CHAPTER-3

RESEARCH METHODOLOGY

3.0. INTRODUCTION

This study is an attempt to explore the functioning of schools of Social Work, including university departments offering postgraduate programme in Social Work in Karnataka State. It intends to probe into academic and administrative aspects and come out with comprehensive understanding. The nature of study seeks to adopt qualitative methodologies along with quantitative techniques to look into the Social Work education in Karnataka with a holistic perspective.

3.1. FORMULATION OF THE PROBLEM

Karnataka is one of the few states in India where social work education at P.G. level is being offered in most of the universities. In addition to the departments of social work at university level, there are many private institutions affiliated to state universities offering M.S.W. programme. The regulations governing admission to M.S.W. course, scheme of examination, and course content of Master of Social Work programme differ from university to university. Even the recruitment policy and infrastructural facilities are not the same in all the universities.

It is to be noted that Social Work programme at P.G. level is the most sought-after by young graduates, especially in the recent years. A study to understand and assess the functioning of the schools of Social Work in Karnataka is necessary. No major attempts have been made by the policy makers and researchers in this direction. Any attempt of improving the quality of Social Work education is possible only when we understand the ground realities. Quality education is the concern of everyone - be it an academician, a researcher, a practitioner, a policy-maker, and the organizations which hire the services of social workers. Potential professional social workers equipped with essential knowledge base, skills and techniques are much wanted in the developmental sector today. They act as a 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 postgraduate programmes.

Hence, the researcher proposes to understand the levels of functioning of schools of Social Work, in terms of curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, organization and management, and healthy practices.

3.2. SCOPE OF THE STUDY

The scope of the study is limited to understanding the functioning of schools of Social Work, including university departments offering postgraduate course in Social Work. Further, the study is limited to Karnataka state only. Hence, the results of the study cannot be generalized to other schools of Social Work in other states of India.

Further, the study is limited to understanding the academic and administrative aspects of Social Work education. The study is a comprehensive attempt and explores all the essential elements of Social Work education as specified by the University Grants Commission and professional bodies of Social Work from time to time. This study would enable all concerned with Social Work education to work out the modalities so as to make Social Work education a need based one and also to improve the quality of education to the highest possible level, making it accessible to all those who have aptitude towards Social Work. In this way, the study would also focus on the issues related to social justice.

3.3. AIM OF THE STUDY

The study is aimed to understand “Social Work Education in Karnataka”. It tries to understand the present system and functioning of schools of Social Work in Karnataka with reference to academic, co-curricular, and facilitative aspects. Further, the study is also aimed at offering suggestions, on the basis of findings of the study, in order to improve the quality of Social Work education.
3.4. SPECIFIC OBJECTIVES

An in-depth review of literature on Social Work education in India, and the 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 were 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 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. In view of this, to fill up the research gaps identified, the following specific objectives have been formulated:

- To understand the administrative or facilitative issues concerned with Social Work education in the schools of Social Work.
- To find out the admission procedure, course content, and examination pattern of Social Work education in schools of Social Work.
- To find out the infrastructural facilities, including the library facilities made available in the schools of Social Work.
- To find out the recruitment policy and opportunities for staff development in the schools of Social Work.
- To understand the academic and co-curricular activities of the schools of Social Work.
- To know about the composition and the activities of Board of Studies and the Board of Examiner (wherever applicable) in Social Work in the university and in the autonomous colleges.
- To know the academic and professional profile of Social Work educators of the schools of Social Work.
- To understand aspects related to Social Work practicum in schools of Social Work and the importance accorded to the fieldwork practicum in the curriculum.
• To elicit information about the linkages, the schools of Social Work have with governmental and non-governmental agencies.
• To understand the perceptions of fieldwork supervisors with regard to the learning aspects of practicum and the linkages, which they have with the schools of Social Work.
• To find out the opinion of students about the Social Work programme, and their attitude towards Social Work practice.
• To understand the structure and functions of professional associations of Social Work, and the association of alumni of schools of Social Work.
• To offer suggestions, on the basis of the findings of study, in improving the quality of Social Work education in Karnataka.

