towards the growth of social work education in the professional social work courses, right from the beginning. Autonomous universities like the Azim Premji University aspire to do this through the development of talent and the creation of knowledge, which can facilitate systemic change in education and allied development areas. This is an explicit commitment to the idea that knowledge and learning have human and social consequences and that their pursuit cannot be separated from these consequences. Their efforts through programmes like MA in Education/Development provides access to high-quality and high-impact professional courses that actively reach out to students from disadvantaged backgrounds. (Ramesh 2013).
TABLE 1.1: PROFILE OF POST GRADUATE DEPARTMENTS OF SOCIAL WORK IN KARNATAKA-2014

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the University</th>
<th>Year of Establishment</th>
<th>Type of Course offered</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Karnataka University, Dharwad</td>
<td>1962</td>
<td>Generic</td>
<td>Gained full- fledged status in 1973. Until then it was part of Department of Anthropology. Presently having P.G. departments at Haveri and Gadag.</td>
</tr>
<tr>
<td>2</td>
<td>University of Mysore</td>
<td>1990</td>
<td>Generic</td>
<td>In 1967, School of Social Work, Roshini Nilaya, Mangalore was started with affiliation to University of Mysore. Have P.G. departments at Chamarajanagar and Mandya.</td>
</tr>
<tr>
<td>3</td>
<td>Bangalore University, Bangalore</td>
<td>1975</td>
<td>Specialisation</td>
<td>Has P.G. department in Kolar.</td>
</tr>
<tr>
<td>4</td>
<td>Gulbarga University, Gulbarga</td>
<td>1984</td>
<td>Generic</td>
<td>Has P.G. department at Raichur and Bidar.</td>
</tr>
<tr>
<td>5</td>
<td>Kuvempu University, Shimoga</td>
<td>2003-04</td>
<td>Specialisation</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>Karnataka State Women’s University, Bijapur</td>
<td>2004-05</td>
<td>Generic</td>
<td>The only women’s university of Karnataka.</td>
</tr>
<tr>
<td>7</td>
<td>Mangalore University, Mangalore</td>
<td>2003-04</td>
<td>Specialisation</td>
<td>Bifurcated from University of Mysore.</td>
</tr>
<tr>
<td>8</td>
<td>Davangere University, Davangere</td>
<td>2006</td>
<td>Specialisation</td>
<td>Department became independent in 2009 after forming Davangere University and bifurcating from Kuvempu University, Shimoga.</td>
</tr>
<tr>
<td>9</td>
<td>Tumkur University, Tumkur</td>
<td>2006-07</td>
<td>Specialisation</td>
<td>--</td>
</tr>
<tr>
<td>10</td>
<td>Rani Channamma University, Belagavi</td>
<td>2010-11</td>
<td>Specialisation</td>
<td>It was part of Karnataka University, Dharwad from 2005. Has P.G. departments at Bijapur and Bagalkot.</td>
</tr>
<tr>
<td>11</td>
<td>Vijayanagara Shri Krishnadevaraya University, Bellary</td>
<td>2010-11</td>
<td>Specialisation</td>
<td>Bifurcated from Gulbarga University, Gulbarga and the department is located at P.G. Centre, Sandur (Nandihalli)</td>
</tr>
<tr>
<td>12</td>
<td>Central University of Karnataka, Gulbarga</td>
<td>2012-13</td>
<td>Specialisation</td>
<td>--</td>
</tr>
</tbody>
</table>

Source: Compiled from the empirical data obtained from schools of social work, Karnataka.
1.19. MANDATED QUALIFICATIONS TO CARRY OUT SOCIAL WORK EDUCATION IN VARIOUS COUNTRIES

In various countries, Social Work is expected to be done by people who have mandated qualifications. In UK, USA, Australia, and Canada such qualifications are prescribed by the Universities. They are:

(a) **USA:** A social worker practicing in the United States usually requires a master’s degree (MSW) or a bachelor’s degree (BSW) in Social Work from a council on Social Work Education accredited programme to receive a license in most states. In some areas, social workers may be able to receive a license with a bachelor’s degree in any discipline. A person with a BSW is considered a ‘generalist’ and MSW is considered a ‘a specialist or advanced generalist’. A Ph.D. or D.S.W. (Doctor of Social Work) generally conducts research, teaches, or analyzes policy, often in higher education settings (Iqbal, 2008).

(b) **United Kingdom (UK):** In the UK, the main qualification for social work is the undergraduate Bachelor’s degree (BA, BSc, or BSW) in social work, offered at British universities from September 2003 onwards. There is also available at British universities master’s degree (MA, MSc, or MSW). These have replaced the previous qualifying award, the postgraduate Diploma in Social Work (Dip. SW), which was first awarded in 1991 and phased out across the UK by 2009. Prior to this, the recognized qualification was the Certificate of Qualification in Social Work (CQSW), awarded between 1975 and 1991. Purporting to be either a social worker or a student social worker without registering with a Social Work Register and holding or undergoing training for the recognized qualification is now a criminal offense. Social Workers must renew their registration every three years. These regulations offer protection to vulnerable people by guaranteeing the professional regulation of people working as social workers. All social workers must participate in at least fifteen days of professional training over a three-year period in order to be eligible for renewal of their registration (Iqbal, 2008).

After qualifying, social workers can undertake further training under the social work ‘Post Qualifying framework’. Until 2007, there were four
awards available under this framework. They were (a) Post qualifying Award –For advanced social work practice and management. (b) Mental Health Social Work Award (Approved Social Worker award in England, the Mental Health Officer Award in Scotland). (c) Child Care Award was given to those who want to work with children and young people. (d) Practice Teaching Award to those who wanted to work as a tutor, supervisor and assessor for social work students on their work placement (Iqbal, 2008).

Since 2007, the General Social Care Council and UK partners are implementing a new framework which unifies these awards in a simpler structure allowing the broader study to count towards three levels of social work award: Specialist, higher specialist, and advanced.

(c) Australia: A four-year Bachelor of Social Work (BSW) is required for entry into the occupation of Social Worker in Australia, although some universities also offer a two-year, accelerated, graduate entry BSW. Most employers stipulate that applicants must be eligible for membership of the Australian Association of Social Workers (Australia) (AASW). Only those graduates of courses recognized by the AASW are eligible for membership. Continuing Professional Education is an ongoing requirement of accredited membership of the AASW and must incorporate accountability, gaining new knowledge and information and skill development. A person with overseas qualifications can apply for consideration of recognition of their qualifications via a formal application for assessment with the AASW (Iqbal, 2008).

(d) Canada: In Canada, a four-year Bachelor of Social Work (BSW) is required for entry into the field. A Masters Degree in Social Work (MSW) is usually required to provide psychotherapy treatment. In Canada, social workers may provide treatment but cannot diagnose (Iqbal, 2008).

1.20. STANDARDS FOR SCHOOL SOCIAL SERVICES PROFESSIONALS

A few standards were designed to serve as a core set of standards for all schools service providers. These standards included:
TABLE 1.2: STANDARDS FOR SCHOOL SOCIAL SERVICES PROFESSIONALS

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Standards</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standard 1</td>
<td>Student and the Learning Process</td>
</tr>
<tr>
<td>2</td>
<td>Standard 2</td>
<td>Educational &amp; Learning Systems and organization</td>
</tr>
<tr>
<td>3</td>
<td>Standard 3</td>
<td>Family &amp; Community</td>
</tr>
<tr>
<td>4</td>
<td>Standard 4</td>
<td>Assessment</td>
</tr>
<tr>
<td>5</td>
<td>Standard 5</td>
<td>Intervention</td>
</tr>
<tr>
<td>6</td>
<td>Standard 6</td>
<td>Legal Issues</td>
</tr>
<tr>
<td>7</td>
<td>Standard 7</td>
<td>Ethics &amp; professionalism</td>
</tr>
</tbody>
</table>

1.21. CONCLUSION

Social Work education has thus proved to be a systematic, purposeful intervention by professional social workers to uplift, develop, and empower the weaker sections of the society. Social Work education at various levels has helped the professionals intervene and manage the crisis in the life of individuals, groups, and communities. The scenario of Social Work education in Karnataka State is researched in the forthcoming chapters.
References:


