CHAPTER - 2

REVIEW OF LITERATURE

The detailed review of some previous investigations is presented in this chapter. The chapter covers aspects such as origin and development of Social Work education, admission procedure, Social Work curriculum, generic and integrated course, and specializations in Social Work education. The chapter also presents reviews on examination pattern adopted in Social Work education, fieldwork training with reference to orientation/observation visits, structured experienced laboratory, rural camp, study tour, workshops, summer placement, block placement, and exposure visits. The fieldwork components, viz., field, faculty supervisor, agency supervisor, individual conference, group conference, student social workers, and fieldwork reports are also reviewed. Studies on field action projects/community adoption by the Social Work departments, and UGC curriculum on Social Work education are summarized. It identified the research lacunae after critically reviewing the previous studies.

2.0. SOCIAL WORK IN INDIA

Jacob (1994) has described fifty years history of Social Work education in India. Professional Social Work education is under scanning for evaluation. The critical explanation and analysis of the profession is the scope of academic development. Hence, it is studied as the opportunities and challenges in Social Work education. The world is on the verge of social and economic crises. People are facing a lot of problems in their daily lives to earn a livelihood. National and international debates and discussions on social problems are forcing to bring about social changes. The networking, group dynamics, and lobbying of different institutions help us to achieve the goals of Social Work and social development. Social Work education is expecting constructive, visible, and sustainable output, e.g., a module of training for social workers or an intervention on the social issues (Ranade, 1994).

Social sciences and behavioural sciences are essential components for strengthening the profession. “New Social Technology” and “Social Welfare Grid” are the major concepts to understand the discourse of different approaches towards
Social Work education (Kulkarni, 1994). The identity of social workers is the major concern in the professional community. Self-isolation from social scientists and activists will not provide the solution on the social problems in its totality for professional social workers (Ranade, 1994). A theoretical understanding of Social Work is the major contribution of social scientists. They have enforced and envisioned the direct micro action programme in the community (Singh, 1994). Social Work education should look for change in its approach towards contemporary issues. Social educators have to play a major role with their different theoretical perspectives. The business of Social Work profession is to care, cure, and change to ensure the betterment of society. The study areas in the field are gerontology, environment, peace studies, counseling, and tribal exploitation. It is important for the profession of Social Work to engage with all types of new upcoming areas of studies. Quality is the only essential component of Social Work education. Good communication skill and friendly academic environment in Social Work training institutions will ensure the quality of students.

The historical review of Social Work education demands a paradigm shift from welfare to development perspective. The changes and upgradation in the course content should be in tune with the five-year plan of the country (Chowdhry, 1994). The curriculum development for Social Work course is a difficult task, but the Center for Curriculum Development has done a good job in accordance to the process. It is important to identify the centre and the periphery of the subject contents as per the expectations of contemporary social issues and challenges. The curriculum development is an active, ongoing, and mutual process. The academicians, practitioners, administrators, and experts are engaged in developing the assigned task for curriculum development. The components of knowledge, philosophy, values and ethics are the core contents in the process of development. The discourse on “Development” is widely accepted across the Social Work education field (Gokarn, 1994). The history of Social Work curriculum development has set milestones at the TISS Golden Jubilee workshop. The American pattern of Social Work education in India was critically evaluated in the workshop. Community organization and social action was declared as the future course of Social Work methods (Desai, 1994).
Social Work education should have the research approach of quantitative as well as qualitative methods. It enables us to look at different social issues through the perspectives of justice and democracy (Verma, 1994). The teaching and the quality of literature available for the Social Work education is of concern. The western impact on Social Work literature limits the scope and growth of the indigenized Social Work profession. The creative literature in the form of stories, poems, and letters has the potential to explain different concepts in Social Work education. Anthological writing has the scope and importance for future reference. Advanced communication tools should be used in the Social Work classroom teaching and learning process. The transformation of traditional to modern teaching tools and methods ensures quality education (Mazumdar, 1994).

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

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

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

Social Work institutions are unable to maintain the quality standards for its originality and excellence. A case study of Tamil Nadu critically explains issues in the trends and problem of quality standards. The challenges are to regulate and monitor curriculum, specializations, research, fieldwork, teachers load, and interdisciplinary role in the Social Work profession. The quality standards regulating authorities are set up for different course of education, e.g., the Medical Council of India, the Council of Technical Education. The ASSWI (Association of Schools of Social work in India) had a wide scope in establishing an independent council for envisioning the quality of Social Work education (Palaniswamy, 1994). The undergraduate courses in Social Work education needed to focus with a potential to evolve a postgraduate professional of the subject. The negligence to the undergraduate course leads to stunted academic growth of postgraduate professional. Today’s academic era have the significance of research. It is the method of Social Work education. The teaching of research is a subject of training and practice. The theoretical and practical knowledge with skills in students ensure a fully developed researcher (Prasad, 1994).

Fieldwork is the core component of Social Work education. Social development can be achieved with restructuring and improving the contents and quality standards of fieldwork. The projects for social development should be taken up by the Social Work institutions. The UGC is ready to finance such innovative programmes. It leads to introduce new models of “Neighbourhood Development”, “System Approach” and “Social Change Approach”. It gave practical insights to students regarding different models of community organization (Siddique, 1994).

2.1. SOCIAL WORK EDUCATION AND CRITICS

Bodhi (2011) is enforcing us to think on the professional and intellectual crisis of Social Work education. It helps us to understand the eventual establishment and growth of the profession in India. The evolution of Social Work as a profession in India and the discourses are the crux of this writing. It raises the concern to synthesize an indigenous theory of Social Work education. It strongly proposed the theory of ‘Dalit Centred Social Work’ and ‘Tribe Centred Social Work’. It negates the

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

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

Social Work education and practice was set as a response to the Contemporary Indian Reality. Indian diversity has a crucial role to play in the standardization of Social Work education. The various socio-cultural and politico-economic dynamics put in force for not having uniform curriculum across the country. Indian reality has complexity lying in its structural inconsistencies, which carved through less democratic perspectives, poor commitment of bureaucratization, and increased
participation of media. Increased aspirations and lack of resources raised the concern of structural inequalities. The difference of inequalities significantly understood through the marginalization of the particular societal group. The discourses of social problems mingle with ethnic realities and its traditional understanding to act is at stake.

Contemporary Social Work practice was trapped in tradition insufficient education and practice. The assertion for radical change and restructuring of Social Work education in India is strongly put forth by the author. The issues and challenges of the profession is discussed in the process of problematization. The reference and quotations of Indian authors underlines a need to make a shift in the methodological discourse of Social Work education and practice. It significantly raises the questions against remedial approach. It tries to attract the attention towards issues of public concern, like poverty. In the present context, the critical social workers are emerging over the conservative tradition social workers with their ideas to have new theories and model of social change. “Emancipatory and Liberatory” approach of Social Work practitioners and educators are strongly set forth in the article. The strong critics of Social Work education argue the irrelevant status of the traditional Social Work education and methods of practice.

There are two stands to prove in the contemporary rationale of Social Work practice between “Traditional” and “Critical”. The importance of structural Social Work perspectives is relevant in the present context. It is becoming more popular in the academic fraternity of Social Work education. The traditional “Individualist” approach with the role of just service provider is denied by the author. It had a propagation of urgent need to have theoretical episteme of the Social Work education. The idea of structural Social Work perspective believes in strengthening the foundation of emancipation and liberatory thoughts through education.

The author criticises the academic population of Social Work education. The politico- social dynamics should be looked through the framework of Critical Social Work Practice. The theorization of the Social Work practice has not been given significance in the past. On the contrary, conservative traditional approach is unable to conduct clinical practice of Social Work in the local community. Eventually, it failed to create a self-identity. Academic intellectuals and practitioners are advocating
liberatory paradigm of Social Work education as an antithesis to the traditional approach of Social Work education. It gives an understanding about the scope and growth of Social Work education in India.

2.2. NEW SOCIAL TECHNOLOGY

Kulkarni (1994) has carried out “Retrospective study of Social Work Education”. He introduced the concept of “New Social Technology”. The reappraisal of Social Work education demands the analytical understanding of the past and future course along with the role and status of Social Work education in India. The assessment of the course in its totality with a perspective of national development underlines relevance and utility in the present context. Dr. Clifford Manshardt, founder Director Tata Institute of Social Sciences, in his inaugural address put forth the ideas of Social Work education and profession in India. They are the essential arguments to conduct retrospective and prospective studies of Social Work education and profession in India. The specialized knowledge is essential to solve social problems. Even the practical situation could not teach the different perspectives. It could be learnt easily in the schools of Social Work. Social Work is the knowledge of human nature, environmental background, and general outlook. It has the indigenous process with the history of social movements. It is mere exploration of human relationship. Social worker is the society’s trouble specialist. They are not the professional functionaries but systematic, formal, and well-trained professionals. It has the professional course work of academic studies with fieldwork. It enforced TISS to take initiatives and establish courses. Fieldwork is the major component in the Social Work curriculum, but it does not overshadow academic engagement of the student. It has a pure supplementary role. Sociology is important to understand the social phenomenon and law of human association. Social Work helps to manipulate, change and control materials with which it deals. It gives demonstration of applicability for law of human association (Manshardt,1985).

The interest and aptitude of the learner decides the relevance of Social Work education. The utility assessed in relation to job and career prospects is in accordance to the present requirement of the society. The community needed a work force in relation to the emerging fields. The discourse on relevance and utility of Social Work education initiated since its conception. The two major groups, one which have Social
Work institutions, and other, which is functionally related to the Social Work profession. There are few points of internal concern on the applicability of the profession. The fields of Social Sciences and Social Work have the synchronization to understand social reality. It also allows the academic growth of the profession. It is termed as cross-fertilization of the two. Fieldwork is core of the subjects. The effective interconnection of classroom teaching with field practice ensures quality education. The undergraduation in Social Work should have the foundation courses. The quality standards should ensure for prospective Social Work researchers. The students get knowledge, aptitude, and skills through classroom teaching of research methodology and practice of social statistics. The contemporary social realities and relevance of the Social Work education must be upgraded from time to time. The knowledge creation should be needed to respond, resist, and ignore against the outside challenges. Social Work is the knowledge base to learn the laws of human association. Hence, it is essential to incorporate Social Work as a subject in a foundation course in different professional degree programmes.

The Social Work profession has limitation in its growth in India. TISS is a deemed university offering a course in Social Work. The human resource and management (HRM) is the core component of the course. It is a very demanding course in the job market. TISS has established a separate postgraduate course for HRM. The course has a demand all over the market of NGO’s, Industries, Hospitals, and corporate and so on. Fieldwork is given the most importance in academic learning by the Social Work educators and employers. It is looked at as the prospective job training activity. Unfortunately, it was not a serious activity in different Social Work institutions. As per the UGC Review Committees on Social Work education, the undergraduate courses of Social Work will be the foundation for postgraduate programme in Social Work education. Nevertheless, it ignored to admit different graduates for postgraduate courses in Social Work. Debate on this issue has been an ongoing topic whether generic or specialized courses in Social Work education since its commencement. The then School of Social Work at Delhi University accepted a generic course. On the contrary, students having a specialized course in personal management and industrial relations got good jobs. It underlines the importance of specializations. Dr. Manshardt had said the organic relationship between social research and social work. There has been a decline in quality standards of teaching
and learning of research. The research component is always underplayed by Social Work educators. The indigenous knowledge base for Social Work education will be creation of research only. It gives hard-core data with social realities. The analytical understanding is possible with sound knowledge of sociological theories. The interpretations of theories give the intervention strategies to deal with social problems.

Social Work education has the romanticization of professionalism. It is mostly criticized for its western inspiration. It is a theoretical education with lacunae in practical applicability. The educational infrastructure is set up in urban areas. The learning scope is for students of urban areas. Their job demands are for higher packages. New social technology has a conceptual understanding that negates the understanding of human as unit of production. Humans are living entity. The effective study and use of behavioural sciences is envisioned in “New Social Technology (NST)”. Prof. Kulkarni has given the model of NST at the foundation level of education and at postgraduate level for Social Work education.

Desai and others (2000) Report on “Social Work Knowledge, Development, and Dissemination” is a proceeding of the workshop held at the Tata Institute of Social Sciences, Mumbai in the year 2000. The thrust of discourse was on the following points:

1. Social Work Literature focused on Social Work profession in particular. The transcendental vision of Social Work knowledge was discussed in reference to scientism and post- modernism.
2. Publication as a tool of communication- The importance of knowledge development and dissemination is underlined. The analytical thinking reflects in the debate of ‘Academic Publishing’ versus ‘Consumer Publishing’.
3. Quality Research Methodology should have an objective to generate theory. The theory confirmation is by the qualitative and quantitative methodology.
4. Social Work Knowledge as Practical Wisdom- The voice in the gathering promoted and had a pro stand towards indigenous and culture specific thinking and practice. The premise based on increased number of ethical and plural cultural societies in the world. The concern rose for need of local indigenous forms of Social Work knowledge model.
5. Policy measures - The significant interventions explained for achieving social change at policy level.
   a) At the level of School, Colleges or Department of Social Work.
   b) At the level of agency, which co-operate in Social Work institutions to organize fieldwork-practice.
   c) At level of Center, State or Local governing authorities having power of policy formulation and execution.

In the Opening Assembly Address of the Sir Dorabji Tata Graduate School of Social Work for the year 1940, the then director Dr. Clifford Manshadt, explained expectation of Social Work education in the context of the twentieth century. He had the vision of social justice with ‘social change’ as ‘end’ and ‘education’ as a ‘means’ to achieve it. He put forth the social problems of capitalist society and its interlinking with the government.

Lawani and Jadhav (2010) have compiled thoughts of academic intellectuals on higher education. It has a significant knowledge base for developing perspective on governance of higher education in particular. This writing was a detailed account of “All India Vice Chancellors Conference and 85th Annual meeting of the Association of Indian Universities”. It helps to understand various trends, issues and challenges in higher education in context of globalization. Lawani and Jadhav (2010) discussed issues of governance in Social Work education with reference to Maharashtra in the University News magazine. They raised questions on the disproportionate quantitative spread of Social Work institutions. They placed prospective measures and actions for achieving standardization in Social Work education and practice.

Cox (1982) in his articles ‘The educational expectables of social work students’ revealed various ways of exploring students expectations of professional teaching and implications of Social Work education. He concluded that Social Work education should invest great amount of time in developing relevant curriculum and also potential difficulties in Social Work professional training. There are five main stakeholders who must be involved in the process of construction of a Social Work curriculum as Aptekar (1971) referred to, namely, a) the student, b) the instructional
staff, c) the professional school, d) the University, and e) the community and society, at large.

University Grants Commission (2001) in its Model Curriculum states technical mandates for teaching, learning, and practicing Social Work profession. The mandates are in the form of credit distribution across the subject of Social Work education. It helps to understand the expectation of UGC as an effort for standardization of Social Work education.

A study conducted by Ramachandran (1972) was about the changing views of the students on Social Work. It reveals the students’ views, shifts in their views in respect to the goals and objectives of Social Work education, and also on various areas of operation. He had administered a well- prepared questionnaire for three consecutive batches from 1964 to 1966. The total students were 406 whose views were collected. His study found that the goal of Social Work is solving social problems in the community. Whereas Ramchandran and Barah (1972) studied some of the motivating factors among students for Social Work education. The study involved students from Sociology, Psychology, Economics, and Home Science subjects. With regard to awareness level, it was found that students from Home Science subject were better informed than others.

It is been observed that fieldwork, field study, field practicum and fieldwork curriculum is the core, and often, the neglected part in Social Work education. Many scholars like Hamilton (1981), Borsuk (1969), and Loevenberg (1978) had much delebration in their articles. Content, mode, nature of fieldwork, examination of fieldwork, objectives of Social Work eduation and how they can be achieved through fieldwork experiences are discussed in respective papers.

Field education or supervised practice has always been closely linked in the development of Social Work practice and education. Field practicum is an integral part in total Social Work education. Marshall (1980) stressed that field practicum helps in concurrent learning of theory and actual practice skills and also plays an important role in keeping practice education abreast of changes in the community. Whereas, Gangrade (1975) and Gerrand and others (1978) emphasized that supervised fieldwork forms an integral part of Social Work education and students must get supervised experiences in the field, including particular skills and responsibilities.
As far as evaluation of the Social Work practicum is concerned, Khinduka (1963) in his article ‘The role of supervision in social work education’ opined that the norms of evaluation of fieldwork practicum are the attitude of the students, his feelings of security and stability, capacity to observe, relationship with authority, his colleagues and supervisor, self- control, interviewing skills, his use of agency and community resources, the way he uses his conference, writing his reports, his identification with agency and profession, his relationship with clients, his competence in handling cases, and his capacity to use supervision as a means of further learning.

2.3. ANTHOLOGY AND SOCIAL WORK EDUCATION

Social Work education is in search of its identity. The epistemological base of the relevant subject knowledge lies in its literature. The academic inception of Social Work profession was always under the shadow of the American School of Social Work. It brought about a clinical approach to Social Work profession in India. The socio-political and cultural diversity in India found the practice of elite Social Work model to be irrelevant. The structural issues did not address the pedagogy and practice of the profession. It emerged as the profession of service providers. It was observed and discussed among few academic Indian intellectuals in earlier days of the Social Work profession. This country has a rich history of narrators, storytellers, poets, and social reformers. They reached the heart of the people. Western philosophy is useful to interpret and correlate this rich saga, this literature to develop a new pedagogy. This will suffice the need of the society and negate the functional education approach. This explores the idea of anthological experience with the relevant literature. Indianized indigenous literature is the way to develop and strengthen the pathway of Social Work profession through education. It underlines the importance of indigenous literature to the context of present Social Work education and practice in India.

‘Social Work’ is a popular word and many citizens are passionate about it in India. The different socio-political actions from different societal groups are encouraging debates on different social issues. Recently, the incidence of the Delhi Gang Rape raised the consciousness of the people across India. The demonstrations of candle march at India Gate, black colour ribbonprotest, silent walk, shouting against the government, and the few incidences of violence were the expression of people’s
anger. The issue was oppression of women in a patriarchal society. Different demands and recommendations were put forth by the civil society for reforms in the socio-political systems of the state. Earlier to this incidence, the issues of corruption and the protest of Anna Hazare were the nation’s concern. The outcome of this incidence was an emergence of the “Aam Adami Party,” a new political party. These milestones achieved in the socio-political voyage of Indian democracy gives a boost for a just society. The actors, involved in the process, portrayed themselves as “Social Workers”. However, majority of the professional social workers were away from these social and political dynamics.

The students or the academician or professional Social Work practitioner rarely came forward with their stands on such problems. The alienation of Social Work professionals from ‘Social Work’ is a serious concern related to the education system in India (Jacob, 1994). Hence, the education system requires strong and reforms, in particular to Social Work discipline. Professional social workers should take the lead and facilitate for the resolution of social problems. They should play the role for systemic and structural changes. The cadre of students, courseware in education institutions, and the pedagogy of Social Work education is not addressing the contemporary issues for a resolutions to its depth. The state has not seriously taken steps to ensure quality education in Social Sciences.

The quality standards in Social Work education has always been problematised since its inception. The American School of Social work and its impact on the Indian professional Social Work enforce a discourse on indigenous literature. (Bodhi, 2011). The indigenous literature of Social Work education might be created by the anthological experiments in teaching and learning in Social Work education. It is an attempt to revisit and continue experimentation of late Prof. (Mrs.) Manu Desai, “An Anthology of Short Stories for Social Work Education”.

Social Work profession has contemporary relevance of anthology. Social Work education has completed successful seven and half decades in India. The outcome of its emergence in the pre-independence era with leadership of American missionaries, having fellowship of industrialist like Tata’s, led Social Work education to grow under the shadow of the American school of thought. The western school of thinking and the issue-challenges in the Indian social context were a mismatch
association that persuaded contemporary social reality. The deliberate talks, debates, and discussions held at the Tata Institute of Social Sciences, underlined the importance of the indigenisation of teaching-learning environment in Social Work education. Unfortunately, the efforts could not reach its threshold in the new system of pedagogy.

Today’s socio-political era calls for revival and transformation of the old theories, ideas, and thoughts with vision of innovative and relevant academic practices. The basic objective is to attain the threshold as structural Social Work, indigenous liberatory Social Work or critical Social Work. In this paper, contemporary stories on internet blogs and poems from the Indian Creative Writing will be analyzed in different perspectives of Social Work education. It will help us to understand and study human relations, beliefs, and behaviour. It will give an insight into social problems and its seriousness in the present context. This will be a deliberate attempt to explore a framework of teaching-learning pedagogy for Social Work theory and practice. Anthological understanding of Social Work education will be an immediate solution for the problem of Indian creative writings of indigenous literature (Muzumdar, 1997).

An anthology is a literary theory having contemporary discourses and criticism. It is a rich resource for the student community as it enriches them about the developmental theories and people’s expression to social problems. It consists of poetries, blogs, essays, and creative writings. These writings are again categorized into different theoretical understandings. It emerges as in classical text from a range of movements, including Formalism, Structuralism, Marxism, Psychoanalysis, Deconstruction, Historicism, and Feminism, and incorporates cutting-edge work by leading theoreticians in the fields of Postmodernism, Cultural Studies, Post-colonialism, Gay and Lesbian studies, and Ethnic Studies.

Desai (2000) has put forth the significance of bringing standardization in Social Work education. The minimum criteria for standards in Social Work education is documented in the article, “Standard for Social Work Education”, published in IJSW. The Tata Institute of Social Sciences (TISS) has organized a National Seminar at Mumbai campus with the sponsorship of National Assessment and Accreditation Council (NAAC). The objective of the seminar was to establish criteria of standards
in Social Work education programmes in India. The documentation has created a manual for maintaining and upgrading the minimum standards in Social Work education. The guidelines for accreditation of quality aspect of the course and institution are set up in the manual. The seven criteria of NAAC have been discussed in detail with reference to the Social Work education in the seminar. Eminent resource persons from major authoritative premium institutions in India delivered their lectures. The theoretical references in setting up guidelines for the manual were publications of University Grants Commission (UGC) and Tata Institute of Social Sciences (TISS) since the years 1980 to 2001.

The first criterion is ‘Standards for curricular aspects’. It helps to develop a curriculum for graduate and postgraduate subject courses of Social Work. The second criteria ‘Standards in Teaching, learning and evaluation’ focused on the context of culture, history, and dialogue in the form of interaction. The sensitization of student’s aptitude in learning rather than transmitting knowledge is the crux of the discussion. The third criteria was ‘Standards for research consultancy, continuing and extension education with field action projects’. Research-Knowledge, development-dissemination is the major attribute. Infrastructure such as libraries and learning facilities are essential to upgrade the teaching-learning environment. The criteria of ‘Infrastructure and learning resources’ significantly focuses on creating an effective environment for student’s progress. ‘Students related matters’ is a standard criterion, as it deals with all the issues of students like admission procedures, student activities, code of conduct, career counseling, and alumni network. The management of an organization is important for ensuring scope for teachers and students to work for achievement of quality standards. The criteria of ‘Standards for organization and management ‘and ‘Standards for healthy practices’ are ensuring the working culture and motivational aspect for quality at the institution.

2.4. SIGNATURE PEDAGOGY AND SOCIAL WORK EDUCATION

Wayne and others (2010) used an idea of Signature Pedagogy. It could have strengthened the effectiveness of Social Work education. It is the central form of instruction and learning to socialize students to perform the role of practitioner. It contains pedagogical norms to connect and integrate theory with practice. There is a common comment from students and teachers that field education provides good
opportunity for learning. Signature pedagogy empowers to think, analyze, and study the intention of trainee Social Work students. It is complementary to implement and study teaching-learning in the process. Field education is an apprenticeship with a supervision of expert practitioners. Adult learning theory, ‘Kolb’s model of experiential learning’ provides theoretical background for conceptual understanding of field education. Here, students learn to practice the profession through active involvement with real experiences. Practice are studied with subjective reflection to understand social problem.

It is studied to analyze the reaction for the practical situation in real social problems (Bogo, 1998). Signature pedagogy is a conceptualization of practice, situation, and interventions in connection to theory. It has a conceptual framework with explanation from the field instructor (Fortune and others, 2001). The following tools and techniques are used to do fieldwork like observation, listening to audiotapes, watching videotape, reading student process or summary report, logs, and listening to verbal reports.

Signature pedagogy is a reflection with having a conceptualization. It is the integration of theory and practice with a future planning, review and discussion with students. The feedback of the student’s performance fulfils the understanding of pedagogy for future course. The relationship of student with the fieldwork instructor, in context to learning, is expected to be supportive and challenging (Fortune, 2001; Knight, 2000). EPAS has no standard format and structure for pedagogy of field education. It delimited with completion of fieldwork in stipulated time framework.

‘Signature Pedagogy of SWE’ is a terminology first coined by Lee Shulman. It has characteristic forms of teaching and learning. Teaching is a process to train students in thinking, performing, and acting with integrity. Field education is a ‘signature pedagogy’ of the Social Work profession (CSWE, 2008). The formulation of pedagogy is a process to integrate theory with practice. Nanavati (1985) has tried to explain the new innovative emerging models of Social Work education in third world countries, including India. It has a critic on the present system of Social Work education. Theoretical premise of evaluation in the present system of Social Work education is the western philosophy. Based on the constructive suggestions, the author suggested for new models of alternative Social Work education. Curriculum
development is a process of interrelating and integrating 5 basic constituents of professional education as Context, Purpose, Structure, Content and Process. The contemporary social, political, cultural, and economic context at a time and place explore the curriculum. The objective of Social Work education lies in the philosophy of “Development” and process of “Change”. The basic critical point of Social Work education is the limit of personal to social development. There is a conflict in professional social workers, i.e., individual, personal, and professional growth against the social development with a vision of egalitarian society. Social Work profession had an emergence with the need of industrial civilization. The context of Social Work profession as set by issues of literacy, industrial development, universal employment and social security.

Indigenized knowledge is considered as a base for resolving the challenges to set an alternate model to Social Work practice. The discourse of indigenization is carried forward since its emergence. Unfortunately, its academic and practical development could not be achieved in India and other third world countries. The causes in failure of indigenization as explained by the author are given below:

1. Elite middle class intellectuals could not find their roots in the ground reality. These elite intellectuals were influenced by western philosophy.

2. Traditional approach had a fundamentalist identity. On the contrary, liberal perspectives were acclaimed and widely accepted. Hence, the role of indigenization has its own limits.

3. The emotional unrest in society demands an alternate model of Social Work education where intellectual thoughts combine with emotional urges.

4. The elitist intellectuals and their western conditioning did not promote indigenization. There is a failure in balancing the influence of actual roots and concepts-theories of great masters.

The demand of indigenization was across different streams of social sciences as sociology, anthropology, etc. The national and regional milieu is the basic reason to increase the urge to change and ask for an alternate model. There are three different types of interests in the social workers. These interests influence curriculum designing and development that is explained below:
First, these people are working in masses to resolve their problems. They have the means of conscientization and structural change to deal with social problems. They have very little faith in academic training of Social Work education. Second, there are the professionals having specialized training in respected fields of interest. The third group of professionals is interested in personal and professional self-development. These interests of professionals are considered to develop alternate models of Social Work education in third world countries. These three alternate models are as Model-A-Change Oriented, Model-B-Mixed, and Model-C-Professional Interest Based. These are the suggestive models by the author.

Jani Jayshree(2011) has explored the analytical study of teaching patterns under the diverse context of Social Work education. The theoretical base of analysis lies in the reflections of the Council for Social Work Education (CSWE) with an Educational Policy and Accreditation Standards (EPAS). Modern theories have given detailed explanations of diverse standards in Social Work education with reference to the differences in us. She has enlisted the challenges and opportunities in Social Work education due to EPAS, which has introduced idea of receptive milieu in 1973. It created a challenge to determine the standard for educational practice. These challenges had a reoccurrence in implementations of the 2008 EPAS. In addition, it has warped changes in society and in the social work profession. The different interpretations has caused confusion among educators.

Educators should have queries regarding assessment of practical behaviour of students. Evidences are important to measure the behaviour. The use of scale in terms of knowledge, skill, attitude, and values are important. The challenges before Social Work education is to take it to a new level of relevance with diversity and social issues.

Desai (1991) explained the issues in Social Work education. It gave an account in addition to the first and second review committee reports of the University Grants Commission. The major issues are enlisted as:

1. Issues on Specialization Vs Generic Curriculum: The generic curriculum is widely accepted by the world. The need of specialized education managed with an initiation of optional courses as per the interest of students.
2. Social Work Education is a Dead End Education with Dead End Jobs: The different schools of Social Work have not taken the initiative for qualitative education system. They did not have the vision to create models for the profession. The author has described a slow pace of upward mobility in Social Work education. As per the UGC report studied in 1975, only 10 bachelor degree programmes and 11 Ph. D. programmes run in India. It discouraged nor motivation degree students of a higher-level to work for lower level job.

3. Import models of Social Work curriculum from first world country to third world country: The curriculum models are based on poverty, social change or models of remedial and rehabilitative Social Work practice borrowed from third world countries. American funding has sponsored the Social Work education programmes in India. In the aftermath of the Second World War, U.S.A. has influenced Social Work education. The then director of TISS, Dr. Kumarappa along with senior faculty of the Tata Institute of Social Sciences visited American schools of Social Work. These eminent academic intellectuals studied the curriculum and pedagogy in these institutions. That influenced the teaching and learning in Indian Social Work education. The visiting faculties from these American schools came to India and imparted education to the students in Social Work.

4. Information Control and Capacity Building of Student Social Workers: The significance of information sharing for students is inevitable. This quantity of information sharing is important to study. Heavy load of information leads to overcrowding of thoughts. The qualitative output is possible with the strategy of improvement in the student’s analytical and problem solving approach.

The destiny of Social Work education in India is in relationship with institutional establishments and management. The discourse of Social Work curriculum and pedagogy has its internal struggle. The need is to give more freedom and liberation to the field of social education. The time has come to vindicate social education in the present context. The oppressive social and economic environment of society underlines the relevance of Social Work education in India. Social Work education is deep-rooted in the university system. The nation has hopes from a social education to create a better society.
Thomas (1967) has discussed the problems of Social Work education in India in one of his writings. He put forth questions on designing of the curriculum, eligibility criteria of students for social work courses, staff and student’s ratio, issues regarding specialization and quality of students taking admission for the social work courses, etc. These problems elaborated in the writing, whereas the problem of language is a common problem. It has created obstacles in the teaching and learning process. Most of the time, faculties are unable to understand the Social Work concepts in the regional language. If faculties are facing problems in understanding the content, students could not understand it.

In an article ‘The issues of governance in Social Work Education in India’ published in the University News, the author raised some fundamental questions about Social Work education. According to him, knowledge which fails to create and give wisdom to those who are interested and intend to use it, makes people confused and develops controversies in the ideology and application of such knowledge. It becomes mere information which has little or no value in pragmatism that people believe in most (Jagdale, 2013). Issues of fieldwork training, how local context influence the practices of Social Work education, peripheral topics of research, dilemma faced by Social Work teachers on one hand and learners on the other, contribution and accountability of Social Work schools/departments, problems with existing govt. system, politicalizing Social Work education, and diversities in syllabus and assessment strategies were discussed. He looked at these problems from the governance perspective. He also asserted the need of operationalizing Social Work (Jagdale, 2014) in Indian context.

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

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

2.5. EMERGING TRENDS IN SOCIAL WORK EDUCATION

In the introduction part of the book, edited by Ilango and Francis (2012), ‘Professional Social Work Education Emerging Perspectives’, they highlighted how Social Work as a profession started in India and how far we have moved in the last seven and half decades. According to them, there are no regulatory mechanisms and quality assurance strategies in place due to the absence of a national council and proper standardization and accreditation of institutions offering Social Work education. They also mentioned that we have a philosophical dilemma between what is there in Social Work literature and what today’s Social Work is; they called it “welfare social work to managerial social work”. They tried to use SWOT analysis for the social work education in India and found that inner strengths. we have, i.e., ample institutes, qualified professionals, and huge number of students as human resource, and people are working on different fronts, some of them holding respectful positions in the government. And increased services in the field of psycho-social rehabilitation, disaster management, school mental health, life skills education, etc. In weaknesses, specifically, they focused on non -uniformity in syllabi, social service focused fieldwork rather than clinical or interventionist, teaching-learning pedagogy, and lack of innovations. In opportunities, we have scope in research and publications, service industry, and trans-national level. About professional threats, they said competition, lack of evidence- based practice and research, and establishing credibility of the profession are found to be areas of serious concern. Strengths-based Social Work is a comparatively new perspective; people see its importance in Social Work. Abraham
Francis in his article, ‘Strengths-based Perspective in Social Work’, tried to explore, understand, and discuss the applicability of this approach in Social Work practice. The approach advocates that while serving people in the field we must not focus on deficits, incompetencies, pathologies, and maladaptive functioning, but rather on the inherent strengths of individuals, families, groups, and organizations to aid their recovery and empowerment. It refrained from allowing crippling, labelling, and stigmatized language in practice and foster hope in clients. Using client’s strengths, viz., survival skills, abilities, knowledge, resources, and desires must be given priority in Social Work practice.

Bhatt and Francis (2012) in their thematic article, ‘Corporate Social Responsibility: An Area of Occupational Social Work Practice’ explained about occupational Social Work and revisiting Social Work curriculum in the industry. He highlighted that opportunities for Social Work practice in occupational settings have grown significantly since the early 1970s. Corporate social responsibility have paved new avenues for industrial social workers, but the demand posed by this new development needs changes in the present syllabus of Social Work, especially for Human Resource Management. It shows that people now come to the conclusion that the Social Work profession as a whole needs to revisit its curriculum, methodology, and content to establish its identity (Siddiqui and Sukhramani, 2001).

Navale and Desai (2002) have presented a detailed account of reviewing the Social Work education in industry for remodelling Social Work education. They advocated that there is a lot of space for practising Social Work in the industry. To meet the demands of the industries, social workers need to strengthen their administrative and managerial skills.

Sivakumar and Savarimuthu (2012) in their article based on the practical example of one manufacturing plant located in Ariyalur district, explained the innovative methodologies that can be used in industrial training of Social Work students. They also developed a model for fieldwork practicum for 30 days in an industrial set up that explains the do’s and don’ts for fieldwork trainees. They came to the conclusion that employee engagement focused methodology can be instrumental to Social Work students in the field of industrial Social Work.
The field-based block placement/summer placement is one of the major components of Social Work education, and a major determinant of the quality of Social Work curriculum. Muthukumar (2012) stressed the need of innovation in the pedagogy of fieldwork in Social Work education. He stressed that instead of the conventional way of practising the direct Social Work methods such as case work, group work, and community organization, the innovative way of practising the indirect Social Work methods should be encouraged, especially social action and social work administration, as well as job-oriented essential activities in block placement/summer placement programmes need to be encouraged in Social Work education.

2.6. RESEARCH GAPS

An in-depth review of literature on Social Work education in India, and West in general and in Karnataka in particular reveal that there is a paucity of data on Social Work education. It is found that there are few attempts made by the University Grants Commission, New Delhi; the Tata Institute of Social Sciences, Mumbai; College of Social Work (Nirmala Niketana) Mumbai; Department of Social Work, Sri Niketan; Department of Social Work, Delhi; Department of Social Work, Kalamssary; Department of Social Work, Vadodara; and Department of Social Work, Tirupattur to develop a model curriculum on Social Work education in the year 2001. Till then, no uniform approach was made to have a standard curriculum to teach Social Work programmes at undergraduation and postgraduation levels. It is also found that there are hardly any studies made on Social Work education in Karnataka. Therefore, it is worthwhile to study the Social Work education in Karnataka.
References:
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