3.5. RESEARCH DESIGN

While mentioning the importance of research design, Young (1998) has rightly mentioned, “The design has to be geared to the available time, energy, and money; to the availability of data; to the extent to which it is desirable or possible to improve upon persons and social organizations which might apply the data”. (p.131). According to Ahmed (2007), a descriptive study is one that describes records, analyzes and interprets the prevailing conditions.

The nature of study seeks to adopt descriptive research design as it is learnt from the review of literature that, there is a paucity of data on Social Work education in India. Further, there are hardly any studies made on Social Work education in Karnataka with reference to academic and administrative aspects. Hence, the descriptive research design was considered the appropriate one to the present study in order to enrich the existing body of knowledge on Social Work education in Karnataka.

3.6. INCLUSION AND EXCLUSION CRITERIA

Social Work institutions offering postgraduate programme in Social Work, including university departments, postgraduate centre departments, autonomous colleges and affiliated colleges in Karnataka State were only included. Students who were regular to classes and willing to answer the questionnaire were included in the
study. Social Work educators who had minimum one year of teaching experience at postgraduation level and serving on full-time basis were included. The Chairpersons/Heads/Principles of Social Work department who were present and willing to answer the questionnaire were included in the study. The Agency Supervisors who are guiding M.S.W. students were included in the study. Social Work institutions offering undergraduate programme in Social Work, institutions involved in research and training in Social Work in Karnataka state were excluded from the study.

3.7. UNIVERSE OF THE STUDY

The study is confined to schools of Social Work in Karnataka State offering postgraduate programme in Social Work, functioning in the academic year 2008-09. Eight universities were offering M.S.W. programme in Karnataka during the academic year 2008-09. Some universities had P.G. centres, and some had affiliated colleges offering M.S.W. programme. There were total eight university departments, six P.G. centres and thirty-nine affiliated colleges, and altogether 53 departments of Social Work offering postgraduate programme in Social Work. The existing eight universities are spread over Karnataka State. Hence, universe of the study constitutes all the 53 departments of Social Work offering postgraduate programme in Social Work, including university departments, postgraduate centres, and affiliated colleges. It considers the Chairpersons/Heads/Principles, Social Work Educators, Social Work Students, and Agency Supervisors as stakeholders of the schools of Social Work.
Table 3.1: Number of university departments, P.G. centres, and affiliated colleges offering M.S.W. course in the academic year 2008-09 in Karnataka state.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the University</th>
<th>University Department</th>
<th>P.G. Centres</th>
<th>Affiliated Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bangalore University, Bangalore</td>
<td>1</td>
<td>--</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Women’s University, Bijapur</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>01</td>
</tr>
<tr>
<td>3</td>
<td>Gulbarga University, Gulbarga</td>
<td>1</td>
<td>2</td>
<td>09</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Karnataka University, Dharwad</td>
<td>1</td>
<td>3</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>5</td>
<td>Kuvempu University, Shimoga</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>02</td>
</tr>
<tr>
<td>6</td>
<td>Mangalore University, Mangalore</td>
<td>1</td>
<td>--</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>University of Mysore</td>
<td>1</td>
<td>--</td>
<td>05</td>
<td>06</td>
</tr>
<tr>
<td>8</td>
<td>Tumkur University, Tumkur</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>6</strong></td>
<td><strong>39</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

Source: Consolidated from annexure-V procured from the existing University P.G. Departments of Social Work in Karnataka (2008-09 academic year)

Table 3.2: Numbers of various stakeholders of the Departments of Social Work in Karnataka

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the University</th>
<th>Chairpersons/ HODs/ Principles</th>
<th>Social Work Educators</th>
<th>Agency Supervisors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bangalore University, Bangalore</td>
<td>13</td>
<td>42</td>
<td>60</td>
<td>1040</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Women’s University, Bijapur</td>
<td>01</td>
<td>03</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Gulbarga University, Gulbarga</td>
<td>12</td>
<td>34</td>
<td>50</td>
<td>121</td>
</tr>
<tr>
<td>4</td>
<td>Karnataka University, Dharwad</td>
<td>05</td>
<td>10</td>
<td>30</td>
<td>125</td>
</tr>
<tr>
<td>5</td>
<td>Kuvempu University, Shimoga</td>
<td>02</td>
<td>14</td>
<td>30</td>
<td>206</td>
</tr>
<tr>
<td>6</td>
<td>Mangalore University, Mangalore</td>
<td>13</td>
<td>45</td>
<td>60</td>
<td>1200</td>
</tr>
<tr>
<td>7</td>
<td>University of Mysore</td>
<td>06</td>
<td>20</td>
<td>50</td>
<td>480</td>
</tr>
<tr>
<td>8</td>
<td>Tumkur University, Tumkur</td>
<td>01</td>
<td>06</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>174</strong></td>
<td><strong>330</strong></td>
<td><strong>3352</strong></td>
</tr>
</tbody>
</table>

Source: Consolidated from annexure-V procured from the existing University P.G. Departments of Social Work in Karnataka (2008-09 academic year)
It was decided to approach all the 53 departments offering postgraduate course in Social Work. It was also decided to cover all the existing stakeholders, viz., M.S.W. students (3352); Chairpersons/Heads/Principles of Social Work institutions (53); Social Work Educators (174); and Fieldwork (agency) Supervisors guiding Social Work students (330).

The students pursuing M.S.W. course in the departments of Social Work were to administer the questionnaire. The intake capacity of the departments/colleges of Social Work varied. It was requested of the concerned faculty members to facilitate in administering questionnaires to M.S.W. students. Some of the colleges did not have full strength due to cancellation of admission and discontinuation from the course. Many of the questionnaires filled by the M.S.W. students were incomplete. Besides, a few students were absent on the day of administering the questionnaire. Hence, it was possible to cover only 881 M.S.W. students out of 3352.

Social Work educators (174) of Social Work institutions had to be interviewed with the help of a semi-structured interview schedule. However, it was possible to interview only 58 out of 174. Those teachers who were present on the day of the visit and who showed willingness were interviewed. For the teachers who were on leave, the tool was left in the institutions, with a request to send back the filled tools by post. It is to be noted that only few responded positively. Some of the tools were received in the incomplete form.

The Chairpersons/Heads/ Principles of Social Work department offering postgraduate programme in Social Work were to be administered a questionnaire. A majority of them were busy and some of them were on leave on the day of the visit. The tool was dropped in the institutions, with a request to send back the filled tools by post. It is to be noted that only few responded positively. Some of the tools were received in the incomplete form. Hence, it was possible to study only 14 heads of the Social Work departments.

Agency Supervisors (330) of various developmental organizations were to be administered a questionnaire. The tool was handed over to the faculty members. It was requested of the faculty members to facilitate in administering the tools to the Agency Supervisors under whom their M.S.W. students are placed for concurrent
fieldwork training. However, it was possible to administer the questionnaire to 156 
Agency Supervisors out of 330. Some of them did not respond while some returned 
the tool in incomplete form. The details of the various stakeholders covered in the 
study is detailed in the following Table 3.3.

Table 3.3: Numbers of various stakeholders of the Departments of Social Work 
in Karnataka covered in the study

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the University</th>
<th>Chairpersons/ HODs/ Principles</th>
<th>Social Work Educators</th>
<th>Agency Supervisors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bangalore University, Bangalore</td>
<td>3</td>
<td>10</td>
<td>37</td>
<td>231</td>
</tr>
<tr>
<td>2</td>
<td>Karnataka State Women’s University, Bijapur</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Gulbarga University, Gulbarga</td>
<td>2</td>
<td>9</td>
<td>21</td>
<td>117</td>
</tr>
<tr>
<td>4</td>
<td>Karnataka University, Dharwad</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>114</td>
</tr>
<tr>
<td>5</td>
<td>Kuvempu University, Shimoga</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>Mangalore University, Mangalore</td>
<td>3</td>
<td>8</td>
<td>26</td>
<td>230</td>
</tr>
<tr>
<td>7</td>
<td>University of Mysore</td>
<td>2</td>
<td>12</td>
<td>30</td>
<td>108</td>
</tr>
<tr>
<td>8</td>
<td>Tumkur University, Tumkur</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Units covered in the study</td>
<td>14</td>
<td>58</td>
<td>156</td>
<td>881</td>
<td></td>
</tr>
</tbody>
</table>

3.8. UNITS OF THE STUDY

The study of Social Work education in Karnataka is a complex phenomenon. 
There are various stakeholders who deal with Social Work education. A study of all 
of them can only give us a comprehensive understanding on the functioning of Social 
Work departments with reference to academic and administrative aspects. Ignorance 
of any one of the stakeholder’s view in this regard will give us a partial 
understanding. For a holistic understanding on Social Work education in Karnataka, 
views of the following stakeholders is considered important.

a. DEPARTMENTS OF SOCIAL WORK

The departments of Social Work are the institutions offering postgraduate 
course in Social Work for the duration of two years, including the university 
departments, postgraduate centre departments and department in the colleges.
b. SOCIAL WORK STUDENTS

Those who get admission into postgraduate course in Social Work in any of the university departments or postgraduate centre or affiliated colleges and are regular to the classes and fieldwork.

c. CHAIRPERSONS, HEADS AND PRINCIPLES

Those who are heading the university departments of Social Work, or postgraduate centre department of Social Work or department of Social Work in college and monitoring the functioning of the department of Social Work.

d. SOCIAL WORK EDUCATORS

Those who did postgraduate course in Social Work and qualified in UGC NET or SLET or having a Doctoral degree in Social Work and actively engaged in teaching Social Work course, research and acting as faculty supervisor to guide the students to take up practical components. The Guest Faculty who possesses qualifications as per UGC was also considered in the present study.

e. AGENCY SUPERVISORS

Those, with or without Social Work background working in developmental organisations either in government or voluntary organisation and actively involved in guiding Social Work trainees to take up concurrent fieldwork and other practicum components of Social Work.

Table 3.4: Tools and Techniques used for data collection

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Type of Respondent</th>
<th>Tools</th>
<th>No. of Items</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chairpersons, Heads and Principles of Social Work Institutions</td>
<td>Interview Schedule</td>
<td>138</td>
<td>Interview</td>
</tr>
<tr>
<td>2</td>
<td>Social Work Educators</td>
<td>Interview Schedule</td>
<td>75</td>
<td>Interview</td>
</tr>
<tr>
<td>3</td>
<td>M.S.W. students</td>
<td>Questionnaire</td>
<td>71</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>4</td>
<td>Agency Supervisors</td>
<td>Questionnaire</td>
<td>27</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>
3.9. CONSTRUCTION OF RESEARCH TOOLS

In order to satisfy the objectives of the study, five different tools were developed to gather primary data from various stakeholders of Social Work departments. The required data for the study was gathered by administering the following tools:

a. INTERVIEW SCHEDULE FOR HEAD OF THE INSTITUTIONS

An interview schedule was prepared for the heads of the department or the senior faculty member of the department of Social Work to gather data pertaining to the academic programmes of the department. This tool also had questions related to admission procedure, course content and examination pattern, aspects related to social work practicum and the importance accorded to the fieldwork practicum in the curriculum. All together, this tool had 138 items.

b. INTERVIEW SCHEDULE FOR SOCIAL WORK EDUCATORS

Another interview schedule was also prepared for the faculty members of the department of Social Work to find out their academic background and their participation in the academic activities of the institutions. This tool also had questions related to linkages of schools of Social Work with governmental and non-governmental agencies, academic and co-curricular activities of the departments, composition, and the activities of the Board of Studies and the Board of Examination in Social Work in the university and autonomous colleges. All together, this tool had 75 items.

c. QUESTIONNAIRE FOR M.S.W. STUDENTS

A questionnaire was prepared to understand the perception of the students about the academic and co-curricular activities of the department. All together, this tool has 71 items.
d. QUESTIONNAIRE FOR AGENCY SUPERVISORS

Another questionnaire was prepared for the Agency Supervisors of fieldwork practicum to understand the involvement of the trainees in field practicum and their opinion and suggestions with regard to the fieldwork component. All together, this tool had 27 items.

3.10. TECHNIQUES ADOPTED FOR DATA COLLECTION

In order to get accurate data from different stakeholders of Social Work institutions, the technique of data collection, viz., interview, questionnaire, and observation were adopted. The details of the techniques adopted with different stakeholders is laid down in Table.3.4 entitled tools and techniques used for data collection.

3.11. PRE-TESTING OF RESEARCH TOOLS

The tools mentioned above, once prepared by the researcher, were administered on five teachers, one head / senior faculty members of the institution, twenty-five students, and five agency supervisors of fieldwork practicum to find out the effectiveness of the tools in eliciting the data required. After pre-testing all the five tools, necessary modifications were made, with additions and deletions into the tools, on the basis of the findings of the pre-testing. The pre-testing exercise took about 15 days. Likewise, the tools were standardized and finalized for the main study.

3.12. MAIN STUDY

The researcher approached each institution personally, explained the objectives, and sought their permission and co-operation in carrying out the study. All those institutions, which accorded permission, were included in the study.

The researcher spent 4 days in each postgraduate department of Social Work. It helped in establishing rapport with the Chairpersons/Heads/Principles, Social Work Educators, Agency Supervisors, and Social Work students. During this period, the Social Work educators were requested to facilitate in administering the questionnaire to the students. It was explained to them item-wise and asked to give the appropriate
answer. Likewise, every batch took the minimum time of 60 minutes and the maximum time of 90 minutes.

Each Chairperson/Head/Principle of the departments of Social Work were requested to provide data by writing in the Data Sheet cum Schedule of the institutions. Further, they were interviewed by using semi-structured interview schedule. This exercise took minimum of 50 minutes and maximum of 70 minutes for every institution. If the concerned person was not available on the day of the interview, the tool was left in the department with a request to fill up the tool and return to the researcher via post. Social Work educators were also interviewed by using semi-structured interview schedule. This exercise took minimum of 45 minutes and maximum of 60 minutes for each respondent. In case the educators were busy or on leave, the tool was left with a request to send the completed tool to the researcher by post. The questionnaire to the agency supervisor was handed over to the faculties of the departments of Social Work who were requested to administer the tool to the agency supervisors.

Likewise, the primary data was collected through personal interviews, questionnaire, and observation from 53 Social Work institutions offering postgraduate programme in Social Work covered under the jurisdiction of eight universities. All together, the process of gathering empirical data took about 7 and half months.

3.13. METHODS OF DATA COLLECTION

The primary data was collected through personal interviews, questionnaire and observation from Social Work institutions, M.S.W. students, Chairpersons/Heads/Principles of Social Work institutions, Social Work educators, and Agency Supervisors. The researcher has gathered data from the secondary sources with regard to the establishment of the department/school, the infrastructure it has, and maintenance of the records. In addition to the above, data pertaining to admission procedure, course content of the programme, recruitment procedure, staff development programmes, and salaries of faculty members were also gathered from the records available.

The secondary data was also collected from the annual reports, journals, books, magazines, working papers, monographs, dissertations, conference
proceedings, newspapers, and from the Internet websites published on Social Work education by national and international organizations.

3.14. ANALYSIS OF DATA

The data, collected according to the above methodology from different stakeholders was subjected to processing. All the five tools were edited in the field itself. During the course of editing, errors like incomplete entries, wrong entries, blank entries, and logical errors were rectified by the researcher. After thorough editing, classification was made. Further, the variables were quantified by allotting numerical values. A coding key was prepared for all the tools. Referring to the coding key, the data from different tools was transferred onto the computer using the Statistical Package for Social Sciences. Statistical measures like Mean, Median, and Percentage were calculated and univariate tables were drawn with the help of the computer. The results are discussed, in the light of the existing literature, and on the basis of the observations made by the researcher.

3.15. LIMITATIONS OF THE STUDY

1. Due to time constraint a larger sample of the Social Work students could not be covered for the study.

2. The study did not cover Social Work institutions offering undergraduate programme in Social Work in Karnataka.

3. Most of the Chairpersons/Heads/Principles did not return the tool by post.

4. Many of the tools sent by the Chairpersons/Heads/Principles, Social Work Educators, and Agency Supervisors were incomplete. Hence, those tools were not included in the study.

However, in spite of these limitations, the insights gained from the data gathered were enough to draw inferences and satisfy the objectives of the study.

3.16. ORGANIZATION OF THE THESIS

The thesis is organized into seven chapters. Chapter one introduces the basic concepts related to Social Work education such as Social Work Profession, Higher Education, Social Work Training and Education. The terms used in the present study
such as social work, education, training, field work, and profession are also conceptualized in this chapter. The profile of Social Work education in Karnataka is given. Social Work Curriculum in Karnataka, Generic Vs Specialization, and Components of Social Work Education are described. It examines the role of schools of Social Work in Development Field and role of Social Work Profession in Social Development. The goals and mission of Social Work, objectives, aim and ethics of Social Work education, historical development of Social Work education in the West and India are also given in detail. The rationale of the study and significance of the study is dealt with. Relevance of Social Work education in meeting developmental needs is also presented in this chapter.

The origin and development of Social Work education in the West, and in India in general and in Karnataka in specific, is revealed in the chapter two entitled Social Work Education in Karnataka: A Review. The review of available studies covered aspects such as Social Work education in India, Social Work education and critics, new social technology, anthology and Social Work education, signature pedagogy and Social Work education, and emerging trends in Social Work education. It identified the research lacunae after critically reviewing the previous studies.

The scientific procedures followed in achieving the aim and objectives of the study are presented in the chapter three titled research methodology. The research problem is formulated. Scope of the study is discussed. Formulation of the aim and objectives of the study in light of review of literature and identified research lacunae are presented. To satisfy the aim and objectives of the study the research design adopted, universe of the study, inclusion and exclusion criteria adopted in selection of the various stakeholders, Pre-test to standardizing tools, construction of research tools, conduct of main study, methods adopted in collecting data, tools and techniques used in collecting primary data, types of analyses made, limitations of the study, and organization of the thesis is presented in this chapter.

Analyses of the tables and interpretation is presented in chapter four. The empirical data collected from head of the Social Work institutions/departments, social work educators, agency supervisors, and Social Work students on admission procedure, course content, Social Work practicum, collaboration of Social Work education with Government and NGOs, infrastructure and library facilities in schools
of Social Work, recruitment policy, staff development, profile of Social Work educators (academic and professional), co-curricular activities, opinion of Social Work students about Social Work programme, perception of fieldwork supervisors about learning aspects of practicum, composition and activities of BOS and BOE, examination patterns and structure and functions of professional associations are revealed in this chapter. Supportive studies relevant to present study are quoted. Inferences of corresponding tables are also drawn.

The major findings of the study are presented in the chapter five entitled Summary of the Findings, Conclusions and Suggestions. The major findings in relation to the objectives of the study are summarized. Based on the major findings and summary, conclusions are drawn in this chapter.

Implications of the study in relation to the objectives of the study and ensuring quality of Social Work education in Karnataka are given in the same chapter in the form of suggestions. The suggestions to the Department of Higher Education, Universities, heads/principles of the Social Work institutions, Social Work educators, and agency supervisors are made to ensure quality teaching and joyful learning of Social Work education at postgraduation level.
References:
