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Phone: +913842-270821, Email: [**bsgunjal@gmail.com**](mailto:bsgunjal@gmail.com)

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EDITORIAL

This is the special issue on Social Work Education constituting the papers written by the social work educators having had an experience of social work practice. Around 17 papers contributed by eminent personalities for this special issue of the journal. This issue presenting some of the aspects of social work education in Indian context. In view of the changing realities the contemporary issues of social work education need to be reviewed. It demands for new thinking and innovative strategies to deal with challenges such as globalisation, liberalization and privatization.

An overview of the same is summarized for the benefit of the readers:

This issues starts with a thought provoking article by Prof.Vineeta. B. Pai on '*Social work in search of Professional identity*' highlights the changing perspectives of social work with the advent of changes in our socio-economic and political scenario. She emphasises that in order to combat the emerging threat of its survival and continuity, the professional need to build its competences and convince society about their utility, there

The second paper on '*Social Work Philosophy, Values, Ethics and Human Rights in Social Work Education*' by Dr. B. Ramesh and Prof. S.A Kazi discussed the significant values and ethics in social work with particular reference to social work education. The authors emphasized the need for incorporating emancipator values in social work education.

The paper '*Gandhian Perspective on Social Work: A Critical Estimate*' by Dr. Adarasupally Nataraju delineates the doctrinal basis of collective social welfare from a Gandhian perspective and how Gandhi conceptualized the very idea of social work and the philosophy behind it.

A paper on '*Social Work Research: Education and Training*' by Prof. D.K. Lal Das covers the significant concepts in social work research, followed by role of social work research in enhancing the knowledge base of social work education as well as social work practice in Indian context.

The paper contributed by Dr. M.P. Somashekar and Prof. Y.S. Siddegowda on '*Standard Criteria for Curricula of Social Work Education*' draws the attention of the readers on ensuring the standard criteria for redesigning the curriculum of social work

education. Abiding the prescribed standard criteria will demonstrate and promote anti-discriminatory and anti-oppressive approaches to training and practice.

Dr. Channaveer R.M. in his paper '*Essence of Indigenization and Authentization of Social Work Education*' highlights the need for indigenization and authentication of social work education. This requires the need for collaboration and exchange of human resource and knowledge between the schools of social work and the agencies to address the common cause of people.

Another paper on 'Field Work Training in Social Work Education: An Overview' by Dr. B.S. Gunjal and Prof. Gopalji Mishra advocates the need for improving the quality of field work education for increasing the quality of service provided by professional social workers.

The paper '*Interface between Schools of Social Work – and Other Actors*' by Prof. M. Lakshmipathi Raju & Dr. A.B.S.V. Ranga Rao highlights the significance of interfacing between multi disciplines in strengthening social work practice. This is possible through proper networking between civil society organisations and schools of social work.

Mr. Ashok Anthony D'Souza in his paper '*Employment Avenues for Social Work Graduates*' brings forward the emerging areas of the profession and advocates for the need of exploring the employability, competency requirements, employment avenues in different areas/fields of social work, global opportunities and an assessment of future directions of social work careers.

Another paper on '*Professional Qualities and Competencies expected from Social Workers*' by Dr. K.G. Parashurama advocates for enhancing the competencies of social worker in terms of inculcating knowledge, values, and skills to help clients resolve a broad range of existing or potential problems in social functioning.

Prof. Manjumohan Mukherjee in his paper '*Sustainable Development and Global Warming*' explains the causes and consequences of global warming. The author delineates the significance of sustainable development as an effective means of addressing global warming and advocates for promoting human rights, food security through good governance.

Dr. B.T. Lawani in his paper '*Application of Social Work Methods in Social Service Delivery System*' discuss about the concept and structure of the social service delivery system, the emergence and application of various methods of social work in the service delivery system. An analysis is made on the significance of an integrated approach in the practice of social work.

Dr. S. Venkatesan in his paper '*Scope of Practice for Clinical Social Work in the Field of Speech, Language and Hearing*' explores independent scope of practice in both these professions before attempting to build bridges on shared areas of concern for optimum benefit to affected individuals with communication dysfunctions or disabilities.

Prof. C.A.Somashekharappa in his paper '*Need of Social Work Practice Approach in Backward Classes Welfare Programmes in Karnataka*' highlights the need for social work approach to address prevailing social inequalities. In order to bring up and make them capable of participating in all arenas of society, a kind of support services need to be extended by all these concerned, most importantly the State, keeping in view of the changing requirements of society in general and the OBCs in particular.

The paper on '*Expanding Horizons and Recognizing Challenges of Social Work Higher Education in India*' by Mahesh Chaugule discuss the needs, challenges and reclamation of social work education identity as a higher education in India. The author advocates for real autonomy, coordination and better governance in the higher education sector.

Dr. M. Gangabhushan in his paper '*Emerging Challenges to Social Work Profession and Education*' highlights the emerging macro level changes giving rise to contemporary social problems and advocates for interfacing between various actors of importance. With the resurgence of the civil society, social work profession has very significant role to play in partnership with the people-centred ideologies and groups, at the national and international levels.

Book review has been done by Dr. Subhabrata Dutta, on *Fields of Social Work Practice*, jointly edited by B.S. Gunjal and Gangabhushan M. Molankal (Ed.), 2010, Bangalore: Baraha Publishing House.

I must grateful to our Hon'ble Vice-Chancellor Tapodhir Bhattacharjee for his consistent encouragement and support in sustaining the publication of Social Work Journal.

It is indeed an honour for me to edit this special issue my proud privilege to acknowledge with sense of gratitude to all the paper contributors, referees, members of the advisory board, editorial board who have made my task by being responsible in preparing the papers, editing and sequencing. I hope that this academic exercise will go a long way in strengthening the knowledge base of Social Work profession and education.

Dr. B. S. Gunjal
(Editor-in-Chief)

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Subhabarta Dutta

SOCIAL WORK-IN SEARCH OF A PROFESSIONAL IDENTITY

(PROFESSIONALIZATION OF SOCIAL WORK)

Vineeta B. Pai*

Abstract

There is no unanimity about social work's professional status. Though this profession has emerged to solve the complex problems of modern industrial societies, the domain of its operation has shifted from welfare to empowerment and human rights. The ideologies underlying its practice also have changed frequently, only to make it self relevant to the needs of people. This, however has raised questions about its very identity as an established profession. In this context, unless social work professionals take steps to convince society about their utility, there is a threat to its survival and continuity as a profession.

Key Words: Social Work; Profession; Identity.

*Prof. Vineeta B. Pai, Professor and Chairman Dept. of Social Work, Karnatak University, Dharwad-580003, Karnataka.email:vbpai1122@gmail.com

Introduction

An examination of the emergence of various professions in our society reveals that they are born of needs experienced by people from time to time. Like living organisms, these professions also grow and develop throughout their existence. This is explicitly because, 'professionalization of one's occupational status or to have one's occupational conduct judged as professional is highly regarded in all post-industrial societies and in at least the modernizing sectors of others' (Moore , W.E, 1970). Accordingly, in an effort to improve and provide specialized services to the clientele, the professions keep taking new grafts from the ever expanding knowledge and skills and drop the obsolete ones from time to time.

Despite this, for the nurture and development of professions, the social approval and acceptance have proved to be vital. The rejection by the society generally results in their fading and withering away. 'The profession's ability to satisfy the special needs of

the clientele and the flexibility of the professions in adapting to society's changes', (Morale and Sheafor, 1977), largely determine the sustenance and continuity of the professions. In this context this paper attempts to examine the pathway social work has taken from being equated with and identified as charity, to attain professional identity.

Emergence of Social Work as an Occupation

The roots of social work can be traced to the struggle of the society to deal with poverty, human misery and the other allied problems. The world's major religions have always appreciated and advocated charity and voluntary work for this cause. Consequent of this, individual citizens giving alms to people in need and organizing charities under the auspices of the religious organizations and later the churches was held in high esteem in the West, even during the ancient period.

The changes in the socio-economic milieu and consequent rupture of the relationship between people and the church organizations, contributed to the increased magnitude of the problems of poverty during the medieval period. This demanded for adoption of other strategies and techniques of helping people and attempting to relieve their distress. As a result, the voluntary acts of service gradually became more formalized, as numerous social agencies were formed, e.g: when Constantine-I legalized the Christian church, the newly legitimized church set up 'poor houses', homes for the aged, hospitals and orphanages (Flick A.C., 1909). These were often funded, at least in part from grants from the empire. Thus along with the religious institutions, the beginning of the state's interest in charities could be observed during this period.

However, the church with its system of distributing the consumables to the poor, in the absence of an effective bureaucratic arrangement under the auspices of the city government that was capable of charitable activities, still continued to play an important role in this field. The clergy here had donned the role of Saviours and good Samaritans, perceiving this role to be a responsibility and a sign of one's piety. But the charity was more in the form of direct relief, seldom with adequate efforts to change the root causes of poverty. Often the volunteers' attitude towards recipients of the services offered was marked by condescension. The poor were looked at as morally deficient, less dignified individuals, by these volunteers.

In a background like this, the occupation of paid social work emerged. The national and international conditions exerted an influence on its development. The increasing industrial growth, the changes in employment market, the periods of war and peace, inflation and depression, urban migration and suburban escape, etc., (Morales and Sheafor, 1977), and the concomitant problems demanded for social workers and their services. The 'Friendly Visitors' were therefore conceived-who were volunteers receiving some stipend by church and other charitable bodies-to dispense direct relief and work through prayer and evangelism to alleviate these problems. In Europe, chaplains or almoners were appointed to administer such work.

Along side these volunteers' activities in the USA, the establishment of state charities and creation of Relief Departments could be observed during this period. These Boards attempted to coordinate services in alm-houses, hospitals, and other social agencies. The Massachusetts Board of Charities under the leaderships of Samuel Gridley and its paid director Frank, B. Sanborn (Trattner, 1974) probed into the causes of poverty and reiterated that, virtually the individuals themselves were responsible for their condition. This is because, according to them the main causes for poverty were physical degradation and inferiority; moral perversity; mental incapacity; accidents and infirmities. These were further accentuated by the societal causes, such as, customs of the society, the unjust and unwise laws, etc.

The complexity of these problems could not have been handled merely by disbursing direct relief to the poor. Hence, to deal with these complex problems, paid staff, with special abilities and skills acquired through adequate training, were felt a necessity.

An another development during this period contributing to the emergence of social work as an occupation was the organization of Charity Organization Societies (COSs) both in Europe and USA. These were established at a time when the uncontrolled growth of social agencies and multiplicity of charities had not only resettled in lack of coordination between them, but also had led to duplication, wastage and misuse of resources without yielding any discernable results of checking the problems of poor or poverty.

The COSs, therefore, were intended not only to designing suitable means to help the poor but also to prevent the poor from taking advantage of the numerous uncoordinated social agencies, which had developed in many communities. Their years of experience with the volunteers working as “Friendly Visitors” urged them to contemplate training for the volunteers. In 1893, Nathanil S. Rosenau of the Buffalo society questioned the suitability of untrained individuals serving as managers of charitable society or institution. He emphasized on utilizing the services of persons specially trained for this work, who had an aptitude and who intended to devote themselves to it (Lubove Roy, 1965).

Yet another development leading to the emergence of social work as an occupation was the Settlement House movement. This focused on the causes of poverty through the “Three Rs”- Research, Reform, and Residence. They provided a variety of services for developing neighborhood feelings among the poor slum dwellers, for raising their health and educational status and for improving their legal awareness, etc. The research findings advocated changes in social policy. Thus, paid functionaries to render these services was recognized and accepted by the end of 19th century.

Professionalization of Social Work

In the modern industrial society, a number of activities, hitherto identified as occupations, have been staking a claim to professional status-social work being one amongst these. With the increasing complexity of problems, which the functionaries of various social agencies were struggling to mitigate, there dawned a new awakening of the need for training these functionaries to prepare them to handle these complexities successfully, besides remunerating their service. With the acquisition of these features, the social work occupation staked a claim to professional status. Walton (1975), stated that, this task was engineered under the auspices of the Charity Organization Society (COS) whose members were instrumental in shaping the profession. Lorenz (1994) held that, social work developed as the handmaiden of the nineteenth century nation-state with the objective of turning deviant individuals into acceptable citizens.

This objective being a problem with complex roots, the need for professional education was felt more strongly. For the first time thus, the need for professional education in social work was emphasized in 1893, by Anna, L Dawes, at the

International Congress of Charities, Correction and Philanthropy, held in Chicago. However, no concrete action could be observed until 1898. It was with the formation of the New York School of Philanthropy and an introduction of a six weeks summer session to train paid workers, under the guidance of Edward T. Devine, the Secretary of the New York COS, the social work training began in USA. Later the training time was extended to one year and eventually to two years (Morales and Sheafor, 1977). The school was later developed into New York School of Social Work and since 1940 affiliated with Columbia University. Number of other states in the USA followed this suit and established similar schools of social work. Since that time, the recognition of social work as a profession has made remarkable progress.

The person centered case work method developed by the COSs received recognition from, not only the service providers, but also the state, which legitimized this practice and extended financial support. The settlement house movement, however, focused on the more structurally oriented analyses of poverty and its impact on human behaviour. Thus along with the pathologizing an individual for his/her failure to adjust to the society, an another approach, i.e. manipulating the environment by relieving the structural gaps through community work also developed during this period. The Schools of Social Work not only imparted training in Sociology, Economics and other allied disciplines, but also in these methods.

Social work practice, especially in USA, in institutional settings developed primarily in the Massachusetts General Hospital in 1905, following the example of this in London. This added an entirely new area to explore the implications of case work theory and practice, instead of limiting it to Charity Organization and Child Welfare Societies. Medical Social Workers were considered to be essential because, human kindness and the warm-hearted approach alone could not solve the distress of patients-which was a combination of one's physical, psychic and social conditions. Social workers thus, were required to work in team with the physicians, nursing staff and other paraprofessional workers, by developing a professional-functional relationship. For this, training was inevitable. By 1912, therefore, a one year course in Medical Social Work was established in the Boston School of Social Work.

Besides, these developments, there were other developments which could qualify social work to be a profession. Those were formation of occupational/professional associations, which enabled volunteer and professional staff members of social agencies to come together and share their experiences and exchange ideas about the provisions of services, the social problems, the intensive 'practical' training needed to effectively render the services.

Critique about Social Work's Claim to the Professional Status

With its establishment as an occupation, rather than a voluntary activity and with the acquisition of some of the attributes of profession, social work claimed a professional status during the late 19th and early 20th century. Unfortunately however, there did not seem to be unanimity about this claim, as this claim was surrounded by several controversies.

At the 1915 meeting of the National Conference of Charities and Corrections, Abraham Flexner, a well known champion of reform in medical education and a keen observer of the development of social work as an occupation, refuted its claim to professional status. According to him, the word 'philanthropy' was to be understood in the broadest and deepest sense, as including every kind of social work whether under public or private auspices, and that, it meant any form of persistent and deliberate effort to improve living or working conditions, in the community, or to relieve diminish, or prevent distress, whether due to weakness of character or to pressure of external circumstances. All such efforts according to him could be conceived as falling under the heads of charity, education, or justice and the same action might sometimes appear as one or another according to the point of view.

Though he appreciated the professional spirit with which social workers performed their activities as they were motivated by their own conscience and the expected rewards in heaven, i.e. Their life being marked by devotion to impersonal ends and their own satisfaction was largely through the satisfactions procured by their efforts for others....., these were considered insufficient to qualify this occupation into a profession.

'The disadvantage', according to Goldstein (1974), 'existed in the semantic confusion of its title ... the term social work when compared with the more exact labels

of other professions emerged as ambiguous and non-descriptive activity revealing only that it had something to do with human relations'. This view of Goldstein, reiterates the views expressed by Abraham Flexner in the early 20th century.

For centuries till date, social work has been viewed as an ennobling selfless helping activity, usually undertaken by the wealthy philanthropists and others, with a good will to help needy poor. The inspiration for these activities is drawn from the religious and spiritual conscience rather than the monetary gains.

The confusion in the minds of commoners in accepting social work as a profession is succinctly worded by Cohen (1957), who observed that, 'social work had made progress over the last several decades but had not been able fully to convince the community that those who possessed the professional skill delivered a superior service than those who did not and that, the community stood to benefit from it and should have preferred the superior performance'. According to him, the difficulty which had plagued social work in its development as a profession was that the social workers' dedication was to a degree shared by all good men and women. Most human beings, as per him, had a deep need to be their brothers' keepers. Hence, the notion that the task of social workers required a peculiar combination of temperament, intelligence, training and experience was resisted by many. The result was that, social work had to fight a constant rearguard against the pervasive notion that any man with love in his heart could do the job'.

Smalley stated that, the roots of social work were in man's earliest concern for his fellowmen, for his group and his society... social workers still identified themselves with the long tradition of concern for human need and social stress' Philip Klein (1934) also opined that, 'social work represented a general social custom or habit of action of impressive and historical continuity. Because of these roots of social work, a confusion about its professional status still prevails in our minds. S.K. Khinduka (1965), summarized the factors which are responsible for the confusion and stated that, 'many factors accounted for such fallacious thinking about the nature of social work, viz., social workers' inability to synthesize logically the religious and the scientific components of it; its relative youth as a profession; and the payment received for the services rendered; the gains or results of their intervention being obscure and indistinct; etc. Further, he noted that, a major issue in social work was the uncertainty about the profession's

domain and boundaries, underlying which was yearning for ideological uniformity, (Khinduka, 1987). Such vagueness according to him, irrespective of its causes, not only did grave harm to social work and its practitioners, but also seriously militated against the academic and professional status of social work.

Despite all these negative observation, in 1950 a number of scholars viz., Witmer (1942); Brown (1942); Clarke (1947); Hollis and Taylor (1951); Greenwood (1953); Fink (1955); Eaton (1956); Bisno (1956); Wilensky and Lebeaux (1958); Stroup (1960); Friedlander (1964) etc. contended that social work had attained a professional status (Rajeshwar Prasad, 1987). In the editorial of New York times in 1950s, it was described that a new profession had been growing to maturity under their noses. It was social work. Once thought of as basket-on-arm assistance to the poor, it now was a discipline-scientific in method and artful in manner, that took remedial action on problems in several areas of society. It ministered to families in economic or emotional difficulty. It helped communities to bring their welfare and related services into good balance. It worked in medical group and school situations. It sought to correct the causes underlying delinquency and adult criminality. Thus those who advocated social work having attained a professional status contended that, it had traversed through a long way of professionlaization and had acquired all the characteristic features of a profession.

Social Work in Search of a Professional Identity

The word professional identity when used, makes one think about the comparables. This is because, 'identity' actually connotes a complex idea of either the likeness or the difference between two or more things. In this context, the proposition of social work's professional status is still contested by a number of scholars, including Abraham Flexner (1915), Earnest Greenwood (1953), A Etzioni(1969), Nina Toren(1972), etc. They have disapproved the claim of social workers to a professional identity by comparing its attributes with the basic attributes of the old and well established professions.

Often in the discussion on this issue, social workers are confronted on its lack of or a weak knowledge base, its nebulous skills, its indistinctive professional autonomy and very important, its lack of a well-defined functional area (Ranade, S.N. 1987). Newman and Turem (1974), while commenting about the professionalization of social work remarked that it was a cause of despair for social workers while indulging in rhetoric

about their social responsibilities, often did not have even the most elementary regard for the mechanics of social accountability. Scott Briar (1973) on the other hand, observed that, social work had neither developed a distinctive knowledge base or methods of delivery of service, nor did it attempt to evaluate its impact on the society, while commenting that, ‘social work as a profession was too ineffective as it was sliding from theory to theory, from technique to technique, but seldom grappled with the question whether what was accomplished did the clients any good’.

Federico Souflee Jr., (1977), and Lena Dominelli (1990) further expressed doubts about social work’s professional autonomy. Both of them pointed to its dependent and acquiescent nature, as it operates in an agency setting where the functionaries may be constrained by limited freedom to take decisions, to challenge structural inequalities, to implement innovations or even to dissent any action of the employer, as it might jeopardize their employment.

The status of the profession also appears to suffer because of the conflicting attitudes and priorities of the practitioners vis-à-vis the general public, policy makers, and the clients or beneficiaries of the services. Dominelli (2004) therefore states that, ‘the differences in the views may hamper the work of practitioners as their intention of empowering the clients by using the money allocated by the public to do so may conflict with the requirements imposed upon them by those who pay for their labour. Social workers often become paralyzed into doing nothing in such situations... those that did take action that their employers or local politicians condemned become labeled troublesome practitioners and they often face stiff resistance.’

Yet another attribute on which social workers are often attacked is their paradigms for practice. Lena Dominelli (2004) remarks that, social work was a troubled and troubling profession. Its role and place in the professional firmament of the twenty first century were hotly contested. This is but natural because, forces of change in our society have always necessitated social work’s adjustment to and restructuring of its professional boundaries in order to prevent itself from the threat of dismemberment, and to survive as a discipline and practice which makes a worthwhile contribution to human well-being. Thus, there have been paradigm shifts in social work and the identity of social work profession has experienced a shift from its initial identification with the

charitable activities, to social order perspective, to the therapeutic perspectives (Payne, M., 2007).

An examination of the emergence of the term social work and different definitions attempted by various scholars ever since its evolution as an occupation confirms that three important elements viz., transformational objectives (social change), social order perspectives (individual problem solving) and therapeutic objectives (empowering, liberating and enhancing well-being of people) have always been inherent in the purview of social work. All these indicate that human rights and social justice have been the two areas of its concern and that it has to make use of the knowledge and understanding of both psychology and sociology in understanding individuals and their social environment (Payne M., 2006).

However, the analyses of the definitions of social work by various scholars at different points of time, have indicated that, social work has not only acquired an identity as a helping-empowering profession, but also has been accepted by the whole society as having an intensely humane approach.

The Changing Trends in Social Work Identity

In the evolutionary history of professional social work, however, it is observed that, the central focus of social work practice has not been the same, but shifting from welfare to development or to empowerment. Accordingly, its identity also seems to have shifted from a charity centered profession to the empowering profession. The demands of the social system and the changing socio-political forces have been responsible for these shifts. Kuhn (1970) rightly stated that, such a shift in the paradigm of a profession becomes inevitable when people, while engaging themselves in simple puzzle-solving process experience unbearable anomalies and therefore start raising challenging and difficult questions about the paradigm itself. This seems true of social work also.

The profession's early concern with the value of charity had its roots in religious and spiritual teachings. All the world's religions upheld ethics of duty, mutual responsibility, care, compassion and concern for others (Horner, 2006). However the initiatives to assist individual sufferers to transform their conditions, based on these values were found to be little effective in the changing values of the seventeenth century. The deterrent methods of institutionalizing and pathologizing the clients also came under

criticism. This is because the 'modern values' of the seventeenth century, with the intellectual, cultural and political movement were characterized by an increased emphasis on the values of tolerance, freedom and reasonableness. These favoured respect for lay opinion, increased skepticism and a belief in progress, emancipation and scientific understanding (Brown, 2003). Social work then was based on the utilitarian principle, that people should always act in ways that make the largest number of people happy. Thus a changeover from the attention to individuals to structural improvements and collective good was started during this period.

Reamer (2006) argues that the evolution of social work values and ethics has had four distinct stages: the morality period; the values period; the ethical theory and decision making period; and the ethical standards and risk management period.

The morality period was characterized by its concern with the morality of the client than with the values of the practitioner. Responding to the 'curse of pauperism' (Paine, 1880) and organizing relief was the principle mission. Thus, the paternalistic attitudes among the social workers were more obvious during this period, which were reflected in many of their activities (Reamer, 2006). However, these activities were not only viewed as the service to humanity, but also acknowledged the dignity and worth of individuals (Bisman, 2003).

In the early part of 20th century, the 'traditional social work' which aimed at the technical management of personal problems and the maintenance of order was developed. This focused on the structural factors which were considered to be more vital in enhancing welfare of people. During this period, approaches such as individualization, controlled emotional involvement, acceptance and non-judgmental attitude toward clients, clients' rights to self-determination and confidentiality, were recognized (Biesteck, 1957). A shift from welfare to development was also experienced during this period.

In 1970's and the 1980's, the shift was from the morality of the clients and their problems in a larger society to the ethics and values of the professionals and the profession. This was felt a necessity to define the profession's and professionals' boundaries, jurisdiction, and limitations, so that, there shall not be any encroachment on any others' rights.

The 1990s saw another paradigm shift with anti-oppression, empowerment and advocacy as the important themes of social work practice (Barnard, 2008), which basically dwell on the most fundamental perceptions of an individual's rights to equality, justice, liberty, and fraternity.

Ideological Perspectives of Social Work Practice

Social work as a profession has come a long way today. Both descriptive and explanatory theories have laid a foundation for its practice. These provide a set of heuristics and links between theories on which social workers can base justifications for their actions while working with individuals, groups and communities, besides understanding and explaining human reactions and behaviours. According to Macht and Quam (1986), social work practice is built upon three different levels: general theory drawn from related disciplines; practice theory that explains the ways social workers use knowledge in their practice; and specific social methods-that is theories of practice. In social work though for academic purposes the theories and practice are separated, in reality they are inseparable i.e., effective practice is possible only when it is predicated on a sound theoretical foundation.

Besides, social work practice draws its insight and motivation from a number of ideologies developed from the ancient period to the modern era. The philosophic understanding and the values of social work profession can be attributed to these ideologies. The most important ideologies underlying the practice of social work today are:

1. Liberalism and Democracy- which propagate the supremacy of people over the whims of royalty. This ideology upholds the dignity and rights of people to self-determination.
2. Utilitarianism and Social Darwinism – which held that individuals had rights to pursue one's own pleasure by avoiding pain, and thus maximize happiness for everyone. Social Darwinism indirectly implied that individuals have to struggle for their existence by strengthening and making optimum use of their potentialities to succeed, which is obviously because, in a competitive society, only the fittest survive and succeed. However, these ideologies have been attacked for propagating possessive individualism, and creating hierarchical dichotomies of fit and 'unfit' 'worthy and not worthy', etc.

3. Socialism –which propounded collective ownership of property, and creation of a new socio-economic order based on fellowship, harmony and altruism as against the capitalistic society and bourgeois individualism.
4. Human Rights – that propagate fundamental freedoms to human beings accruing to them by the virtue of their birth. These enable us to develop our strengths and potentialities freely and fully, and use them for living an enriched life. The ideology of human rights comprises of values of human dignity drawn from secular humanism; freedom drawn from liberalism; participation drawn from democracy; and equality drawn from socialism (Desai, M., 2002). This discourse not only integrates the theories developed earlier in different contexts of micro-level and meso-level of welfarism but also pave way for social work's practice at macro-level.

This is because, based on these various ideologies, the professional social work has not only been able to identify the individuals, groups and communities, which have borne the brunt of the society's prejudice and neglect, but also identify issues which need to be tackled at macro-level. Thus, the practice intervention of social work profession is relevant at all the three levels viz., micro, meso and macro-levels.

Conclusion

The review of the evolutionary history and development of social work clearly indicates that the initial voluntary charitable activity evolved into an occupation and then graduated to become a profession by acquiring almost all the attributes of a profession recommended by the sociologists.

The three major paradigms which pave way for its practice are: Interactionist paradigm, which views social life as a process of interactions among individuals; the Functionalist paradigm, which focuses on the organizational structure of social life; and the Conflict paradigm, that views social life as a struggle among competing individuals and groups, which forms the basis for all meaningful social interactions (Dinitto and McNeece, 1997).

The goal of social work being attainment of well-being of all, social workers cannot but take cognizance of these three paradigms, and analyze the behaviour of the clients, while providing solutions to their problems.

According to Patten (1906), “The aim of social work is democracy rather than culture; energy rather than virtue; health rather than income; efficiency rather than goodness; and social standards for all rather than genius and opportunity for the few”. To attain this, social workers not only need appropriate training-both in theory and skill, but also authority and autonomy to ‘work with’ the clients rather than ‘work for’ the clients.

The growth of the modern state and its appendages have contributed significantly to the development of social work as a profession, with a view to arrange to provide technical and sustainable solutions to social problems. But in the bargain, practically the profession has become too formal and dependent on the state. During this development, in the professional approach, clients become cases (objects) to be processed, the relationship becomes depersonalized and easily transferred from one worker to the next.

The organizational rules and interests become paramount (Tsui, M and Chan, R., 1999). Porter R. Lee (1929) also described social work as having become less a social movement, more a job; less a ‘cause’ for activism and more a ‘function’ of an increasingly organized society and state. Marion K. Sanders (1957) too rued while stating that, social work had become a profession but had lost a mission. She indicated that social work had avoided controversial issues to keep its image clean, had become rigid in efforts to control service provisions, and had developed jargon to maintain exclusiveness.

These observations urge us today, to introspect and reflect over not only the knowledge base, the skill base, and the acquisition of other professional attributes, but also on the very domain of its practice and the professionals’ values and ethics, while attempting a professional identity. This is explicitly because, the recent developments in the service delivery field, viz., social care, social marketing and social entrepreneurship management etc., need a close follow up, as they are likely to pose a threat of replacement and eventually an extinction of social work.

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SOCIAL WORK PHILOSOPHY, VALUES, ETHICS AND HUMAN RIGHTS IN SOCIAL WORK EDUCATION

Ramesh. B* and S.A.Kazi**

Abstract

Teaching about social work values, philosophy and ethics have always been considered as an essential component of social work education. Human rights, are also equal if not more fundamental issue, however, has unfortunately received less attention in the social work curriculum. In this paper authors have made an attempt to explore the essence of incorporating in the syllabi, teaching and practice of social work. Further, paper discusses on relevance of human rights in social work.

Key Words: *Philosophy, Values, Ethics, and Human rights.*

*Dr. Ramesh B., Assistant Professor, Department of Social Work, Kuvempu University, Shankaraghatta-577451, Shimoga dist, Karnataka. Email: rameshbmsw@gmail.com

**Prof. S.A. Kazi, Professor and Chairman, Department of Social Work, Karnataka State Women's University, Bijapur-586109, Karnataka. Email: sakazi@rediffmail.com

Introduction

Social work is a democratic, value based humanitarian profession. The philosophy of Social work practice imbibes in itself the significant features of inherent dignity and self respect of an individual; pursuit of democratic values; and respect for human rights. According to Burtrym "Social work needs to be philosophical in order to be real". The very philosophy or a perspective of Social work relies on democratic principles through which it approaches to fulfill its purpose of creating a self-sufficient society. Being democratic in nature, it firmly believes in dignity of an individual; liberty; equality of all; rights of self determination; and distributive justice. So, these constitute a thought that not only include natural rights of an individual, but also emphasizes his or her role in achieving similar environment for others also. Thus rights as well as duties from the complete theme of being democratic in theory and practice. Another aspect of social work practice focuses on its 'value' aspect which is socially approved principles. The

third aspect of social work practices that really reflects its core is its humanitarian approach towards its objectives. Being humanitarian in nature, it discards the 'social darwinism' that believes in the survival of the fittest. It also disapproves 'Malthusian principle' that poverty is inherent and cannot be eradicated.

Social work is required as a response to common human needs which includes the provisions of physiological and developmental needs. Social work practice creates an atmosphere where these needs are easily met. Social work provides better understanding and atmosphere for human diversity.

Social work includes the concepts of larger systems. As a helping process, Social work concentrates its efforts to develop better adjustment between individuals, their sub systems and a larger system. This is done through the interaction of client and worker. Social work plans to provide social justice and bring about change. It also seeks to enhance social functioning of individual, group etc, which means meaningful and rewarding role of individual in a particular social setup. This role should improve his self-image. It should help in society and its development.

Any professional activity is guided by a set of values. The body of knowledge of social work has certain core values, evolved over a period of professional practice, that are common to all social work practice situations irrespective of the methods. Before we dwell on these let us understand the meaning of the term value. Every social group has its own set of expected behaviour patterns that all the members in it strive to follow to accomplish a desired end state. In other words values are fundamental norms and preferred-behaviour patterns, shared by members of a society or a subgroup which aim at integrating and channeling the organized activities of the members.

A value specifies whether to follow or not to follow a particular behaviour. For example, truthfulness is a value every group upholds. The value prescribes that people speak the truth and proscribes telling lies. People are willing to expend certain effort and energy to realize a value; they are ready to sacrifice to uphold a value, and impose sanctions if anyone threatens to deny or defile the value. Some examples of values are honesty, truthfulness, integrity, patriotism, respect for elders, etc.

Values

The values of a profession are therefore its basic fundamental beliefs and preferred behavior patterns to be upheld by the professionals while practicing. Social work as a profession is dealing with people having problems of social adjustment and social functioning has its own values that guide its practitioners. The social worker has to follow the social values of the society to which he belongs and has to have thorough understanding and appreciation for the social values prevalent in the society. Many of the problems of the clients are related to a social value that they are not able to uphold. For example a person not taking proper care of his family, has a problem in following the value of 'responsibility' as head of the family. The problem may arise because the client might not have matured mentally or he does not want to take up the responsibility because it is burdensome. In such a situation, the social worker, having a fair understanding of the value of one's responsibility towards the family, counsels and helps the client to take up his responsibility as the head of the family. Thus the social worker restores the social functioning of the client.

As a member of society social worker also adheres to these social values. Sometimes the social worker may get into a dilemma whenever he has to deal with a client who has violated social values which the social worker upholds in high esteem. For example, a social worker, strongly subscribing to the value of honesty and earning by rightful means, may find it difficult to work with an open mind with the client who is an offender and it has caused damage to society. The values of the profession come to the rescue of the social worker in these types of value conflicts and dilemmas.

Social Work Values

Social work values focus on three general areas: values about people, values about social work in relation to society and values that inform professional behavior (Dubois & Miley, 1999). Some of the fundamental values of social work are discussed below: The value is the conviction in the Inherent worth, integrity and dignity of the individual (Friedlander, 1977). A person failing to perform or follow the social functioning prescribed to him is considered an unworthy and undesirable element by society. He is denied dignity and considered as person with no integrity and treated degradingly by the society. People are not so much concerned about why the person has not been performing his social

responsibilities properly. This value reminds the social worker that every client that comes (with a problem) to him is not to be considered as a person having no value and no virtue because he is in a disadvantageous situation. For a social worker the client is as worthy as any other person and the client is in that situation because of many other factors acting upon him. Given an opportunity to understand and analyse the social situations better, the person may get out of the problem and may not get into a similar problem situation again. Making a person feel worthy of himself and treating him with dignity, encourages the person to engage seriously and overcome his problem and lead a purposeful life. The conviction in the dignity, worth and the integrity of any individual, enables the social worker to deal with any type of client with a positive frame of mind.

The second value is belief in democratic functioning. Social work relies on the democratic process while dealing with the client system. This implies that decisions are taken through consensus and nothing is imposed on the client. The worker, the client and others, are all involved in the decision making process. While doing so, the right of the client system in choosing the solution is given utmost importance.

The third value is the firm belief in equal opportunity for all, limited only by the individual's capacities (Friedlander, 1977). This value expresses the need for social justice. Social work fights against social injustices meted out to the disadvantaged and vulnerable sections of society. Irrespective of caste, religion and economic status, intelligence, etc., everyone must have equal access to societal resources. At the same time, social work also takes into consideration, the limitations of the individual's capacity to access to these resources and make use of them. For example, if a disabled person wants to pursue mountain climbing as a past time activity, he should not be disallowed because he is disabled. But at the same time, if he does not have the physical strength and capacity to climb mountains, then he may be made to realise that mountaineering is not suitable for him and he should choose some other activity more suitable which is more suitable for him.

The fourth value is social worker's social responsibility towards himself, his family, and his society (Friedlander, 1977). This value cautions the social worker not to neglect himself, his family and the society in which he is living while discharging his professional duties. If he fails to perform his responsibilities towards himself and his

family, then he himself or his family may fail to perform their social auctioning and may become failures needing social work intervention.

The fifth value is to transmit knowledge and skills to others (Sheafor & Morales 1989). This value instructs the social worker to provide the information that he has, that would enable the client to take care of himself, in case the client faces similar problems in future. This is to ensure that the client does not become dependent on the social worker throughout his life. Further, it also suggests that sharing of information and skills among the co-professionals goes a long way in promoting the competence of the professional practice.

The sixth value is separating personal feelings from professional relationships (Sheafor & Morales 1989). This value reminds the social worker that he should not allow personal feelings to intrude in a professional relationship, as this may make him over concerned or develop a biased or prejudiced view about the client and his problem situation. The social worker might have undergone similar experiences and been in similar social situations in his personal life. And there is a possibility that he might for him to relate these to the present client and may lose the objectivity needed for social work intervention. Therefore he should be watchful about any of his personal feelings are affecting his professional relationship.

The seventh value assumes high standards of personal and professional conduct (Sheafor Morales 1989). It emphasizes that the conduct of the social worker should be exemplary at both personal and professional levels. As a professional, he should follow the code of ethics outlined for the social work practitioner. The success of any profession depends on the integrity and character of the professionals practicing it. In social work practice situations, clients come with a number fears, hesitations and doubts and distrust about everything around them. They have to confess a number of confidential and emotional information and expect a lot of trust from the worker. Divulging the confidential information carelessly or making fun of the clients plight or looking down upon the client does great harm. Even his personal behaviour outside practice hours should not only be acceptable to people but should also gain him respectability. The social worker is a respectable member of society and he should not indulge in any

conduct that is considered bad or disapproved by society. Therefore it is essential that a social worker be a person of high integrity and of high ethical conduct.

A major consideration in the study of social work values is that of client values. Although very important, examining this set of values is often absent in the study of ethics. Furthermore, the majority of social workers work in agencies, which often have values that can have a major impact on ethical decision-making. Thus students need to learn to examine both client and agency values in understanding ethical issues and dilemmas.

A crucial educational goal in teaching ethics is helping students to recognize value conflicts, sometimes between personal and client values, at other times between client and agency values, between different professional values, and even in the interpretation of the same professional values. The last conflict is often the most challenging, especially as social workers increasingly work with clients and social workers from diverse parts of the world and may practice internationally. For example, privacy and confidentiality is frequently stressed as an important social work value in the United States. The NASW Code of Ethics has 18 provisions on confidentiality, more than any other issue. Yet confidentiality may not be such an important value in other cultures where community connection takes precedence over individual privacy. A dramatic example of this is cited by Healy (2001) in which community members in an African village come out to learn about what has happened to an adolescent with serious mental problems. This author had a similar experience in a New York City mental health clinic servicing primarily Latino immigrants when the total family appeared for the initial psychosocial assessment of an individual client.

Different professional values can also be in conflict as, for example, respect for individual autonomy versus concern for client safety. Social workers often face this dilemma in working with older people in that social workers seek to promote clients' autonomy and independence, yet fear that clients cannot do this without risk to themselves or others. Sometimes exercises such as the Moral Continuum developed by McAuliffe and Armstrong (2002) can be used with students to help develop understanding of value differences that occur among social workers.

Teaching Social Work Values

Teaching about social work values and ethics has long been fundamental to social work education and practice. Although human rights have not received as much attention, its importance in social work education cannot be underestimated. The social work educator can serve as an important role model for ethical behavior. The most effective method of teaching ethics and human rights involves integrating ethics content into all courses, as well as offering separate ethics courses. Students need to learn about values, personal, societal, cultural and professional, to explore where there are similarities and where there are areas of conflict. Social Work codes on ethics and human rights should be included in the curriculum. These documents, however, should not be presented as abstractions, but rather applied to relevant case examples. Students should have the opportunity to analyze these documents in terms of their strengths and limitations. Finally, students must learn to recognize ethical dilemmas that arise in practice, as well as models of ethical decision-making that can help in resolving these dilemmas.

From the very beginning of social work, the profession has been seen as firmly rooted in values (Reamer, 2001). Almost a half century ago Pumphrey (1959) in *The Teaching of Social Work Values and Ethics* divided values into three categories, first, the values of the profession as related to the larger society; second, internal relationships within professional membership; and third, relationships with the clients.

Although social work values have always been considered an integral part of our profession, social workers have struggled for many years with questions about what are social work values and can they be taught. Values have been defined as beliefs, while ethical practice has been viewed as the application of these beliefs (Congress, 1999). Abbott (1988) looked at social work values in regard to respect for basic rights, sense of social responsibility, commitment to individual freedom (social justice), and support of self-determination. In a study Dominelli (2004) found that most social workers believe in values such as facilitating self-determination (96%) and creating a just society (72%), although a disturbing 16% reported that social work values do not “underpin their practice” (p. 163).

An important question for social workers is how similar are social work values in different countries around the world. Abbott (2002) studied professional values of social

workers in four areas of the world, including North America, Asia, Europe, and Australia/New Zealand. Using four categories, she found that social workers share some common values, namely respect for basic rights and support of self-determination. Her research, however, did not support a universal sense of social responsibility or commitment to individual freedom. Similarities in relation to stated values and principles were found in an analysis of the codes of ethics of 20 countries (Banks, 2001).

Ethics

Ethics also called moral philosophy is concerned about what is right and what is wrong. It can be divided into two sections - normative ethics and meta ethics. Normative ethics deals with the principles we live by. Meta ethics has a larger concern and its deals with the nature and methodology of moral judgments. In other words, it deals with the basis on which decisions should be made. Should the ultimate consequences of the decision, for example be promoting happiness or promoting perfectionism in society? Religious people base their decisions on what they believe to be the will of god and on god's word. As social workers we are interested in ethics so that our relationships with clients, with colleagues, with superiors and our subordinates are within the framework of social work values.

Social work rejects Social Darwinism and utilitarianism. Social work initially emerged in the Western countries including U. S. A. and was therefore influenced by Judeo Christian values. As the profession began to spread to Gulf and other parts of Asia, the religious traditions of these countries also influenced the social work profession in these regions. Social workers are trying to incorporate indigenous values into the profession so that the profession gets better recognition and acceptance from the people. This process will be an extended one, as most post-colonial societies are yet to recover, intellectually and academically, from the colonial experience.

Scientific values and methods have also influenced the practice of social work. It may seem strange that social work is influenced by two seemingly contrary values of science and religion. Social work rejects those religious values that advocate that an individual suffers due to otherworldly reasons like god's anger or predestination. It believes that every individual has the capacity to solve his/ her problems if he/ she is provided with the necessary resources.

Consequently factors that cause an individual's problem or a social problem are identified using scientific methods namely observation, description, classification and explanation. Solutions based on rationality are identified and formulated. The following values are the basis of social work profession - social justice, the dignity and worth of the individual importance of human relationships; integrity, and competence.

Professionals who deal with the human body, human psyche and human relationships always have a code of conduct. Doctors have a code of conduct which they have to follow while they are practicing. Doctors pledge to prescribe only beneficial treatment, according to their abilities and judgment; to refrain from causing harm or hurt; and to live an exemplary personal and professional life. Lawyers have their own code, which they have to follow when they are interacting with clients, pleading before a judge and questioning witnesses. These codes have evolved over time during which these professions emerged in society. As these professions emerged there were several instances of misuse of these positions by unscrupulous individuals who harmed the professions. The codes were formulated so that behaviour of these professionals are controlled and society's trust in them is not lost.

Philosophy of Ethics

The professional has an ethical responsibility towards the clients, the employing agency and the colleagues. She/he has a responsibility towards the community as well as his/her profession. The professional person's relationship with his/her client is the basis for her/his service. The relationship should be impartial and objective. The professional should not discriminate on the basis of sex, caste, creed or colour. The professional has to keep the client's problem and related information very confidential. He/she should have a healthy relationship with colleagues based on equality, co-operation, helpfulness, and regulated competition.

The professional has a responsibility towards society, and should contribute all his/her ability and resources for the good of society. The responsibilities towards the profession are even greater for the professional. Formal and informal methods of social control ensure that members conform to the code of ethics. A profession exists when it is recognised. Recognition comes only by reserving jobs for people with technical training,

giving preference to qualification in jobs, providing awareness for promotions financial resources etc.

Ethical Responsibilities of Social Work

A social worker has ethical responsibilities towards his clients, the employing agencies, his colleagues, and his community and towards his profession. A social worker's ethical responsibilities towards his clientele impose the welfare of the individual as his primary obligation. The social worker should give greater importance to professional responsibility rather than over personal interests. She has to respect her client's (self determination) opinion. She should keep confidential all matters related to the client. The social worker should respect the individual differences among clients and should not any discrimination on a non-professional basis.

The Social worker has an ethical responsibility towards his employers and should be loyal to them. He/she should provide correct and accurate information to his employer. The social worker should be held accountable for the quality and extent of service, observing the regulations and procedures of the agency. She/he should help his/her agency in increasing its public image even after termination of his/her employment.

The social worker has to respect his/her colleagues and should help in fulfilling their responsibilities. The social worker should assume the responsibility of adding to her/his knowledge. She/he should treat all without discrimination and should cooperate with other research and practice.

The social worker has an ethical responsibility towards the community in protecting it from unethical practices. She/he has to contribute knowledge and skills for the betterment of the community.

Above all, the social worker has an ethical responsibility towards her / his own profession. She/ He should defend her profession from unjust criticism or misinterpretation. She / he should sustain and enhance public confidence through her/his self-discipline and personal behaviour. The social worker should always support the view that professional practice requires professional education.

Need For Ethical Behaviour in Social Work

Social work is a problem solving profession. The social worker comes across varied and complex situations. Ethics help professionals to act morally in difficult situations. The need for such behaviour in social work is important due to the following reasons.

Social workers during their interaction with clients and their significant others have to sensitive information:

The purpose of the client to share information is to enable the social worker to get better insight into the problem and then help the client to solve the problem. But if the social worker reveals this sensitive information inadvertently or purposely to others he/she will be damaging the client's cause and furthering complicate the problem. Strict observance of the principle of confidentiality is necessary in this situation.

Social workers are often in situations where their decisions can cause serious damage to the client:

Social workers often deal with clients who are facing serious problems. Their personalities are often disintegrated and they may be vulnerable to emotional and physical abuse. Even otherwise there is a power relation between the social worker and the client. The case worker has more knowledge and is in greater control of his/ her emotions than the client. This power should not be used to the disadvantage of the client. In some cases the caseworker may unconsciously commit an error which causes damage to the client. The chances for such errors are minimized when the social worker has internalized the social work ethics.

Social workers occupy positions of majority in governmental and nongovernmental organisations:

Any position of authority has an element of accountability attached to it. Accountability means 'to give count of. You have been entrusted with certain goods and after use you have to account for what you have used, for what purpose, how and to what effect. Social workers, unlike others have an additional responsibility - they have to see that the human dignity and human self is preserved.

Probably no other profession deals with these aspects as directly as social work. A policeman has to only think whether his action would reduce the crime rate and whether he is following the due process of law when he is acting. The lawyer has to only think

whether his/her client's interests will be served by his/her actions. A priest has to only worry whether his actions will help full the individual's religious needs. But the social worker's decisions should express concern for human dignity and human self.

Social workers are often in positions where they can allocate resources:

In most cases, allocating resources to one party means not allocating it to others who are also be needy. This is true of a country like India where scarcity exists almost everywhere. In an adoption center a social worker may be asked whether a particular couple can be allowed to adopt a child. The social worker's opinion will have a bearing on the lives of at least three individuals.

Social workers have to preserve professional autonomy:

In a democratic country the government is the ultimate authority and it plays an important role in regulating other institutions. But sometimes this regulation becomes an intrusion into the internal affairs of the professions which is not desirable. If the professionals themselves regulate their affaires, government action becomes unnecessary and their professional autonomy can be preserved.

Purpose of Code of Ethics

We have seen the importance of ethical behaviour in social work. Those countries, in which social work has been accepted as a profession by the society, have a code of ethics. A code is a systematic collection of regulations and rules of procedure or conduct. Code of ethics in social work can thus be defined as a set of rules and regulations that should govern the conduct of the social worker in his / her relationships with his/ her clients, fellow professionals, colleagues, the agency and society in general.

According to the National Association of Social Workers, USA (NASW) Code of Ethics serves six purposes:

- The Code identifies core values on which social work's mission is based.
- The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice
- The Code is designed to help social workers identify relevant considerations when ethical uncertainties arise.

- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- The Code socializes practitioners new to the field, to social work's mission, values, ethical principles and ethical standards.
- The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

These codes have been formulated by experts in the profession and presented before the general assembly of the social work association of that country. In the general assembly, the issues are discussed word by word. Different points of view are expressed and debated upon. After such wide ranging discussions and several revisions, the final draft of the code is put to vote and accepted. The broad participation of social workers and the democratic procedure followed by the assembly ensures that the codes receive wide acceptance. It has a substantial influence on the

Social worker's practice in these countries. If anyone is found breaking the code action is taken after a formal inquiry.

In India however there exists no association, which commands such authority among the social workers. Some associations, which are basically regional based, have developed a code of ethics of their own. However as these associations have limited selected members and exclude a majority of the social workers of the country, their influence on social work practice is limited. The government has also not recognized any body and has not entrusted any one with the authority to regulate social work. Efforts were made to formulate a Professional Social Workers' bill that is aimed at regulating the social work practice in the country. However no results have been achieved.

The social work educator has the responsibility to educate students about human rights. In addition to the IFSW and IASSW *Ethics in Social Work: Statement of Principles*, an introduction to the 1949 UN Declaration of Rights and various covenants about special populations (United Nations, 1998) can be helpful. This information provides students with a firm foundation from which to practice social work from a human rights and social justice framework.

The *Ethics in Social Work: Statement of Principles* developed by the International Federation of Social Workers (IFSW) and the International Association of Schools of

Social Work (IASSW) demonstrates a recent effort to develop global ethical standards (IFSW and IASSW, 2004). This document was reviewed extensively by social workers in the 80 professional organizations of IFSW, as well as social work educators from around the world, before approval at the 2004 World Conference in Adelaide, Australia. *Ethics in Social Work* includes a definition of social work and related international covenants, while the ethical principles are divided into three main areas: human rights and human dignity, social justice, and professional conduct.

Literature on social work values and ethics has sought to define and identify ethical principles and develop ethical decision-making models based on these principles (Banks, 2001; Congress, 1999; Gambrill and Pruger, 1997; Loewenberg et al., 2000; Reamer, 1999; Rhodes, 1986). To facilitate teaching and learning about social work ethics around the world, an online journal, *Journal of Social Work Values and Ethics* was first introduced in 2004.

In addition to many books on this topic, there have been four books published in the United States that specifically address the teaching of social work values and ethics. Earlier books were Pumphrey's trail blazing *Teaching social work values and ethics* in 1959 and then Reamer and Abramson's book *Teaching social work values and ethics*, as part of the Hasting Ethics Center series on Teaching Values and Ethics in 1982. Newer publications include Reamer's *Ethics education in social work* (2001), and Black, Congress, and Strom-Gottfried's *Teaching social work values and ethics: A curriculum resource* (2002).

While the number of journal articles on social work values and ethics in general has mushroomed in the last twenty years, *Social Work Research and Abstracts* reports limited literature on teaching values (2), teaching ethics (5), or human rights (1) in the last twenty years. Connecting an initial module on Core Values with competencies at the beginning of a Dip SW social work program in England has been seen as a useful model in teaching social work values (Jordan et al., 1993). Teaching about social work ethics has been viewed as essential in the professional socialization of students (Joseph, 1991), while an earlier article (Koerin, 1977) addressed the importance of ethics debate, especially for students who may not originally share social work value perspectives.

An important concept in teaching ethics courses first discussed by Lewis (1987) and reiterated by Congress (1993) is the role of the ethics teacher as a model for students of ethical behavior. Students learn as much, if not more, about ethics from what they observe of teacher behavior than from what they are didactically taught. For example, the classroom teacher who lectures in the classroom about the importance of confidentiality, but then talks loudly on an elevator about students' grades is not appropriately modeling for students the handling of confidential information. There is some evidence that many social work educators do not acknowledge this important role, as Morelock (1997) found that only 50% of faculty believed that ethical behavior of students would follow from the ethical role model of their teachers. Teaching students about informed consent can be facilitated by developing templates specific to their fields of practice (Burkemper, 2004). A paradoxical method for teaching ethics has been introduced by Wheeler (1987) in which students consider a letter from a graduate in which there are numerous ethical violations. Students have the opportunity to identify unethical behavior and point to parts of the Code that are relevant. Thus students in effect learn ethical behavior by learning what is not ethical.

Literature on teaching about human rights has been extremely limited. As previously mentioned, a review of *Social Work Research and Abstracts* yielded only one article (Witkin, 1993). This is reflective of actual educational practice in which many social work ethics courses focus on nationally accepted standards and professional codes of ethics with little focus on international standards or human rights. Yet the study of human rights has been seen as fundamental to social work practice (Ife, 2002). Although it has been argued that human rights are very rooted in a western belief system, Ife (2002) points out that major religions and cultures around the world espouse human rights, „ . . . although the term human rights may not be used. Ideas of human dignity and worth . . . and ideas of respect for others are not confined to Western intellectual tradition“ (p. 2). Since an understanding of human rights is so crucial to the study and practice of social work around the world (Ife, 2002; Reichert, 2003; Suinde Boutemard, 1990), the importance of including content on human rights in the social work curriculum becomes very clear. While most literature on human rights is theoretical, an unpublished paper by Rock and Perez-Koenig (2005) describes how content on human rights can be integrated

into direct practice social work courses, especially in the area of psychosocial assessments.

Structural Issues

The UGC curriculum study reports mandate the inclusion of content on social work values and ethics in BSW and MSW courses, stating that social work programs should: integrate content about values and principles of ethical decision-making . . . students [should have] the opportunity to be aware of personal values, develop, demonstrate, and promote the values of the profession, and analyze ethical dilemmas and the ways in which these affect practice, services and clients .

How social work ethics and values should be integrated into the social work curriculum? This can be done through a separate required or elective course on ethics, and/or integrated throughout different courses in the curriculum. There are advantages and disadvantages of each model. A required discrete course in ethics ensures that all students receive this content. For many years social work educators have advocated for the inclusion of discrete courses in the curriculum (Reamer and Abramson, 1982; Joseph and Conrad, 1983; Conrad, 1988; Munson, 1987) in addition to the integrative approach. Yet there is a concern that offering discrete courses may isolate teaching about ethics and minimize integration by other teachers into their courses. Also there may be difficulties in finding faculty to teach specialized courses on ethics (Reamer, 2001). A separate course provides the opportunity for teaching more specialized content on ethics, including moral philosophy (Morelock, 1997). A challenge in offering an elective on social work ethics is that often students who are most interested select this course, while others who may be equally, if not more, needful of learning this content do not enroll.

If a school chooses to offer an elective course on ethics, the placement of this course in the curriculum is an important consideration. Reamer (2001) argues that it is best to have students take an ethics course toward the end of their educational experience because by this point they have the necessary foundation by which to understand and address ethical issues and dilemmas. The variety of courses on social work ethics reflects the diversity of schools, faculty members teaching the courses, as well as national social work associations. Black, Congress, and Strom-Gottfried's 2002 book contains the syllabi of ethics courses with different foci on international, social justice, philosophical,

and legal issues, as well as specialized ethics courses on health/mental health and child welfare.

Integration of social work values and ethics content

Most schools elect to integrate content on ethics into different areas of the curriculum. Content on ethics can easily be integrated into practice, social policy, human behavior and research courses. Ethics modules that faculty can include in different courses have been developed (Black, Congress, and Strom-Gottfried, 2002). For example, in a practice course with the elderly there can be a focus on value conflicts in work with the elderly, such as the client's right to autonomy versus protection of society and justified paternalism. Case examples can be used to demonstrate these conflicts. Introducing ethical decision-making models can be helpful in resolving challenging ethical dilemmas. Required human behavior courses can include content on social justice and practice with diverse stigmatized populations. Research courses often discuss the Tuskegee case in which clients from a discriminated racial group were denied access to treatment. Ways to insure ethical research through informed consent, prevention of harm to subjects, and the use of institutional review boards are also frequently discussed in research courses. Social policy courses provide a good opportunity for students to look at how human rights and ethical practice are promoted or hindered by national and international policies. Students should have the opportunity to read IFSW policy statements. These policies help students learn how social work values and ethical beliefs, especially in terms of nondiscrimination, can be incorporated into national social policies and programs.

Content of social work ethics courses

While social work ethics is primarily an applied area of ethics, students should understand the philosophical foundation of social work. A discussion of deontological (absolutist) and teleological (consequential) approaches is helpful (Congress, 1999) and Hugman (2003) discuss the relationship of these concepts to current social work ethics. Students should be introduced to the concepts of beneficence, non-maleficence, and paternalism. Advanced year MSW and PhD students can also learn about philosophical social science theories such as John Rawls' theory of distributive justice (1971) and Gewirth's theory of human rights based on reason (1978) that relate to social work value

positions (Congress, 1993). While students may be initially anxious about studying abstract philosophical concepts, connecting these abstract ideas to specific examples of ethical dilemmas and decision-making in their own practice experience may be helpful. Every course on social work ethics should begin with a focus on values. An important first step is to have students identify their own personal, familial, and cultural values, as well as societal values to help prevent students from imposing their own values on clients and their families (Congress, 1999; 2000). This step is more important now than ever before as students increasingly work with clients from cultures other than their own who may have very different values.

A crucial step in teaching students about social work ethics is providing them with an opportunity to learn about professional values. A good way to learn this content is through a study of the IFSW International Ethics Standards, as well as different professional codes of ethics. Almost every country with a professional association of social work has developed a code of ethics, many of which can be found on the IFSW website. Not only should these documents be presented, but also students should have an opportunity to analyze and critique these documents (Morelock, 1997).

Banks (2001) found there are similarities and differences between codes of ethics. This author has done some comparative ethical code work between Korea and the United States and also Australia and the United States (Congress and Kim, 2005; Congress and McAuliffe, in press) and also has found many similarities. It is helpful for students to have the opportunity to compare and contrast codes from different countries and also different professions, especially in ethics classes when students have come from different countries or from other professional backgrounds.

Students need to become aware of value differences even among social workers in their own countries (Delaney et al., 1997). For example indigenous social workers and social workers from rural areas may interpret the ethical principle of dual relationships differently from social workers who see their primary role as therapists (Congress, 1996; 2001; Delaney et al., 1997). Although social workers can have multiple relationships with clients, such as that of student, friend, business partner, or even sexual partner (although this may be considered as sexual harassment and defined not only as unethical, but also illegal in many countries), their primary relationship is that of professional social

workers. The United States NASW Code of Ethics states that social workers should avoid dual relationships with clients, although many social workers from rural areas as well as indigenous populations believe that dual relationships are difficult if not impossible to avoid and may even enhance a professional relationship. However the concern about dual relationships can be culture specific as is not universally shared, especially in countries where there is less focus on psychotherapeutic social work and more on community practice.

Codes of Ethics and International Ethics

Perlman, (1976) cautions about teaching social work values as abstract principles, but rather emphasizes the importance of translating values into action. By studying Codes of Ethics social work students begin to learn about how to operationalize social work values. Since most social workers will practice primarily within their own countries, students need to become knowledgeable about their own national social work codes of ethics. There has been some controversy about whether social workers use the Code of Ethics in their practice (Congress, 1992; Congress and Gummer, 1997; Faith and Muzzin, 2001; Holland and Kilpatrick, 1991; Jayaratne et al., 1997; Kugelman, 1992; McAuliffe, 1999; Reamer, 1998b; Walden, et al., 1990). National codes of ethics are seen as most valuable when they are presented, not as abstract documents, but rather taught in relation to students' actual practice experience (Morelock, 1997).

Often case vignettes taken from different fields of practice can help students learn how to apply their code of ethics to their own practice. By definition codes are very general and students should be able to question and discuss different issues in their national code of ethics. Students should have the opportunity to explore some of the ambiguities related to generalizations about who is the client, contradictions such as when responsibility to the client and to agency conflict, and lack of prioritization in terms of the client's right to self determination and the right to confidentiality, as well as non inclusion of emerging issues, such as online therapy (Congress, 1993). Finally, students need to understand that national codes of ethics have gone through many changes and will continue to change in the future. For example, the first United States NASW Code in 1960 had 14 idealistic principles on one page, while the current Code approved in 1999 has 28 pages and over 160 provisions. Social work ethical codes are continual works in

process and social work students should be encouraged to critique their national code and discuss what they believe should be added, revised, or deleted. This method also helps prepare students to assume leadership positions as professional social workers.

Because our social work community is increasingly global, it is crucial that social workers become knowledgeable about the *Ethics in Social Work: Statement of Principles*, the last revision of which was approved in Adelaide in 2004 by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW). This document stresses human rights, a topic of much importance for social workers. Human rights are more universal than the ethical provisions of various national codes, which may reflect national and local practices (Wetzel, 2005). There is concern, however, that teaching about human rights is minimal in the social work curriculum (Rock and Perez, 2005; Congress and Healy, 2006).

Ethical dilemmas and decision-making

Teaching students about values and national and international codes of ethics is an important beginning for the study of ethics, but not sufficient, as social work educators also need to help students learn how to identify ethical dilemmas and make ethical decisions. In fact, McAuliffe's study (1999) suggests that codes of ethics are infrequently used as a source in resolving ethical dilemmas. Therefore courses on social work values and ethics need to include content on different models of ethical decision-making for students to use in identifying and resolving ethical dilemmas. Some of the models that have been developed in the last twenty five years and applied to social work practice in child welfare, nursing homes, employee assistance programs, home care and hospitals include those by Congress (1999); Congress (2000); Levy (1993); Lewis (1984); Loewenberg, et al. (2000); Pine (1987); Reamer (1999); and Chenowith and McAuliffe (2005).

Although the classroom provides an opportunity for students to spend dedicated time deliberating on ethical dilemmas and decision-making, this possibility often does not exist in actual practice. Professional social workers are often expected to make ethical decisions very quickly and with limited information. To help students learn how to make speedy ethical decisions with limited time and information, the ETHIC model of decision-making was developed (Congress, 1999; Congress, 2000). Students can be given

an opportunity to apply the ETHIC model to case examples provided by the teacher, as well as examples from their own practice.

Using the easily remembered acronym ETHIC, this model consists of five steps:

- *Examine* personal, cultural, societal, client, agency, and professional values. The students begin by examining themselves and understanding how their own value systems, as well as cultural and societal values may affect their attitudes, behaviors, and decisions that they make about clients. In this step, students are also expected to examine client and agency values, and finally to look at how professional values can guide and shape their decision about a specific ethical dilemma.
- *Think* about the Universal Declaration of Rights and related covenants, as well as the national social work association's code of ethics, relevant laws and agency regulations. Students are asked to examine all ethical dilemmas in the context of the universal declaration and their own national codes and relevant legislation. Finally social workers must understand the agency context including statutes and regulations that may impact on ethical decision making. This step introduces a deontological (or absolutist) perspective into ethical decision-making.
- *Hypothesize* different courses of actions based on varied decisions. Students are asked to develop scenarios based on different decisions about ethical dilemmas to help them decide between alternative courses of action. This step makes use of a teleological (or consequentiality) approach to ethical decision-making. In actual practice social workers frequently use both a deontological and teleological approach (Steps 2 and 3).
- *Identify* who is the most vulnerable and who will be harmed or helped in terms of social work's commitment to the most vulnerable. More than other professions social work is concerned about the most vulnerable and the most disadvantaged in societies around the world. This step helps to make the student more aware of this dimension as part of the ethical decision-making process.
- *Consult* with supervisors and colleagues, both within and outside the agency. It is essential that students learn the importance of consulting with others, especially around challenging ethical issues, as they progress in their professional careers.

McAuliffe (1999) found that social workers often fail to consult because they fear that they will appear incompetent. This finding speaks even more to the importance of including this fifth step as part of the process of ethical decision-making for students as they begin their study of social work ethics. Consultation is an important element in a new ethical decision-making model developed by Chenowith and McAuliffe (2005).

Learning about the ETHIC model (Congress, 2002), as well as Chenowith and McAuliffe's recent model of ethical decision-making, gives students the opportunity to apply these models to examples from their own practice, as well as teacher-provided case vignettes. In this way students are able to develop skills to use in their future professional practice.

Ethics Education and Student Diversity

A continual challenge for social work ethics educators is the diversity of students. Social work students may range in age from 20-70; they may be from many different cultures. Many students today are employed full-time and attending classes and completing assignments must compete with the ongoing demands of work and family. Students may have limited time for theoretical study and be most interested in social work education that is relevant to their own practice. Furthermore, students may be apprehensive about ethics courses because they fear that the courses will be like the very theoretical Philosophy courses that they are required to take in their early undergraduate days (Congress, 1993).

Social work students are adult learners and applying principles of adult education may be especially helpful in designing and teaching courses on social work ethics. The following principles have been identified as important for the education of adult learners.

- Use what students already know and can do, by moving from the familiar to the new.
- Include materials that are interesting and relevant to students.
- Actively involve students in their own learning by providing opportunities for them to discuss, question, and debate course content (Congress, 1993; Kadushin and Harkness, 2000).

These principles can be useful in planning for a course on social work ethics. Even though students may not be acquainted with philosophical terms like deontological and teleological, nevertheless they certainly are familiar with ethical issues and dilemmas in their lives. It is best to use materials that are relevant to students' personal or field placement experiences. Finally, the teaching of ethics lends itself well to a discussion of different viewpoints.

The use of case examples relevant to different fields of practice is often useful in teaching ethics courses (Congress, 1993). First, students are best able to relate to this, as this approach seems most relevant to their actual experience. This approach also best provides students the opportunity to identify relevant issues, analyze dilemmas, apply different models of ethical decision-making and debate ethical decisions. A decision about case vignettes can be made after reviewing the field placements of the students enrolled in the course. Teachers can use their own case examples or ones from several recent books (Congress, 1999; Reamer, 1998a). In selecting these case examples, it is preferable to use vignettes from the areas where students are most commonly placed such as child welfare, mental health, and health, aging, and substance abuse agencies. Another approach is the choice of case vignettes on ethical topic areas frequently encountered in professional practice such as confidentiality, dual relationships, and self-determination.

Human rights

All human beings are born free and equal in dignity and rights. Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. All human beings have a responsibility for development, individually and collectively, taking into account the need for full respect for their human rights and fundamental freedoms as well as their duties to the community, which alone can ensure the free and complete fulfillment of the human being.

The task of promoting and protecting human rights, and thereby preventing human rights violations, is one of the most formidable challenges ahead. The violation of human rights is increasingly perpetuated by the inequalities, social-cultural paranoia and religious fundamentalism within the society. The politics of the market perpetuates further marginalisation and economic insecurity among large number of people who

already vulnerable by the systemic violation of their human rights. Evidence of gross violations of human rights today is a disturbing reminder of the work to be done. The collective efforts of the largest and most representative number of people must be harnessed in order to develop creative strategies to prevent all forms of human rights violations, both deliberate and inadvertent.

Emergence of social work is based on the humanitarian principles of social justice. Social work recognises the dignity and work of individuals. The issue of human rights is a very important one for social workers, as these rights are being violated and challenged every single day. In this context, the professionals need to be equipped with the intervention strategies to actively defend human rights violations.

Many attempts have been made to define human rights, but as we can see the concept of human rights has undergone evolutionary changes. Broadly speaking human rights encompass a wide variety of political, economic, and social areas (Elisabeth Reichert, 2002; 3). The concept of human rights, therefore, can generally be defined as follows:

Human rights are those rights, which are inherent in our nature and without which we cannot live as human beings. Human rights and fundamental freedoms allow us to fully develop and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs (United Nations 1987).

According to section 2(d) of the Human Rights Act, 1993, "human rights" means the rights relating to life, liberty, equality and dignity of the individual guaranteed by the Constitution or embodied in the International Covenants and enforceable by courts in India. (NHRC 2006)

The doctrine of human rights goes beyond certain cultural and religious norms prevailing in our society, emphasizes the universal character of human rights with universal applicability without any discrimination. Universality doesn't mean uniformity, universality encompass diversity and differences among individuals and groups must enjoy basic rights in their existence. Hence, human rights must be looked from the view point of indivisibility. Here, indivisibility refers to the mutual dependency of various rights. Human rights, therefore, referred as bunch of rights. Enjoyment of one human right largely depends upon ensuring the other related human rights.

The following are some of the most important characteristics of human rights:

- Human rights are founded on *respect for the dignity and worth of each person*;
- Human rights are *universal*, meaning that they are applied equally and without discrimination to all people;
- Human rights are *inalienable*, in that no one can have his or her human rights taken away other than in specific situations. For example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law;
- Human rights are *indivisible, interrelated and interdependent*, for the reason that it is insufficient to respect some human rights and not others. In practice, the violation of one right will often affect the respect of several other rights. All human rights should therefore be seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.

A human right is 'natural' in that every one owns them, not because they are subject to any particular system of law or religious or political administration. They can be asserted against individuals, but they express the political objective: those governments must respect, protect and promote them.

The most common 'universal' rights are the right to life; to freedom; to own property (limiting where government may intrude); citizenship rights (voting, nationality and participation in public life); rights to standards of good behaviour by governments (or protection of the rule of law), and social, economic and cultural rights.

Human Rights and Social Work Profession

Social work originates variously from humanitarian and democratic ideals. Social work practice has since its beginning been focused on meeting human needs and on developing human potential and resources. "Social work is a profession whose purpose is to bring about social changes in society in general and in its individual forms of development" (IFSW 1982). The human rights movement is founded on a fundamental respect for the dignity and worth of every human being (Healy 2008). Humanitarian philosophy i.e. the respect for human dignity and worth of every individual occupies a central position in social work practice. The profound commitment of the social work profession towards human rights is reflected in the policy papers of the leading International Federation of

Social Workers (IFSW). “Social Work has, from its inception, been a human rights profession, having as its basic tenet the intrinsic value of every human being and as one of its main aims of the promotion of the equitable social structures, which can offer people security and development while upholding their dignity”. Historically, the social work profession has challenged inequalities among individuals and groups. Social work originates from humanitarian and democratic idea, which prompts the profession to challenge the discrimination and the unequal and unjust distribution of resources. This core value of challenging inequalities and promoting democratic ideals now forms part of the social worker’s code of ethics (NASW; 1996).

Not only do social workers attempt to assist individuals, but they also attempt to bring about change on a broader more global level (Goldstein 1992). This dual focus distinguishes the social work profession from other helping professions, like psychology and nursing, which generally addresses individual issues but without a mandate to challenge environmental impediments in resolving those issues.

The profession focuses on both the individual (or group) and her or his environment with the acknowledgement that environment plays a key role in the fulfillment of an individual’s needs (Compton and Galaway 1994; Kirst Ashman and Hull 1993; Germain and Gitterman 1996).

It shows that the goal of social work is the service for the welfare and self-fulfillment of human beings; to the development and disciplined use of the scientific knowledge regarding human and societal behaviour; to the development of resources to meet individual, group, national and international needs and aspirations; and to the achievement of social justice.

The social work profession has passed through various phases in terms of its approaches. Traditionally social work focused more on to the needs-based approach, then social justice and citizen-centered frameworks have been the major impetus of social work. Because the foundation of the social work profession centers on assisting vulnerable sections of the society, the profession has developed interventions for that assistance. These interventions are closely ties to the field of human rights.

Conclusion

Social work educators can best prepare students for ethical practice by incorporating teaching about social work philosophy, values and ethics, as well as human rights in the social work curriculum. Ethics teachers should also serve as role models for professional practice. Adopting both an integrative approach, as well as the use of a discrete course, seems the most effective in teaching students about ethical practice. Students need to learn about the importance of values, personal, societal, cultural and professional. They have to explore both areas of similarities, as well as differences. National codes of ethics, as well as international codes on ethics and human rights should be included in the curriculum. These documents, however, should not be presented as abstract treatises, but rather discussed in the context of case examples related to their actual field experiences. Students should have the opportunity to debate, critique and plan for future revisions of these documents. They soon discover that many ethical conflicts arise in practice, and learning models of ethical decision-making provides an opportunity to begin to resolve challenging ethical dilemmas.

Social work education about philosophy, values, ethics, and human rights neither begins nor ends in the classroom. When students begin their education, they come to school with a clearly defined set of personal and societal values that may or may not be compatible with professional values. The job of social work educators is to teach students about professional values, ethics and human rights by didactic and experiential teaching, as well as by using themselves as role models for ethical practice. After graduation students go forth to become ethical ambassadors in professional practice around the world.

It is not sufficient as ethics educators, however, to prepare students only for micro ethical practice. Pelton (2001) points out that we teach students about the importance of non-paternalistic, non-coercive approaches, but yet send them out to practice in institutions and societies that often have policies and laws that may be coercive, judgmental and discriminatory toward clients. Social work educators both in academia and in the field have a responsibility, not only to teach students about ethical practice, but also to prepare students to assume policy and advocacy roles in working toward changing institutions and laws that negate ethical and human rights practice.

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GANDHIAN PERSPECTIVE ON SOCIAL WORK: A CRITICAL ESTIMATE

Adarasupally Nataraju

Abstract

The relation between individual and society and a radical reformulation of the elusive conception of collective human welfare are matters of concern for all thinking souls. Whether one understands Marx or not, there is a necessity to envisage working principles that would result in collective social welfare. We may not understand a Gandhi or a Marx, but what we understand is that there are suffering less fortunate millions whose well-being inevitably interacts with that of the most prosperous in the society and negates all the advances we make in the name of a developed nation. In this paper I try to focus upon the doctrinal basis for collective social welfare from a Gandhian perspective and how Gandhi conceptualized the very idea of social work and the philosophy behind it.

Key-Words: *Social Work, Collective Welfare, Individual and Society, Equitable Distribution, Sarvodaya.*

Dr. Adarasupally Nataraju, Assistant Professor, Department of Philosophy, Assam University, Silchar-788011, Assam. Email: adinataraj@gmail.com.

Introduction

As Raghavan Iyer puts it, ‘the half formulated and unsystematic nature of “Gandhism” is some what similar to that of Hinduism and even more to that of Buddhism. If we must talk of Gandhism, we must not forget that it stands for distinctive attitude toward politics and society rather than a specific political and social creed. It is particular ethical standpoint rather than a fixed formula or a definite system. There can be no claims to Gandhian infallibility, no authoritative body of apostolic interpreters’ (Raghavan Iyer, 2007). It is very difficult to bring out a perspective or a concept of Gandhi on social work or what can be termed as collective human welfare. He was not concerned with the nature of moral questions, principles and concepts. Most of the time writers on Gandhi tend to consider his religious and political ideas entirely in relation to the practical problems that Gandhi faced. I would like to concentrate in this paper on the doctrinal basis of social work education or my preferred phrase ‘collective human welfare’.

As I already quoted Raghavan Iyer it is clear that it is not easy to interpret Gandhi or bring out his perspective on any given topic. He looked at truth as it appeared to him from time to time. The relation between an individual and the society and the necessity for an individual to work for collective social welfare rather than serving one's own selfish end is a matter of deep concern. The benefits an individual derives from the society make it mandatory on the part of the individual to pay back in token and work to alleviate the suffering of the masses. To my understanding Gandhi derived his philosophy of Social Work from the Upanishads and the notion of Rta(cosmic order), and I would make an attempt in this paper to bring forth those ideas from the Vedanta philosophy that prompted Gandhi and also inspire us even today to work for collective welfare.

We all envisage a kind of society where all forms of exploitation is absent and all the people, not greatest number, enjoy economic prosperity, social well-being and welfare. We all understand that suffering of millions across the globe is a serious matter of concern and that society cannot forget that poverty and suffering of masses negates all the prosperity of the few individuals. In Perestroika Mikhail Gorbachev mentions, 'the restructuring is a must for a world overflowing with nuclear weapons; for a world ridden with serious economic and ecological problems; for a world laden with poverty, backwardness and disease; for a human race now facing the urgent need of ensuring its own survival...we want people of every country to enjoy prosperity, welfare and happiness' (Mikhail Gorbachev, 1987).

Deeply pained by the human condition, Gandhi sought to find lasting answers to human misery. He did not take recourse to monastic life like the Buddha; instead he chose intense social and political activity in the midst of which he deeply contemplated on human suffering and misery. Deriving inspiration from classical texts of ancient India, he formulated and envisaged a society which adheres to collective social welfare. The elusive conception of collective human welfare occupied his mind throughout his life.

In formulating *sarvodaya* or welfare society the conception of *Rta*, *Lokasamgraha*, and truth and ahimsa played a major part. On the matter of equitable distribution he was guided by *aparigraha* and trusteeship ideas from *Isopanishad*.

If one were to go by Advaita Vedanta philosophy that influenced majority of thinkers in India, the external world of names and forms is a projection of one (non-dual)

universal consciousness. The non-dual Self projects the world of animate and inanimate things. If all living beings are connected through a common thread of consciousness, it goes to show that the suffering of millions would inevitably affect the rest of humanity. The Self, according to the scriptures, gets liberated when the last individual of the living things gets freedom. Thereby it becomes necessary on the part of all the humans to work for collective welfare and therein lays happiness.

Gandhi envisaged a sarvodaya society which aims at the happiness of all and not the greatest number. The social value of a few peoples' prosperity is negated by the stark poverty of millions. A colony of multi storied buildings is followed by hundreds of huts occupied by half starving less fortunate people. Lokasamgraha or welfare of all is one such concept that influenced Gandhi's thinking and it talks about selfless service for the well being of all living things. The first shloka of the Isopanishad is used by Gandhi in reformulating equitable distribution of wealth if not equal distribution, and the ideas on global trusteeship. In a speech at a prayer meeting he said, 'in the first shloka of Isopanishad it is asked to dedicate everything to God and then use it to the required extent. The principal condition laid down is that one must not covet what belongs to another' (Gandhi M.K, 1946).

The principle of universal interdependence is indicated in ancient Indian thought by Rta-this also stood for cosmic order. It is a principle of harmony and sacrifice. It is indicative of the fact that a slightest disturbance in cosmic consciousness in one corner affects in some way or the other the entire cosmos. Cosmic harmony (rta) envisages that men and women voluntarily manifest their potential goodness by working for the welfare of all (sarvodaya). This kind of philosophy is predominantly seen in the theory and practice of Gandhi. He was guided by the twin principles of truth and non-violence, and his original contribution is in reformulating satyagraha and sarvodaya.

The Gita becomes for him a 'dictionary of daily reference'. In 1932 he made a deep study of the Isopanishad together with various commentaries, and its verses became for him the basic verities underlying his concept of non-violent socialism' (Raghavan Iyer, 2007). Gandhi's metaphysical presuppositions were drawn from classical Indian texts and applied them to his moral and political ideas and this imparts a classical flavor to his thought.

Equitable Distribution and Sarvodaya Society

Gandhi envisages a new world order in which there is all-round development of every individual and not some sections of the society. This progress consists of material, ethical and spiritual spheres. Social work education as I understand also need to have such a goal since this education also aims at a welfare society. The major difference between present day social work education and Gandhi's sarvodaya society is that the later is based on religion, on spirituality, which may not be the case with present day secular education system. Social work educators can reformulate their ideas on social work by closely observing Gandhi's life and thought. In the following pages I would try to present a Gandhian perspective on a new social order.

Gandhi's vision of new social order is aptly described by Jayaprakash Narayan in the following words, "Gandhi had his vision of future India...That vision was of a new social order—different from the capitalist, socialist, communist orders of society. A non-violent society, a society based on love and human values, a decentralized, self-governing, non-exploitative, co-operative society. Gandhi gave that society the name of sarvodaya-literally, the rise of all, i.e., a society in which the good of all is achieved (Vinobha Bhave, 1981).

Jayaprakash Narayan's summary of what precisely sarvodaya or welfare society is tells us that it aims at equitable distribution of money, sound moral principles and swaraj or freedom as the core of its being. For Gandhi non-violence is an absolute value or what can be called a creed. It is not a policy for him, only to be discarded at convenient time. Therefore, it is not surprising that a welfare society is constructed on the strong foundations of ahimsa. Since one has to be non-violent and yet achieve a welfare society, one has to take shelter in the doctrine of global trusteeship.

Equitable distribution of wealth is to be achieved by not eliminating physically the capitalist, but by the capitalist himself acting as the trustee for the wealth he possess. Recognizing that this wealth is the result of labour of millions, the money thus created is used for the good of all.

There is a classical flavor to Gandhi's thinking. He derived his inspiration from classical texts of ancient India. The ideas that are discussed in this paper all have their basis in and inspiration from classical texts. 'The rise of all' is possible only in a self-

governing decentralized society. That government is the best which governs the least. Therefore, decentralization and development of a village as a self sufficient unit was the core of Gandhi's political thought. These ideas show Gandhi's profound thinking and his understanding of human nature and its perfectibility. Man essentially is a moral and spiritual agent and is expected to act for the material as well as spiritual welfare of all.

Vinobha Bhave feels that removal of suffering and poverty of millions across the globe and establishing a world order in which there is equality and divinity are the goals of sarvodaya. Social work education lacks this aspect. Bringing in the moral principles and spiritual content of a human in to social work education is a step in the right direction. Man in this scheme is not a self-centered parasite but an essential part of the society working for its progress. A dynamic change would come about in the whole social structure should there be a considerable change in the people's thoughts. Equitable distribution of land and of wealth becomes a reality only if people understand the spirit of sarvodaya, i.e., making an individual unselfish. Sarvodaya with its objective of everybody's welfare is entirely a new ideal which can guide the world today. Social work education based on such an ideal would revolutionize our understanding of a new world order.

R.R.Diwakar writes, "By the introduction of truth as the basis of society and by insisting on non-violence as the only method of bringing about a change, the sarvodaya concept poses a challenge to all the social systems in the world...to a world weary of violence and exploitation, it comes as a soothing balm. Human values, individual development, lifting of whole human society to a higher level of existence....these are the most predominant characteristics of sarvodaya ideal"

Moral Economic basis of Social Work

True economics according to Gandhi, "stands for social justice; it promotes the good of all equally, including the weakest and is indispensable for decent life". Let us look at the main features of economic order in a welfare society. Decentralization is essential in a non-violent democracy. Gandhi felt that in "an undeveloped country like India concentration of economic power in the hands of the few provides them with the great deal of privilege in the socio-political and economic milieu of the country"(M.K.Gandhi, Young India, 1931). Self governing self-sufficient village units would lessen the conflict

between capital and labour. Production takes place in the houses of millions. ‘My idea of self sufficiency’, says Gandhi, ‘is that village must be self sufficient in regard to food, cloth and other basic necessities’ (M.K.Gandhi, 1959). Every individual and every village needs to be self dependent and this removes exploitation. The removal of conflict between labor and capital is achieved in a sarvodaya society by the formula of global trusteeship where in the wealthy act as trustees for the wealth they possess. Welfare of all is not possible without economic equality. By equality it does not mean that everybody would have same amount. He clarifies, ‘economic equality in my conception does not mean that everyone would literally have the same amount. It simply means that everybody shall have enough for his or her needs’ (M.K.Gandhi, 1946).

The ideas discussed above regarding a welfare society that gives opportunities for every individual to manifest his or her inner potential help us in our understanding of Gandhian perspective on a new social order. A new world order that is at once distinct from capitalist, communist, socialist orders of societies. A world order that has self sufficient and self-governing villages. An order that boasts of economic equality and co-operation. Needless to say that such a society would be non-exploitative. Invariably this kind of a society is built on the basis of strong moral principles. The Mahatma’s vision of a new social order is the only ideal that needs to be actualized for a society weary of increasing violence, exploitation and gross negligence of moral laws.

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SOCIAL WORK RESEARCH : EDUCATION AND TRAINING

D. K. Lal Das

Abstract

The paper is an attempt to delineate the emerging significant concepts in social work research and suggest the appropriate structural and functional changes in the existing social work education and research. The paper is intended to enhance indigenous knowledge base of social work through social work research education and research.

Key Words: *Social Work Research, Need based Research Methods, Role of Social Work Education.*

Prof. D.K. Lal Das,(Retd) Presently working as Director, Research Centre, Roda Mistry College of Social Work, Pan Makhta, P.O. Golkonda, Hyderabad- 500 008.

What is “Social Work Research”?

In a very broad sense, the term ‘Research Methods for Social Work’, popularly labelled as ‘Social Work Research’ by Schools of Social Work. It connotes research strategies to meet the specific and peculiar needs of social work theory and practice. Thus, research methods that are available in the general armory of social science research may need to be modified when applied to social work research so that the research becomes relevant.

To be specific, social work research deals with the application of research methods and skills in social work theory and practice. It aims at enhancing the knowledge base of social work and making the social work practice a scientific practice by using various research methods, tools and techniques. The application of research in social work theory and practice, basically, aims at achieving the following objectives:

1. To enhance the knowledge base of social work,
2. to assess the effectiveness of social work intervention,
3. to suggest alternate intervention,
4. to innovate intervention, and
5. to evaluate the outcomes of interventions.

Objective of Social Work Research

Social work is a practice profession. As such, the major objective of social work research is to search for answers to questions raised regarding interventions or treatment effectiveness in social work practice. In other words social work research attempts to provide knowledge about what interventions or treatments really help or hinder the attainment of social work goals. In addition, it also helps in searching for answers to problems or difficulties faced by social work practitioners in the practice of their profession. Ultimately it helps building knowledge base for social work theory and practice.

Keeping in view the objectives, research has unique role to play in enabling the social work students, educators as well as practitioners to meet the growing demands of higher professional standards and accountability.

Scope of Social Work Research

Social work research, basically, aims to build social work theory and practice by testing and validating knowledge that social workers use in their practice. Therefore, its scope ranges from needs assessment, evaluation of intervention to programme evaluation, which involves survey research, quasi-experimental and experimental research designs. Further, social workers also use evidence-based practice, which is a recent phenomenon in social work signifying systematic data collection before (pre-test) and after (post-test) intervention to demonstrate the impact of social work interventions. The evidence-based practice uses the single subject designs research or group designs research where it is assumed as an integral part of social work practice. Social work research also embarks up on community-based and participatory research approaches to assess needs and undertake interventions to improve the conditions of clients and assess interventions.

Nature of Social Work Research

Social work research primarily deals with problems, faced by professional social workers, social work agencies and community in its concern with social work functions. In other words, in social work research the problems to be investigated are always found in the course of doing social work or planning to do it (Dasgupta,1968)

It is very obvious that in social work research the study of a problem is from the point of view of social work and that of professional social work. The designing of research problems, data collection and its interpretation will have to be attempted in a manner as would be useful to professional social work which would add new knowledge to the social work theory and practice and improve the efficiency of professional social workers.

Social work research mostly draws its inferences through inductive reasoning. That is, inferring something about a whole group or a class of objects from the facts or knowledge of one or few members of that group/class. Thus, in social work research inductive reasoning carries us from observation to theory through intervention/assessment. Practitioners, for example, may observe that delinquents tend to come from families with low socio-economic status. Based on the assumption that the parent-child bond is weaker in low socio-economic families and that such parents, therefore, have less control over their children, the practitioners may inductively conclude that a weak parent-child bond leads to delinquency.

A substantive part of social work practice is concerned with the micro-level practice, such as working with individuals, groups, or a community. Social work research has to take into consideration the limitations of micro level design of study and techniques.

Social work research lays special emphasis on evaluation. This is one of the reasons that social work research is also understood as evaluative research. Under social work research, varieties of evaluative researches are undertaken. Some of the researches are on impacts or effects, efficacy and effectiveness. Evaluation of agencies and its projects and programmes are some of the specialised areas of social work research.

By and large, social work research is practice based research. Thus, in practice based research inductive reasoning carries us from observation to theory through intervention/assessment. Practitioners, for example, may observe that delinquents tend to come from family with low socio-economic status. Based on the assumption that the parent-child bond is weaker in low socio-economic families and that such parents, therefore, have less control over their children, the practitioners may inductively conclude that a weak parent-child bond leads to delinquency.

A substantive part of social work practice is concerned with the micro-level practice, such as working with individuals, groups, or a community, practice based research has to take into consideration the limitations of micro level practice. Accordingly, practice based research has to have special design of study and techniques.

Practice based research lays special emphasis on evaluation. This is one of the reasons the practice-based research is also understood as evaluative research. Under practice based research varieties of evaluative research are undertaken. Some of the researches are on impacts or effects, efficacy and effectiveness, evaluation of agencies and its projects and programmes are some of the specialised areas of practice based research.

Research Pertaining to Social Work Interventions

Research pertaining to social work interventions, also known as Intervention research or evaluative research, includes researches undertaken to assess the effectiveness of social work interventions with individuals, family, groups and community, to assess the effectiveness of interventions, to suggest alternate intervention and to innovate interventions.

Single Subject Designs (N=1)

Single subject research designs are used to assess the effectiveness of social casework intervention. The essence of single system design is to measure effectiveness of intervention by subjects as their own control and multiple data sets before and after the intervention.

Single subject designs are basically quasi-experimental research designs, which use time series analysis technique of social research to the evaluation of the impact of interventions on individual cases. Such designs involve repeated measure of the dependent variable before and after a particular intervention, to see if a sustained pattern of change in the dependent variable commences shortly after the onset of intervention (Rubin and Babbie, 1989).

Prior to single-subject designs, social work researchers had no alternative other than to use conventional experimental research designs such as comparison of experimental group with control group. Such experimental researches, however, were

often inappropriate or impossible to conduct in social work practice settings. It was often too time-consuming and expensive to identify clients with similar problems and randomly assign some to treatment and others to control groups.

In such experiments the results were an average of the whole group's response, obscuring individual reactions which are significant to social work practitioners. For example, knowing that a given intervention was effective on majority in an experimental group may be interesting, but it does not help at all in inferring about a particular client (Monette et.al., 1986)

As with advances in other areas of social research, interest in single-subject designs based on time series research design grew out of problems faced by social work researchers with existing techniques of social research.

In a nutshell, single-subject designs aim at the systematic evaluation of social work practice through the use of scientific research techniques. It must be kept in mind, however, that this research design does not reject conventional large-group experimental researches. Such researches are necessary for evaluating complete programmes and for confirming the generalisability of programme effectiveness.

Use of Single-Subject Designs in Social Work Practice

Single-subject designs can be used in social case work practice in different situations in different ways. A few social work situations where this research designs will be appropriate are illustrated in the following sections. Social case work practitioners as part of their own practice can use single-subject designs in studying their clients, diagnosing the target problem and selecting the appropriate treatment. They can also use it in monitoring the client's progress.

For example, suppose a child in a special school is being treated for aggressive behaviour, and further that the problematic behaviour occurs shortly before the child is about to enter the classroom. Repeated measures of the target behavior might help the social worker chronologically identify this coincidence during the initial stages of service delivery, which in turn would help better understand the causes of the target problem and develop an appropriate strategy to deal with it. Social workers who spend considerable amounts of time systematically attempting to record and evaluate their practices may

find conducting single-subject designs research to be one way to make that effort more systematic and valid. The very use of such research designs helps case workers to become scientific practitioners.

As another example, let us consider the following illustration. Suppose, a school social worker seeking to enhance the self-esteem and social functioning of a group of school students who are at high risk of dropping out of school and monitors the student's disciplinary referrals and administers a standardised self-esteem scale on a weekly basis. Suppose further that the social worker requests the school authorities to suspend disciplinary actions for a specified period to see whether self esteem improves. If the student's self esteem scores improve then the social worker would have reasonable grounds for inferring that it was probably the intervention, and not history, that accounted for the student's improved functioning.

There are, however, some practical problems in using single-subject design research in social work practice. Many a time, the situation needs immediate intervention and hence does not allow social workers enough time to take repeated measures to identify baseline trends prior to implementing the intervention. In some situations social workers are heavily loaded with cases which reduce the amount of time they have to plan or conduct single-subject design studies. Despite these problems, social work practitioners should make efforts to use single-subject designs whenever they can. Social work practice or services has not yet received adequate scientific testing concerning their effects on clients. In the light of this, the question may not be whether cases need immediate intervention or whether we can afford the time needed to use single-subject design research as part of our practices, but whether we can afford to use untested interventions to see whether they help the clients or harm them. By using single-subject designs as part of our practice, we can get immediate feedback that would help us to modify the service or chose other alternative interventions for our client.

Apparently, it looks simple and easy to implement single-subject research designs. It also gives an impression that single-subject researches would clear all the doubts about the effectiveness of social work interventions. In practice, however, conducting repeated measures of target problems to provide reliable and valid data is not always a simple task. It is easy to introduce intervention only when the baseline is

established, but it is rather difficult in situations where cases are in dire need of treatment. Nevertheless, barring a few situations, the technique of single-subject designs is very useful for social work researchers.

Research Pertaining to the Knowledge Base of Social Work

Social work research deals with the application of research methods in social work theory and practice. In other words, social work research aims at enhancing the knowledge base of social work and making the social work practice a scientific practice by using various research methods, tools and techniques.

As such, another major objective of social work research is enhancement of the knowledge base of social work. Social work profession has a scientific base, which consists of a special body of knowledge; tested knowledge, hypothetical knowledge and assumptive knowledge. Assumptive knowledge requires transformation into hypothetical knowledge, which in turn needs transformation into tested knowledge. Social work research has significant role in transforming the hypothetical and assumptive to tested knowledge.

Concepts are the building blocks of social work knowledge base. Social work has been using concepts derived from other social science. They should be verified and integrated into a system. Social work research should focus on this area. Not all concepts or theories that are used by professional social workers have been tested and validated. Many social work concepts have roots in American culture and when applying them to Indian conditions, we need to know how the values and social philosophy of India are suited to their transplantation. The concepts are the constituents of knowledge and therefore are basic to the practice. Hence, concepts used in social work are the core of practice of social work. Concerted efforts through social work research are very much required to conceptually articulate and validate the concepts and theories, which will in turn strengthen the scientific base of professional social work.

Research in social work values and goals in India has been almost negligible. Research in this area means identification of the motives, goals and values which guide social work practice. Social work tradition in India, motives in helping others and the philosophy of individual-community relationships in the context of the practice of social work need to be studied.

We have accepted social work as a technique, like the acceptance of industrial techniques, without assessing the philosophical and cultural implications of its practice and the need for adapting it (Goyal, 1967). It is therefore imperative for social work educators, schools of social work, social work researchers, practitioners and planners, to concentrate on research in social work,

Social Work Education and Curriculum

The purposes of social work education are to prepare competent professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Individual social work programme at a college or university tends to have its own strengths, missions, resources and specific goals that a programme intends to achieve. However, the programme needs to adhere to the standards and core content areas of social work education.

Research Curriculum in Social Work Education

Research curriculum in social work education has traditionally been modelled on social science research. This is most probably the reason why research in many schools is in no way different from the contents of social science research curriculum. As such, social work students, largely, view the culmination of research as the drawing of conclusions from the research findings through the process of deductive reasoning. These conclusions, obviously, contributed neither to knowledge base of social work nor to the social work practice. Seldom do they try to test the interventions or evaluate the outcome of their interventions. The research course offered to social work students has hardly any relevance to practice. As a consequence, social work students fail to see the link between research and practice. Most of them develop a notion that they have nothing to do with research.

Methodological Issues

Methodological issues include specific research strategies to be adopted in fulfilling the objectives of social work research. Thus, it includes such specific issues as qualitative versus quantitative approach, experimental (true experiments, quasi-experiment and pre-experiment, evaluation research designs, etc.) versus non- experimental research designs

(survey research, etc.), Probability versus non-probability sampling, combination of probability and non-probability sampling, one case as sample (N=!), data analysis and interpretation, etc.

Qualitative versus Quantitative Approach

The quantitative-quantitative debate has persisted in the field of social science research. It has been more of a philosophical debate than that of research practices. Qualitative researches have also been the subject of considerable controversy among social work researchers.

The philosophical roots of qualitative research emphasise the importance of understanding the meanings of human behavior and the socio-cultural context of social interaction. This method estimates validity, reliability and objectivity of a social situation and tries to picture the empirical social world as it actually exists to those under investigation, rather than as the researcher imagines it to be.

While in qualitative research a researcher takes the phenomenon as a whole and describes it as it exists whereas in quantitative research a phenomenon is analysed into various components or variables which can be measured in quantified terms. The researcher takes into consideration the phenomenon as a whole and assumes that there is some quality in the phenomenon in its entirety. When the researcher attempts to retain the totality of a phenomenon while verifying propositions regarding it, he / she adopt a qualitative research approach.

Quantitative research use standardised measures that fit diverse opinions and experiences into predetermined response categories. This approach measures the reactions of a large number of individuals to a limited set of questions, thus facilitating comparison and analysis of the data with the help of close-ended questionnaires, attitude scales, rating scales and postal surveys. These diverse approaches have created many doubts among social researcher such as the problems of trustworthiness, subjectivity, individualistic generalisations etc.

In recent years, the debate has softened. A consensus has gradually emerged that the important challenge is to match appropriate approach of research to research questions and not to advocate any single methodological approach for all research

situations. Both qualitative and quantitative data can be collected for/under the same study.

The Emerging Need

Social work research curriculum needs to be redesigned to enable it to emerge from shadowy existence and occupy an equal place with other methods of social work. While redesigning the curriculum, research and practice should be perceived as allied aspects of social work and bound by the common goal of advancing and consolidating the theory and practice of social work. Common areas need to be identified to merge research with theory and practice emphasizing on combining research training with field work (Monette, 1986). It is evident from the above discussion that the curriculum of social work research needs change in its focus, especially in the areas of research design, measurement, and sampling so that the research findings become relevant and useful for social work profession and thereby demonstrate the accountability of social work interventions.

Stimulating Research in Social Work

Social work educators have to realise that it is on them that the primary responsibility of expanding the horizons of social work devolves. The present emphasis on teaching research as an independent course must be dispensed with suitable and adjustments need to be made in the social work curriculum to enable social work educators to relate research with other courses in social work.

The perspectives and methods of science can provide a framework for teaching social work methods. Most of the knowledge used by social work educators lacks a strong empirical basis - an unavoidable limitation of profession that deals with the elusive complexities of psychological and social phenomena. Social work educators can make use of scientific orientation in motivating social work students to go for empirical testing of the various knowledge base of social work - theories, principles and concepts taught in the theory classes. Research will provide empirically grounded knowledge, which in turn can make a significant change in the attitude of the students and educators towards the profession.

The final step in research is drawing conclusions based on analysis and interpretation of data, where statistics can be applied. Statistics are needed in social work research to analyse and interpret the data. Most social work educators and students approach the subject with nervous anxiety. They feel themselves incapable of understanding statistics for the reason that they do not have good mathematical background. This negative attitude to statistics has led social work educators and students to a position where theories appear to be more highly valued than empirically ascertained facts. Social workers, in order to advance their professional standard and accountability of their interventions must work through such irrational attitudes towards empirical knowledge, which complements and interacts with theory and practice.

Statistics has to be taught to social work students avoiding mathematical derivations and minimising the use of formulas by using words and visual imagery introducing formulas only after they have been explained in detail in narrative form as far as possible. The teachers have to cite examples of primary interest to social workers, which show the relevance of statistics.

The rationale to motivate social work educators, practitioners, and students to study statistics is that there has been very rapid growth in the field of social work profession in the recent years and growing recognition of the need for research and statistics to enhance practice. It is for this reason that social work students must be well versed with the use of statistical methods and tools.

Most social work students study research for only one reason- it is a compulsory requirement for the degree. Many students wonder why research courses are required for social work when there is so much to learn about how to help people. It is imperative for social work educators, who teach research courses, to convince students that social work research is a problem solving method and it seeks to accomplish the same humanistic goals as does social work practice. For this, social work educators have to use appropriate illustrations geared specifically to social work from the field work experiences of the students.

Role of Research in Social Work

Social Work has a challenging task ahead of it to meet the growing demands of higher professional standards and accountability. The demands for accountability on the part of

Social Work profession - empirical evidences showing what kind of relationship would enhance the achievement of clients goal- are becoming louder and broader in scope (Monette, et. al.1986). In a sense, the profession has to prepare itself to accept the clients rights to demand that social workers justify their actions and recommendations on specific and demonstrable grounds.

Another development in the profession has been the demand for higher professional standards. This motivated many professionals to begin defining social work as a scientific discipline and social work practice as a 'scientific practice' or 'data guided practice' (Thomas, 1971: Bloom, 1978). This calls for improving the empirical knowledge base for social work education and practice, and delivering more effective services to the clients (Hopps, 1989). To meet the growing demands of higher professional standards and accountability, research has to play multifaceted roles. For this, conscious efforts have to be made to restructure the social work research curriculum and integrate research into theory and practice.

This is a challenging task for social work educators. The challenge is also to recognise the ways in which research, theory and practice can be linked by incorporating research into practice settings and by shaping practice settings into research opportunities (Reid, 1978).

Role of Research in Building Knowledge Base

The role of research in building knowledge base for social work is very dynamic. It helps build the knowledge for social work. As social work deals with dynamic phenomena, the knowledge base needs to be continuously updated and made relevant to the present. This change and new dimensions to the knowledge base consists of changing hypothetical knowledge into tested knowledge and assumptive into hypothetical and thence into tested knowledge (Werner, 1959).

As social work draws heavily from social and biological sciences, there is a great need to properly coordinate and assimilate these to form a strong logical base for social work theory. This is lacking at present. Academicians have been particular about universality of theory and practitioners, on the other hand, tend to pick up suitable bits of

theories and make them relevant in application. As they are assumed to be universal, they apply them in contexts, which are not really tested for cross-cultural application.

Social work principles have been taken for granted and the need for testing them has not been felt nor has the proposal to subject current social work principles to a logical and critical enquiry been made. Although social work has now a core of basic concepts which are universal, the application of these concepts and principles varies according to the needs, traditions and economic conditions of the clientele group which is to be served (Khinduka, 1965). There are hardly any studies to test the validity of the concepts regarded necessary for social work theory or to test the efficacy of specific techniques. Research can give answers to many such issues and play the key role in raising the professional standards of social work.

Role of Research in Social Work Practice

Although research is different in many respects from practice, there are significant similarities between the two, which if integrated can help practitioners have better understanding of the problems and provide services accordingly. Research begins with problem formulation. Having formulated a researchable problem, researchers develop a research design. Next stage in research is data collection, and the final step is to draw conclusions by analysing the data. In much the same way practitioners, first assess the problems to decide which behaviour systems are possible. After that, practitioners develop a strategy for intervention that will be effective in alleviating the problem specified in the assessment stage. This is followed by implementation of the intervention strategies. Finally, the practitioners evaluate the effectiveness of the intervention strategies implemented.

The greatest drawback of social work education has been the lack of fit between research and practice. Practice courses in social work education draw more from practice wisdom than from research, while research courses are not necessarily practice oriented. Consequently, practice and research are treated independently at the training level, and the approach, therefore, continues in the post-training careers of social workers. The gulf between researchers and practitioners over the years has widened. Researchers frequently complain that practitioners ignore their pertinent and important findings. Practitioners consider much of the university stimulated research irrelevant and express their inability

to use it. Such gaps have been widened by the belief that the same persons cannot be both a good researcher and a practitioner (Fansel, 1980). Such beliefs have been substantiated by the facts that social work researchers hardly find time to practice

Conversely, the practitioners, due to their preoccupation with service delivery systems are least concerned about research. Both the contentions underscore the need to solidify the relationship between schools and agencies by integrating research and practice (Ried, 1978).

Thus, as research and practice have existed as parallel to each other, most of the time research is not practice oriented and as such the findings do not affect social work knowledge and practice.

Need-Based Research Methodology

Social work research has been following hypothetico-deductive model of social research. This dominant paradigm mainly focuses on quantitative measurement, experimental design, and probability sampling and multivariate parametric statistical analysis. The research based on this model has hardly any relevance to practice. Social work needs to develop a research paradigm that emphasises a combination of qualitative and quantitative measurements, quasi-experimental design, non-probability sampling and multivariate non-parametric statistical analysis.

Social work research, by and large, calls for non-probability sampling because it is often impossible to develop an exhaustive sampling frame. Hence, it is imperative for social work researcher to deal with topics such as representativeness of sample generalisability of findings, sampling error and finally internal/external validity in much greater detail than in the case of probability sampling.

Practice-based social work research offers an opportunity for social workers to make significant difference in their professional standards and accountability to their interventions. Steps like redesigning the research curriculum, interlinking research with practice, teaching research in social work with emphasis on need-based research methodology will provide a strong scientific basis for social work profession. Though, almost all the methods, techniques and skills of social science research are useful for

social work, they need slight modifications when applied to social work practice so that the assessments become relevant, reliable and valid.

Single subject research designs, for instance, are used in social work research to assess the effectiveness of intervention with individual, group or community. The essence of single system design is to measure effectiveness of intervention by subjects as their own control and multiple data set before and after the intervention.

By and large, social work research calls for non-probability sampling. For example, convenience or accidental sampling is probably one of the more common forms of sampling in social work research, both because it is less expensive than other methods and it is often impossible to develop an exhaustive sampling frame.

Though non-probability samples are very useful, they do have some important limitations. First, no real claims of representativeness can be made. This greatly limits the generalisability of findings beyond the level of the sampling error which remains unknown. One of the chief limitations of single system design and non-probability sampling is its dubious external validity. Consequently, researcher has to take utmost precaution in generalising the conclusions.

However, regardless of limitations due to sample size or selection procedure, these researches can identify with high degree of internal validity and can be tested for generalisability in subsequent studies. The generalisability of these studies can be improved by replication of experiments and generalisation on the bases of accumulation of facts. Emphasis on these methodologies/techniques as a way to integrate research and practice will increase the amount of social work research being produced and ultimately advance the empirical base of social work practice.

Another development in the profession which has been the demand for higher professional standards motivated many professionals to begin defining social work as scientific practice or data guided practice. This calls for improving the knowledge base for social work education and practice and delivering more effective services to the clients. To meet the growing demands of higher professional standards and accountability, research has to play multifaceted roles. For this, conscious efforts have to be made to restructure the social work research curriculum and integrate research into theory and practice.

The Emerging Need

Redesigning of Social Work Research Curriculum

It is evident from the above discussion that the curriculum of research methods for social work needs change in its focus. Research methods curriculum in social work education has traditionally been following hypothetico-deductive model of social science research. This is most probably the reason why research in many schools of social work is in no way different from the contents of social science research curriculum.

This dominant paradigm mainly focuses on quantitative measurement, experimental design, and probability sampling and multivariate parametric statistical analysis. As such, social work students, largely, view the culmination of research as the drawing of conclusions from the research findings through the process of deductive reasoning. These conclusions, obviously, contributed neither to knowledge base of social work nor to the social work practice. Seldom do they try to test the interventions or evaluate the outcome of their interventions. The research course offered to social work students has hardly any relevance to practice. As a consequence, social work students fail to see the link between research and practice. Most of them develop a notion that they have nothing to do with research.

Against this background, research curriculum in social work needs to be redesigned to make it relevant to social work while redesigning the curriculum, research and practice should be perceived as allied aspects of social work and bound by the common goal of advancing and consolidating the theory and practice of social work. As such, the focus of research methods should be on practice based research/evaluative research methodology, namely, single subject research, programme/project evaluation research, experimental research, cost benefit analysis, social impact analysis, etc.

Interlinking research with practice/ practice-based social work research offer an opportunity for social workers to make significant difference in their professional standards and accountability to their interventions. Common areas need to be identified to merge research with theory and practice emphasizing on combining research training with field work (Monette, 1986).

Social work research, by and large, calls for non-probability sampling because it is often impossible to develop an exhaustive sampling frame. For example, convenience

or accidental sampling is probably one of the more common forms of sampling in social work research. Hence, it is imperative for social work researcher to deal with topics such as representativeness of sample, generalisability of findings, sampling error and finally internal/external validity in much greater detail than in the case of non-probability sampling.

Though non-probability samples are very useful, they do have some important limitations. First, no real claims of representativeness can be made. This greatly limits the generalisability of findings beyond the level of the sampling error which remains unknown. One of the chief limitations of non-probability sampling is its dubious external validity. Consequently, researcher has to take utmost precaution in generalizing the conclusions.

However, regardless of limitations due to sample size or selection procedure, these researches can identify with high degree of internal validity and can be tested for generalisability in subsequent studies. The generalisability of these studies can be improved by replication of experiments and generalization on the bases of accumulation of facts. Emphasis on these methodologies/techniques as a way to integrate research and practice will increase the amount of social work research being produced and ultimately advance the empirical base of social work practice.

The final step in research is drawing conclusions based on analysis and interpretation of data. Unfortunately, data analysis and interpretation is one of the most neglected areas in research. This area needs special emphasis in the curriculum of social work research. Preparation of analytical models, bivariate and trivariate analysis including cause-effect relationship, multivariate analysis are some of the topics which need to be dealt with in detail so that researchers will be able to draw conclusions on scientific lines.

Statistics are needed in social work research to analyse and interpret the data. We need to emphasize the application of non-parametric statistical analysis like Kolmogorov-Smirnov Test, Sign Test, Wilcoxon test, Mann-Whitney U Test, etc. because many a times we are not in a position to fulfill the assumptions of parametric tests like t-test, F-test etc.

Teaching of Research Methods

Most of the knowledge used by social work educators lacks a strong empirical basis - an unavoidable limitation of profession that deals with the elusive complexities of psychological and social phenomena. Social work educators can make use of scientific orientation in motivating social work students to go for empirical testing of the various knowledge base of social work - theories, principles and concepts taught in the theory classes. Research will provide empirically grounded knowledge, which in turn can make a significant change in the attitude of the students and educators towards the profession.

The present practice of teaching research methods for social work as an independent course must be dispensed with. Suitable adjustments need to be made in the social work curriculum to enable social work educators to relate research with other courses in social work.

The teachers must teach the research methods course in the framework of social work practice and not, as is now the unfortunate situation, independent of social work framework.

When the social work research methods course is taught independent of social work framework, it is most probable that the class is taught social science research methodology and not social work research. Social work students, largely, view the culmination of research as the drawing of conclusions from the research findings through the process of deductive reasoning. These conclusions, obviously, contributed neither to knowledge base of social work nor to the social work practice. Seldom do they try to test the interventions or evaluate the outcome of their interventions. The research methods course offered to social work students has hardly any relevance to practice. As a result, social work students fail to see the link between research and practice. Most of them develop a notion that they have nothing to do with research. It is a fact that most social work students study research for only one reason- it is a compulsory requirement for the degree. Many students wonder why research courses are required for social work when there is so much to learn about how to help people.

Most of the research educators who teach research methods do not have practice based research experience, hence, knowledge used by them lacks empirical basis. As a result *research* methods are taught like any other theory paper/course.

Some major objectives of research methods course is to acquire skills in conducting research, learn to prepare tools, collect data, analyse and interpret data, etc. As such, it is necessary that course relating to skill development must be taught using “Learning through Doing” approach. That is process like formulation of hypothesis, preparation of tools, collection, analysis and interpretation of data, writing research reports, etc. needs to be taught through organizing workshops, group exercises, demonstrations etc.

Practice and research are treated independently at the training level, and the approach, therefore, continues in the post-training careers of social workers. The gulf between researchers and practitioners over the years has widened. Researchers frequently complain that practitioners ignore their pertinent and important findings. Practitioners consider much of the university stimulated research irrelevant and express their inability to use it. Such gaps have been widened by the belief that the same person cannot be both a good researcher and a practitioner (Fansel, 1980). Such beliefs have been substantiated by the facts that social work researchers hardly find time to practice.

Conversely, the practitioners, due to their preoccupation with service delivery systems are least concerned about research. Both the contentions underscore the need to solidify the relationship between schools and agencies by integrating research and practice (Reid, 1978).

Thus, as research and practice have existed as parallel to each other, most of the time research is not practice oriented and as such the findings do not affect social work knowledge and practice.

Statistics has to be taught to social work students avoiding mathematical derivations and minimising the use of formulas by using words and visual imagery introducing formulas only after they have been explained in detail in narrative form as far as possible. The teachers have to cite examples of primary interest to social workers, which show the relevance of statistics.

The rationale to motivate social work educators, practitioners, students to study statistics is that there has been very rapid growth in the field of social work profession in the recent years and growing recognition of the need for research and statistics to enhance practice. It is for this reason that social work educators and students must be well versed

with the use of statistical methods and tools. Courses on general statistical methods and specially sampling techniques, tests of significance, measurement of relationship should be adapted for use in social work.

Courses in the methodology of social work research; research designs, single subject design research, evaluation research, integrating research and practice , practice based research, and statistics need to be organised periodically.

Conclusions

There has been little growth and practically no developments in social work research front in India. This is evident from observation by social work education at different points of time in India. These show that there has been serious stagnation or at least very poor growth in research in India (Ramachandran, 1987).

Social work research offers an opportunity for social workers to make a significant difference in their professional standards and accountability to their interventions. Research has multifaceted role to play in this direction. There is no doubt about the fact that social worker will be more effective practitioner guided by the findings of social work research.

Steps like redesigning the research curriculum for social work, integration of research, theory and practice, stimulating research in social work and emphasis on need-based research methodology have to be taken to demonstrate the role of research in social work education.

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STANDARD CRITERIONS FOR CURRICULA OF SOCIAL WORK EDUCATION

M.P. Somashekar* and Y.S. Siddegowda**

Abstract

Criteria of Social Work Education provide a critical and reflective nature concerned with the theory and practice of social work education at all levels. It creates a forum for international debate on important issues and provides an opportunity for the expression of new ideas and proposals on the structure and content of social work education, training and development. Criteria makes a vital contribution to the development of educational theory and practice in relation to social work and promoting a set of standards in relation to the written presentation of ideas and experience which reflects the needs and requirements of both practice and education. It is most important that all criteria demonstrate and promote anti-discriminatory and anti-oppressive approaches to training and practice. This paper aims at Social Work academia, trainees and practitioners has to thoroughly understand and implement at various levels for the development of Social Work profession.

Key Words: Standard Criterion, Curricular Aspects in Social Work

*Dr. M.P. Somashekar, HOD, PG Dept of Social Work, JSS college of Arts, Commerce & Science (Autonomous), Ooty Road Mysore – 25, Karnataka. Email: mswsomashekar@gmail.com

**Prof. Y.S. Siddegowda, Professor, Dept. of Social Work, University of Mysore, Manasa Gangothi, Mysore, Karnataka. Email: yssgowda@yahoo.com.

Introduction

This paper aims at exploring the criteria of Social Work education based on the Manual Prepared by National Assessment and Accreditation Council (NAAC). The paper starts with definition of Social Work education. It then provides the perspective of realities of Society, concept and standard criteria for curricula of Social Work education.

Definition of Social Work

During July 2000, the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW) reached an agreement on adopting the following international definition of social work in IFSW General Meeting held at Montreal Canada. “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 and fundamental to social work”

In 2008, a definition adopted by National Association of Social Workers Board of Directors in their meeting is Social Work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social Work practice consists of the professional application of Social Work values, principles, and techniques to 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 processes. The practice of Social Work requires knowledge of human development and behavior; of social, economic, and cultural institutions; and of the interactions of all these factors.

According to the report of Baccalaureate of Social Workers written by Betty Baer and Frederico,(2008) 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

1. To enhance the problem-solving, coping and developmental capacities of people;
2. To promote the effective and humane operation of the systems that provide people with resources and services;
3. To link people with systems that provides them with resources, services, and opportunities.

Generally in India Social Work means “to help the people to help themselves”. The Indian documents referred to for identifying the perspective and a standard of social work education includes the following reports.

- Review of Social Work Education in India – Retrospect and Prospect: Report of the Second Review Committee on Social Work Education, by University Grants Commission, 1980.
- UGC Model Curriculum on Social Work Education, by University Grants Commission, 2001.
- Draft Sourcebook on Methodology for Social Work Education, prepared by the social Work Education and Practice Cell, Tata Institution of Social Sciences, 2003.
- Social Work Knowledge Development and Dissemination: Report of a National Workshop, by Tata Institute of Social Sciences, 2000.

Perspective of Realities of Society

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, pastoralists, the labour class, children, youth, older 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 up a life of their own. Together with the corporate sector and the mass media, these institutions have reinforced such domination and marginalization, violating people’s 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 with nations. Now liberalization, privatization and globalization, pressured by the international institutions, promote minimum government interference and consider 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.

The counter these economic-political forces, action groups are emerging, resulting in new social movements, aiming towards sustainable and people-centered development, promoting the values of social equity, local self governance, democratic pluralism, people's participation, self reliance and peaceful collaborative social dynamics. Social work profession has a significant role to play in this context of the resurgence of the civil society.

Goals of Social Work Education

In the backdrop of the contemporary social realities, in their historical context, the following may be elaborated as goals of the social work profession.

1. Prepare generalist social workers who are able to integrate the knowledge, values, and skills of the social work profession for competent practice in settings with individuals, families, groups, organizations, institutions, and communities.
2. Prepare students to become competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems.
3. Prepare students who will demonstrate a commitment to continue their own professional growth and development which may include graduate education in social work and other disciplines.
4. Acculturate students to the profession of social work through the study of the history, purposes, and philosophy, including practice without discrimination.
5. Acculturate students to the profession of social work through the study of the history, purposes, and philosophy, including practice without discrimination.
6. Provide students with content about social, political, and global contexts of social work practice, the changing nature of those contexts, the behavior found in systems, and the dynamics of change.
7. Prepare social workers to engage in prevention activities that promote well being.

Mission and Social Work Education

Drawing from the goals of social work profession, the following mission is identified for social work education.

To develop and promote excellence in social work education, research and scholarship globally in order to enhance human well being and also:

- To create and maintain a dynamic community of social work educators and their programmes.
- To support and facilitate participation in mutual exchanges of information and expertise.
- To represent social work education at the international level.

Objectives of Social Work Education

Drawing from the mission of social work education, the following objectives of social work education are identified as follows:

1. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.
2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.
3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.
5. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.
6. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems.
8. Demonstrate the professional use of self.

9. Use communication skills differentially with a variety of client populations, colleagues, and communities.
10. Apply critical thinking skills within the context of professional social work practice.
11. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.
12. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.
13. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.
14. Use supervision and consultation appropriate to social work practice.
15. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

STANDARDS FOR CURRICULAR ASPECTS OF SOCIAL WORK

The curriculum of social work education comprises of a sequential plan of the following aspects, in the context of the objectives of social work education, relevant to the local social realities.

- Curricular aspects by levels of the courses
- Curricular aspects of subject framework
- Curricular structure of distribution of hours and credits among the fieldwork practicum, class-work, project report mainly based on research, fieldwork or library search and curricular and co-curricular workshops and seminars
- Curricular aspects of fieldwork practicum
- Process of curriculum review.

Curricular Aim by Levels of the Courses

Standards

- The Social Work Education Programme has a mission statement, including its ideologies, values, aim and objectives.
- The aim and objectives of each of the academic courses are appropriate to the level at which it is offered and relevant to the local social realities.
- If a BSW course is offered, it aims to prepare generalists social work practitioners.
- If an MSW course is offered, it aims to prepare advanced generalist social work practitioners, with a focused training in a field of specialization or in one or two areas of concentrations.
- The prospectus of the Social Work Education Programme includes the mission, aim and objectives; requirements of subjects, fieldwork practicum, and project report mainly based on research, fieldwork or library search and curricular and co-curricular compulsory seminars and workshops.

Curricular Aspects of Subject Framework

Subject framework in social work education comprises of the allied subjects, the core of the basic social work subjects and fieldwork practicum, the optional subjects and the specializations or concentrations.

Standards

- The curriculum for the allied subjects for the BSW course drawn from Humanities and Social Sciences. Humanities would include subjects such as English Language and Literature, Hindi / Local Language and Literature and Philosophy / Fine Arts/ History. Social Sciences would include subjects such as Human Development, Psychology, Sociology, Anthropology, Political Science, Economics and Demography.
- In the MSW course, allied subjects are offered in Inter-Disciplinary and Applied Social Sciences and other allied sciences, taught by teams of social work faculty members and those from the respective discipline. These are identified from subjects such as Human Development, Applied Psychology, Society and Social Systems, Social Anthropology, Political Economy, Demography and Population Dynamics, Women's studies, Dalit Studies, Environmental Studies and so on.

- The basic social work subjects and field work practicum, relevant to the subjects taught, form the core of the social work curriculum. The basic social work subjects are grouped into the following three categories.

Ideologies, Values and Social Work:

History of Ideologies, Social Change and Social Work and Social Justice, Human Rights and Social Work.

Approaches and Methods of Social Work:

Generalist Social Work, Clinical Social Work, Social Action and Social Movements, Family Social Work, Community Social Work, Administration of Non-Profit Organizations, Participatory Training and Field Instruction, Social Issues of Marginalization of Vulnerable Groups and Social Work, Social Conflict and Emergency Situations and Social Work, Mass Media, Communication and Social Work and Social Work Research.

Governance, Welfare and Development:

Welfare and Development Policies and Schemes, the United National System and Globalization, Development Alternatives, Municipal Administration and Urban Development, Panchayati Raj Institution and Rural Development and Social Legislation, Legal Systems and Legal Advocacy.

Curriculum Structure

The curriculum structure for social work education includes allocation of credits / hours and marks to the curricular components of subjects, fieldwork practicum, project, reports based on research or fieldwork, and non-graded workshops and seminars, and their scheduling into semesters and years.

Standards

- Academic calendar comprises of 15 weeks or 90 days per term/ semester and an annual calendar of 30 weeks or 180 days.
- Weekly timetable minimally comprises of 40 hours per week. That amounts to seven hours per day (9 to 4 or 10 to 5) for six days a week or eight hours per day (9 to 5) for five day a week.

- Minimum hours for fieldwork practicum per week are 15 and marks for field work practicum comprise one-third of the total.
- At the BSW level, class-work required for 14 hours per week. BSW students required to take seven subjects per semester, if each subject is being taught for two hours per week for 15 weeks, that is carries two credits or 50 marks. In the annual system, students required to take 14 subjects of 50 marks each, or seven subjects of 100 marks each.
- At the MSW level, class-work required for 12 hours per week. MSW students required to take six subjects per semester, if each subject is being taught for two hours per week for 15 weeks, that is carries two credits or 50 marks. In the annual system, students required to take 12 subjects of two credits or 50 marks each, or six subjects of four credits or 100 marks each.
- At the MSW level, students make a choice of an advanced term paper / research project / advanced fieldwork / optional subjects, according to their aptitudes.
- Compulsory but non-graded curricular workshops for life skills and social work skills and fieldwork and research seminars planned according to the objectives of the year and the semester, for a minimum of four hours per week.
- The MPhil and PhD courses in social work comprise a dissertation / thesis on development of knowledge in one substantive area of social work practice / policy planning / administration / education / training, or practice innovation and on oral examination of the same.

Co-Curricular Standards

- Co-curricular workshops conducted for study skills, such as skills for use of the library and the Internet, writing assignments, use of computer and class presentations.
- Co-curricular workshops conducted skills for professional advancement, that is skills for preparing resumes, identifying jobs and preparing applications, identifying avenues for higher studies and preparing applications, preparing for job interviews and group discussions, preparing project proposals, and so on, towards the end of the course.

Standards for MPhil and PhD Programmes

The MPhil and PhD courses in social work comprise of the following components

- Class-work in research methodologies and application of statistics, with specific focus on practice – based research and policy analysis
- Pre-doctoral / MPhil papers on review of social science theories, methodology and research on / dissertation on select issues of a marginalized group and intervention in the Indian situation.
- Skill workshop on methodology of social work education, including curriculum planning, teaching-learning and evaluation methods, knowledge development and dissemination and so on.
- Thesis on development of knowledge in one substantive area of social work practice / policy planning / administration / education / training, or practice innovation.

Curricular Aspects of Fieldwork Practicum

Fieldwork practicum is a closely supervised educational internship in a social work setting that provides planned opportunities to apply theory taught in class-work to actual situations, which, in turn, enhances classroom learning. Fieldwork practicum specifically aims at the following objectives.

- Observation and understanding of the interaction between human behavior and the social, economic and political systems and systemic marginalization of vulnerable groups, at the micro level.
- Development of critical self awareness about one's attributes, values and sensitivities with reference to the ideology of social justice and human rights and ethical requirements of social work profession, through experience.
- Learning and practice of social work methods and skills for prevention and amelioration of social problems, at micro, meso and macro levels, administration of welfare and development organizations and documentations, monitoring and evaluation of one's social work intervention.

Standards

- Objectives of fieldwork practicum are coordinated with the overall knowledge, attitude and skill objectives appropriate to the level of the course and the theories taught in class-work.
- Field work manual covering the aim and objectives, components, role of faculty advisors, fieldwork instructors and field contacts, format for process and summary recordings, administrative rules, code of conduct and ethics, marks / credits, assessment criteria and procedure and so in, circulated to all the students and fieldwork instructors at the beginning of the year.
- Field work practicum comprises of the following components
 - Life skill workshops
 - Organizational visits
 - Concurrent fieldwork
 - Block fieldwork
 - Social work skill workshops
 - Rural / Tribal camp / study tour
- Workshops conducted for development of life skills that is skills for self-awareness, self-esteem, self-responsibility, emotional health, interpersonal communication and social interactions and relationships, and so on.
- Organizational visits, followed by discussion, acquaint students to the social work scenario.
- Concurrent / block fieldwork during the course provides for graded opportunities, for process-oriented, sustained intervention with specific groups, according to the level of the course.
- Workshops to develop social work skills organized by fieldwork instructors in coordination with the social work method teachers, throughout the year.
- Rural / tribal camps organized to expose students to the problems and issues of the rural marginalized.
- Study tours of innovative projects organized in rural / urban areas.
- Criteria for selection of fieldwork settings include the following
 - A variety of learning opportunities to practice all the methods of social work as far as possible.

- Opportunities available to work with social issues of rural / urban poor and other vulnerable groups.
 - Scope for students creativity and initiatives
 - Range of diverse settings including institutional / open / government / non- government agencies.
- Fieldwork placement selected on the basis of the objectives at each level and student needs.
 - Field work instructors and / or field contact persons available in the settings and accessible to the students
 - Field work instructors are professional social workers with a BSW degree with a minimum of three years of field experience or an MSW degree with a minimum of two years of field experience.
 - Orientate organized for new fieldwork instructors.
 - Students actively participate in planning, organizations, and direction of learning opportunities.
 - Fieldwork instructors :
 - Hold individual conferences of at least 30 minutes duration per student, per week.
 - Check students recordings on a weekly basis, make written comments on them and discuss the same in the conferences / meeting
 - Hold monthly group conferences wherein each student is given the opportunity to make at least one presentation in a year
 - Make regular visits to the fieldwork setting for discussion of the student's plant and progress
 - Students share fieldwork experiences in fieldwork seminars
 - At least two evaluation exercises are carried out in a year (one mid-term and another final).
 - Evaluation recorded in the form of summary description of performance in each area rather than mere assignment of marks on various criteria
 - Students provided an opportunity for self-evaluation
 - Minimum score for passing field work practicum is 50 per cent

- Failure in field work entails failing the year.

Process of Curricular Review

Standards

- At the end of each year, students share written and oral review of the class-work, fieldwork practicum, project report mainly based on research, fieldwork of library search curricular and co-curricular seminars and workshops and the curriculum structure.
- Based on the above, minor modifications in the curricular facilitated every year.

Conclusion

Social Work academia and student fraternity has to think and incorporate the above mentioned Criteria of Social Work education to keep them in the changing phase of education due to Liberalization, privatization and Globalization. This is a must for School and College of Social Work to maintain the standards of Social Work education otherwise as per the Charles Darwin's Theory "Survival of the Fittest" holds good. That means both faculty and students are going to flourish with standard Criteria of Social Work education, without that it is very difficult for their survival. Hence above standard Criteria will act as Encyclopedia for the development of professional Social Workers

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ESSENCE OF INDIGENIZATION AND AUTHENTIZATION OF SOCIAL WORK EDUCATION

Channaveer R.M.

Abstract

The process of indigenization and authentization in the Indian situations are the need of hour. The imported knowledge has to be tested, experimented, verified, employed and integrated to social work education. There have been local initiatives in the schools of social work and in the field settings of NGOs. Thus there are two realities that need serious attention. Firstly, there is a need for dissemination and sharing of initiatives among the schools of social work. Secondly, the need is of sharing between the schools of social work and the agencies. These circumstances demand for collaboration and exchange of human resource and knowledge between the schools of social work and the agencies. These academic and field linked initiatives will certainly yield qualitative results to bring effective change in the conditions of people, community and country. Anything contradictory to this process will only end up in academic alienation and practice dilemmas.

Key Words: Indigenization, Authentization, Social Work Education.

Dr. Channaveer R.M, Associate Professor and Chairman, Dept. of Social Work, Davangere University, Davangere – 577002. Karnataka State Email: channaveer1@yahoo.com

Introduction:

Social Work Education in India was initiated with the establishment of Sir Dorabji Graduate School of Social Work in 1936. The knowledge, training and practice of social work were largely governed by the western model of curriculum. The teachers trained in the western social work education, attempted to introduce in its original form to the Indian context. Correspondingly the practices of social work emerged from the context of individual disorganization, rather than the institutional and social disorganization. The practice still continues. The teachers and students of Social Work, even now are oriented to the western Social Work. The content of social work curriculum, pedagogy, practice

and extension are replicas of the western context. Subsequently, among the student and teacher community dilemmas, contradictions and variation are emerging with regard to the theory and practice of social work. There has been a common trend among the teaching and student fraternity, what they teach and learn in the classroom context, does not match with the practice on the one hand and the job profile on the other. This scenario indicates a wide gap between the teachers, students, alumni and field practitioners. Lack of associational culture among the students and teachers has further deterred, especially the teachers to upgrade and incorporate the field developments in the curriculum, fieldwork practice and research. Another important component which needs major focus is social work research, which has got last priority among the teachers and students. Overall, the operational and functional value of social work education needs complete revamp from western outlook to local socio-cultural specific contextualization. Therefore the academic and field endeavors are of urgent need to reconceptualize and recontextualize the social work education, in order to make it more specific to local context and address the larger issues of people rather than the individual specific issues. This exercise needs to take into account the social, cultural, economic and political contexts and realities of globalizing India.

Indigenization

In anthropological terms, to "indigenize" means to force local cultures to adopt another. Most changes in original culture occur when western corporations impose their products on other economies. In world politics, Indigenization is the process in which non-Western cultures redefine their native land for better use in agriculture and mass marketing. Due to imperialism and the impetus to modernize, many countries have invoked Western values of self-determination, liberalism, democracy and independence in the past. But now that they are experiencing is their own share of economic prosperity, technological sophistication, military power and political cohesion, they desire to revert to their ancestral cultures and religious beliefs.

Indigenization has its academic roots in Latin America, where it emerged due to disillusionment of social work teachers towards the western social work curriculum and practice. The teachers could able to dissent the desirability of the ideas, values and methods of social work to the local context and problems (Midgley, 1981). Thus,

indigenization is discontent expressed towards the imported western social work in the context of the local social, cultural, economic and political structures (Walton & Abo El Nsar, 1988).

Authentization

The academic process of indigenization was found not effective to address the social problems of India or any developing country. The imported model of social work education could not yield any results, just because there was modification to the local conditions. In fact, there was a need to modify the whole focus of social work education from remedial interventions to the individual-centric problems, to the system-centric restructuring goal to address the mass based social problems. Thus, it was Latin America, wherein for the first time the efforts were pooled to produce indigenous social work theory, and the practice based on the local values and concepts. However, in the Indian context, social work literature is yet to undergo the process of indigenization and authentization.

Indigenization: Some reflections

Social work knowledge is eclectic mix of theories, values and practices, influenced by the ideological, cultural and political context of a country (Hockenstad et al., 1992; Reisch, 1998). Challenging the hegemony of western social work knowledge, the impacts of colonialism, modernization and globalization are reflected in the spread of western social work knowledge. In fact, According to Kendall (1995) and Midgley (1981) a combination of different influences moved social work into developing countries. The spread of western social work knowledge worldwide had its beginnings with the United Nations, who felt the need for the increase of this profession after the Second World War and who assumed this knowledge was universal and transferable. This came out of a concern and urgent need for "greater numbers of competent men and women who possess the qualities of personality, the knowledge and the skill required for solving problems around social welfare" (Midgley, 2001).

Internationalization and indigenization are dialectical processes of knowledge transfer. Both are the two dialectically interacting processes of knowledge transferring mostly from developed to developing areas. Discussing social work, Walton and Abo El

Nasr (1988) suggest that indigenization means a modification of non-native social work discourse, by making it relevant to the importing country's values, needs and problems. They contend that indigenization is a transition from an importing stage to one of authentication, by which a domestic discourse of social work is built "in light of the social, cultural, political and economic characteristics of a particular country" (Walton & Abo El Nasr, 1988). However, the actual process of indigenization, the means by which an imported discourse is filtered, tested, grounded and reproduced and what social forces may affect this process, has not been satisfactorily explained (M.C. Yan et al, 2006).

Indian Context: Some reflections

Social work as a helping activity was integral part of the Indian culture. There were inbuilt systems in society to render the services to people. Gore (1965) has identified five approaches to social work in India:

- The religious approach
- The liberal reformist approach
- The secular missionary approach
- The ethical revolutionary approach
- The professional social work approach (Kurien & Sebastian, 2003).

Genesis of Social Work: Historical reflections

Service support system in India can be traced in five different phases. In the first phase, India represents diversity in the traditions of faith and practice. Hinduism, Buddhism, Jainism, Islamism and Christianity traditions in India, influenced the socio-cultural contexts from time to time. The traditional society possessed predominantly dominated by the group-life oriented and clan oriented social and cultural values. Monarchic political system evolved to take care of the people as patron. As belief of people goes, King was bestowed with all that godly forces to protect them. The impact of Buddhist tradition was to liberate people from faith and caste-ridden, and transform them towards reason and equality driven. In the second phase, in medieval India, advent of Islamic rulers gave new dimension to the Indian society. The rule of Muslims and Moghuls made a deeper impact on the Hindu dominant society. This context set a precedent for cultural assimilation of two giant religions. People for the first time in the history of India learnt

to live with alien values of Islamism. The acceptance of hegemony of Muslim rulers and cultural tolerance for the practices of Islam was a new orientation to the people. Sultans promoted Islamism as a cultural tradition in India. Thus welfare oriented support was given to people. This period was also dominated by feudalistic power relations. However, the sick, beggars and handicapped were given services in kind. Thus the support system was ingrained in the cultural system. Welfare values dominated the support practices to help the helpless. In the third phase, the modern India figured due to the advent of Europeans and technology from Europe to India. This period was marked by transfer of Christianity religion, European education, technology and continental movement of raw materials. The Christian missionaries extended charity through the Churches to the tribal and rural people of India. In the fourth phase, Independent nations like India, through the Constitution guaranteed rights to people. State was at obligatory to ensure social security measures to the poor, downtrodden, women and children. Legislative and policy measures were taken up to maintain social order. This period was dominated by the emergence of NGOs. There were enormous opportunities for the professional social workers to work in the fields of health, community development and women empowerment. Nationalist movement, dalit movement and OBC movement have changed the course of service system. In a socialistic and democratic state like India, state is responsible to protect and serve the people. In the fifth phase, globalization and neo-liberal economic reforms have changed the social, economic and political systems of the developed and developing nations. The emergence of market system and corporate sector has changed the affairs of governing people. Corporate responsibility and social responsibility of the corporate and individuals were to express solidarity towards the needy groups in order to share their profits with the poor. Although globalization opened new opportunities in knowledge economy, there is steep rise in social exclusion and social inequalities. Poor governance and corruption at all levels have further worsened the social cohesion. Therefore, the issues and challenges of advocacy of human rights based movements are good governance, social inclusion and corruption free society.

Globalization and indigenization of Social work education

The persistent efforts to export the western social work knowledge to the non-western countries need to be verified and validated to the local conditions of the developing

countries like India. Healy L. M. (2001) advocate the need of exchange of social work knowledge on the principles of mutuality and reciprocity with the people of communities, whose voices needs to be heard and given space in the contextualization of the social work knowledge and actively involve them in the production of knowledge. The neo-liberal economic reforms have accelerated the process of globalization which is to compress time and space across the world. Although globalization in the ideological sense is free movement of people, knowledge, culture, goods and services; this process is still dominated by the developed nations. The developing nations are at the receiving end. This has developed a wide gap between the nations. The sharing of benefits of wealth is lopsided. In this context, Foucault (1992) describes three types of struggles societies have experienced historically as "either against forms of domination (ethnic, social and religious); against forms of exploitation which separate individuals from what they produce; or against that which ties the individual to himself and submits him to others in this way". These struggles continue today; and increasingly critical analysis by social workers is challenging these neo-liberal policies concerning their direct relationship to world poverty (Midgley, 2001).

As subsequent to the globalization context and thereby emerging complexities and critical dynamics, the international challenges, which are posed to the social work knowledge, needs to be addressed at the local, regional and national level. In this context, media has been successfully and effectively used by the market forces to make people of developing countries like India to yield to their goods and services.

Globalization and social transformation

Neo-liberalism has brought the market forces as central to govern the social, cultural, economic, educational, health and political conditions of the people of different countries. Subsequently, the market driven and governed way of life has changed the lifestyle of the people of India. Due to emergence of new trends like migration of people, opening of professional employment opportunities, transfer of technology, access to technology, free movement of labour and capital, and privatization; there has been transformation at different levels of society. The traditional social hierarchies based on caste are replaced by the resources and knowledge hierarchies; social and gender inequalities, educational and economic inequalities, health and political inequalities. A section of the world,

which is beneficent of globalization, represents a cosmopolitan culture, enjoying lavish life style and possessing huge resources. The forces of marginalization are strongly operating to protect their interests at the cost of excluded groups like poor, SCs, STs, OBCs and minorities. The political and governance system as a whole functionally works as agent of the global and market forces. There have been scams and scandals, quite rampant after the advent of globalization. Corruption has been institutionalized on the one hand, and it is also promoted by the companies through network marketing and in the name of services to people. It is corruption and poor governance, which are largely causing poverty, unemployment and livelihood problems. Thus, the positive social transformation outbalances the negative transformation of globalization and neo-liberal policies. On the other hand, the most important fact of globalization is that the international financial institutions govern the policies and structural adjustment programs of all the developing nations. These developments further reduce the vibrancy of state to mere being compliant and obligatory to the international interests and policies, rather than the spirit of Constitution and desires and aspirations of citizens. Another critical outlook at the transformation has to note that there has been individual disorganization, familial disorganization and social disorganization. The emergence of disorganization at different levels is due to imported market and globalization governed values.

Social Work Education: Indigenization, authentization and beyond

The most important single point of criticism has been that the curricula in the Indian Schools of Social Work are a blind copy of American Social Work Syllabi (Kulkarni P.D., 1993). Taking this argument further, some academic efforts needs to be recorded. Bernstein argues that recontextualization is concerned with the construction of a pedagogical discourse that "is a principle for appropriating other discourses and bringing them into a special relation with each other for the purpose of their selective transmission and acquisition" (Bernstein, 1996). It is, in essence, a principle for appropriating knowledge from various other discourses to form a unique discourse for cultural reproduction. In its original development, recontextualization often refers to the process of translating social forces into pedagogical processes in a classroom and school context (Neves & Morais, 2001; Singh, 2002). Cultural indigenization in mental health practice found to be more appropriate. Sensitivity and cultural awareness is crucial in

multicultural social work practice (Felin, 2000), particularly when working with clients with mental health problems (Strauss, 1996; Fulford, 1994, Jenkins, 1997). Often, the manifestation of mental illness and mental health problems are culturally bounded. It is very important that professional social workers have a good understanding of cultural indigenization in social work practice with the clients of mental problems (Yip, K.S., 2006). It is always important for the social work teachers and students to know that indigenization and authentization are the two levels of appropriating the western social work knowledge to the local contexts. On the one hand, indigenization is a process of modifying the non-native social work knowledge to the conditions of native people. On the other, the authentization of social work knowledge indicates the emergence of grounded philosophy, theories and methods out of the discourses of native people. In this connection, the academic efforts across the world to appropriate the western social work knowledge to their native conditions have been attempted. However, such efforts have not been shared on different academic platforms at the local, regional, national and international level. Social work still can go beyond the realm of indigenization and authentization to multidirectional model; wherein there is continuous transfer and retransfer of technology from the donor country to the recipient country. The recipient country can indigenize or authenticate the transferred technology or ideology. There is no contradiction of hierarchy of developed and developing countries (Ferguson, K.M., 2011).

At this background, it is important to record that there have been some efforts in social work education in India to influence authentization of social work knowledge from the spirit of bhakti movement, reformist movement, nationalist movement, dalit movement, OBC movement and minorities' movement. However, the efforts to integrate the native human actions to relieve the suffering of larger mass have been given scanty recognition. On the other hand, the problems of India have never been individualized and psycho-social in nature. Therefore the remedial services did not find place to serve the people. The efforts and initiatives in pre-dependent and post-independent India have been to address the problems that the larger mass had been experiencing like widow, sati system, untouchability, poverty, illiteracy, ill health, unemployment, inequalities and exclusion and so on.

Under these circumstances, it is important to record that the Satyagraha of Gandhi was the pioneering social action method adopted for mass mobilization and mass action against the hegemony of colonialism and imperialism of British rule. The Satyagraha philosophy emerged out of the discourses among the people of India. Therefore it is a grounded philosophy, theory and method that the people evolved and employed to achieve not merely the larger cause of political freedom of India, rather Swaraj of India. Gandhi also evolved constructive movement to symbolically represent the role of civility in the reconstruction of India. The post-Gandhians like Vinoba, Jay Prakash Narayan, Baba Amte, Medha Patkar, Rajendra Singh, Bindeshwar Pathak, Laurie Becker, Asghar Ali Engineer, Swami Agnivesh, Ruth Manorama, Anna Hazare and such other activists and constructivists have set exemplary model initiatives towards the larger cause of empowerment, development and governance. Another towering personality of modern India is Dr. B.R. Ambedkar, whose movement for the cause of social justice of the SCs, STs and minorities is testimony to the vibrancy of democracy. There is an instrumental role for social work to integrate the mission of Dr. B.R. Ambedkar in the process of authentication of social work knowledge. In this context, I advocate and emphasize the importance of constitution and democracy in the practice of social work. Thus the social work knowledge has to promote “Democracy as religion and the Constitution as religious scripture”.

Here is an illustration of Gandhian Social Work, which should find due space in education, training, research, extension, policy and governance domains of the authentication process of social work knowledge in India.

Gandhian Social Work

Under the auspices of Akhil Bharat Charkha Sangh (1925), eighteen point constructive programmes were launched.

- | | | |
|-------------------------------------|------------------------------|-----------------------|
| 1) Communal harmony | 2) Removal of untouchability | 3) Prohibition |
| 4) Khadi & Village industries | 5) Village industries | 6) Village sanitation |
| 7) Basic education | 8) Adult education | 9) Women's education |
| 10) Education in health and hygiene | 11) Provincial languages | 12) National language |

- | | | |
|---------------------------------|------------------------|---------------------------|
| 13) Economic equality
Labour | 14) Work with Peasants | 15) Work with |
| 16) Work with Tribals | 17) Work with Lepers | 18) Work with
Students |

Qualities of Gandhian Social Worker

- 1) Non-violence 2) Truth 3) Honesty 4) Celibacy 5) Non-possession
 6) Manual labour 7) Control of palate 8) Equal respect for all religions
 9) Respect for own culture 10) Equality or negation of untouchability (Singh A.B., 2003).

Conclusion

Social work profession through social work research and practice needs to produce evidences to validate the social work knowledge to address the problems of larger mass and ensure them social justice and equity. Human rights based literature in the context of globalization should be the focus of social work research in the Indian context. The social transformation process that the India has witnessed, due to globalization and neo-liberal economic policies, demands for exploratory and impact studies to focus upon the intensive and extension dimensions of globalization. Social work education need to incorporate the historical legacy on the one hand and contemporary realities on the other, to address the challenges of exclusion - social, cultural, educational, economic, health and political. Western ideologies, theories, methods and qualitative methodologies need to undergo the process of indigenization and authentization at the local, regional and national level. The western theories can be very well contextualized through the recording of the processes that emerge out of fieldwork practices and field action projects. The academic events in different states of India should organize workshops, seminars and symposiums, which should focus on the indigenization and authentization of social work knowledge. This has to be published and disseminated to share and exchange with the national and international community of social work. Collaborative and exchange academic initiatives with the social workers across the world will expedite the process of indigenization and authentization of social work education in India. This academic culture will pave way for the innovations in field practices, participatory action

researches and intervention researches to upgrade and validate the social work knowledge. This kind of practice will take the social work education from indigenization and authentization to multidirectional exchange of knowledge and technology for the greater benefit of society.

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FIELD WORK TRAINING IN SOCIAL WORK EDUCATION: AN OVERVIEW

B.S. Gunjal* and Gopal ji Mishra**

Abstract

Field work in Social work education has got specific educational and service objectives which are related to the area of knowledge, skills, attitudes, perspective and acting within a dynamic theoretical frame work. Thus, training for professional Social work is both teaching (knowledge) and practice oriented. Therefore, Field work training in Social work education is unique in nature and has got its own specific goals and techniques to deal with. An attempt has been made in this paper to highlight the significance of Field work as an integral part in Social work education.

Key words: *Field Work, Learning, Components, Supervision, and Recording.*

*Dr. B.S. Gunjal, Associate Professor, Dept of Social Work, Kuvempu University, Shankaraghatta-577451 Shimoga dist, Karnataka. Email: bsgunjal@gmail.com

*Prof. Gopalji Mishra, Professor, Dept of Social Work, and Dean, School of Social Sciences, Assam University, Silchar -788011 Assam. Email: gopaljimishraus@gmail.com

Introduction

Social Work is a practice profession. As stated in the Education Policy and Accreditation Standards of the Council on Social Work Education (CSWE), "the purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems" (CSWE, 2001, p. 5). Not only are social workers expected to be informed about relevant theories, but they must also apply these theories to practice so that unfavorable conditions in our society can be ameliorated. Integration of theory and practice is of great importance.

Social work students generally considered fieldwork training as the most important component in their professional education. The experience they acquired in

fieldwork placement is likely what students would recall long after they have completed the course. In social work curriculum, practice and knowledge (theory) are two integral components in the curriculum, and yet they are often regarded as separate and to some extent antithetical (the “theoretical” vs. the “practical”). The separation of theory from practice is most apparent in classroom instruction. However, in fieldwork training, the connection between theory and practice comes to the fore: either theory prescribes practice or practice proceeds despite the absence of theory. Whichever the case, students will acquire some notions about the nature of the “theory-practice” link in their fieldwork placement.

A unique feature of fieldwork training is that training and practice take place in the same place. Hence, students are not learning “about” a practice as is the case in classroom instruction but learning “in” practice. A parallel case is in medical training where clinical training takes place during internship. Again, training and practice take place in the same place. Is there anything that we can learn from medical training in preparing its practitioners for practice? Within the social work profession, there is a split between trainers and practitioners. The trainers are located within tertiary education institutions and prize research and theoretical work that generate the knowledge for practice, and such knowledge is to be applied by practitioners. Hence there is the tension between theory and practice, as theories are developed outside practice and yet are supposed to be applied in practice.

In fieldwork training, the notion of “integration” has been prominent and is considered a much-prized objective. However, this notion remains ambiguous we have little idea of what “integration of theory and practice” is like. Assuming that the ability to integrate theory with practice is what distinguishes a practitioner as experienced or an expert, will they be able to articulate what integration is and how integration is carried out? Fieldwork training involves close partnership with agencies, confining however to the provision of fieldwork placements. In some cases, fieldwork instructors are also staff members of these agencies (Birkenmaier, Julie 2003):.

Field placement is one of the most exciting and exhilarating parts of a formal social work education. It is also one of the most challenging. More than anything else, it requires students to look inside themselves and examine themselves as future social

workers. Social Work as a profession, the practicum requirement for their students before graduation has distinguished her from the other disciplines. And it also grants the students a chance to try out their real interests, very often, some students may decide to switch career after doing their practicum. However, most of the time, the students will feel better equipped for their professional career after finishing their practicum.

Field instruction is a process that involves the field instructor and the student in analyzing and integrating practice skills with the knowledge and value base of the profession. The goal is to develop the student's competence in the practice of social work. Field education is an experiential form of teaching and learning that takes place in a service setting. The role of the field instructor is to engage the student in learning to apply social work theory to practice. Field instruction is truly the *heart of social work education*. It is where students learn to apply the theory they have been taught in the classroom. It is about teaching, learning, and contributing to individuals, groups, and communities.

Field work practices offered the most opportunity to understand the requirements of the people in the background of prevailing cultural traditions and values and thereby, offered opportunities to indigenize practice. It also gave opportunities for innovation. Some schools have adopted the model by shifting the faculty and student body to rural areas for one full- term, adopting the rural base in the learning of theory, conducting survey and research, gathering case studies and integration of field work to rural requirements. This most effective effort at indigenization did not last long in the urban culture of the profession (D'Souza, Philomena ,1978)).

Thus, fieldwork training constitutes the interface between training and practice where integration between training and practice may be realized. However, such integration between the academic world of training and the practice world of field agencies should be fostered above and beyond fieldwork training. Can such partnership be installed at the level of curriculum development and evaluation, classroom teaching and skill training?

Aim and Objectives of field work

Field work aims at the development of the students' capacities and capabilities as a realistic worker. Direct contact and touch with the people helps students grow in

knowledge about people and their problems providing them with emotional maturity, power of judgment and stability in action.

The second review committee on Social Work Education (1980) in India has mentioned the following objectives of fieldwork:

- Development of professional skills through learning to use knowledge for the study and analysis of problems and selection of appropriate means to solve them;
- Development of skills in problem solving at the macro and micro levels;
- Integration of classroom learning with field practice;
- Development of skills required for professional practice at particular level of training;
- Development of professional attitude, values and commitment and
- Development of self- awareness and professional ideal.

Patterns of practicum:

To provide opportunity UGC model curriculum has provided nine learning opportunities

- Orientation: provides information regarding importance of practicum in educational programme.
- Visits: provide an exposure to the services provided in response to people's need.
- Structured experience laboratory: is a class room activity to provide an experience to use self in practice.
- Rural / tribal camps: to provide opportunities to experience rural and tribal life.
- Study tours: is to provide experience to study and appreciate innovative efforts by individuals and group towards meeting peoples core needs.
- Workshops: skill development: to help learners acquire specific skills for situations encounter during practice and acquire skills for intervention.
- Concurrent practice learning: is an ongoing learning of practice which provides opportunity to develop intervention skills in reality situations.
- Summer placement: provides an opportunity to experience day-to-day work of the agency.
- Block placement: enables learner integrate learning and generate newer learning by participating in the intervention process over a period continuously.

Components of practicum:

Students are the most important part of the field instruction process and are regarded as adult learners who must take a great deal of the responsibility for the education they receive in the field setting. Fieldwork also allows students to build an understanding and appreciation of the many ways a scientific and analytic approach to knowledge building informs and is informed by professional practice.

Field Instructors are knowledgeable and flexible agency-based professionally trained (MSW) social work supervisors who are responsible for guiding the students' day-to-day learning.

Faculty liaisons are faculty members whose primary responsibility is to ensure that the students' field experiences are educational.

Practicum manual: the document that outlines the practicum educational process and requirements for social work students, practicum director and practicum instructor.

Practicum setting: the place, agency, department, programme or project where students will actually do social work practice.

Supervisory conference: educationally focused supervisory meeting or conference between student and practicum instructor (Delhi School of Social Work, 1958).

Thus, in fieldwork training, students too are making a quantum leap from the theoretical in the academic world to the practical in the practice world. The transition from the academic world to the practice world entails both the change in role model that students are exposed to as well as the way of thinking - abstract-analytical to pragmatic-particularized. However, such distinction between the two worlds actually reflects the separation of research/theory development from practice. Such separation is neither warranted nor desirable. Indeed, there has been a growing awareness and increasing effort too, to integrate research with practice within the academic world as well as the practice world. In the academic world, the concern is with problem-setting whether the research problem is of relevance to practice; and with research utilization whether the research findings are disseminated as usable knowledge. In the practice world, the notion of "practitioner-researcher" has been advanced to reinstall research as part of the practitioners' professional activity. Other than that, practitioners are also responsible for taking the intermediate step of turning research findings into usable form, since academic

researchers may not be able to do so. This may well constitute as one of the learning objectives in fieldwork training.

Turning to the style of thinking, students are trained in the academic setting an abstract-analytical thinking. This may be appropriate for handling theoretical material. Furthermore, knowledge is organized by disciplines and compartmentalized in a manner dictated by the subject-matter structure of the discipline. A metaphor for this mode of knowledge structure is "beads on a string" the way knowledge is organized in turn determines how knowledge is to be

Accessed and hence the thought process the person will engage in. In the practice world, the way knowledge is utilized by practitioners in the immediate practice situation is very different. Knowledge use involves translating the general to the specific, the abstract to the concrete. Abstract-analytical thinking is not appropriate to the task. Access to knowledge will no longer be determined by the discipline-based subject-matter structure of knowledge but rather by the immediate practice situation as well as be the practitioner's professional and personal experience, bias, and values. In short, knowledge is likely to be accessed as an integral whole. Hence, the thinking skills appropriate for practice are to be learned in fieldwork training.

Research on fieldwork instruction is much desired. For one thing, fieldwork instructors may be good in working with clients. However, working with students is another story and they do not learn to teach, not to say to teach in fieldwork instruction. One important concern is the teaching style of fieldwork instructors, and how different teaching style interacts with students' learning. A collaborative research involving students, fieldwork instructors, and teachers in training institutions to investigate into fieldwork instruction is something worth pursuing. How is fieldwork conducted? Regarding this question, there are two major concerns: (a) interpersonal relationship - in the placement setting as well as between the student and the fieldwork instructor; and (b) the task assignments - or the learning experiences available to the student. For students, particularly when they are in the first placement, anxiety level is understandably high.

Their initial orientation toward the kind of tasks they are going to take up in the particular practice settings they are in, and the nature of the student-instructor relationship, is going to be significant in determining how they learn in the placement.

Since a major part of teaching and learning takes place within the student-instructor relationship, in the medium of supervision sessions, the quality of the relationship is clearly a focal area of concern. The element of power is conspicuous in this relationship and fieldwork instructors do exercise control over students' learning experience and is something to be openly dealt with between the two parties.

Students and their fieldwork supervisors do not have to like each other, but they have to respect each other as members of the same professional community. The power relationship needs to be structured, not only to keep the power element from adversely affecting the teaching-and-learning process, but also to facilitate it by enabling the students to play an active role in the process (Capsi, J & Reid, W. J. 1991).

In most of schools of social work there is lack of coordination between class room teaching and field work programmes, students working in field fail to make use of theoretical knowledge. So what they do in field work remain a matter of just doing things without knowledge. Knowledge does not exist objectively; the meaning validity and use of knowledge depend upon the ideological perspective for the development of the knowledge. Knowledge reflects the dominant ideology in the society and has the power to contribute to social transformation. It is therefore, a major social responsibility to ensure socially transformative knowledge development and dissemination. Such knowledge development is particularly important for a profession with social responsibility at its core, such as the social work profession and field work as an integral part of profession its experiences essentially produce knowledge though theory inform the writing of these experiences (Parkin, 2000).

There is no such indigenous quality literature available to clarify and strengthen the field work practice so if we encourage the professionals to produce quality literatures on field work practice. It can be done through professional body but tragedy in India is establishment of national level association is a meager.

Personal qualities of students affected their approach to learning, behavior in the organization, ability to conceptual practice and their practice abilities in field work. The student's approach to learning is an important personal characteristic that which brings the placement a great deal of initiative in learning. But in Indian context even we have a

great history of helping people, nowadays youngsters are not exposed to this kind of orientation in the elementary education.

There are a number of things that students can do to make fieldwork training work for them: (a) use the structure provided to offset the power differential in the student-supervisor relationship; (b) keep a diary to record their experience in the placement, which may furnish useful material for discussion in supervision; (c) set up support groups for sharing experience with peers and getting emotional support; (d) compile a portfolio of the work done and their achievement in the placement. Supervisors themselves may need support group too.

A number of issues should be resolved in the first meeting between the student and the supervisor:

(a) checking out the student's learning style - whether he/she learns best by looking, reading, thinking, discussing, arguing, or questioning; (b) how the supervisor should adapt his/her teaching style to the student's learning style, and this issue should be reviewed again later on during the placement; (c) how dependent or independent the student is; (d) the student's thinking style— switch to problem-solving thinking. On the part of fieldwork instructors, they need to examine their natural style to find out whether they are directive or non-directive. What is important for fieldwork instructors is to manage one's own style, to see whether they are appropriate to the learning task at hand and to the student concerned.

The best way of teaching students in fieldwork training is the “apprenticeship model”: letting students to observe how their supervisors work and learning through modeling good practice.

Students then learn by doing practice and reflecting on their practice experience. This can be facilitated by the use of video-feedback and the technique of video-confrontation— such that they develop the capacity to learn from themselves (Dadlani, G.G, 1961).

The use of process recording is doubtful, despite the fact that this has been a standard practice for a long time. Preparing process recording is time-consuming, and yet it is hardly an accurate account of practice. Group supervision may be considered as an supplement to individual supervision. The use of live supervision poses ethical issue -

since the focus is on learning rather than practice. Whatever arrangement is adopted for fieldwork supervision, it is important to sort out with students their role vis-à-vis the supervisor's role and those students have to share the work. Fieldwork instructors model the way of working with clients and colleagues in their way of working with students.

Social work is a dynamic profession that evolves and changes over time in response to numerous factors in the practice community and society at large. Reorientation of the field work training in every concerned organization would make the professional social work survive in the changing times (Lawani and Subhebar: 2006). Field Education within the school of social work is critically important for increasing the quality of service provided by professional social workers. The quality of social work and of social workers depends in part on the availability and effectiveness of field education opportunities provided within schools of social work

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INTERFACE BETWEEN SCHOOLS OF SOCIAL WORK – AND OTHER ACTORS

M. Lakshmipathi Raju* and A.B.S.V.Ranga Rao**

Abstract

An attempt has been made in this paper to bring out the interdisciplinary and team approach between social work profession and other professions. Social workers should not work in isolation. Trained social workers should work in collaboration with the professionals like doctors, psychiatrists, psychologists, physio-therapists, para professionals and NGOs to make social work intervention more effective. They work as a team with others. Others also should join the team to represent their specific discipline and expertise to improve the quality of services. Hence there is every need for the schools of social work to work in collaboration with other professions for enriching human life and for betterment of human conditions.

Key Words: Schools of social work, NGOs, convergence net working, collaboration, cooperation, team work, medical and psychiatric social work, school social work community.

*Prof. M. Lakshmipathi Raju; Professor (Rtd.) Department of Social work, Sri Padmavathi Mahila University, Tirupati, presently Professor and Co-ordinator, Department of Social work, MRPG College, Vizianagaram – 535 002, Andhra Pradesh, India, Email: lakshmipathiraju@yahoo.com

**Dr. A.B.S.V. Ranga Rao, Associate Professor and Head, Department of Social work, Andhra University, Visakhapatnam – 530 003 Andhra Pradesh, India, Email: rangarao_auw@yahoo.com

Introduction:

Every profession is called upon to review its goals both in the professional and social context. The schools of social work have to evolve and crystallize their professional and social goals, in designing their curriculum and training of professional social workers. The social work profession has set for itself certain professional and social goals. In

India, it has become aware of the necessity for defining its social responsibility. In other professions like engineering profession which deals with material objects, they can make a distinction between professional goals and social responsibilities. But in social work profession, such distinction is less meaningful, because the very subject and the object are social. Some Indian professional social workers view that professional goals are primary and social responsibilities are secondary to the extent he helps us client to overcome or resolve his problems, he can be regarded as successful professional social worker. Some of the problems, the client may have wider ramifications. For solving the problems of the client, the wider ramifications may have to be dealt with. It is not a part of his professional duty to involve himself in the wider milieu which influences his client's problems. He may have to associate himself with wider social causes.

Every profession functions at least at two levels. Firstly, the individual practitioner, functions at the service level. The collective body of professionals can and should function at a higher level where three main obligation have to be fulfilled. There is in the first instance, the question of the common and the collective interests of the professional members. Secondly, there is the liaison with other professional groups and bodies. Thirdly there are the social obligations of the profession.

These obligations have to be discharged by the profession taking a collective and representative stand on the current social issues. These could relate to protecting democratic values. Upholding the rights of the individual, advocating a change in the social values, social institutions and practices, lending support to measures of social and economic development which can put an end to social evils like poverty, ignorance and disease. It is certainly essential that the profession must act as a powerful force in favour of democracy, social justice and social development. For this purpose every social worker, in addition to his professional duty, must participate actively in the activities organized in support of the above mentioned objectives.

Social work at the community level can be practiced using the techniques of case work, group work and community organization. But there are newer aspects such as social welfare administration, community development, social research, social planning, social policy and allied or intermediate areas in which social workers are employed. In these positions, even a part of their day-to-day duty, social workers are involved more

directly as agents of social change. Here an individual social worker even at the service level is called upon to assume definite social responsibilities. As part of their social responsibilities, social workers have to engage in collaborative activities with other professions and policy making in the fields wider than that normally recognized as social work, whether, in fact, social policy on a broad basis was the social worker's concern. The social worker had a very definite contribution to make the formation of social policy. He should give his expertise to the decision-making bodies and take responsibilities in policy. At the same time, other disciplines had their contribution to make to and the social worker should not have an over-riding, or exclusive responsibility. Furthermore, it was recognized that the involvement of social workers in decision-making and in the planning process may be different in developing countries and in developed countries. If the social worker was to participate in policy-making on a wider basis, social work training must be concentrated as to make this practicable.

The social worker is often identified by other professions as being competent to deal with the social problems of individuals and families. It is sometimes felt also that he is more competent to deal with the pathological problems of the disadvantaged portion of the population and that he is of little help in guiding the planners for building new towers for the benefit of future citizens, for developing effective medico-social treatment and psycho-social treatment to the patients, for improving the strategies of working with the school system, for collaborating with NGOs, voluntary organizations, government departments and agencies, courts, police, industries, civil society and peoples organizations. The policy of urban and rural development must not be left in the hand of physical planners alone, or economists or engineers alone, if the society with its social institutions, and agencies is to meet the human needs of its citizens. It is believed that the society with the social institutions and agencies is to meet the human needs of its citizens. It is believed that the social workers are in a strategic position to interpret the human needs of the people or to help the people voice their own grievances. But, if the social worker is to play vital role in social planning, social legislation, and public administration, he must be better trained in indirect methods of intervention (Kulakarni, P.D., 1967)

There is more than ever the need for the development of inter-disciplinary teams in the rebuilding of the institutional organizations ; teams in which the social worker is an equal partner. The social worker in the team must serve as the spokesman and advocate of the future population in the area; he must verbalize the needs and aspirations of the people to be served. The practitioner of social or social welfare, must penetrate and participate in the power structure where social policy decisions are made. This penetration will not occur, unless we are prepared to demand it. (Kulakarni, PD, 1967)

Schools of Social work and NGOs:

The two words – cooperation and collaboration are used synonymously. However, a distinction can be made. Cooperation will simply come to understanding with organizations of similar orientation and approaches in regard to sharing of experiences and resources. The interaction on equal footing in a spirit of comradeship. Collaboration refers to the situation when one of the two parties is in a superior position. A consents to collaborate with not so well off party B. Collaboration is vertical by the higher up A, with the lower down B, for specific areas. The schools of social work have a superior position, in terms of knowledge, academic inputs, theoretical base and professional training. They have to work in a collaboration with NGOs which are lower down in hierarchy, for specific areas like knowledge base, training inputs, theoretical background etc.,

It is necessary for the schools of social work, to undertake training programmes for NGO functionaries working with various groups, such as women, children, youth, aged, scheduled castes, scheduled tribes and backward classes on a variety of subjects, including human rights, health education and nutrition. Such training should be designed to suit the needs and requirements of the most vulnerable and weaker sections of the society. This includes preparation of the training modules by involving academics and field experts, who would also organize activities such as group discussions, panel discussions and workshops. The training modules involve writing of project proposal, implementation, monitoring and evaluation of projects. Seminars on research methodology and current trends in research would also be organized.

Synergy and networking of schools of social work and NGOs

The schools of social work will identify certain areas to collaborate with NGOs by sharing ideas, experiences, expertise and other resources. These areas include child labour, income generation, public health, street children, child trafficking, child rights, human rights, gender issues, etc. The cooperation has taken the form of field work training, placement of students project work, lectures on developmental issues (i.e HIV /AIDS, environmental protection, child abuse, gender and gerontology), involving both faculty and students in research projects undertaken by the NGO's. The schools of social work can render consulting services to the NGOs by extending academic inputs, preparation of project proposals. Drafting the constitution for the NGOs and guiding them in effective delivery of services, using professional skills and methods of social work.

Cooperation between the schools of social work and NGOs enables to :

- Enlarge the organization's area of operations, creating synergies and networking.
- Achieve economies of scale, reducing expenses on both sides, and improving efficiency by avoiding overlapping and duplication of services.
- Enrich and increase sophistication of the services provided to the society, increasing general welfare.

Nature, goals and functions of social work:

Social work is a recent branch of knowledge which deals with scientific solution and treatment of psycho-social problems. Its aim is to increase human happiness in general. According to Indian conference of social work, 'social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skills or helping individuals or group or community to live a rich and full life.'

Social work is based on the knowledge of human relations. It deals with the solution of Psycho-social problems. social work is a professional service based on scientific methods and skills. It assists the individuals and groups and communities. It attempts to help the individuals in social milieu. It removes the barriers which obstruct people from achieving the best which they are capable. Social work derives its inspiration from the humanitarian philosophy. It seeks happiness for the individuals, groups and community.

Professional and voluntary social work:

From the traditional point of view, help and assistance rendered to poor and destitute person due to religious inspiration is known as social work. But this concept does not come under modern concept of social work. It is voluntary social work. It fails to solve the problem permanently. The traditional approach has been regarded as inadequate, since the problems of disorganization and maladjustment are very complicated.

Social work assumes the main forms, private and public. Social work performed by voluntary organizations is known as private social work. Such voluntary organizations get only financial aid from the government. Public social work is performed by the government. The characteristics of private social work are as follows:

1. the private agencies are very efficient in their working. They are regulated by selfless persons.
2. the social work programmes undertaken by private agencies are free from bureaucratic defects.
3. in private sectors, social workers seek public cooperation without any difficulty
4. Financially the private agencies are not very sound. They depend on contributions, state grants and assistance. Social workers engaged in the private agencies are low paid. Private agencies have very limited resources.

Many welfare and voluntary organizations are formed to meet the needs of the suffering and needy. Voluntary organizations look to professional social workers for their expert guidance, scientific knowledge, skills and professional training. Social agencies come into existence in response to recognition of some unmet social needs. There is need for a professionally trained person to identify the social needs and diagnosis of personal needs.

The professionally trained social workers will cooperate and collaborate with the NGOs, using the methods of social work. The voluntary organizations dealing with children, women, mentally retarded. Physically handicapped will use social case workers to deal with individual problems. The professionally trained group worker will work with groups formed by voluntary organizations for promoting the groups of youth,

women, children, selfish groups, DWACRA groups; the voluntary agencies engage trained social workers to work with the groups for group development and individual development. Many NGOs are now working with rural, urban and tribal communities by engaging trained social workers, using community organization method. The social worker in the role of community organizations will mobilize the resources of the community for meeting the community needs such as digging wells, tanks, bore wells, building schools, providing community facilities such as parks, community centres by involving the people. The voluntary organizations are increasingly using social work research for identifying problems of community. With the help of trained social workers, the voluntary organizations are undertaking research on various problems like HIV/AIDS, human trafficking, child labour and other related issues. There is close cooperation and collaboration between professional social workers and NGOs in the field of social work research. The social workers in the role of social activists create awareness about the problems in the community. Collective action is motivated towards the problems facing the community. Social action is a method of social work; the NGOs are using this method with the help of professional social workers for bringing about change in the institution, for launching social movements, and bringing about legislation and its amendments through lobbying.

Interface between the professional and voluntary social work:

The professional social workers have made considerable contribution to planning and development of social welfare services at the centre and the states. The professional social workers, however, well equipped cannot be substituted for the volunteer leader. The professional has certain equipment of knowledge and skills to handle the problems of institutional management and interpersonal and inter group relations. But they cannot easily move a community accept wholly new ideas. They cannot become pioneers and leaders of movements. They cannot gain the moral right to preach or to admonish a group.

The professional and the voluntary social worker have something specific to contribute to social work. The volunteer brings to social work, the interest and confidence of the community. Social worker promotes full and effective functioning of other institutions of society. The social worker uses his skills and knowledge. He

accepts the client or community. He has non-judgmental attitude. He has genuine concern for the well being of the client or community. His professional may consist of material help, but this assistance is directed to enable the community to develop and utilize its own resources. The object of professional service is not only relief but rehabilitation. The successful practitioner of social work must enable his client to help himself, whether his client is an individual or a collectivity. This he may do himself or in association with other organizations or professions. Thus the professional emerges a separate functionary who is specialized in his area of work.

The role of social worker in voluntary action depends upon the training one has received to be scientific in his outlook. His special contribution in this field is the discovery and the interpretation of social needs. He is equipped with this knowledge to undertake this task for the benefit of the community. The professional seeks the volunteer's help, interest and participation to enable him to find opportunities for his creative work. The professionals can also help in the formulation of the social policies. The professionals can effectively protect the human rights from violations as they are trained personnel in the knowledge of human dignity, liberty and the humanitarian outlook. They can have better outlook on human rights issues than the non-professional workers. They can extend their services based on their knowledge and professional skills.

Convergence between professional social work and medical profession

Earlier, in the busy hospitals and clinics, many specialists saw the patient only for a short time and there was no one to study and understand the patient as a person in his total situation. Gradually a need was felt for someone who could study the total background of a patient, including the physical, cultural, psychological and social factors, share this understanding with physicians and work on the social aspects of illness in order to make medical treatment effective. Social work came into existence to meet this need,

Medical social work in Hospitals

Medical social work is a branch of professional social work. Some medical social workers work in health settings such as hospitals and dispensaries and clinics for prevention, treatment and rehabilitation. The social worker in the medical setting or

medical social worker with his or her knowledge of dynamics of human behaviour as well as skills in establishing a purposeful relationship, tries to know the patients as a person, his socio-economic condition, his attitude towards his health problems, his relationship with his family, employer, class teacher, and others to seek to elicit the cooperation of the patient and his family, taps community resources and acts as a liaison between the patient and the doctor, thus enabling the patient to maximize his level of functioning. The existence of the medical social worker in the health setting (a) presupposes the recognition of the psycho-social aspects of health and (b) acquisition of skills to deal with them through scientific training.

Services of a social and emotional character were rendered by the nurses in the past. Even today nurses contribute to the social work profess. Social workers are called into work with patients only when the problems are complex. They can be met more appropriately through case work services. Because of the awareness among hospital personnel of the social and emotional needs of patients, social workers were introduced into several hospitals about the turn of the century medical social workers act as consultants to other workers who are responsible for the health programme. Most medical social work is carried on in hospitals. The medical social worker is a hospital is called on to participate in a team, which may include nurses, occupational and physical therapists, and others, as well as physician and other social workers. In the team the doctor is the chief. He decides the ways in which the social worker can be of help to him in his ultimate goal of aiding the patient. Thus, the social worker is an instrument for medical treatment as are others within the hospital. The medical social worker is a member of the hospital staff.

Team work by the social worker and the physician is important. It enables them to present a united front to the patient. The social worker should get his information about patients from the attending physicians themselves. By agreeing on the essential elements of the case from the medical and social points of view, both the physician and the social worker will be able to serve the patient in a more intelligent manner. The medical social worker feels it necessary to help in the adjustment between the physician and the patient.

Functions of medical social worker

The medical social worker extends direct service to the patients using case work method. He interprets the nature of disease and its implication to the patients and their families. He provides the necessary emotional support during crisis situations. He brings out environmental modification as and when necessary.

He extends direct service, using group work method. Group activities of different kinds are conducted for recreation, education and skill training of the patients interprets the role of the social worker to the team. He interprets the needs of the patients to the team.

He interprets the role of hospital and its need to the patients, their families and the community. He pools together the existing community resources for material aid required by the patients. He helps the training institutions of social work to make their training programmes relevant to needs in the field practice. He helps hospital to appreciate the vital role training institutions are playing in building the total health of the people.

He participates in the teaching programme of (a) medical students, (b) social work students, (c) physio-therapy and occupational therapy students, (d) nursing students. He conducts and guide training programmes of student social workers for their field work, para professional and volunteers. He participates in seminars, conferences and other staff development programmes. He conducts and guides research studies either independently or jointly with the related disciplines. Thus there is close cooperation and collaboration between professional social work and medical profession.

Cooperation between social work profession and psychiatrists:

The psychiatric social worker is in most instances part of a team of workers consisting of psychiatrists. Psychologists, psychiatric nurses, Laboratory technicians,, and occupational and physical therapists, each member of the team utilizes his special training and skills in the joint effort to understand and treat the patient. The Psychiatric social workers primary contribution to the diagnosis, treatment of mentally-ill patients and their families is made through case work and group work services. By means of this person-to person helping relationship through individual interviews or group process, he social worker can assist the individual to determine and resolve specific problems in his environment and interpersonal relationships which interfere with adequate functioning.

This helping process derives solely from the social workers professional skills and techniques. The Psychiatric social worker works in a collaborative relationship with other members of the Psychiatric team in which the Psychiatrist has ultimate medical responsibility. The social worker coordinates his activities and functions with those of other members of the team and contributes his particular competence to the formulation and execution of the team plan, policies and procedure.

Psychiatric social workers are employed in hospitals and clinics in public health nursing agencies, and in educational institutions. They are being employed increasingly in programmes for older persons and for juvenile delinquents, in residential treatment homes for children, and in diagnostic and consultation services for the mentally retarded and other families. Psychiatric social workers today are participants in various research studies which are aimed at understanding, preventing and treating mental illnesses. In a few instances, there are Psychiatric social workers who are employed by private Psychiatrists.

The Psychiatric social work movement has always had close association with hospitals. There are psychosomatic disorders – connections between illness of the body and conditions of the mind. Medicine and social work are now cooperating on the study and treatment of psychosomatic cases. Psychiatric social work in India should be the practice of social work and not just social case work in a Psychiatric setting, for that is a narrow view of social work. Case work is after all one method of social work. In the practice of Psychiatric social work, other methods such as group work, community organization and research are also made use of.

There could be an understanding on the part of both the Psychiatrist and the social worker about the areas of treatment of the patient. It is not necessary that the Psychiatrist should always tell the social worker about her area of work. The Psychiatric social worker should also be able to state when a case is being discussed, how she should be able to contribute towards the treatments. The Psychiatric social worker is able to throw light on the environmental factors that have contributed to the patient's problems. By interpreting the environment of the patient, the Psychiatric social worker helps the Psychiatrist at a satisfactory diagnosis so as to chalk out a line of treatment. In practice of Psychiatric social work, it is essential to have team spirit among the members of the staff

of the Psychiatric agency. A good team work relationship specially between the social worker and the psychiatrist is absolutely necessary. The practicing psychiatrist who has a social worker in his team, utilizes her service for more individualized work with the patient. This expert's intensive work is done from psychological angle. The major emphasis is on the patient as an individual rather than a social being. She is expected to carry out this work under the supervision of the Psychiatrist. In the treatment of a patient, the Psychiatrist is there to look the patient as an individual. The social worker has a valuable contribution to make if she concentrates on the environmental factors that create and affect emotions and attitudes without trying to be a pseudo- Psychiatrist or psychoanalyst. She should study the client as person in his social context, find out what environmental factors (like culture or religion factors) hamper his happiness, what he and his community can do about these matters and how a social worker can help him.

Collaboration between social work and correctional institutions

The professional social workers play an active role in working with the prisoners, using social work methods, for reforming and rehabilitating them. The social worker is expected to play a key role for functioning as a link between the prisoners and the prison authorities and between the prisoner and the community. He is required to use various resources both from within and outside the institutions for their rehabilitation. The correctional functioning stands for the prisoners as a tiny oasis in the vast desert.

There is immense scope for social work practice in the correctional setting. It will be worthwhile for academic personnel, fieldwork agencies, schools of social work and correctional experts to see how the problems in the correctional setting can be better tackled by social work methods and techniques, with a view to improve and upgrade the standard and effectiveness of the services.

In the correctional field, social work methods can be employed with advantage in many situations. There is need for case work intervention in working with the prisoner during probation and parole, for his adjustment to the family, community and his occupations. The case workers will deal with the psycho-social problems of the prisoners and tries to remove the social stigma attached to the prisoners on account of his imprisonment. He will work with the family members, community and the employer for

changing their negative attitude towards the prisoner. He will convince them to accept the prisoner and the transformation that has taken in his personality.

The social worker uses the resources of the community for rehabilitating the discharged prisoner. An offender, immediately after release from prison has to confront with a lot of personal and social problems such as loss of family contracts, lack of suitable employment opportunities, social stigma of prison sentence and so on. It is for solution of these serious problems that a discharged prisoner needs community solace, sympathy, help and ease without which he will, in all probability, find no other alternative but to revert to crime. Absence of aftercare, therefore, give rise to recidivism. The social worker plays an active role in rehabilitating the discharged prisoner. As offenders were sentenced to correctional institutions and were placed on probation and parole, social work professionals became interested in making the efforts for their rehabilitation as effective as possible. During recent years, there has been revived interest in the field of corrections by social workers.

The social worker often works as a member of a team, including probation and parole officers, Psychologists, psychiatrists, vocational councilors, educators and others in providing services and in assisting the offender to change his or her behaviour. Social workers are sometimes utilized in working with the police, particularly in their youth Bureaus. In many large cities, professionally trained social workers are integral parts of police departments. They act as consultants to help the law enforcement officers to better understand the boys and girls whom they apprehend. Social workers are attached to juvenile courts, district courts, federal courts and to some municipal courts, performing the role of probation officer. Judges are making decisions regarding disposal of cases based on facts and understanding supplied through the investigation of the social worker. Many youth development centres, detention homes and prisons do not have trained social workers on their staffs. The social worker can play an important role. He can work on a face-to-face individualized basis. Thousands of boys and girls, youths and adults are being helped by social workers who open the door for rehabilitation. Not only is social work with individuals used advantageously within these institutions but the group approach is also more common.

Social workers are used working with prisoners being kept under parole. A parole officer can work with the family, helping to bring about changes in the total constellation that are helpful to all concerned. We should make use of community approaches to corrections as alternatives to incarceration and also as a means of facilitating reintegration of the offender back into the community following a release from an institution.

Synergy between social work and industry

In recent years, social workers are being employed in industries to help employees and their families with personal, family and community problems. Social workers have to help workers and their families understand their problems, face them and solve them. Many social workers in business and industry are actively using their skills to prevent or reduce such problems as alcoholism, drug abuse and family or marital conflict. All the basic methods of social work are utilized in business and industry settings including case work, group work, community organization, research and administration.

Most social work services in industrial settings are based on clinical or direct practice, working mainly with individuals and/or families. Individual problems include a wide variety such as alcohol, drug abuse, depression, anxiety, inferiority feelings and marital and family difficulties including child abuse. The social workers often work directly with employees or members of their families. At other times, they make referrals to appropriate agencies in the community. Employees who have received case work help from social workers have been able to perform better on the job.

Group work, the method for process of working with problems in social relationship, utilizes the group as the therapeutic tool. In individual settings, groups are meeting more often than previously under the direction of qualified social work practitioners. Groups meet weekly for an hour or two to consider problems, share feelings and experiences, plan together and help each other. Other groups may involve five or six couples who are having marital difficulty who again use a similar approach to try to understand the problem, face them and work them through; group interaction can be a powerful tool in helping people to understand themselves and improve their human relationship.

Community organization, a process which taps and ties together community resources is being utilized by many businesses and industries. Social workers help businesses to understand the total community in which they live, utilize its resources and benefits the community as well as their organization. Community consciousness and community development are becoming well known and more meaningful to both management and labour as a result of the skills and services of professional social workers.

Research, the process of ascertaining facts and truth is being utilized by social workers in industrial settings. The aim is to help businesses or industries understand realities in the employer-employee relationships, their problems and actions that may be taken to alleviate those including studying relationships between supervisors and employees with the goal to improve these for the benefit of all.

Social work administration is the process of translating social policies into services. In business and industry it is an attempt to translate industrial social policies and goals into action. A new technique, 'shadow consultation' is being used by social workers with case work, group work and administrative skills to help managers change their leadership and management behaviours to become more effective and humane in their work.

There is an obvious need for communicating the potential and viability of social work practice in business and industry, not only to people in the world of work, but to schools of social work and professionals themselves several steps and suggestions have been found to be helpful to introduce social work services in industrial settings. A professional relationship is essential. The social worker conveys the impression that there is a person who cares about people – the employees and who wants to help strengthen the business. An open friendly attitude is important. No force or pressure should be exerted. Explaining potential economic benefits along humanitarian contributions is a helpful approach. Sharing results of established social work programmes is beneficial contacts need to be made with top-level executives who have the power to make decisions and investigate social services.

Social work and Education settings:

Both social work and education include personality development and social change among their goals. This common feature makes social work relevant to the education settings. Both in the formal and informal education settings, social work methods and techniques are significant. As the formal education process starts at the school level, social work in educational settings should start from a look at school education.

Frederick Erikson asserts that the school must in addition to imparting knowledge and information, help the child to use his mind and body and to develop social reactions. The teacher has a crucial role to play in the development of the child. The school has major inadequacies both quantitatively and qualitatively. These lacuna in the school system generate the need for school social service. Florence Pode defines school social services as 'the purpose of these services to make the teacher more effective'. This is done by helping the teacher to understand the children better and by offering objective help to children and their parents in coping with problems.

The school social worker is concerned with the mal adjustment of the child and for this purpose he tries to change those attitudes of the child, parents, teachers which are detrimental to the adjustments of the child and to the requirements of the school.

Armaity S.Desai defines school social work as the only one aspect of social work in the educational setting which should also include pre-primary as well as the college and university education. However a start has been made and as and when the acceptance of the school social worker in the common increases, it may be introduced to higher levels. School social worker is needed when the child is in the school and his personality is in a malleable stage.

Friedlander maintains that the school social worker works with four parties; (1) the child, (2) the family, (3) the school staff and (4) the community. The school social worker is concerned with removing the maladjustment of the child and for this purpose he tries to change those attitudes of the child, the parents, teachers, the community groups which are detrimental to the adjustment of the child and to the requirement to the school.

School social workers are an 'extended arm' of the educator in fulfilling a educational objectives. They act as consultants as well as case workers, group workers

and community organizers. They share knowledge with pupils, teachers, parents and other supporting disciplines.

Social workers provide link between the school and social agencies and act as brokers for the services rendered for the pupils and their families. They engage in activities for developing new resources which support schools. In the school itself, case workers provide diagnostic, counseling and treatment services to individuals and groups or arrange for such services. As advocates, case workers mediate in the case of misunderstanding between pupil and teacher or pupil and principal. Case worker/student relationship involve teacher, principal, psychologist and other school personnel in a consulting role and they are related to the educational goals of the school. There is need for convergence of social work professionals and the educational settings for improving the quality of education and for healthy development of the personality of the child.

Social work with the community

Social workers should have a contribution to make in motivating communities to work on their problems, to identify the urgent problems, quickly soluble problems and to discover how these problems may be overcome. In conditions of rapid technological change, it is necessary to motivate communities to accept changes. The social workers should also strengthen their social cohesion. Modern science may conflict with traditional belief. In some communities, the introduction of sanitary facilities has been regarded as a threat to the sweepers as a n occupational group. Too rapid technological change destroys old social forms without new ones to develop. This may disrupt the community. The resistance of communities to extremely imposed change may upset the equilibrium, between man's physical, mental, emotional, social and spiritual development. It is through their knowledge of their essential wholeness of man and their skill in working with individuals, groups and communities the social workers can contribute to the community development team. 'The single most important objective of village development work is the change, which is brought about in people and not in things.'

The professional social worker should know the local community and win their acceptance as a person willing to help them. In social work terms, it means 'building a relationship'. The worker should get relevant material about the community. This may

include factual information about the population distribution, by age, sex and occupation, literacy, economic status and so forth. It will also include getting to know community values, attitudes, rituals and customs, group formation and leadership in the community. The local community should also be involved in making self –surveys. This helps to reveal capacity to identify problems, resources and , opportunities realistically, and the degree of motivation to deal with them. It is not a survey imposed upon the people; it is a self-survey and it is a dynamic process of working with the people to identify their own problems or ‘felt needs’ and of their resources, both internal and external. The worker helps the community to bring about change.

The community worker at the field must level discover, work through, support and develop indigenous leaders. The village level worker should help all the people to participate in discussing their common problems. The social worker should bring diverse groups together in clarifying issues, enlarging the area of common groups concern in the community, and establishing procedures to make a collective decision.

The social worker should stimulate the community to realize that it has problems. Many communities are content with the status quo. They do not wish to change. They resist the possibility of change. Here the community worker takes the initiative to stimulate a sense of need, discontent about existing conditions and to suggest alternative conditions which may prove to be more rewarding.

They should be closer cooperation between schools of social work and community development trainings centres in order that each may learn from the other. Schools of social work should also be encouraged ad assisted to make appropriate plans for supervised field work in community development projects at a level suited to the needs of professional students. This should be coupled with the necessary related teaching of background and methods subjects relevant to rural and urban community development.

In view of the foregoing discussion, we would find that some trained social workers are working in the field of medical and psychiatric social work, correctional social work, school social work, community development and NGO sectors. Some of them are even running their NGOs, other categories of social workers like the untrained workers and volunteers also work side by side with them as a team. This practice has

positive implications. It is good because social workers should not work in isolation. Trained social workers should work with other professionals like doctors, psychiatrists, psychologists, Physio-therapists, para professionals and NGO's to make social work intervention more effective by adopting inter disciplinary team approach. They work as a team with others. Others also should join in the team to represent their specific discipline and expertise to improve the quality of services. The present day trend is towards convergence, synergy and networking of the institutions and professions. Ultimately all professions deal with human welfare and betterment of human conditions. The content and syllabi of social work education at the time of its inception, was not the same as it is now adopted in the schools of social work. We have incorporated a wide range of topics and fields of social work in the syllabi of social work education, covering the areas such as human rights, environment, gender issues, child rights, displaced persons, social justice and empowerment, correctional social work, globalization, in addition to the traditional issues of poverty, deprivation, physical and social disabilities, weaker sections etc. the scope of social work education has become comprehensive and all pervasive dealing with every aspect of human life and betterment of human conditions. Hence there is every need for the profession of social work to work with other professions for enriching human life and establishing a just and egalitarian society.

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EMPLOYMENT AVENUES FOR SOCIAL WORK GRADUATES

Ashok Antony D'Souza

Abstract

The profession of social work is rapidly growing in many directions. One of the important achievements has been the increase in the employment opportunities for trained social workers. However, this development has been highly uneven and skewed. While there are many specialized fields of the profession being opened for practice the need for employable competencies too has been on the rise. The paper explores the prerequisites for employability, competency requirements, employment avenues in different areas/fields of social work, global opportunities and an assessment of future directions of social work careers.

Key Words: Employment, Career, Competencies, Fields of Social Work

Dr .Ashok Antony D'Souza Assistant Professor, Dept. of Social Work, Tumkur University, Tumkur, Karnataka.email:asnith2005@gmail.com

Introduction

Professionalization of Social Work has opened a mixed bag of boons and banes to its different stakeholders. One of the boons has been good career prospects coupled with increasing recognition of the worth of the profession which was almost absent a few years ago. However, the acceptability of the profession and the improvement in the employment conditions has been highly uneven and skewed, especially in India. The reasons for this condition could be many including the unbridled mushrooming of social work educational institutions, poor quality of curriculum and training, and rarely regulated professional conditions. In this context, the present paper attempts to explore the employment avenues available for social work graduates today and outlines its prerequisites and challenges.

Prerequisites for Employability

Employability in any professional or semi-professional setting depends on the career orientation of the concerned candidates. In general, career orientation is a comprehensive and sequential educational concept designed to provide individuals with the necessary information and experiences to prepare them for living and working in an ever-changing economy, society, and environment. However, when applied to a specific profession, career orientation can be said to be a career development instructional guidance program designed to prepare students/learners to have a greater understanding of educational and career opportunities and options so as to assist them in making meaningful and informed career choices. In this sense, professional social work education in India has a long way to go as the students are poorly guided in terms of preparation and choice of career.

Career orientation programme for professional social work candidates has to fulfill the following conditions:

- i) Provide the students an opportunity to gain an understanding of their own interests, abilities, aptitudes, and strengths vis-à-vis the global and regional opportunities and needs of the profession;
- ii) Help the students to develop an individual inventory of valuable foundation skills required for career development in the profession of social work;
- iii) Make available to the students with valuable career information and related job training options and opportunities related to professional social work;
- iv) Acquaint the students with various forms of social work employment and the skills needed for acquisition and retention of jobs.
- v) Design Fieldwork Practicum and Block Placement programmes in such a way as to ensure that the students get opportunity to experience hands-on activities for self-appraisal purposes and for exploratory career experiences; and, finally
- vi) Provide an opportunity to all the students to develop a tentative career and educational plan relevant to their individual interests, abilities, aptitudes, and goals in the profession of social work.

Competency Requirements of Social Workers

Social workers need an array of generic and specific skills in order to be employable at different levels of social work career. The generic competencies required of social workers are good work ethic, energy, positive outlook, compassion and empathy, exceptional communication and negotiation skills, good stress and conflict management skills, high interpersonal effectiveness, ability to effectively deal with challenging issues, professional ethics and integrity, being open to change, planning and organizing ability, ability to coach and counsel, and proactive and innovative nature. Specific competencies required of a social worker depend on the setting and the level of job that he/she is occupying. Relevant expertise and knowledge of the field along with the ability to use the technology required for the job are the major specific competencies required for any field of social work.

Employment Avenues in Different Areas/Fields of Social Work

There is no dearth for good employment opportunities for qualified social workers in various fields of the profession from micro to macro levels of education, research and practice (National Association of Social Workers, 2010). The major areas of employment avenues are NGOs, hospitals and clinics, public and private welfare agencies, social service agencies, business organizations and academic institutions.

The broad fields of professional social work available for employment are child and family welfare, school social work, women empowerment, rural, urban and tribal development, geriatric social work, medical and public health, mental health and substance abuse, psychiatric social work, corporate social responsibility, occupational social work, human rights advocacy, policy making, environmental protection and disaster management.

The major roles and responsibilities of professional social workers in each of the field of social work are as under:

- Child, family, and school social workers are expected to provide guidance and counselling for children and their families. School social workers are often called on to help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems (Barker, 2003).
- Social workers employed in various agencies working for women empowerment strive for the integral development of women through SHGs, microfinance, entrepreneurship development and such other initiatives.
- Those working for the development of rural, urban and tribal communities focus on creation of livelihood, advocacy and lobbying, resource mobilization and project management for the holistic development of the target group.
- Geriatric social workers study the integral condition of the aged, work towards the creation of empowering and dignified retired life, and provision of proper health care.
- Medical and public health social workers provide guidance and counselling for those affected by chronic, acute, or terminal illnesses.
- Mental health and substance abuse social workers ensure proper provision of guidance and counselling for people with mental illness or substance abuse problems.
- Psychiatric social workers control psychological problems of their clients with the help of psychiatrists or psychologists.
- Occupational social workers are expected to design humane human resource policies, and execute plans and programmes for empowering employees as individuals and teams to meet to achieve individual, organizational and societal development. Societal development is achieved especially through proactive and responsive initiatives in the form of corporate social responsibility.

- Social workers in-charge of human rights advocacy strive for the promotion of awareness, education, policy formulation and project management for safeguarding the rights of the vulnerable sections of society.
- Social work planners and policymakers develop programmes and policies to address social issues such as women and child abuse, substance abuse, poverty, and various social issues.
- Social workers involved in environmental protection undertake various ventures for the creation of awareness and necessary action on the part of citizens to protect and enhance the environmental health.
- Social workers join the team of disaster managers to educate and involve communities in the preparedness and mitigation of various types of disasters.

CRY (Child Rights and You), ACTION-AID, SOS Children's Villages of India, Azad India Foundation, People's Action for Development, ICHAP, MYRADA, and Azim Premji Foundation are some of the well established NGOs in India which offer excellent career development opportunities to professional social workers. Operation Eye Sight Universal (OEU), Direct Relief International, ZOA Refugee Care, Red Cross, and UNICEF are some of the international organizations which have made a mark in the field of professional social work. Thus, there are many opportunities being opened up for professional social workers in various areas and fields of the profession.

GLOBAL EMPLOYMENT AVENUES

UK, USA, Canada, Australia, New Zealand, etc are some of the good destinations for social work job seekers in the international level. The social work industry in these countries is getting a lot of positive attention as it grows to become more regulated, more effective and more highly regarded. Both short and longer term contracts as well as permanent Social Work jobs are available through many specialist Social Work recruitment agencies.

Children's services, elderly care, mental health, young offenders, drugs and alcohol, adults and children with disabilities are some of the social work industry sectors where placements are usually available abroad. While the employer of most Social Workers is the government, vacancies also exist within charitable organisations from time to time. Usual responsibilities for the social workers is to manage the caseload working out of various government institutions (such as police stations, hospitals, municipal offices), ensure adherence to new legislative procedures, report writing, and attending case conferences.

Some of these countries require overseas job seekers to register with the industry's governing body. In UK, for example, overseas social work job seekers are expected to register with General Social Care Council (GSCC) which was created in October 2001 with the aim to be the guardian of standards for the social care workforce in England through setting and monitoring standards for the industry. It is an offence in UK to use the title 'Social Worker' without being registered with the GSCC. This legal process is called 'Protection of Title' and it ensures a respected industry with high standards.

With respect to 'qualification', most of the countries follow 'equivalency' procedure that aims to ensure each new arrival has attained the same level of training as the country's education in Social Work. Hence, it is important for social work students aspirant of getting placed abroad to ensure that one studies in an institution that is recognized and respected for quality education of international standard.

Government agencies, schools, higher education, health clinics, mental health clinics, hospice and palliative care centers, hospitals and medical centers, psychiatric setting, and social services agencies are some of the important places where professional social workers can look for employment in the developed countries (National Association of Social Workers, 2010). The following is a brief description of the type of work that social workers usually are expected to take up in each of these settings:

Government Agencies: Social workers in government agencies may work on-site at a government agency; at a non-governmental agency whose client base is generated from their relationship with a government agency; or in a contracting relationship as independent consultants. The following are the major government settings in which social workers practice: agencies serving children and families, such as foster care agencies; health care settings, including community-based clinics and hospitals; schools; federal, state or local correctional facilities; settings that serve older adults, such as nursing homes; and agencies serving military veterans and active duty military personnel (National Association of Social Workers, 2011a).

School Setting: School social workers provide services to students to enhance their emotional well-being and improve their academic performance (National Association of Social Workers, 2011b). They workers are usually employed by the school district or an agency that is contracted with the school district to provide services. School social workers are often called on to help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems (Barker, 2003). School social workers often also address issues such as substance abuse and sexuality issues in the higher grade levels.

Higher Education: Many colleges and universities employ social workers in their counseling centers or as part of their faculty. Social workers employed in colleges or universities tend to focus on the psychosocial functioning of individual students and address issues related to academic challenges, adjustments to a new environment, or behavioral matters (Gibelman, 2005). Other issues might include campus drinking, relationships or domestic violence (National Association of Social Workers, 2011c).

Health Clinics: Social workers employed in health clinics and outpatient health care settings have to play multiple roles such as case managers, patient navigators, psychotherapists and community outreach coordinators. In outpatient settings, social workers identify psychosocial problems that are often overlooked or go unnoticed or by other health care practitioners. Social work practice in outpatient settings involves

multiple methods, including clinical and macro approaches, as well as policy and advocacy (National Association of Social Workers, 2011d). The outpatient health care settings include outpatient medical specialty clinics, such as endocrinology/diabetes; dialysis; HIV/AIDS; rehabilitation services; genetics and infertility; and clinics for children with special health care needs (asthma, autism, developmental disorders); free-standing primary care clinics, such as community health centers; free clinics; migrant health clinics; school-based health centers; and family planning and pre-natal clinics; and large physician group practices in both primary (e.g., family/internal medicine, pediatrics) and specialty care (e.g., oncology).

Hospice and Palliative Care: The social workers employed in hospice and palliative care centres are expected to work towards the improvement in the physical, psychosocial, and spiritual quality of life for people living with a serious illness and their families. The terms *hospice and palliative care* describe two distinct but closely related models of care, both interdisciplinary in nature and available across a wide range of settings. *Palliative care* seeks to prevent or relieve pain - which can be physical, psychosocial, or spiritual - and other symptoms associated with serious illness (National Association of Social Workers, 2008). *Hospice* is a form of palliative care focusing on support and physical comfort at the end of life. Hospice also includes bereavement services for families of hospice patients, and many palliative care programs do as well. Hospice and palliative care social workers spend much of their time directly with clients in home visits, inpatient settings, or office consultations. A great deal of driving to visit clients and some off-hours emergency coverage may be required, particularly in hospice (National Association of Social Workers, 2011e).

Hospitals: Social workers in hospitals and medical centers provide frontline services to patients with conditions spanning the entire health care continuum (National Association of Social Workers, 2011f). Hospitals are the most common primary employment setting for health care social workers (Whitaker, Weismiller, Clark & Wilson, 2006). Hospital social workers practice in increasingly specialized environments, and are frequently assigned to specific medical units that are based on diagnosis, age, or gender (Gibelman,

2005). Some of the social work specializations within a hospital include pediatrics, oncology, nephrology, transplant, and emergency/trauma.

Mental Health Clinics: Social workers play very significant role within mental health clinics and outpatient facilities (National Association of Social Workers, 2011g). They provide case management services and direct mental health services. Frequently, social workers in mental health clinics work as part of a team (Gibelman, 2005). The problems addressed by social workers in mental health clinics and outpatient facilities include those associated with the stress of everyday living; behavioral deficiencies; crises brought on by emotional, environmental, or situational occurrences; eating disorders; parent child problems; marital problems; depression; schizophrenia; bipolar disorders; and other forms of psychopathology (Gibelman, 2005).

Psychiatric Setting: Social workers in psychiatric hospitals provide insight-oriented, behavior modifying and supportive psychotherapy. They also provide substance use counseling to patients who may have alcohol, recreational, or illicit drug addictions. Social workers are valuable members of the multidisciplinary treatment team, providing individual, group and family therapy, and rehabilitation services (National Association of Social Workers, 2011h).

Social Service Agencies: Social workers in social services agencies deliver direct services to individuals and families. Social services, also referred to as human services, can include services oriented toward the prevention, improvement, or resolution of health, mental health, social, or environment problems that affect individuals, families, specific groups, or communities (Gibelman, 2005). Social service agencies promote the health and well-being of individuals by helping them to become more self-sufficient; strengthening family relationships; and restoring individuals, families, groups, or communities to successful social functioning. Social service settings include child welfare agencies, local community based youth programs or shelters for abused women or homeless families, among others (National Association of Social Workers, 2011i). Specific kinds of social services can include helping people to obtain adequate financial resources to meet their needs, assessing the capabilities of people to care for their

children or other dependents, providing counseling and psychotherapy services, linking clients to resources and advocating for individuals and families and social causes (Barker, 2003).

Assessment of Future Directions

Social work profession has great potential for growth in terms of career prospects as it is yet to enter many geographical territories and areas of need. In many areas where it is already present, the profession has the possibility for further surge and consolidation. However, there is a threat to the employability of trained social workers due to several factors. Hence, the fields hitherto considered the strong forte of professional social workers is getting flooded by non-social workers like psychologists, economists, sociologists, management graduates and agricultural scientists. Some of the prominent reasons for this trend are the lack of quality education imparted in many educational institutions, insufficient professionalism on the part of the existing social workers, inability to master the essential leadership qualities, and inability to effectively organize into professional associations to ensure proper recognition and regulation of the profession. Unless these issues are attended to social work fraternity will lose the opportunity to develop as a full-fledged profession and build an impressive employment base.

Conclusion

While the career orientation is the joint responsibility of the educational institute and the student, career creation and development is the task of the leaders and associations of the profession. The profession of social work in a country like ours has come a long way, in terms of career orientation, creation, and development. However, there remains the mammoth task of ensuring quality in terms of social work education and practice in today's highly competitive scenario so that social work graduates remain employable. Hence, trained social workers need to focus better on preparing highly competent and career-oriented students on the one hand while striving hard to raise standards of the profession to newer heights on the other.

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PROFESSIONAL QUALITIES AND COMPETENCIES EXPECTED FROM SOCIAL WORKERS

K.G. Parashurama

Abstract

To practice social work effectively, one must be able to provide a variety of helping services. The social worker not only must be able to work directly with a client or clients, but also must be prepared to understand and work to change the environment of these clients. One must understand the culture in which the practice occurs, the cultural background of the people served, and the functioning of the social agency where the services are provided as well as know what other services are available in the community, the reasons the clients have sought services, and alternate means by which to provide these services. The social worker must be competent in knowledge, values, and skills to help clients resolve a broad range of existing or potential problems in social functioning.

The professional social work education and the student social workers are familiar with the paradigmatic shift in the organization. We desire the social workers to be competent and to offer quality services to the needy and participate in bringing about structural changes so as to meet the challenges known us during the modern times, and in the light of changing ideologies. We have to deliberate on the requirements for improving the quality and competency of the social work professionals. So it is very significant for us to understand the quality and competences expected by the professional social work. This research focuses to explore the competencies that the potential employer expects from a prospective social worker.

Key Words: *Professional Qualities and Competencies, Social Work Skills*

Dr. **K.G. Parashurama**, Reader and Head, Department of P.G.Studies and Research in Social Work, Sri Dharmasthala Manjunatheshwara College Ujire- 574240, Dakshina Kannada, Karnataka, India. Email id: p_ram_bdv@rediffmail.com

Introduction:

Social work is an exciting and challenging profession that provides helping services to people in all walks of life and in all kinds of situations. Social workers serve in child protection capacities responding to indications that a minor child may be at risk of abuse or neglect and helping families to improve their child caring capacities. Some Social workers serve in the emergency rooms of hospitals, intervening with persons and families in crisis situations. Others lead groups for children who have been sexually victimized and provide education and counseling to perpetrators of incest. Many social workers serve couples whose relationship are faltering or single parents who seek guidance and support in rearing their children. Others serve persons who are addicted to or abuse alcohol and drugs as well as family members who have been affected by the substance abuse of a parent, child, spouse, or sibling. Many social workers serve in prisons and institutions: others serve in school systems. Still others advocate for persons who have been subjected to discrimination or exploitation, often due to racism, sexism, or ageism.

Although professional social workers practice in widely differing contexts, they all have earned a baccalaureate, master's, degree in social work. In their practice, social workers assume multiple professional roles and functions. They recognize that social work practice involves powerful interpersonal processes that have potential for harm as well as for helpfulness. It requires a great deal more than admirable personal qualities and compassionate feelings. Rather, social workers understand that their practice must be based upon professional knowledge and guided by social work values, ethics, and obligations. Finally, social workers tend to conceive of practice as a helping process that follow fairly predictable phases during the course of work with and on behalf of persons called clients. Each of these phases required competence and certain essential skills. The primary focus of this research is to understand the skills, qualities and competencies expected by the employer from professional social workers.

2. OBJECTIVES:

- To study the qualities expected from professional social workers
- To study the Competencies expected form professional social workers.
- To study the skills to be developed by the professional social work
- To study the key operational areas of the professional social workers.

3. RESEARCH DESIGN AND METHODOLOGY:

The study is conducted for six months in Bangalore the capital of Karnataka State and employment hub for professional social workers. The study is empirical in nature though data is collected from first hand data. The primary data is collected through structural questionnaires personally administered by the researcher. The data is collected by participant approach by interacting with the 90 employers 30- Industries (15 Manufacturing and 15 Service), 30 NGO's and 30 Hospitals in the field and by referring relevant document and literature.

4. Purpose of the Study

The professional social work education and the student social workers are familiar with the paradigmatic shift in the organization. We desire the social workers to be competent and to offer quality services to the needy and participate in bringing about structural changes so as to meet the challenges known us during the modern times, and in the light of changing ideologies. We have to deliberate on the requirements for improving the quality and competency of the social work professionals. So it is very important for us to understand the quality and competences expected by the professional social work. This study helps us to understand quality and competencies expected by the organization from professional social workers.

Competencies that are Essential for a Social Worker – A brief Analysis

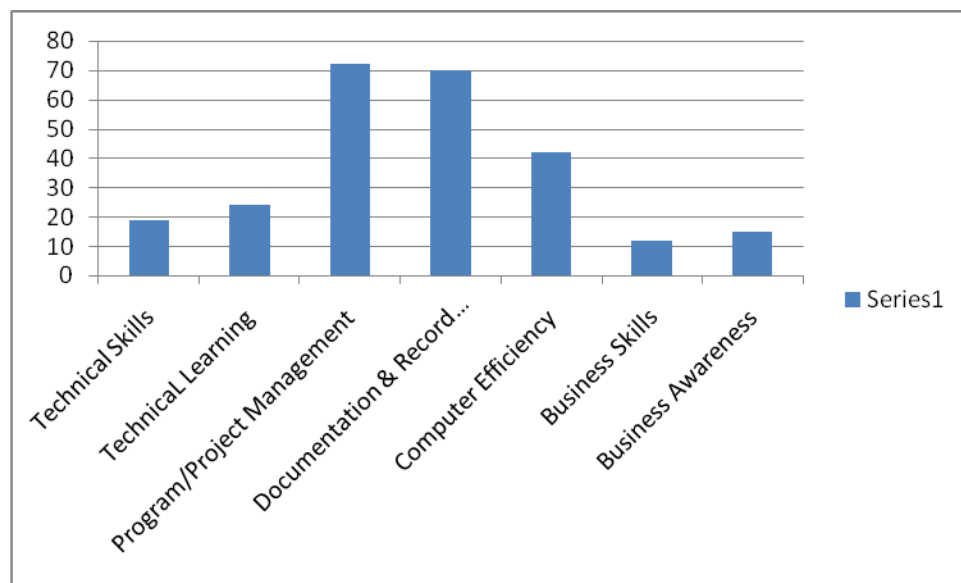
Competency is the result of knowledge and skills. The knowledge could be gained by scholastic education, experiential education and intuitive education. The skills are transferable from person to person by intensive participatory methodologies. Every person would have the inborn knowledge and skills. However, the competencies in an organisational perspective differs from the inborn competencies and are need to be cultivated and aligned to match the organisational vision, mission, goals, objectives, strategies, activities, policies, systems and customers/stakeholders. Therefore, the talents and disciplines of a person are to be optimally utilised for gain maximisation and risk minimisation. A sample survey of 60 managerial cadre staffs of corporate and social

development field about their expectations from the social worker reveals the following things:

Technical/Function Competencies

Of all sets of skills, the technical/functional competencies are easy to cultivate. These are centred more towards an individual than the team. The bottom level workforce of an organisation uses more technical skills. Perhaps, the organisation would not offer planning or policy level functions to an entry level social worker as much experience is required in this area. While the senior managerial staffs take care of the strategic functions, the fresh entrant would be assigned with the technical areas of work. As the social worker gets the desired experience and advanced levels of competencies, she/he would scale up the organisational ladder and still have to retain the technical/functional competencies.

Technical/ Functional competency expected from professional social workers.



Data: Field Survey

The above figure shows that, the organisations expect Programme/Project Management along with computer literacy, documentation and record keeping. Though it appears to be a simple expectation, the ground realities mismatch especially with

reference to the rural areas. The computers have become the part of organisational activity. But, rural technology and infrastructure development should improve to a greater extent in order to meet the organisational expectation. In Indian perspective, majority of the rural folk are belonging to the middle class and lower middle class for whom personal computers are not affordable. The education institutions though made computer a part of academic syllabus, the duration of the computer classes are short and insufficient as to get command over the system. The private coaching being a costly affair, the parents do the minimum and the learner falls short of the desired standards. The lack of computer skill brings down the confidence of the learner and in turn her/his documentation, record keeping and communication skills are adversely affected as the computer literacy is a skill interrelated to the other skills and other skills are interdependent on computer command. The lack of language command; especially the English is an added agony.

The business awareness, awareness about the process and cross functions of the organisation and technical learning interest are also the part of technical skills. However, the respondents have not much stressed on this aspect. This may be due to the fact that the organisations frequently conduct orientation and awareness programmes; and a social worker having academic background would respond and internalise these things without much difficulties within a short span of time.

Managerial Competencies

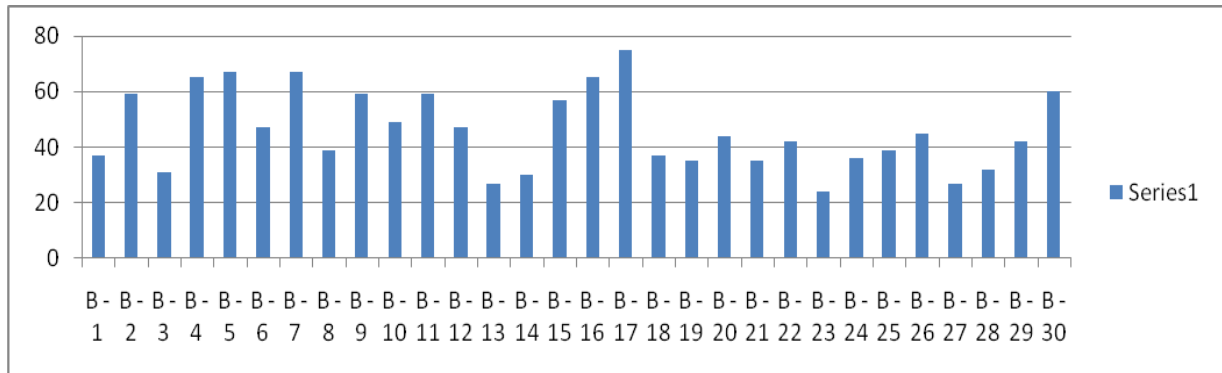
Managing literally denotes managing the people and not the things. This is because; people are the controlling factor of all other material resources. A manager is a policy centred person practically whose primary functions are as follows-

- Designing the Performance
- Designing the Policies and Systems
- Using the multiple skills according to the needs and requirements of the organisation and its customers.

- Acting as per the policies and ensuring that others are also functioning within the policy framework.

Managerial Competency

The productivity, results and impacts of an organisation is directly related to the efficiency and effectiveness of the managerial staffs.



Data: field Survey

B – 1	Customer Orientation/cust focus
B - 2	Organizing skills
B - 3	Cross Functional Perspectives
B - 4	Planning Skills
B - 5	Execution Skills
B – 6	Analytical Skills
B – 7	Decision Making
B – 8	Delegation
B – 9	Leadership
B – 10	Developing & supporting
B – 11	Problem Solving/analysis
B – 12	Learning &Change Orientation
B – 13	Dealing with Ambiguity

B – 14	Strategic Agility & Innovation
B – 15	Organizing
B – 16	Planning
B – 17	Time Management
B – 18	Directing others
B – 19	Managing &Measuring work
B – 20	Priority setting
B – 21	Negotiating
B – 22	Organisational Ability
B – 23	Comfort authority
B – 24	Managerial courage
B – 25	Assessing talent
B – 26	Conflict Management
B – 27	Improvement orientation
B – 28	Advocacy
B – 29	Facilitation
B – 30	Resource Management

Planning and Organising

This is an acute area to be examined carefully. The Social Work Schools unless a premier institution, often equipped with limited resources. Though the candidates who study in the institutions show academic excellence, often lagging behind in organising and planning activities because; the academic environment creates limited opportunities for them to participate in such activities. Few organising activities could be found in the institutions but; it does not ensure the effective participation of the all learners. The more talented would excel during the academic career and the passive learners/participants would face the difficulties in this area when they come out of the institution.

Analytical Skills, Decision Making and Execution

This is an area where the academic knowledge of the social worker to be used to the fullest extent. The analytical skill is one that requires attentiveness, the ability to grasp and perceive the happening inside and outside the organisation and also practice. The present social system and academic environment is lagging behind in developing this essential skill. The possible reasons are-

1. Too much emphasis on syllabus focussed four papers, five unit, restricted hours of teaching and field work with academic activities.
2. Lack of infrastructure in the education institutions (especially in rural areas) such as sophisticated library with relevant and latest books.
3. Lack of exposure to the learners. Exposure does not mean that a short duration visit to the nearby organisations and observation of their functioning; but should be a continuous process throughout the academic career. Continuous and planned activities for the student development.
4. Lack of skill development processes either due to lack of resources or due to the disinterest of the academic/management staff.
5. Burden of academic works seminars, assignments, Reviews, Group discussions, extra certificate courses ,field placements, summer and final dissertations with out proper guidance for the student, lack of parental support for studies would also hinder analytical capacity due to the advancement of stress and fear factors.
6. The role of media is an important external factor affecting the analytical skills of a person. Due to rapidly growing business concerns and competition among the media, the advertisements, commercial programmes are outweighing the socio-economic development aspects. The analytical articles, programmes are becoming few and far between and the learners are diverted towards what the media shows rather than thinking what they ought to show.

Decision making is an area where the knowledge, skills and commonsense of a person could be tested. Organisations are and ought to be careful because an incorrect decision would break the entire system. To be an efficient and effective social worker, she/he should have been trained to make decisions right from the primary level. During the early stage of life, the parents make decisions on behalf of the child. But when the child grows up, there should be a role transformation and one should learn to make independent decisions. Often the parents and the teaching staffs do not realise this critical area and they continue making decision and the learner tunes her/his attitude in line with such decisions. There is an immanent necessity to break this situation and the learners are to be trained with respect to how to develop alternatives in a given situation and which alternative to be chosen, how and why. It is also obvious that the person who is able to make good decision would grow fast and facilitate faster social growth.

Execution/Implementation Skills

Though implementing the designed strategy/work plan appears easy compared to the designing of work plan, it requires technical, human and social relation skills. The effective implementation of the project, programme and productivity is more a result of team work and hence the importance is to social and HR skills Communication, Documentation, Feedback, Appraisals, Understanding Of Self-Awareness, Making And Sustaining Working Relationships, Working With Difference, Using Authority, Decision Making Skills, Use and management of resources. These skills are cultivable, provided the social worker shows interest and willingness to learn.

Leadership

Leadership is the ability of a person to influence others and being influenced by others. Effective and visionary leaders are the pillars of the organisation and every organisation expects this quality in every member but the forms and style may differ.

While leadership is easy to explain, leadership is not so easy to practice. Leadership is about behaviour first, skills second. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. Leadership is different to management. Management relies more on planning, organisational and

communications skills. Leadership relies on management skills too, but more so on qualities such as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positive attitude, wisdom, determination, compassion and sensitivity.

Cultivating the leadership skills in an individual appears to be easy because, the managerial skills are rigid but leadership skills are flexible. However, the real difficulty is that, even after much advancement in management sciences, the management and social work schools have not succeeded to codify the subject and frame precise syllabi for leadership trainings. One of the reason is the subject matter is so vast and requires lifetime learning. The other reasons are much serious.

- The traditional dictatorial working styles of the parents, academicians and the employers' kills the leader in an individual and promotes more and more followers.
- To develop leadership in an organizational perspective, academicians are to be accompanied by expert trainers which is a costly affair and often not affordable to the education institutions.
- The background of the learner, lack of confidence, initiative taking abilities, the environment in which the learner has been nurtured and brought up has great influence on the willingness of the learner to choose to be a leader.
- Leadership is inclusive of possessive interest and history witnessed the fact that good leaders often retain their leadership and not showing much interest to develop second level leaders.

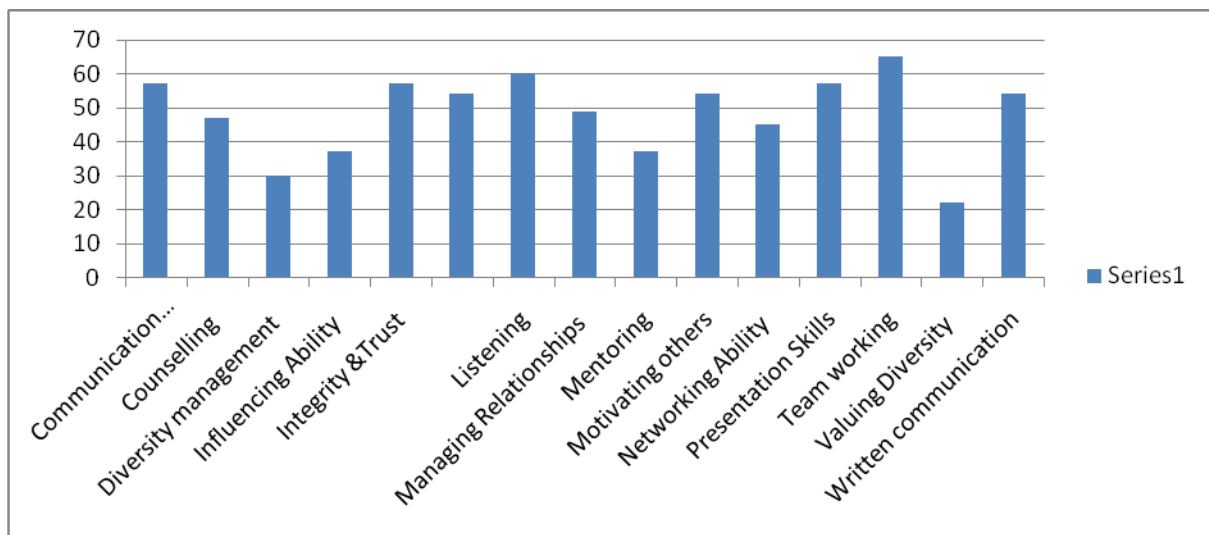
An intensive effort from all development actors is called for to prepare more and more leaders who can act as socio-economic transition agent.

Priority Setting and Time Management

The organizations spend lot of time and money to teach time management to the employees as the time is considered to be an important resource. The project,

programmes and the schemes are all time bound; compliance will produce the result; else result in waste of resources. Bad time management would lead to stress in an organization; a problem that spoils the entire organizational environment and adversely affects the productivity. Time management is a discipline that anyone can cultivate but requires expert guidance or training on specific subject matter.

Human competency



Data: Field Survey

Team Work

The research shows that, howsoever competent an individual be, the employers value the ability of the candidate to be a good team player. This is one of the classic approaches of modern management and those who pioneer in the industry stand in that position because they do have the team that can do the wonders. Even in academic environments, it is axiomatic that all those who individually accomplish well often fail in team work. The reason for this is, the skills involved in individual accomplishment and team work are different; wherein the latter requires more social and human relation skills. The academic institutions should think of designing more and more goal oriented group activities for social work students so that they will emerge as good team workers and team leaders as well.

Communication, Presentation and Negotiation Skills

It is a combination of communication, social and human relation skills. An inference could be drawn that the organizations are aware of the fact that lack of communication, negotiation skills would not only create the bottlenecks of management but also adversely affects the relationships between the colleagues, customers and stakeholders. The education institutions and social workers need to be more attentive towards the modes, types and channels of communication. More importantly, developing communication and negotiation skills requires time and efforts because; it is a complex skill and inclusive of other inter-related skills. One should also bear in mind that language skill is also the part of communication skill and if ignored, the social worker may be put into difficulties to market her/him and also convince others.

Presentation is purely a technical skill; but requires command over the subject matter and command over the language. The common problem identified in rural areas is the academic environment gives limited time for presentations and that is insufficient to skill development. In addition, the social phobia (commonly known as stage fear) prevents the learner to take initiative for presentation. If the academic institutions lay emphasis on motivating the learners and create space for more and more presentations, this skill could be cultivated by anybody without undergoing much hardship.

Improvement Orientation

Needless to analyse much because, every organization would emphasise on growth, development and improvement. However, the respondents are keen to ensure that the prospective social worker values quality and continuous improvement orientation. On the other hand, rating on this head confirms that the organizations look forward for social workers who show learning attitude, flexibility, adaptability and interest in individual and organizational growth. A positive attitude in this respect is desirable right from the academic days.

Valuing Diversity

Flexibility and diversity is inevitable for the present day organizations. This is due to the changing market conditions, changing lifestyle and social systems. The researches Wittenberg, Renee (2003). Opportunities in Social Work Careers. Chicago, IL: VGM Career Books. Show that the people resist change at the outset due to following reasons-

- Change is a challenge (at least for a while)
- It may result in unknown or unpredictable outcomes.
- Risk factor is more
- Routine work keeps them in their comfort zone.
- Changes the paradigms of the person for a moment
- The person who undergoes change will have to learn new and additional things which are a burden.
- Failure to adopt for the change within a short duration may cause feeling of insecurity.

However, the academicians should realize first that change and transformations is the part of organizational life and take necessary measures to overcome the aforesaid psychological blocks and prepare the social workers for diversity.

Creative and Strategic Thinking

Creativity is the mother of innovations and all innovative goods and services are the product of creative and strategic thinking of the organizational team. Therefore, the voting of the respondents says that this is a significant area. However, creativity and strategic thinking can not be developed at the nick of the moment. It requires continuous encouragement by the academicians and parents of the learner. The syllabus based academic environment poses a grave threat for the creativity of the learner. The learners also hesitate to go beyond the academic syllabus and think something new. Unless the education system creates space for creativity and appreciate the innovative efforts of the

learners, the gap between the employers and the entry level social worker candidate would be widened. Moreover, the creativity has no discriminatory criteria like urban or rural. But only thing is that how best the system appreciates and encourages creativity. This is an important aspect the universities, education institutions and the parents of the learners should look into.

Result Achievements and Action Orientation

With the increase in competition, the organizations can not sit idle at any point of time. Under such circumstances, there is nothing wrong on the organizations if they expect that the social workers to be result and action oriented. But, to be a result oriented social worker is not easy; unless the individual practices it right from the academic days. Usually academic institutions not being a profit concern or project mode workers, the set activities would take place without having a sophisticate monitoring and evaluation systems. The evaluation of the students in the form of examination has undergone lot of criticisms from the intellectuals. However, the academic institutions may adopt appraisal systems along with goal oriented monitoring and implementation systems so that working for results and achieving the said goal/target is the part of academic studies.

Suggestions and conclusion

1. The technical and functional competencies that the organization expects from the social workers do not require expensive trainings by the professionals. Instead, the academicians could do it; provided, the academicians are trained by the qualified training institutions. Apart from the formal trainings and workshops for the academicians, Human Resource Development Trainings are recommended so that they would become resource developers rather than mere teachers/lecturers/readers.
2. The language skill though a technical skill, is also the part of communication skill. Especially, the English language being a problem for the rural social work students, the State or the Universities or the Corporate Donor Agencies are called for taking initiatives to conduct the language courses with emphasis to English Language.

3. The academic syllabus for the social work students needs a revision. Along with the theoretical aspects, greater time shall be reserved for skill development aspects.
4. The social exposure is lacking especially in the rural areas. The universities and the academic institutions are recommended to take suitable measures so that the social work students are exposed to the pioneer organizations as a process and part of academic studies. If leading institutions are not available, at least the nearby fair organizations could be preferred; as the exposure factor is found to be inadequate.
5. The managerial and leadership skills can be cultivated only through the process of trainings. However, except some premier institutions conducting Human Resource Development Training Programmes of their own accord, the efforts from the universities and the government is unsatisfactory. The skill development programmes are to be the part of academic education so that the learners are able to relate the theoretical aspects to the present day situation.
6. The parents of the learners and the management of the academic institutions are to be kept informed about the needs and requirements of the present day organization and secure their cooperation and support for the overall well being of the individual social worker and society as a whole.
7. The universities and academic institutions should take initiatives to remind the corporate social responsibility and keep in touch with the social/business units that operate in the mainstream of the society. The exchange of information and continuous experience sharing between these two entities would keep both informed and avoid the confusions in a prospective social work candidate.
8. Social workers need to develop Self Confidence, Initiative and Commitment to Work Contract

These are the qualities and competencies rated high by the respondents. These are the part of core areas of human resource development. Apart from the academic studies, this requires the facilitation of experts to narrow down the gaps of academic studies and to cultivate the most essential competencies. If the academic system

deserves to build confidence, commitment and initiative taking capacity of the candidate, the same could be done without spending much time and efforts. However, the management/academicians will is an important factor that would decide to go or no go.

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SUSTAINABLE DEVELOPMENT AND GLOBAL WARMING

Manjumohan Mukherjee

Abstract

The paper attempts to explore the causes and consequences of global warming and suggest for the use of sustainable development as an effective means to address the problem of global warming. The author advocates for promoting human rights, food security through good governance as an effective response to address the issues of marginalisation.

Key Words: *Sustainable Development, Global Warming, Human Rights.*

Prof. Manjumohan Mukherjee, Professor, Department of Social Work, Visva-Bharati, Sriniketan-731235, Birbhum dist, West Bengal.email:

Introduction

The "sustainability" was as describe an economy "in equilibrium with basic ecological support systems." Ecologists have pointed to the limits to growth, and presented the alternative of a "steady state economy" in order to address environmental concerns. The concept of sustainable development can be divided into three parts: environmental sustainability, economic sustainability and sociopolitical sustainability. In 1987, the United Nations released the Brundtland Report, which defines sustainable development as "development which meets the needs of the present without compromising the ability of future generations to meet their own needs."

The United Nations 2005 World Summit Outcome Document refers to the interdependent and mutually reinforcing pillars of sustainable development as economic development, social development, and environmental protection.

The Universal Declaration on Cultural Diversity (UNESCO, 2001) further elaborates the concept by stating that "...cultural diversity is as necessary for humankind as biodiversity is for nature"; it becomes "one of the roots of development understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence". In this vision, cultural diversity is

the fourth policy area of sustainable development. It emphasizes that in sustainable development everyone is a user and provider of information. The broad public participation in decision making is a fundamental prerequisite for achieving sustainable development. The concept has included notions of weak sustainability, strong sustainability and deep ecology.

Broadly defined, the sustainable development mantra enjoins current generations to take a systems approach to growth and development and to manage natural, produced, and social capital for the welfare of their own and future generations.

While current first world countries polluted significantly during their development, the same countries encourage third world countries to reduce pollution, which sometimes impedes growth. Some consider that the implementation of sustainable development would mean a reversion to pre-modern lifestyles. Water is an important natural resource that covers 71% of the Earth's surface.

Sustainability requires that human activity only uses nature's resources at a rate at which they can be replenished naturally. Theoretically, the long-term result of environmental degradation is the inability to sustain human life.

The sustainable development debate is based on the assumption that societies need to manage three types of capital (economic, social, and natural), which may be non-substitutable and whose consumption might be irreversible.

In fact natural capital, social capital and economic capital are often complementarities. Forests, for example, not only provide the raw material for paper (which can be substituted quite easily), but they also maintain biodiversity, regulate water flow, and absorb CO₂.

The broadly accepted criterion for corporate sustainability constitutes a firm's efficient use of natural capital. "Eco-efficiency is achieved by the delivery of competitively priced goods and services that satisfy human needs and bring quality of life, while progressively reducing ecological impacts and resource intensity throughout the life-cycle to a level at least in line with the earth's carrying capacity."

Some criticize the term "sustainable development", stating that the term is too vague. According to Luc Ferry, "I know that this term is obligatory, but I find it also absurd, or rather so vague that it says nothing." Luc Ferry adds that the term is trivial by a

proof of contradiction. It is a parasite, harmful for the nature. But the human is the one who protects the biodiversity, where normally only the strong survive. According to them, on a planet where 20% of the population consumes 80% of the natural resources, a sustainable development cannot be possible for this 20%.

Brundtland Commission Report, which emphasized the interlinkages between economic development, environmental degradation, and population pressure instead of three objectives. Economists have since focused on viewing the economy and the environment as a single interlinked system with a unified valuation methodology. Intergenerational equity can be incorporated into this approach, as has become common in economic valuations of climate change economics. Ruling out discrimination against future generations and allowing for the possibility of renewable alternatives to petrochemicals and other non-renewable resources, efficient policies are compatible with increasing human welfare, eventually reaching a golden-rule steady state. Thus the three pillars of sustainable development are interlinkages, intergenerational, equity, and dynamic efficiency.

Adverse impacts from global climate change on the earth's ecosystem and human well-being have unequivocally been felt in the last half century. The years from 2001-2010 have been the warmest 10 year period since the beginning of weather recording in 1850 the heat of the oceans increased in the second half of the 20th century.

This year the earth experienced extreme weather, such as a deadly summer heat wave in Russia with temperatures soaring to a record 38.2 degrees Celsius; heavy rains and floods in Indonesia, Thailand, Vietnam and Australia; droughts that afflicted the Amazon basin and southwest China; floods that devastated Pakistan; and drastic changes in oceanic and atmospheric conditions in the California. Current Ecosystem brought about summertime hypoxia, anoxia and massive fish kills.

In the earth's temperature cannot be maintained and increases more than two degrees Celsius, a number of catastrophes will occur in various parts of the globe. Dry seasons will get longer and wet seasons will be shorter but more intense. Heat waves would be more frequent and dangerous.

Rich nations like those in Europe, the US, Japan and Australia are reluctant to slash their greenhouse gas emissions because emerging nations with high economic

growth in the last 15 years, especially China and India, have not legally committed to reducing their carbon emissions. In the meantime, developing and poor nations are worried that cutting emissions could hamper economic growth they badly need to deal with ; unemployment and poverty.

With advances in wind turbine design, more efficient solar cells, geothermal, bio-energy and fuel cells, we now have the basic technologies needed to shift quickly from a carbon-based to a hydrogen-based energy economy. The fuel cell is a device powered by hydrogen and uses an electro-chemical process to convert hydrogen into electricity, water vapor and heat.

Hydrogen can come from many sources, including the electrolysis of water or the reformulation of natural gas or gasoline, a process that extracts the hydrogen from hydrocarbons. If the hydrogen comes from water, then electricity from any source can be used to electrolyze the water. If the electricity comes from a wind farm, hydropower stations, geothermal power stations or solar cells, the hydrogen will be clean and produced without carbon emissions or air pollutants.

Curbing global carbon emissions by 25-40 per cent by 2020 and 50 per cent by 2050 is definitely within range. Ambitious though this might seem, it is commensurate with the threat that climate change poses to our earth and civilization. Throughout the world a new phenomenon has developed, 'Jobless growth'. The loss of jobs following the invention of labour saving machines is symbol of development.

Employment generation programmes and food for work programmes were snatched away by contractors, politicians and officials denying employment to the village labourers. As a result, employment and incomes have declined. The impact of liberalization and globalization on the artisan households is also find devastating in nature. The small units hitherto surviving on a bare minimum have become vulnerable due to competition from multinational products. Occupations like weaving, tailoring, pottery, carpentry etc, are found in deep crisis. The suicide deaths of handloom weavers and farmers have become a common feature in our country.

This is very important sector in the village economy supporting significant proportion of population is crumbling and falling on the other sectors like agriculture and petty business sector, which can not bear any more burden. There is a total decay of this

age-old industry without proper development of alternative. As a matter of fact, majority of the households in villages are considered to be labourers.

With introduction of labour saving technology in the field of construction of roads and building, wage labourers have been badly effected in the country. In view of the lopsided pattern of development, the country has been witnessing agitations, movements, rural unrest, farmer suicides and hunger deaths in recent years. The village is facing economic and social crisis.

Whatever the employment opportunities have been created so far, they are largely low paid and casual in nature and insecure. Non-agricultural employment could not be generated to the levels of expectations. Village have become markets for products of multinational, and big industries.

Migration is one of the most important means of diversifying rural livelihoods. Migration strategies in India vary widely: one or more family members may leave the resident household for varying periods of time and in so doing are able to make new and different contributions to its wellbeing. Migration may be seasonal or permanent; it may be point-to-point or circular in fashion; to may vary in distance of destination from within province, to within country or, outside the country. The contribution of migration to livelihoods will depend on various factors, including the seasonality of movement, the length of time spent away, assets and social structures and institutions allowing for women (if men migrate) and others to pursue activities previously reserved for men and household heads.

Migration is especially important for tribal groups and generally the livelihood strategies of poorer households with little or no land depend more heavily on migration. While it has long been accepted that migrant constitute an important component of rural livelihoods, increasingly in many areas, earnings from migration form the primary source of cash income. Migration is often highly formalized and involves complex sets of relations between building contractors, village recruiters and workers. These involve arrangements for securing work and providing for travel and accommodation expenses. These relationships are often highly exploitative in nature.

Tribal and indigenous peoples will need special attention as the forces of economic development disrupt their traditional life-styles – life-styles that can offer

modern societies many lessons in the management of resources in complex forest, mountain, and dry land ecosystems. Their traditional rights should be recognized and they should be given a decisive voice in formulating policies about resource development in their areas. Food security requires attention to questions of distribution, since hunger often arises from lack of purchasing power rather than lack of available food. A safe and sustainable energy pathway is crucial to sustainable development; we have not yet found it. Rates of increase in energy use have been declining.

Real development of villages can only be achieved if the labour household's employment, wages and incomes are improved. It is observed that employment, wages and other living conditions of labour households are further deteriorated in recent times.

Empowerment through Education

The rudely accepted strategy of development today is the concept of empowerment. It does not mean charity or help to the poor as a special category on the other hand, it implies a helping hand to improve their faculties so that themselves can come up to the level of others, fighting the forces of poverty and underemployment.

Mainstream education must now be re-aligned to promote awareness, attitudes, concerns and skills that will lead to sustainable development. Basic education which promotes functional literacy, livelihood skills, understanding of the immediate environment and values of responsible citizenship is a precondition for sustainable development. Such education must be available to every child as a fundamental right, without discrimination on the basis of economic class, geographical location.

Where possible, existing local technologies must be upgraded and adapted to make them more efficient and useful. Such local adaptations should also lead to the up gradation of local technical skills. Local innovations and capacity building for developing and managing locally relevant and appropriate technologies must be encouraged and supported. Integrating highly-sophisticated modern technology with traditional practices sometimes produces that most culturally-suited and acceptable solutions, which also makes them more viable. This trend should be encouraged.

The main challenges before humankind are three – to preserve peace, to eradicate poverty and to conserve the environment. The path that the world has until now traversed

in the pursuit of technological mastery has imperiled peace and the environment and failed to provide prosperity and equality for all the peoples of the world. A major change is required in our outlook and our methods.

The Earth is one but the world is not. We all depend on one biosphere for sustaining our lives. Yet each community, each country, strives for survival and prosperity with little regard for its impact on others. Some consume the Earth's resources at a rate that would leave little for future generations. Others, many more in number, consume far too little and live with the prospect of hunger, squalor, disease and early death.

In the name of growing more food and providing more comforts, we have denuded our forests. In the name of industrial growth, we have polluted the rivers and seas, heated up the globe through the accumulation of carbon dioxide, and even depleted the ozone layers that shield the planet from harmful cosmic radiation. Ecological degradation affects developing countries more fundamentally than it does the developed ones. We in India know this only too well.

Among the dangers facing the environment, the possibility of nuclear war is undoubtedly the gravest. Certain aspects of the issues of peace and security bear directly upon the concept of sustainable development. The whole notion of security as traditionally understood – in terms of political and military threats to national sovereignty – must be expanded to include the growing impacts of environmental stress – locally, nationally, regionally, and globally. There are no military solutions to 'environmental insecurity' and 'poverty'.

The failures that we need to correct arise both from poverty and from the short-sighted way in which we have often pursued prosperity. Poor people are forced to over use environmental resources to survive from day to day. This causes their survival even more difficult and uncertain.

Environmental stress has often been seen as the result of the growing demand on scarce resources and the pollution generated by the rising living standards of the relatively affluent. But poverty itself pollutes the environment, creating environmental stress in a different way. Those who are poor and hungry will often destroy their immediate environment in order to survive: They will cut down forests; their livestock

will overgraze grasslands; they will over use available land; and in growing numbers they will crowd into congested cities. Economic development that destroys the environment will create more poverty, unemployment and diseases – as the poor depend on the nature much more for their day to day needs – and thus cannot even be called economic development. Productivity of the poor going down but their expenses on medical care is shooting up, resulting in their further misery.

We believe that people can build a future that is more prosperous, more just, and more secure. Increasing environmental decay, poverty, and hardship in an ever more polluted world among ever decreasing resources.

Those looking for success and signs of hope can find many: Infant mortality is falling; human life expectancy is increasing; the proportion of the world's adults who can read and write is climbing; the proportion of children starting school is rising; and food production increases faster than the population grows. Children born today can expect to live longer and be better educated than their parents. In many parts, the new-born can also expect to attain a higher standard of living in a wider sense. Such progress provides hope. Earth a safer and sounder home for us and for those who are to come.

On the development failure side, in terms of absolute numbers there are more hungry people in our country than ever before, and their numbers are increasing. So are the numbers who cannot read or write, the numbers without safe and clean drinking water or safe and sound homes, and the numbers short of wood fuel with which to cook and warm themselves.

The number of people living in slums and shanty towns is rising, not falling. A growing number of people who do not have access to clean water and are victim of various diseases. There is some progress, impressive in places. But, on balance, poverty persists and its victims multiply. The gap between rich and poor people are widening – not shrinking – and there is little prospect, given present trends and institutional arrangements, that this process will be reversed. Such inequalities represent great difference not merely in the quality of life today, but also in the capacity of societies to improve their quality of life in the future.

Many present development trends leave increasing numbers of people poor and vulnerable, while at the same time degrading the environment. This realization broadened

our view of development. We came to see it not in its restricted context of economic growth in developing countries.

Humanity has the ability to make development sustainable – to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs. But technology and social organization can be both managed and improved to make way for a new era of economic growth. Sustainable development is not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are made consistent with future as well as present needs.

The poor are largely excluded from the institutions and partnerships that can enable them to share and control the decisions that affect their lives. This is because institutions often tend to be controlled by the powerful non-poor. Channeling appropriate assets such as land and education, technology to raise the productivity of assets, and markets to improve sales and purchases, improve the poor's 'exit options' that over time may also help them alter institutions for their sustained benefit.

Poverty reduction is a complex task, requiring sustained commitment to consistent, yet flexible, joint action. There are no quick fixes and no easy solutions.

Participation allows the poor a voice, and through a transfer of responsibility gives them the power to discover and determine ways to improve their lives. Empowering the poor is the foundation of rural poverty alleviation. The poor's chance to influence rules and to help control organization, depends on their power and influence.

Better Governance

The numerous rural development programmes where studies suggest that the 'leakage' is estimated to be between 20 and 70 per cent. Close monitoring can be organized in selected areas such as implementation of schemes relating to primary health, primary education, watershed development, empowerment of the local people to discharge their responsibilities effectively at the local level, as evidenced by the implementation of poverty alleviation programmes etc.

Corruption has become common in every public work leaking major proportion of government expenditure, showing little improvement in the conditions of poorer sections of people.

Accountability, transparency and the rule of law, are integral constituents of good governance. Transparency in government functioning will in itself reduce the possibilities of leakage and malpractice. The issue of accountability is crucial for effective financial management and a responsive civil service.

The better governance and implementation of programmes within a pro-poor policy framework is needed for effective results on the ground. Successful implementation of development programmes requires adequate funds, appropriate policy framework, and effective delivery machinery. Past experiences suggest that availability of funds alone may be a necessary but not a sufficient condition for tackling the problems of poverty and backwardness.

Violence and Human Rights

The greatest challenge that the human race has ever faced still remains: to live in a world free of the threat of violence. Violence is not restricted to times of war; it exists everywhere: in homes, schools and communities. Where there is injustice, there is conflict.

Some argue that much of the conflict in world can be attributed to the existence of an oppressive social system of power that reinforces differences between groups and allows one group to have power or privilege over another group. Conflict at the local and international level can stem from exploitation, poverty, corrupt governance, resource scarcity, and dehumanizing. As long as the global system relies on exploitive, oppressive and hierarchical relationships, there will likely exist conflict. The conflict is inherent and constant, but when positively managed it can be a productive force.

Many grassroots organizations work directly with their communities to counter conflict with prevention strategies through educational campaigns as well as support services for those recovering from violence. Whether individually or in a group, we as global citizens have a responsibility to promote a culture of peace, and resolve differences without resorting to conflict.

Human rights are the basic rights and freedoms entitled to any person, regardless of economic status, nationality, jurisdiction, age, ability, ethnicity, sex, and sexuality.

These basic rights are the right to life, freedom, equality, justice, and freedom of thought and expression.

In 1948, the world community spoke through the United Nations by establishing a framework for human rights awareness and protection with the Universal Declaration of Human Rights (UDHR). This was the first time that the protection of human rights was officially declared an international responsibility. Since then, human rights education and awareness has taken root in countries all over the world. The UDHR is based on values that are shared by ancient philosophies and many religious traditions, especially the idea that along with our individual rights, we each have a responsibility to protect the rights of other human beings.

The achievement of human rights for all is an ongoing battle, but there are numerous grassroots and non-governmental organizations dedicated to its development. Amnesty International and Human Rights Watch are established and effective international organizations, but there are many more players on the local level. It is the role of citizens, communities, grassroots organizations, and governments, as well as the United Nations, to prevent human rights violations, raise awareness of human rights and responsibilities, secure respect for all human rights, and promote international cooperation to protect human rights.

Water Resources

Water is fundamental to life. We are made of water; we consume water; we depend on water. Crops grow because of water and oil is extracted with the help of water. Computers, cars, paper, pots, cosmetics and more are manufactured using water. There is no way to escape the fact that we are utterly, and ultimately, dependent on this resource. For generations, we have been able to find clean, abundant sources of freshwater. With growing populations and increased agricultural and industrial demands, we are beginning to see this formerly bountiful resource becoming scarce. As source waters become polluted and weather patterns shift, communities are placed at the mercy of droughts, water diversion projects and political maneuverings.

Social workers must work to ensure that everyone, everywhere, has access to clean, safe water. It is in our best interest to know what is in our water and how we can ensure that it is safe to drink and use. Metals, chemicals, pharmaceuticals and other

wastes often find their way into our drinking water and can have serious health effects ranging from toxic poisoning to hormone disruption to cancers.

Food Security: Population Growth

The elimination of poverty and hunger is the first Millennium Development Goal, it follows that achieving or at least striving towards this possibility is necessary for accomplishing subsequent MDGs, and ensuring a viable future- one in which the majority of the world's children do not go to bed hungry at night.

The new poverty estimates from the World Bank incorporate the finding that living costs are actually higher than estimated before, reflected in a global poverty line of \$ 1.25 a day. These calculations suggest that as of 2005 there were 1.4 billion people world wide living in extreme poverty. One-third of them would be in India, signifying the largest number of poor compared to other countries – and even relative to the country's own past by these measures. The World Bank warns that 89 million more people may be trapped in poverty.

Food security is not only about food. It represents the convergence of complex issues: droughts and floods caused by climate change, swings in the global economy that affect food prices and threaten the fate of vital infrastructure projects, and spikes in the price of oil that increase transportation costs. People who are starving or undernourished, have no incomes and can't care for their families are left with feelings of hopelessness and despair. That desperation can lead to tension, conflict and even violence. Since 2007, there have been riots over food in more than 60 countries.

One of the most significant problems in our world today affects about one third of the global population. The issue concerns basic factors of human survival, and it must be addressed in order to tackle other issues plaguing the human race.

Nearly 2 billion people worldwide are, on a regular basis, unable to grow or get enough food to eat- and a staggering 75% of those most lacking food security live in the most rural areas in the least developed countries of the world. Whether due to conflict, drought, flooding or disease, food security and sustainable agriculture are unstable realities for most of the world's poor.

According to the United Nations World Food Programme (WFP) India ranks 94th in the Global Hunger Index of 119 countries. More than 27% of the world's

undernourished population lives in India while 43% of children (under 5 years) in the country are underweight. This figure is among the highest in the world and is much higher than the global average of 25% and also higher than sub-Saharan Africa's figure of 28%.

India is failing its rural poor with 230 million people being undernourished. The highest for any country in the world. Malnutrition accounts for nearly 50% child deaths in India as every third adult (aged 15-49 years) is reported to be thin (BMI less than 18.5).

The state of food insecurity in rural India, more than 1.5 million children are at risk of becoming malnourished because of rising global food prices. The inflation declined from a 13-year high exceeding 12% in July 2008 to less than 5% by the end of January 2009, the inflation for food articles doubled from 5% to over 11% during the same period. Food grain in harvest during 2008-09 is estimated to be a record 228 million tones. However, the requirement for the national population would exceed 250 million tones by 2015.

Every human being needs a range of basic necessities, such as food, water, clothing, shelter, education, and health care, for his or her daily life. The economic condition of lacking these essential goods and services to meet basic needs of life is called poverty.

While poverty exists everywhere, it is most severe in developing countries, where more than one person in five lives on less than \$1 a day – the threshold, which is being used by the World Bank to define extreme poverty. In 2001, over 1 billion people lived in extreme poverty and nearly half the world's population (2.8 billion) lived on less than \$2 a day.

The causes of poverty are lack of education, natural disasters, war, corruption, disability and illness. Eliminating poverty in developing countries is the goal of international development initiatives and the many international organizations working in the field. Strategies on how to eradicate poverty are, however, as numerous as the causes of poverty itself. The World Bank's anti-poverty strategy, for example, depends heavily on reducing poverty through the promotion of economic growth.

The Millennium Development Goals (MDGs), which are part of the Millennium Declaration, signed by the member states of the United Nations at the Millennium Summit in 2000, regard the elimination of extreme poverty as a much more complex task. Empowering women, combating HIV/AIDS and other diseases and ensuring sustainable development are among the goals and are all seen as necessary if extreme poverty is to be alleviated.

Human Trafficking

The era of globalization, economic or labour migration is on the rise. Due to lack of employment opportunities in developing countries and increased demands for low-wage workers in developed countries, youth, women and men are pursuing work in other countries in order to support themselves and their families back home.

The International Labour Organization (ILO) estimates that out of approximately 175 million migrants around the world, half of them are workers.

Despite encouraging economic figures, international economic migration is not strictly regulated and the maltreatment of many migrant workers is common. Migrant workers are vulnerable to harassment, exploitation and human trafficking. Part of the reason for this is that migrant workers are not granted full citizenship in countries in which they settle.

The immigration policies have not always benefited migrant workers and there is significant racial and ethnic tension. But human trafficking and the solicitation of illegal youth workers has gone underground in a number of regions. Inter-country cooperation is needed to prevent human rights violations, trafficking and other illegal practices.

Skilled migrant workers are less vulnerable to exploitation, but their departure has deprived some developing countries of valuable labour needed for their own economies. Many of these well-educated and skilled workers are youth, who make up approximately 30% of the world's migrants. This phenomenon is known as the 'brain drain', where a significant segment of skilled workers leave their home country for better opportunities in other countries.

With businesses focusing on generating profits, sustainability was not a popular concern among companies up until recently. Now, in an era of globalization, multinational corporations (those that conduct business in more than one country) and

local businesses are no longer able to conduct destructive and unethical practices, such as polluting the environment, without attracting negative feedback from the general public. With increased media attention, pressure from non-governmental organizations, and rapid global information sharing, there is a surging demand from civil society, consumers, governments, and others for corporations to conduct sustainable business practices. In addition, in order to attract and retain employees and customers, companies are beginning to realize the importance of being ethical while running their daily operations. The corporate response has often meant an adoption of 'a new consciousness', and this has been known as Corporate Social Responsibility (CSR) since the 1970s.

The companies are now expected to perform well in non-financial areas such as human rights, business ethics, environmental policies, corporate contributions, community development, corporate governance, and workplace issues. Some examples of CSR are safe working conditions for employees, environmental stewardship, and contributions to community groups and charities. The problem is that many companies that claim to be socially responsible

Labour rights is a very broad issue; however, it can be boiled down to the protection and respect of human life in the workplace and the right to work itself. Some components of labour rights are the rights to job safety, collective bargaining, and equal pay for equal work.

There are other labour rights issues that need global attention like bonded labour – people forced to work to pay off debts of ancestors. Apart from, human trafficking other issues include, maternity rights, living wages, working time, gender equality, decent work etc. Freedom of association is essential because it allows people to discuss matters: whether they are political or social.

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APPLICATION OF SOCIAL WORK METHODS IN SOCIAL SERVICE DELIVERY SYSTEM

B.T. Lawani

Abstract

An attempt has been made in this paper to discuss about the concept and structure of the social service delivery system, the emergence of various methods of social work, and application of social work methods in the service delivery system. In the second part of the paper an attempt is made to examine the application of basic social work method viz., Social casework, social group work and community organization in the practice of social work. Further, it is also analyzed about the integrated approach in the practice of social work.

Key Words: *Social Service Delivery System, Social Work Methods.*

Prof. B.T. Lawani, Director, Yashwantrao Chavan Institute of Social Sciences Studies and Research and Dean, Faculty of Arts, Bharati Vidyapeeth Deemed University, Erandawane, Pune – 411038, Email: b.t.lawani@gmail.com

Introduction

Social work emerged as a professional activity during the late nineteenth century in west. Its roots lie in early social welfare activities, the charity organization movement, and the settlement hence movement. Social work in India is known to the people as a charity and philanthropically activity since time-immemorial. Social work as a professional activity began in India in the year 1936, when Dr. Clifford Mansherdent introduced the course, under the aegis of Sir Dorabji Tata Trust for imparting training to practice the social work as a profession.

Social Service Delivery System:

Knowledge about service delivery is not a requirement only for working at an information and referral agency. Being technologically up-to-date and knowing about the available resources in the social service delivery system is absolutely essential. All social workers must understand the general features of social service delivery system and the unique characteristics of their own community's network of services.

The social service delivery system contains the social service settings that include public and private auspices; agencies and associations; primary and host settings and independent practice. Further, the social work delivery network includes services in a variety of geographic areas and jurisdictions that includes the rural and urban setting. The system also includes the sources of funding, staffing pattern, use of volunteers, use of self-help groups etc.

There are two views of the social service delivery system. In one view, the system is a collection of discrete program options that are available to eligible clients. The other view pictures the social service delivery system as a coordinated system of services that addresses quality-of-life issues and flexibly responds to the needs of clients.

Social work practitioners work in both public and private social service system. In India, Central, State and Local governments create public social service agencies through legislative statutes. Community, national or international special interest groups establish the voluntary organizations that provide voluntary-sector social services. Two types of organizations in social services are agencies and associations. Agencies are organizations that actually deliver social services. Associations are groups of people that come together to advance the common purposes of their members. Of the two, agencies are by far the more common work place for social workers.

Primary settings principally offer social services. In primary settings, social work services directly relate to the organizational mission. Host settings offer social work services as adjuncts to their organizational purposes. Social workers have a long tradition of working in host settings such as schools, hospitals, business and industry.

The independent practice of social work is another expanding entrepreneurial venture. Social workers in private practice work independently of governmental or voluntary organizations, take responsibility for the business of their practice, and arrange for their own contracts for services (Barker, 1991). Private practitioners must arrange for office space, acquire referrals, and contract for consultants. They must develop their own measures of practice effectiveness and networks of collegial support. They do not have access to the support networks and safety nets provided under agency auspices.

Geographical and political jurisdictions define the boundaries of service delivery. It includes services at the local, state, regional, national and international levels.

Geographic boundaries are necessary for efficient planning and effective funding. Geographical location includes also urban and rural settings.

The social service delivery network derives funds from a number of sources. Central and State govt. funds supply both public and private sector social services. Funds are also generated through the local communities. Individual social agencies have their own sources of income, which include contributions, fees, insurance reimbursements, donations and govt. grants. Communities need comprehensive and coordinated service delivery systems that respond to human needs holistically. Recent trends in allocating funds for service delivery reform and in coordinating efforts of existing programs make this possible. Premier Service delivery systems are client-driven, have flexible funding parameters, expand eligibility, focus on prevention, and respond to human and social needs by providing services as social utilities.

Emergence of Social Work Methods:

Many definitions of social work found throughout the professional literature reiterate the themes of helping individuals and changing social conditions. Some definitions emphasize people, whereas others incorporate the reciprocal interactions between people and their social environment. Among those historical trends that influenced the definition of practice are the emergence of social case work as a methodology in the early 1900s, the prominence of the psychoanalytic movement in the 1920s, the public welfare movement in the 1930s, the acceptance of group work and community organization methodologies in the 1940s and 1950s, of the social systems and ecological perspectives in the 1970s and 1980s.

Social group work and community organization methods emphasize the situational context of behavioral change. The inclusion of these methods as acceptable social work methods marked a significant transformation in the social work profession. Previously, social work had tended to be seen as identical to casework (Goldstein, 1973).

Application of Social Work Methods:

Can theory improve practice or is social work a mere common sense activity? Should social workers be able to offer a range of methods and styles of work in order to meet client need or should they simply be themselves? Which method of social work is most

suitable? Are these methods are complimentary to each other? These questions are addressed in this paper.

As we know that there are six methods of social work of which three are basic and remaining are auxiliary methods. During the course of practice, the social workers are confused to select a proper method of social work to deal with their clients. It seems obvious that, if we have a variety of tools in our workbag, we are more able to offer a service which is determined by client need rather than our own. Matching client and worker would be the ideal, but a more realistic alternative would be to get to grips with a range of approaches and methods. Eclecticism is all right as long as it is not haphazard (Dryden, 1984): Clients are not helped by a collection of desperate remedies. The most important point is that if you are going to choose a particular method this must be determined by the problem; we must never make the problem fit the method. Every method is only as good as the person using it: any one can make bad use of much art (Watzlawick, 1978). We cannot be experts at everything; yet, we are beginning to be expected to understand the cause and care for many social ills and prove that our methods work (Jordan, 1984).

Traditionally, social workers have conceptualized the change process as the mutual adaptation of people and their social environment. Utilizing the traditional strategies of case work, group work and community organization, social workers undertook change efforts aimed at developing clients' personal competence, strengthening families, organizing neighborhood and communities, humanizing bureaucratic organizations, and creating responsive social institutions. The particular method employed by the worker – casework, group work, or community organization – directed the process of change. Currently, a generalist perspective that integrates work with individuals and families, groups and organizations, and communities has gained prominence (Brenda and Karla, 1992).

Social Case Work:

Case work was the predominant method of social work up to and through the 1960s. Casework emphasizes direct work with individuals. Five influential orientations – traditional psychological, functional, problem solving, psycho-behavioral and crisis intervention – characterize casework intervention (Pinderhughes, 1995a). Each of these

models focuses on individual adaptation. They differ in that some place greater emphasis on reforming individuals, whereas others place greater emphasis on changing transactions between individuals and their environments. In the decades of the 1960s and 1970s specific approaches to brief intervention, crisis intervention, task centered and electric models emerged.

Family Systems Approach in Casework:

The case work methodology includes social work with families also. Family as a clientele system can be dealt with the casework method. Social casework with families became as a field of social work practice in the 1960s, drawing from interdisciplinary theoretical perspectives (Pinderhughes, 1995). Family therapy approaches view human behavior as results of family interactions rather than as products of individual personalities.

Although casework invariably include families as clients, with the emergence of family interventions, practitioners recognized the influence of the family system itself- particularly the effect of family processes on individual development, role expectations, and communication patterns.

Following four influential approaches to family treatment are evident (Nelsen, 1983) :

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- a) Psychodynamic approach (1950) – stressed the interaction of personality among family members;
 - b) Communication approach (1960) – emphasized ineffective communication pattern in dysfunctional families;
 - c) Structural approach (1970) – work with disorganized families examined environmental influences, developmental stages of families, and organizational factors such as families roles, interactional patterns and rules; and
 - d) Crisis interventions (1980) – offers short-term problem solving for families experiencing crises or disruptions.

These models of family treatment, taken together, suggest a range of factors that practitioners can assess to understand family functioning, a range of treatment goals they can set, and a variety of interventions potentially available for their use.

Application of Group Work:

Group work is considered as the best method of social work for helping the people concerned. It is because groups offer many curative factors not available through individual helping methods. They can be a source of power for social change. Groups give an opportunity for learning and testing interpersonal and social skills. A sense of belonging and 'being in the same boat' which is reassuring; there is a chance to use the leader or other members as role models. There is a scope to help as well as to be helped (Yalom, 1970).

Group work uses small-group interaction as a vehicle for social change. Early in its history, group work focused on educational, recreational, and character building activities through organizations. Social group work's focus included enrichment, education and social reform. As a social work method, social group work uses the interplay of personalities in group processes to achieve cooperative group action that addresses common goals (Trattner, 1989).

Group work as a method of social work has been introduced in the 1930s. Group work theories developed in the late 1940s. Major theoretical orientations include the psychosocial, developmental, mediating, functional and organizational approaches (Meyer, 1987).

Group work uses group process and interactions to promote growth and change in individuals. The group itself is a vehicle for change, and change occurs at several levels. The focus is not only on the group as a whole but helps individuals to enhance this functioning, Konpka (1963) described group work as a method of social work which helps individual to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems. Group work is a strategy for working collaboratively for change with individuals, and its applications extend to working with organizations and community groups as well.

Treatment and Task Groups:

The approach of group work includes treatment and task groups (Toseland and Rivas, 1994). These groups are formed to meet socio-emotional needs of group members. They focus on education, growth, remediation and socialization of the group members. Anderson (1979) suggests that small groups are significant resources for people who need to develop social competencies, especially, those experiencing "powerlessness, alienation

and hopelessness; being victimized; unable to understand their current human relations; and feeling inadequate in changing systems of which they are part."

Task groups are convened to accomplish a common purpose that extends beyond the immediate needs of individual group members.

Organizational Groups:

The method of group work also applies within organizational systems. This method helps to change organizational climate. Organizations, in fact, are actually made up of clusters of small groups. Organizational problems that are amenable to group work intervention include increasing productivity; reducing conflicts; increasing the efficiency of decision making; and encouraging communication, motivation and leadership (Walker, 1988). As a strategy for organizational change, task groups offer a number of advantages (Friedlander and Schott, 1981). Organizational change requires effective processes for solving problems and developing a sense of teamwork. Task groups foster both qualities.

Models of Group Work:

A tidy list of six models for group work practice has been drawn up by A. Brown (1986). He suggests:

1. Peer confrontation Groups – Which operate by peer pressure, openness and support.
2. Problem solving, task centered groups.
3. Psychotherapeutic groups – of which there are many models whose emphases, range from pathology to growth. Some, like group dynamic therapy, draw on psychoanalytic theory and focus on interpersonal and inter personal feelings and relationships, e.g. specific approach such as Transactional Analysis.
4. Self-help groups emphasizes mutual aid and do not necessarily need social work leadership.
5. Human relations training groups are experiential sensitivity groups which are sometimes available to social work students on training courses. They are also known as 'T' groups.
6. Social goals models, such as youth and community work groups.

The Stages of Group Development:

Most groups evolve through stages of pre-affiliation, power and control, intimacy, differentiation and separation; a more popular way of remembering developmental phases is to name them forming, storming, norming, performing and adjourning (Tuckman and Jensen, 1977).

a) Forming Stage :

In this stage a private idea to start a group becomes public when you see a potential pool of clients whose needs could best be met by working in a group. During this process decisions have to be made about group purpose, goals, place, duration, type of group membership, etc.

The group worker can then consider group composition; homogeneous enough to ensure stability and heterogeneous enough to ensure vitality is a well established law (Redl, 1951). The size of the group depends on the goals but usually groups in social work need to be more than three and less than fourteen; 'larger enough for stimulation, small enough for participation and recognition' (A. Brown, 1986). Preparatory interviews with each member would ensure the nature of the group is consistent with the individual's needs. The group membership can be open or closed.

The skills and tasks of the leader in this storming stage are: acknowledging initial uncertainties; being courteous; learning norms; giving information; connecting one person to another; playing the 'absent member' role; balancing answering questions with asking members for their views and showing concern for each individual (Northen, 1969).

a) Storming Stage :

Exploring and testing are the themes in this stage. The group is quiet 'fragile' and may not continue if the leadership does not provide enough security. Individual group members query if they are going to get what they came for. This stage can be draining. There is a need to keep calm in the face of conflicts, openly recognizing differences. There may be challenges to your authority. At all times the worker must model acceptance, especially towards those who are isolated or other deviant members. A good sense of spacing and timing indicates to the

worker when to be structured and orderly and when to be non-directive towards the group so that responsibilities can be released to the membership. This all is nothing but sorting out the power and control issues.

b) Norming Stage :

Trust, intimacy and cohesion are the features of this stage. A 'we' feeling, a growing '*esprit de corps*' is signified by high attendance, rituals etc. Members begin to help each other, so that the leader may be less active. Universality of problems and interests can be drawn out, perhaps through the selection of a high status member of risk exposing feelings (Hartford, 1971). When people perceive that this is a safe thing to do, then others start to talk more openly about themselves. This leads to a sense that 'This is our group' : it no longer belongs to the leader.

c) Performing Stage :

The evolution of a group culture is possible during this stage. There is an acting together to solve problems and effect change in the group or some system outside it. One member may be ready to show 'the way things are done here' by modeling behavior and values for the rest to emulate.

d) Adjourning Phase :

The planned termination phase prevents stagnation and dwindling productivity, which can happen if members or the worker hang on to the group through guilt or uncertainty (Whitaker, 1975). At this point social workers evaluate the sessions and ask for feedback. Following are some of the tasks during termination which would help the group:

- i) Setting goals for the time left;
- ii) Reviewing experiences;
- iii) Emphasizing gains;
- iv) Reinforcing interests outside the group; and
- v) Recognizing feelings of loss.

To sum up, groups move through individuality to mutuality, then to interdependence and, finally, to independence. The leader's role, according, is, in turn, active, pivotal, peripheral and directive. The worker must let the group energy flow,

facilitating, guiding, steering, holding the group to the task, encouraging expressions of difference and sustaining by simply being there (Henry, 1981).

Application of Community Organization:

Social Work practice in the community setting includes community organizing, organizational development, and social reform activities. The community organization gained prominence as a method of professional social work practice in the United States in the 1960s. The Microsystems practice of social work in communities includes models for community organization, neighborhood development work in organizational contexts and formulating and administering social policy.

Community organization creates changes in larger groups and organizational units. The efforts of community organization, by their very nature, create change in situations or in the environment, which in turn affects personal well being. For example, early community organization efforts addressed community problems stemming from World War II, such as the need for a network of services for military families and day care services for children whose mothers were filling gaps in the work force.

Rothman (1969) has described the following three models for community level problem solving:

- a) Locality development model – involves citizens in addressing common interests, defining problems, and developing solutions by building a sense of community;
- b) Social planning model – utilizes the structure of formal organizations as well as the findings of research to decide rationally upon courses of action to solve substantive community problems; and
- c) Social action model – incorporates conflict and confrontational tactics and techniques to advocate social justice and shifts in power structures.

Integrated Social Work Practice:

A professional desire to unify the basic social work methods precipitated the search for a common base of practice. The unified practice approach increased in 1950s. It is during 1970s to 1980s that the integrated generalist approach to practice gained recognition and acceptance (Meyer: 1970, Goldsten: 1973, Goldberg: 1974 and Siporin: 1975).

The integrated practice approach integrates the traditional intervention methodologies into a unified framework. It expands the concept of clients to include all those social systems in the environmental arena. Clients can be communities, neighborhoods, corporations, groups or individuals. In this context human systems as a whole that consult with social workers is considered as the clientele system. Accordingly, to make systematic changes requires changing the attitudes and behaviors of the members of a system.

Some times it is argued that the effectiveness of the specialized methods – casework, group work and community organization – is lost in a generic orientation. However, proponents of the generalist approach believe that the unified perspective fosters breadth in potential interventions. The integrated model, that is generalist approach, to social work practice is oriented toward finding solutions to problems and challenges, presenting issues, rather than a particular method, direct generalists' practice activities. In this system social workers seek solutions in many social structures. Thus, even in generalist practice, social work intervention occurs at the individual, family, group, organizational, community, and societal systems level – often simultaneously. From this unified perspective, Goldstein (1973) defines change as a process of adaptations of life circumstances manifested in the individual's behavior. Change requires the accommodation of others in the social milieu. In other words, change in one system is likely to precipitate change in other systems.

Conclusion:

Social services are offered in the context of a delivery system. Ideally the delivery system is constructed to respond to personal needs and social problems at all levels. In reality, some inherent weakness in the structure of the delivery system thwarts the ability of social work to respond promptly to problems, delimits those who can receive services, and fragments the actual provision of services.

The application of social work methods depends on the situation and the context. In the Indian setting the practice of group work will be of great use. This is truer particularly in the developmental social work practice. Further, the integrated practice approach and its models will be more suitable to practice the social work as a general

practitioner. The other methods will be supplementary and complementary to this model of social work practice.

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SCOPE OF PRACTICE FOR CLINICAL SOCIAL WORK IN THE FIELD OF SPEECH, LANGUAGE AND HEARING

S. Venkatesan

Abstract

The fields of speech-language-hearing and clinical social work are helping professions. Hence, it is logical to expect that the two specialists interact and contribute mutually for the common good of persons with communication disturbances. However, in actual practice, for some obscure reasons, such shared exchanges are seldom reported in our country. It is conceivable that audiologists, speech-language pathologists, ENT, clinical psychologists, occupational therapists, physiotherapists, special educators or even other medical practitioners like neurologists, pediatricians, and plastic surgeons are part of a multi-disciplinary team in identification, treatment or rehabilitation of individuals with communication disorders. The notion of a clinical social worker as an important ingredient in the team is yet to catch the eye of both these professions. This paper explores independent scope of practice in both these professions before attempting to build bridges on shared areas of concern for optimum benefit to affected individuals with communication dysfunctions or disabilities.

Key Words: *Audiology – Speech Language Pathology – Scope of Practice – Clinical Social Work*

Prof. S. Venkatesan, Professor in Clinical Psychology, All India Institute of Speech and Hearing, Mysore: 570 006 (Karnataka). Email: psyconindia@gmail.com or psyconindia@aiishmysore.in

Introduction:

A casual perusal of the curriculum in ongoing under graduate and post graduate speech-language-hearing as well as clinical social work professional training programs in the country will at once show how little is the mention of either profession. Not much is taught between the professions on or about their history, background, qualification, training prerequisites, job charts, and areas of work or scope of practice. Therefore, it is small wonder that fresh students from clinical social work find themselves alienated and

divorced from the activities or happenings on ground in the field of speech language and hearing and vice versa.

Scope of Practice

This term is used to define the standards or permitted actions, procedures and processes for the licensed professionals. It covers the range of responsibilities, types of patients or caseload and guidelines that determine the boundaries within which they can practice (Riggar and Maki 2004). The scope of practice for any given profession is limited to what the laws of a given country permits for a specific level of education, experience, demonstrated or updated competency. Each nation has laws, licensing bodies, and regulations to describe requirements for education, training, and define scope of practice for every profession. The professions may include dietitians, nursing, midwives, physicians and surgeons, dentists, hygienists, chiropractors, occupational therapists, physical therapists, speech-language pathologists, audiologists, radiographers, etc. The meaning and importance of scope of practice becomes apparent when one reflects on the statement that it is not within the scope of practice for paramedics to prescribe medicines, suture wounds or give injection through muscle, under the skin or directly into a vein (Meyer 1985).

The official 7-page document on ‘Scope of Practice for Audiology and Speech-Language Pathology’ by Indian Speech and Hearing Association (ISHA, 2010) by drawing from American Speech and Hearing Association (ASHA, 1996) make no mention of ‘clinical social work’. Likewise, there is no similar published document on scope of practice for clinical social work in India as yet although there is the draft ‘National Council of Professional Social Work in India Bill, 1993 & 2007’, or its counterpart in ‘Maharashtra Council for Professional Social Work Bill, 2008’, proposed by the ‘National Association of Professional Social Workers in India’ (NAPSWI, 2007) doing rounds seeking ‘information, discussion, comments, amendments and advocacy’. These draft bills make no specific mention of ‘scope of practice in clinical social work’ or on issues related to standardization, accreditation and licensing as mandated in many other developed countries. Other related bodies, such as, ‘Association of Schools of Social Work in India’ (ASSWI, 2009), ‘Indian Association of Trained Social Workers’

(IATSW, 2008) or its Karnataka chapter affiliated to ‘International Federation of Trained Social Workers’ (IFTSW, 2011) also make no mention of these professional issues.

About Speech-Language-Hearing

Against this background, it is time to bridge the professions of speech-language-hearing and clinical social work in our country. The speech-language-hearing specialists typically engage in understanding and providing clinical services across life span for individuals with hearing, speech, language, communication, swallowing or other upper aero-digestive concerns. Their scope of practice is defined and varies depending on the levels of education, experience, skill and proficiency of the trained individual. The overall objective of the profession is to optimize ability of affected individuals to hear, communicate, swallow in natural environments and thus improve their quality of life.

Speech, language, hearing, communication swallowing and other upper aero-digestive disorders come in variety of forms. Speech disturbances may relate to articulation, fluency, resonance, and voice including aeromechanical components of respiration. Language difficulties may be to do with phonology, morphology, syntax, semantics and pragmatics, or social aspects of communication. It could be to do with receptive or expressive language in oral, written, graphic and manual modalities. It could also be connected with language processing; pre-literacy and language-based literacy skills like phonological awareness. Swallowing or other aero-digestive functions relate to disturbances like infant feeding. Drawing from several sources (Guilford et al. 2007, Hicks 2006, Shames and Anderson 2002), a summary list of some important clinical activities usually rendered by speech-language-hearing experts for persons affected by related conditions is given below:

- Establishing augmentative-alternative communication techniques/strategies including developing, selecting, and prescribing systems like speech generating devices;
- Audiology deals with knowledge, protection and rehabilitation of human hearing. It covers function/dysfunction of the auditory system. Their services for hearing impaired include diagnostics (through psychoacoustic methods, electrophysiological tests, acoustic methods and pediatric tests), auditory

rehabilitation (through selection of hearing or assistive listening devices, taking ear impression and making ear mold, fitting or fine tuning hearing devices and assessment of fitting outcome, communication training, assessment of communicative disability, screening need for alternative and augmentative communication systems, prevention, research and teaching;

- Providing services to individuals with hearing loss and their families (e.g., auditory training; speech reading; listening training, speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices for purpose of troubleshooting, verification of appropriate battery voltage);
- Selecting, fitting and establishing effective use of prosthetic/adaptive devices for communication, swallowing, or other upper aero-digestive functions (e.g., tracheoesophageal prostheses, speaking valves, electro-larynges);
- Educating and counseling individuals, families, co-workers, educators, and other persons in community regarding acceptance, adaptation and decision making about speech, hearing, communication, swallowing, or other upper aero-digestive concerns;
- Advocating at local, state and national levels for access to and funding for individuals through community awareness, education, and training programs, including elimination of societal barriers;
- Collaborating with and providing referrals and information to audiologists, educators, and health professionals as individual needs dictate;
- Recognizing the special needs of culturally diverse populations by providing services that are free of potential biases, including selection and/or adaptation of materials to ensure ethnic and linguistic sensitivity for persons affected by speech, hearing, communication, swallowing, or other upper aero-digestive concerns;

Speech disorders can arise in various parts of the nervous system and muscles and other apparatus involved in speech. These may lead to inability to communicate effectively. Some of them are disturbances of language rather than speech since they result from an impaired ability to understand or to form words in language centers of the brain rather than a defect in the apparatus of speech production. People with speech-

language disorders can be helped by speech therapy. Hearing impairment or deafness may be complete or partial inability to hear. Total deafness is usually congenital. Mutism-refusal or inability to speak-is a symptom of profound congenital deafness. Professionals in this field help people with three inter-related problems of speaking, language and hearing. Thus, there are three types of professionals: speech and language therapists, audiologists and teachers for the hearing impaired. Speech therapists diagnose and evaluate speech-language abilities of the individual, plan treatment programs and restore or develop patient's skills of communication. Audiologists are concerned with prevention, identification, assessment and rehabilitation of hearing impairment. When hearing loss exists, they determine its nature or extent and recommend appropriate treatments including hearing aids or other assistive devices. Audiologists also test noise levels in workplaces and conduct hearing protection programs.

The officially prescribed scope of practice for audiologists and speech-language pathologists covers activities like mental status assessment, swallowing and feeding evaluation and treatment, neurogenic language disorders, neurogenic speech disorders, assessment and treatment of cognitive status, voice and resonance disorders, pre/post head and neck surgery speech assessment, patients with tracheotomy or endotracheal tube, evaluation of speech language or swallowing status following pharmacological, surgical or rehabilitation therapy outcomes, staff education in inter disciplinary or multi disciplinary teams, data collection for research, continuing education, ensuring reimbursements, risk management including a systematic process for identifying, reducing, and eliminating the occurrence of anything that puts the patient, care provider or provider organization at some legal or financial risk, external and internal reviews and audits, cost containment, quality assurance and performance improvement, professional involvement in advocacy (ASHA 1996, ISHA 2010).

About Clinical Social Work

Social work is a profession and social science committed to pursuit of fostering well being, social justice, quality of life, and development of full potential of each individual, group and community in a society (Brandell 2011). Social workers draw on social sciences to solve social problems. Clinical social work, a sub sect of the larger profession

of social work, provides mental health services for prevention, diagnosis and treatment of mental, behavioral and emotional disorders in individuals, families, and groups. Their aim is to enhance and maintain their patients' physical, psychological, and social function. A distinction is maintained between the generalist in social work and specialist in clinical social work. Some authors prefer to make fine distinctions between Licensed Baccalaureate Social Worker (LBSW), Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW). These distinctions highlight the depth, intensity and extensity of professional practice in relation to educational qualifications, training with or without internship in certain settings as well as in their scope of practice (Turner, 1996).

Contrasting the social worker with graduate or post graduate qualifications, professional clinical social workers are responsible for giving mental health services for clients diagnosed and being treated due to mental, emotional, behavioral, and other communication disorders. Their primary objective is to enhance and maintain the normal physical, physiological, and social functions of the client. They seek to improve the quality of lives of many people suffering from such problems. As they adhere to values and ethics grounded with the social work profession, their job description appears all-embracing. Their range of activities include helping individuals cope with issues that they encounter in their life, dealing with their relationships with other individuals, solving family-related problems, assisting clients facing life-threatening diseases or disability, social problems, and domestic conflicts like physical and sexual abuse. The scenario looks too general for clinical social workers. But, the bottom line is that the social scenario is root cause of behavioral, mental health and communication problems experienced by their clients (Cooper and Laser 2010). Their duties are considered as social service although social work is not social service. Clinical social workers engage themselves in programs and organizations that promote policy and planning developments, research, and other community-related advocacies that promote normal functioning of clients including the disabled, children and women. They are often the first in contact to screen or identify such vulnerable sections in the general population. Therefore, they conduct necessary referrals, set into motion treatment procedures that will lead to recovery and wellness of the patient or the client (Dorfman 1996).

Community mental health centers, schools, recovery programs, primary health care centers, aging and child welfare agencies, private and government settings are in dire need of clinical social workers. This is because more individuals, families and groups require focus to improving their mental, emotional and behavioral well being. To address this issue, they employ holistic approaches to understand the client's relationship with their environment. Counseling is a critical activity to help clients set their goals straight while facing treatment in spite of their medical condition. Finally, confidentiality of all information obtained from the client is scrupulously maintained to ensure or safe guard the client's welfare (Munson, 2002).

Social workers prefer the term 'client' to refer to individual, group, family, or community that seeks or is provided with their professional services. The client is often seen as both the individual and the client system or those in the client's environment. The term 'consumer' is also used in settings that view the client as consumer or one capable of deciding what is best for himself to encourage self-advocacy and self-judgment while negotiating the social service and welfare system. The term 'patient' is used by social workers employed in health care settings to denote insurance reimbursement in health settings. In sum, clinical social work is the professional application of social work theory and methods for diagnosis, treatment and prevention of psychosocial dysfunctions, disability or impairments, including emotional, mental, behavioral, and communication disorders (Barker, 2003).

The Changing Scenario

Clinical social work views the client's relationship with his/her environment as essential to understanding their predicament and later to enable treatment planning. In essence, this 'person-in-environment perspective' is the cornerstone for contemporary social models. They view human disorders, disturbances and disabilities NOT as the making or misfortune of the affected individual (Oliver and Sapey 2006, Stroman 2003, Fleischer and Frieda 2001, 1998, Shapiro 1993). Rather, it is alleged as the intended or unwitting consequence of several barriers imposed by the larger system or society on the affected persons (Silvers 2010, Fougeryrollas and Beauregard 2001). The argument is that society is created and operated in a way without taking into account people who do not meet its perceived norm. Society excludes such people and thereby renders them disordered or

disabled (Ormerod 2005). If one follows this model, use of the term ‘people with disabilities’ makes no sense. It views ‘barriers’ and not the individual per se as source of disability. For example, if a dwarf (vertically challenged) cannot operate a switch board at a height, the handicap is more from location of the switch board than in the individual. The barriers need not be physical alone. It could be attitudinal, systematic and institutionalized. The understanding that barriers are socially created and operated implies that they must be identified and tackled at their source than leave them as incidental or insignificant. Such barriers may be present in diverse areas including education, employment, urban design, transport, tourism and travel, leisure and recreation, housing, etc (Burnett and Bender-Baker 2001). These changing perspectives, largely credited in the west to clinical social work practice, are gradually replacing earlier ‘magico-religious perspectives’ (Braddock and Parish 2001) and ‘medical models’, which were used to explain human disease, deformity, disorder, disturbance, deviance or disabilities as the consequence of insults either in ones present or past life. It used to be explained, how one is affected, for example, owing to a faulty chromosome or an attack of brain fever in this birth or owing to the retaliatory machinations of divine forces for the errors committed by the person in past life. In recent times, both, these view points are refuted (Miller et al. 2010, Albrecht et al. 2001, Brisenden 1998) and are replaced by the social models.

Going by these ongoing perspective revisions, the concept of ‘impairment’, ‘disability’ and/or ‘handicap’ are also changing (WHO 1980, 1992, 2002a, 2002b). There is growing emphasis on environmental factors or on redefining disease, deviance or disability in terms of the physical, social and attitudinal situations or settings in which the affected people live. More importance is given to health than disease, function than dysfunction, ability than disability, empowerment than handicap by stressing on personal aspects of the individual such as age, caste, race, gender, educational background, and lifestyle (Pfeiffer, 2007). All this becomes a waiting agenda for action to both professionals from speech-language-hearing and clinical social work. In their renewed joint pursuit to improve quality of life, both must resolve to reduce impairments of body functions and structures, activity limitations, participation restrictions and elimination of environmental barriers faced by the individuals they serve. The person with

communication disorder in question could be an individual with a known disease process (example, aphasia or cleft palate) as well as those with activity limitations or participation restrictions (example, hearing impaired children requiring classroom changes).

There is a shared role for both these professions in areas of screening, consultation, assessment, diagnosis, prevention, habilitation, rehabilitation, intervention, management, counseling and enhancement of functions in speech-language-hearing, communication, swallowing and other upper aero-digestive disorders. Further, in terms of settings, they share work spots like public and private schools, health care centers, hospitals, medical rehabilitation facilities, long-term care facilities, home health agencies, community clinics, mental health facilities, private practice, universities and university clinics, individuals' homes, group homes and sheltered workshops, neonatal intensive care units, early intervention programs, preschools, and day care centers, correctional institutions, research facilities, corporate and industrial settings, ageing services, etc. In short, the social model views disability as a social construction in that society does not accommodate and has negative attitude towards such persons. The clinical social worker who chooses to work with people with communication disabilities must have a specific orientation which cannot be occasional. Recent attempts to codify the key factors in training and supervision of clinical social work with ramifications for inclusion into their scope of practice are given below for consideration (Beaulaurier and Taylor 2007, Barrow 2006, Munroe 2004, Galambos 2003, Howard and Jenson 1999a, 1999b, Jackson 1999, Kirk 1999):

- Understanding of how the political, social and physical environment impacts on persons with disabilities;
- Recognizing the nature of stigma, prejudice, discrimination, status, and roles in relation to disability;
- Knowledge of the disability rights movement, laws, legislation and disability culture;
- Knowledge of medical, developmental, psychological, family, ethnic, cultural, political and spiritual contexts of people with disabilities as well as multiple minority statuses;

- Recognition of need for interdisciplinary collaboration for comprehensive disability intervention;
- Expertise in assessment, diagnosis, case formulation, psychosocial intervention and evaluation;
- Knowledge of independent living movement, supported employment, and transition from school to work status;
- Knowledge of supportive technological advances and their application; and,
- Knowledge of ethical mandates for work with disabled persons, including limitation of professional competence and scope of practice.

Redefining the Scope of Practice: Some Problems and Issues in Indian Scene

Illango (2009) laments the lack of comprehensive understanding on concepts of 'standardization, accreditation and licensing' for professional social work education and practice in India. There is confusion in lay minds and higher echelons between professional social work practice and social service or social welfare, philanthropy, good Samaritanism, community work, charity or volunteerism. By definition, social work profession promotes social change, effective problem solving in human relationships, empowerment and liberation of people to enhance their well-being or quality of life. In practice, the profession addresses barriers, inequities and injustice existing in society. It responds to crises, emergencies and everyday personal-social problems. It 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-centered psychosocial processes to involvement in social policy, planning and development. These include counseling, group work, social pedagogical work, 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 political action to impact social policy and economic development. The spotlight of social work is universal. The priorities of social work practice vary from country to country and from time to time depending on cultural, historical and socio-economic conditions (Munroe 2004).

Scope of practice may be also viewed as an ethical issue based on ones professional ability and level of given or acquired training. More established professions like medicine have well developed scope of practice guidelines. The lack of it complicates the challenges of determining which skills or competencies one can or cannot practice. Unfortunately, the question on scope of practice is not raised until a supervisor or colleague from another profession objects or comes into conflict about certain job related activities. The scope of practice for clinical social work, if formulated, is likely to vary considerably from one place to another. It may also depend on a variety of factors, such as, state or local laws, agency, program or supervisor under whom one works, the type of target issues or clinical population, ones background training and current skills, overlapping scope of practice of other colleagues, politics and competition among occupations for control, recognition and pay, the context of work including issues raised by clients, etc. Taking cues from Kerson and McCoyd 2010, Berthold and Guillen-Nunez 2009, Johnson, 1995, Gore, 1981, the scope of practice proposed for clinical social work related to our country in the context of speech-language-hearing professional practices can be:

- Accompanying clients during sessions or to lend support or provide advocacy;
- Psychosocial assessment of clients by administration and interpretation of checklists on individuals or communities, such as, conducting initial interviews with new clients;
- Advocacy including media advocacy or working with print media, radio or television to promote programs, policies or information on or about individuals, groups or communities affected by communication disorders;
- Assisting in research projects by interviewing, or as focus group facilitators; Recruiting clients or study participants, taking their informed consent; Data collection, compilation, and analysis of psychosocial correlates of communication disorders;
- Bilingual/multi-lingual social workers can help interpret oral communications between clients-service providers although there is objection to this practice in some quarters

- Case intervention planning and evaluation; Monitoring client compliance with program expectations; Partnering clinicians to support clients in understanding and following treatment guidelines-sometimes referred to as treatment adherence or compliance counseling-although under close supervision of the practitioner; Make provision for life skills training; Providing informal counseling, peer support, preoperative or pre-procedural counseling;
- Child welfare or adult custody determination in medico legal cases;
- Community organization for case finding, guidance for referrals; Identification and compilation of social work agencies or community resources;
- Coordination and evaluation of service delivery;
- Crisis intervention or work with client/s in crises, such as, a communicatively impaired person being subjected to domestic violence, sexual abuse, segregation, chaining, branding, etc through home, institutional or field visits;
- Determining eligibility status for clients to avail benefits and concessions under various government programs or schemes for the persons with communication disabilities;
- Facilitating social or support groups for siblings, parents, grandparents, caregivers, buddies or even well wishers of target clinical groups with various speech, language, hearing or communication disorders;
- Facilitating training or community education sessions for groups like parents self help groups, remedied persons with stammering/stuttering, etc; Interventions with individuals, couples, families or groups to enhance or restore the capacity for social functioning;
- Indulge in private clinical practice;
- Providing culturally and linguistically appropriate education and information to clients;
- Supporting clients in better understanding their own questions, resources, knowledge and options for action and services; Changing behaviors; Communicating their questions and concerns; In developing and implementing a plan to reduce risks and to enhance their communication competencies and thereby their quality of life; To access services;

- Teaching

To add clarity to the above, some sample competencies generally lying outside the scope of practice for clinical social workers in the field of speech-language-hearing or communication can include: diagnosing disorders, disabilities, deviance, difficulties or disturbances; prescribing treatment or medication; counseling severely communicatively impaired individuals; providing individualized therapies; advice on legal or medical issues.

In sum, this paper concludes that there is extensive opportunity for drawing a scope of practice in both the helping professions of speech-language-hearing and clinical social work by crossing bridges given the several common areas of concern for best possible advantage of affected individuals with communication disorders.

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NEED OF SOCIAL WORK PRACTICE APPROACH IN BACKWARD CLASSES WELFARE PROGRAMMES IN KARNATAKA *

C.A.Somashekharappa**

Abstract

Social inequalities practiced through the ages have debilitated some sections of people in Indian society in terms of their social, economic, political and cultural life. In order to bring up and make them capable of participating in all arenas of society, a kind of support services need to be extended by all these concerned, most importantly the State. During the modern times, the State has become the major player in the social welfare measure activities. The Government of Karnataka has implemented a score of programs during last three decades for development of the other backward classes (OBCs). The measures that have been followed by the state have yielded some desirable results. But as the OBCs population has been increasing enormously, there is a need of extending and expanding the welfare measures further to uplift the needy sections among the OBCs. There is also a need for more and more newer schemes of welfare measures evolved keeping in view of the changing requirements of society in general and the OBCs in particular. The effective implementation of schemes by the governmental and non-governmental agencies should particularly involve the social work practice approach for attaining the desired results and genuine putting the OBCs in the mainstream of society.

Key Words:

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**Professor of Sociology Karnatak University, Dharwad-580003, Karnataka.

Introduction

The human societies are characteristically stratified with the hierarchical arrangements of a type followed in which some are allowed to be rich, better off, and stronger, while others poor and weak; some superior, while others inferior; and some privileged, while others deprived (Beteille, 1981). Fundamentally, stratification is a functional requirement and hence this kind of arrangement has been a requisite of

every social system. But it needs to be changed for the general good of all. The use of potentialities of every one and every section for the benefit of every body and the human totality.

The inconsistencies in the socio-economic and cultural arrangements in human societies have been prevailing since time immemorial, while attempts have also been made to bring about changes in them time and again. However, the results were dismally poor. While looking back into the historical situation of the human organizations one might get to think that it is very difficult to change the prevailing arrangements. But the trends in contemporary society might provide hopes of achieving what is desired for the benefit of the majority.

Concept of Backward Classes

The backward classes in India in general and Karnataka in particular constitute a sizeable section of population who have been conceptualized so because of their low social, economic, educational, political and cultural positions in the society. Constitutionally, all those who are deprived of their social, economic and cultural rights through generations are viewed backward who for the reasons of which have remained poor, weak and debilitated and they need to be addressed and attended to in terms of their basic rights for which state shall create all the possible conditions to serve them better to make their living better (Basu, 1987). An early attempt to define the backward classes is found in the Mysore government Report on Backward Classes prepared and submitted to the state in 1919 under the chairmanship of Sir Leslie Miller (Miller, Leslie, 1919). It was around that time when exposure to english language, in term of reading and writing, was essential for serving the British Raj. Those who, as a caste or category, could pickup learning english early to join government service and to better their occupational and economic positions were all considered “forward” and rest were declared backward (Miller,1919, 3-5). Considering the recommendations of Sir Miller committee, the State of Mysore was the first regional government in the country to come out with its policy of protective discrimination to provide justice to those who were deprived of their participative

roles in the state administration. Prior to this, an attempt was followed by the local Brahmanis to secure positions in the court of Maharaja of Mysore as they were denied of their chance of joining services in government. With this the reservation of positions in public offices began to be provided to those who were deprived of them. The Brahmins were pioneered with the reservation of jobs in the erstwhile state of Mysore to balance domination of Tamil Aiyer Brahmins in the same order (Kuppuswamy, 1983).

In independent India, an early attempt was followed in 1950s by the Government of India through Kaka Kalelkar Committee to identify the backward classes (Kalekar, 1955) but the findings of the committee did not see any daylight. It was only later in 1990s Indian government accepted the Report on Backward Classes prepared under the chairmanship of O.P.Mandal (Mandal, 1981). The Karnataka government has always been in forefront as far as identification of the backward classes, as well as developing and implementing several welfare measures for the upliftment through capacity building as well as reservations in services from among the people of backward classes. From Sri.Nagangowda committee in 1950s (Naganagouda, 1955) through Havanur commission in 1970s (Havanur, 1975), Sri.Venkataswamy commission in 1980s (Venkatswamy, 1984), and O.Chinnappa Reddy one man commission in 1990s (ChinnappaReddy, 1992) the State Government have attempted to get the backward classes identified and also effect meaningful developmental measures in order to bring them in to the “main stream” of the society. Besides the state, several social, cultural, political and religious organizations in the state have attempted, within their own limits and capacities, meaningfully to work for the betterment of the backward classes in Karnataka. In a way, the exercises of all these organizations is a Social welfare practice which is selfless and essentially for mitigating the problems of the backward classes people in the state.

The backward classes constitute a complex categories and sections of population in Indian Society. The scheduled castes, the scheduled tribes, the backward castes, the minorities and also women as a weaker sex together constitute a very larger bogie of the backward classes. While all the backward classes, except

women as a category, have suffered untouchability in some varying degrees invariably as they were all socially, economically, and culturally of “very low” status and hence considered backward. The Government of India, utilizing the special provisions enshrined in the Constitution promulgated orders from time to time to identify and consider some sections of population as the scheduled caste, scheduled tribe, or other backward classes. While the identification of the SCs and STs is made clear constitutionally, it is otherwise not the case with the OBCs who are so heterogeneous, and multi categories of castes and communities who vary from region to region in India in terms of their status of backwardness. Hence, the difficulty of maintaining a clearer and all acceptable conceptual framework of the OBCs for identifying them. However, in Karnataka certain castes and communities, based on their identifiable characteristics of backwardness, have been provided with the tag of OBC status which ensures certain welfare provisions of the kind extended to them from time to time.

The OBCs comprise wide/ranging categories of castes and communities containing within this larger and complex category, some the “most backward”, some other “more backward”, while the rest designated as “backward”. Accordingly, the categorization of castes within this classification has been followed with an emphasis on more sops to the “most” and “more” backward, and ideally less to the less backward groups. In order to evolve and implement the programmes of the kind and carry the whole operation of welfare measures, the state has created its own agency, Dept. of Backward Classes, while it has recognized certain private players in this area too.

The history of backward class movement in Karnataka amply reveals the efforts of social organizations, founded largely on caste lines, having done omen services to the people of their own as well as the other castes in their social, educational, economic betterments who eventually gained mileage in the political spheres too (Kuppuswamy, 1984). There are any number of castes and communities that have followed such exercises, but most importantly the Brahmins, Lingayats,

and Vokkaligas, who started educational foundations in large numbers for the benefit of their own people as well as other castemen.

Backward Classes Welfare in Retrospect

The Indian history is replete with the illustrations of the welfare measures for the needy and common people as attempted by the rulers of different areas and times. Infact the Rule of Samudragupta in Ancient India is described by the Indologists as the “Golden Era” in the History of India (Majumdar, R.C, 1981). The great rulers of yester years like Ashoka, Akbar and other score of men and women rulers are better known through the pages of history for their welfare services to the humanity. Hundreds of sages, saints, reformers social workers have been depicted better in the historical records for their welfare services to the oppressed, the voiceless, the meek and the debilitated ones. However, their approach was not universal, uniform, comprehensive and scientific, but need based. A kind of “peacemeal approach” what their exercises were all as welfare measures which did yielded some solace to the ruining sections. But they never helped in the sustainable development of these sections in particular and society in general.

With the emergence of modern state there appeared the sustainable welfare measures evolved due to the efforts of the governments. This served a basis to pronounce the State characteristically as “Welfare State”. “The best state is that which serves the least”, goes the adage. It becomes the responsibility of the state to carve its own policy, formulate developmental measures and schemes, find resources, create its own machinery to implement its programmes and where necessary find other agencies to join hands with an object of helping the state in effective and meaningful implementation of the schemes and programmes to benefit the needy backward sections through which a new meaning for life is provided to them and also they are capacitated for joining the main stream of the society.

The State of Karnataka, with in the ambit of the “Policy of Protective Discrimination” as enshrined in the Constitution of India, has evolved several welfare measures for the identified sections of people among the backward classes. The most important

ones have been relating to the educational and occupational needs of the backward classes. As the social backwardness is rooted in their educational and occupational backwardness, it has been the concern of the state to provide new positions for them through their successful attainment of education and occupation. In order to achieve this, the Government of Karnataka has been providing the financial and the accommodational facilities in the form of fee concessions, scholarships, and hostel facilities to hold them in the educational institutions till they attain higher degrees. With successful attainment of higher degree they become eligible for a job in government and semi-government institutions. The reservation of jobs in the government and government aided institutions provide them a chance to seek carrier in organized sector which also ensures descent earning and better quality of life for themselves. Besides these programmes, the government has also started so many capacity building programmes for both men and women. Financial and technical help for starting industries, for artisan activities, live stock rearing, tailoring for women, etc., are some of the important programmes started in 1980s and 1990s. The details in table 1 are an indicative of the type of programmes evolved, the budgetary provision created and expenditures incurred and also the number of beneficiaries of various schemes evolved for backward classes welfare in Karnataka.

Political economy of Backward Classes Welfare in Karnataka

As indicated earlier, the government of Karnataka has accepted the onerous responsibility of providing certain support to the OBC sections through its policies and programmes implemented from time to time since 1970s. There has been a focused attention to provide welfare support to the OBCs which was started during the Congress party rule under the regime of Devaraj Urs which has further been strengthened and widened by providing requisite budget to implement a range programmes which include from education to enterprise, and from training to professional activities for the children, youth, women and men of OBC categories. The state has created a huge department to execute the decisions on the ground. Besides a huge infrastructural, training and other human resources development, the

state has also created a corporate status entity called Devaraj Urs Backward Classes Development Corporation through which varied economic developmental activities have been followed. The details in the following table 1 are an indication of several such welfare measure schemes and programmes evolved by the state, and the progress that is made over last 35years in achieving the goals it had set from time to time. The welfare measure programmes of the kind what the state has implemented so far look very needful and appropriate from the advantages of the people who are served by them.

Table 1: Educational and Training Programmes for the OBCs and Achievements in Karnataka from 1974 to 2010 (Rs. in lakhs)

Sl. No	Particulars of Programme	1974-78	1981-82	1986-87	1991-92	1997-98	2002-03	2006-07	2009-10
	No.of prematric & post-matric Hostels	200/40	310/65	578/65	591/67	832/105	1011/136	1643/192	2385/265
	Amount spent and No.of beneficiaries of prematric Hostels	167.31 (8988)	209.40 (14469)	526.71 (26875)	935.93 (39796)	1479.75 (46480)	2016.19 (63420)	2981.55 (79060)	3844.91 (94732)
	Amount spent and beneficiaries of Post-matric hostels	86.60	65.99 (3675)	168.00 (4485)	299.55 (8996)	383.91 (12050)	531.90 (15190)	843.60 (19912)	1238.74 (23154)
	Grant-in-aid to private Hostels and No. of beneficiaries	49.02	72.07 (10698)	115.00 (10690)	232.10 (16730)	590.11 (210.60)	699.91 (22010)	769.84 (23116)	897.93 (26340)
	Extra Boarding and lodging Charges Rs. B.T Students	3.78	16.58 (1507)	29.00 (2300)	39.93 (2579)	59.19 (4963)	81.93 (7897)	113.76 (9071)	129.99 (11692)
	Amount Spent on Asharam Schools	—	39.74 (2635)	55.94 (2635)	63.77 (3976)	99.14 (5187)	198.18 (7345)	223.19 (9914)	352.77 (11396)
	Orphanage and Destitute homes	—	68.00 (16305)	81.12 (15900)	129.26 (18780)	170.93 (24130)	199.16 (26370)	233.10 (29306)	261.73 (32163)
	Book Bank for OBC Students (Amount in Lakhs)	1.91	1.00	2.00	4.02	7.11	8.13	11.10	14.96
	Pre-matric Scholarships	7156 (99449)	101.35 (160873)	193.00 (205643)	236.70 (231791)	286.99 (263713)	314.19 (281061)	512.20 (334651)	635.94 (369246)
	Post-matric Scholarships	23.15 (21147)	118.50 (29625)	158.00 (38340)	194.79 (47650)	229.16 (52761)	283.92 (59612)	314.99 (64113)	393.93 (67989)
	Fee Concessions	—	300.00 (150615)	380.00 (190000)	446.91 (212000)	597.93 (232174)	712.96 (254280)	843.96 (291000)	1001.26 (336939)
	Secretarial Training	—	3.40 (400)	2.50 (500)	4.12 (900)	7.63 (1400)	9.19 (2012)	13.90 (2976)	17.91 (3631)
	Tailoring	—	4.54	5.45	6.30	8.00	11.00	15.15	19.76

	training		(280)	(340)	(550)	(900)	(1200)	(1439)	(2565)
	Imparting motor driving Skills	—	—	1.64 (119)	2.70 (300)	3.15 (350)	4.75 (500)	6.50 (700)	9.00 (1100)
	OBC Law Graduates	—	—	5.00	7.00	9.00	14.00	28.00	33.00
	Civil Service Coaching Centre	—	—	5.00	7.00	18.00	43.00	77.00	79.00

Sources: Annual Reports of the Department of Backward Class and Minorities, and Devaraj Urs Backward Classes Development Corporation, Govt. of Karnataka, Bangalore.

From the details in the above table we may learn the diversity and the level of programmes addressed to the children of OBCs since mid-1970s. There has been a consistent increase in the allocation of budget in case of all kinds of educational and training programmes for the adolescent and adults whose needs being served look very important from the point of futuristic development of these communities in particular and society in general.

It was identified very early in a study, how these welfare measures are likely to result in the human resource development among the OBCs (Somashekharappa, and Chandrashekhar, 1989). The follow up assessments (Chandrashekhar, 1990; Somashekharappa, 1995; and Somashekharappa, 1999) of certain beneficiary groups vis-à-vis the state initiatives and of the implementing agencies reveal the reality that the children of OBC communities have gained considerably, while there are certain lacunas crept in to the system of OBC welfare measure administration in Karnataka. Despite some odds, the efforts of the state to continue with its welfare measures, and expand its net, both horizontally and vertically, seem critically important in the context of growing demand for such measures from the OBC groups in the society. This view point gets exhibited in the details provided in table 2 below

Table 2: Itemwise Financial Allocation for the Programmes of the Dept. of Backward Classes in Karnataka, 2010-11 (Rs. in lakhs)

Sl.No	Sector	Planned Period Allocation	Non Planned Period Allocation	Total
A	State Sector	4115.00	162.03	4277.03

1	Administration & Guidance	---	132.10	132.10
2	Competitive Exams Training Centers			
	Repayment of Hudoc Loan	48.00	29.93	77.93
3	Building Hostels	480.00	---	480.00
4	Kaushalya	2692.00	---	2692.00
5	Visit Abroad of BC Students	300.00	---	300.00
6	Devaraj Urs Bhavan	50.00	---	50.00
7		545.00	---	545.00
B	District Sector	2572.61	9983.29	12555.90
1	Establishment	---	308.00	308.13
2	DT Women Welfare Centre	---	88.03	88.03
3	Tailoring Centers	11.36	---	11.36
4	Ashram Schools	5.11	311.21	316.32
5	Post matric ELB Charges	60.90	---	60.90
6	Grant-in-aid to public Hostels	---	4.00	4.00
7	Fee Concession	---	818.55	818.55
8	Post metric Hostels	254.66	7537.82	7792.48
9	Parametric Hostels	91.90	---	91.90
10	Post metric Scholarship	89.65	512.00	601.65
11	Grant-in-aid to Private Hostels	120.49	---	129.49
12	Private orphanages	---	141.19	141.19
13	For motivators to hostilities	9.15	90.75	99.90
14	Prematric new Hostels	7.65	---	7.65
15	Improvement of Pre & Post Metric Hostel	96.12	11.00	107.02
16	Training Advocates	28.08		28.08
17	Building Construction & Maintains	427.92		427.92
18	Devaraj Urs Birthday Celebration	1.92	3.00	4.92
19	RL Students in Sports Schools	24.99	---	24.99
20	Navodaya Model Residential Schools	526.83	---	526.83
21	New Hostels	622.62	---	622.62
22	Navodaya Model Residential Schools	54.50	---	54.50
23	Belli Beluku	36.42	---	36.42
24	Taluka Extension Officers	102.34	157.61	259.95
A+B Grand Total		6687.61	10145.32	16832.93

Source: Annual Plan Outlay of the Department of Backward Classes, Govt. of Karnataka, Bangalore, 2010.

While the details in the table 1 are an indicative of the kind of programs evolved and implemented by the state in retrospect, today the state has some new kind of programmes added to the existing ones. The details in Table 2 include the amount prescribed for programmewise spending during 2010-11 in Karnataka in both plan and non-plan period expenditures. The details of proposed expenditures on various activities only depict the extent of concern the government of Karnataka has

maintained for the welfare and upbringing of the OBCs in the state. The Department of Backward Classes started in 1978 has its organizational network from the taluka level right up to the principal secretary under the ministry of social welfare. The details in the Table 1 and Table 2 provide a bird eye view of emerging trends in backward classes welfare measures followed by the State.

Backward Classes Welfare in Prospect

The Government of Karnataka has established the backward classes welfare activities as the most regular feature in its functioning with the annual budgetary outlay of Rs. 16,833 lakhs. The government aims at providing welfare measures established on regular basis. Still there are attempts made to invent new programmes and implement them for the advancement of the backward classes. The “Belli Belaku” programme exemplifies the new vistas of welfare measures taken up by the state. As the state has the permanent establishment created and maintained by itself it can very well continue in future all these programmes without any problem. The department of backward classes, as any other government department, is more bureaucratic in nature. As bureaucracy becomes the hall-mark of the system, it would contain the drawbacks of the kind as elucidated by Max Weber in his theory of bureaucracy (Max Weber, 1952). As there is a typical bureaucratic approach in the implementation of the welfare measure programmes for the backward classes welfare, there arises a need of encouraging non-governmental agencies for effective implementing of scheduled programmes of the state with a view to achieve still more better and an effective results.

Need of Social Work Approach in Backward Classes Welfare Programmes

The Governmental organizations will have some limitations in terms of conduct of certain activities, more so with the implementation of welfare measure programmes. As a department, the backward classes welfare unit in the state finds restrictions with regard to implementation of the programmes which has to take place within approved framework. In the process, desires and requirements of people who are really backward might get missed in terms of they being covered under routine

implementation of the measures. Hence, there is a need of infusing social work approach in the activities of welfare and development of the backward classes.

As stated earlier, most of the welfare measure programmes of the state for backward classes need considered in a broader conceptual framework as, human resources development programmes and as such capacity building is the prime concern with which they become especially economically capable and independent and would join the mainstream of society. Largely, the present implementation of the schemes seem to be facilitating the OBCs in their resource development which further need to be oriented and developed specially in to a real capacity building exercise.

As a matter of principle and also by law of nature people cannot be made to be dependent on others, or the system for a very long time which might further debilitate them by being parasitic. Rather, they are made able with the requisite inputs for becoming and being productive and self dependent only with which they can contribute effectively to the system and carve space in the system for themselves. Providing the requisite inputs for enabling people for their productive life and living is the requisite social work approach. Those who are professionally trained for accomplishing of the social work tasks need to innovate newer social work approaches within the broader framework of social welfare of the State to infuse them into the backward classes welfare and development programmes.

The social work approach in the backward classes welfare and development at first place should include creating awareness among them about the need of good education, good health and hygiene, good food habits, disease free health care, better economic avenues, modern cultural acquisitions, improved civic consciousness, access to resources, involvement in natural resource development, effective political participation, healthy cooperative practices and new initiatives for economic development. All these involve concerted efforts and meaningful approaches which could be put to work in an organized way. There is a need greater role to be played by non-governmental organizations which have the flexibility of accommodating varied interests of heterogeneous categories like the backward classes. The Backward Classes Department as a government organization has to find the ways and means for

facilitating the state recognized NGO's with requisite financial support and a framework within which they can work effectively in coordination with various government institutions. This would ease as well as speed up the work process.

Conclusion

The backward classes welfare and development by any standard is a herculean task. The vast size of population with varied social, cultural, economic backgrounds and with the varying need expectations to be supported and encouraged both by the governmental and non-governmental agencies with an usage of social work approaches being inherently built into the work practices of the agencies should strive hard for effective upliftment and meaningful inclusion into the mainstream of society. A mere welfare exercise as taken up by the state would make them more parasitic on the government than looking for alternatives among themselves. As to how the state can very effectively carry forward its efforts is a million dollar question. There is always negative contention expressed by other sections of population as their interests would be at stake due to draining of public resources in to welfare measures of identified few. The option always could be to shift to alternative methods specially designed for attaining better results. There is a requirement of paradigm shift from social welfare-centric approach to social work-centric methodologies. The backward classes development needs to be approached from the holistic point than from fragmented view points.

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EXPANDING HORIZONS AND RECOGNIZING CHALLENGES OF SOCIAL WORK HIGHER EDUCATION IN INDIA

Mahesh Chaugule

Abstract

“If we want to create a new society, then India needs education more than bread”

-Mahatma Gandhi

Social Work Education in India will celebrate its Diamond Jubilee Year in 2011. When we see the social work scenario in India, social work education has to go through many dramatic changes in coming years to sustain its stability in the ethos and situation of globalization and privatization. The higher education system is still unable to reflect the specific needs of social work education with various dilemmas faced by the profession. In this article the author discuss the needs, challenges and reclamation of social work education identity as a higher education.

Key Words: *Social Work Education, Emerging Challenges,*

Mr. Mahesh Chaugule, Lecturer, Department of Social Work, Walchand College of Arts and Science, Solapur, Maharashtra. E-mail: maheshpchgulemsw@yahoo.com

Social Work Education in India:

Social Work education in India started in the year 1936 with the establishment of Sir Dorabji Tata graduate School of Social Work, Bombay (Mumbai). Today the institution is known as Tata Institution of Social Sciences. The degree was known as post graduate diploma in Social Services Administration. In 1964 the same degree was converted into M.A. in Social Work. From slow and smooth start with diploma courses at the postgraduate level today there is complete level from Bachelor's to the Doctoral degree courses. For twenty year education was imparted at post-graduate level only, it took 20 years to start a undergraduate and a doctoral course in social work education. Social work at B.A. Ph.D and D. Lit level was firstly started by Lucknow University. Social Work profession will celebrate its Diamond Jubilee Year in 2011 but, yet it is not recognized as a professional course by the people and by government. (B.T. Lawani and I.S. Subhedar 2006)

Social work education was designed in U.S.A. in the 19th century and was introduced in India during the 20th century. Tata Institute of social science introduced this education in Mumbai in 1936. American “Clifford Manshardt” was the founder director of this school. Initially, the course was designed for labour welfare field. It was designed as a post-graduation diploma and latter on it was developed as a post graduation course. The candidates who did this course could prove its utility in industrial field. These trained social workers could resolve the labour and industrial problems effectively and efficiently. Hence, there was heavy demand for this course. These post-graduates trained social workers were easily observed in the field; hence its demand could attract the universities and college authorities in India. They introduced this course in their respective universities and colleges, it is popularly known in the field as M.S.W. course. However, in due course of time the pioneer institute i.e. Tata Institute of Social Science could change its policy and segregated the course from social work discipline and set up it as an independent discipline and designed other courses in social work discipline. Thus, different specializations in social work education have come into existence.

Need for Changes in role and responsibilities:

The concept and approaches of professional social work has undergone in the last seven decades and odd years. But Indian practice of social work has not shown any significant changes. With few exceptions social workers continue to be occupied with service delivery roles. It is distressing that even in these roles; they have failed to achieve the professional expertise, which was expected of them. As a result many other discipline and professions have been gradually displacing them from the areas that were considered specific for social work practice. The situation is not very different even in USA and UK where the roots of social work development much earlier. The urban based American model of social work education and practice in Indian situation did not promote to bring and substantial changes in the curriculum and methodology of social work education. Even after six decades the professional social work in India has yet not fully established as a full-fledged profession. Mostly it is referred as “Quasi-Profession” the reason behind that are many and varied which are well known to the social work educators and practitioners. (B.T.Lawani and I.S.Subhedar 2006), thus the crucial challenge that should

be accepted by the social work educators and practitioners is to reclaim the social work profession and widen the spectrum of social work practice.

Need for changes in social work curriculum:

Education for social work in India did not start with any need based approach. The American model of social work education directly transplanted without any changes or modification as such. The irony of the situation is that even today social work education in India evidences the profound influence of American ideas. Social work curricula are largely structured on the American pattern. It still continues to dominate our thinking and colour our vision. As a result our social work education continues to remain out of context with our social realities. Any professional education assumed to have a base in its society of which Indian social work education is lacking. The American model of social work curriculum could never be matched since the problems and needs of the affluent society are totally different than the society that is developing one. The needs and the problems of the Indian society did not take into consideration by the school of social work in India. The borrowed principles, philosophy and methods of social work are more suitable to the developed and affluent countries like America. Our needs are different. Our problems are different. Poverty is our major concern. Illiteracy and ignorance, untouchability and discrimination, ill health and un-hygiene condition, social distance and social security etc are the other concern to be incorporated in social work education curriculum. (B.T.Lawani and I.S.Subhedar 2006), thus there is urgent need for change in the social work education curriculum. Social work education curriculum should be based on the local need of the society and it should be indigenous and very much practical in nature.

Challenge to impart Exclusive and Marketable skills:

Most students enter school of social work as an immediate continuation of their education. Those joining social work course after some field involvement are too few in number it is found that a large number of students decide to receive social work education as a last option, when they fail to gain entry into their course of first or second choice. Some students do not consider social work as a career option, even after joining the social work course. In many places there is very little demand for social work course,

sometimes due the over concentration of colleges are eager to admit any one for their own survival. University norms stipulating a minimum of 45 per cent marks as eligibility criteria for admission to M.S.W. course in some universities are done away with so as to ensure adequate number of students in the college. The net result as the above situation is the growing no availability of job opportunity and lack of adequate remuneration to social work professionals, which in turn, compound the lack of demand for social work courses in the most part of state. (John Menachery and Ambadas Mohite, 2001) thus social work students mostly remain in the dilemma and face many professional blockages in working areas.

Most of jobs available to trained social work are in the NGO sector, in welfare projects funded by government or private agencies. Specializations seem to hold very little meaning in the present context. For example, even those who specialized in Labour Welfare and personal management are found to work as a social worker in the NGO sector. There has been practically no effort whatsoever to adopt a human power approach to link training programs to the jobs available in the field. Under such unfortunate situation circumstances, it is presumed that majority of social work graduates are migrating to other avenues of employments like marketing, sales, clerical cadres and so on due to non availability of jobs in the social work fields. (John Menachery and Ambadas Mohite, 2001) thus there is tremendous need of reshaping the social work education system to impart quality service in very professional manner.

Governance and higher education in India:

It has been observed that policy framework is carefully planned at the level of the Planning Commission, Ministry of Human Resource Development and University Grants Commission. However, the policies are not fully implemented mostly because of faulty management of the institutions of higher education. The administrative structure of the Universities, which was devised in the pre-independence period, seems to be still continuing. The new challenges facing the system of higher education in the country cannot be met without a total overhaul of the structure of management of higher education institutions. This has become all the more necessary because of globalization, which requires talent, competence, drive, initiative and innovation at several levels. This

cannot be achieved without overhauling the administrative set up of Universities/Institutions. The main recommendations of which are summarized below.

Recommendations:

1. The Governmental control in the Universities must be reduced, so that the University autonomy and accountability are strengthened and academic decisions are taken on merit.
2. New methods and procedures of financial regulations should be devised and direct interference of the finance department in the financial management of Universities, which is counter productive, should be stopped.
3. As the Colleges are the feeding sources of the Universities, a better coordination in their working and activities is very much required. The participation of the teaching faculty in through a democratic process should be ensured.
4. Complete transparency should be maintained in the working of Executive/ Academic bodies and other Governing Councils of the Universities. There is an urgency to review the University Acts in different States and revise the same in the light of the new requirements and the challenges being faced by the Universities. New technologies of information and communication should be utilized for obtaining administrative efficiency.
5. Higher Education should be developed as an infrastructure for social and economic growth of the Country.
6. Student's involvement in the area of University/College governance should be encouraged.
7. Political interference in the appointment of University teachers and administrators should be totally stopped.

(Recommendations of UGC golden jubilee seminars- 2003 held at eleven universities in India)

But no such developments are seen generally in the higher education system and specifically in social work education. There is also no uniqueness in sponsorship and financial support within the social work education, for example in Maharashtra most of the social work is managed by private registered societies/ trusts. In comparison, department of social work conducted by the universities are very few in number. Out of

54 school of social work 51 are managed by private registered societies, while three are run by universities as there departments. (John Menachery and Ambadas Mohite, 2001).

Financial Support:

Expenditure on Education (2007-08 BE Revenue Account) :

	Centre	States/UT	Total
Expenditure (Rs. in crore)	3,93,42.58	11,79,77.41	15,73,19.99
Share with respect to total %	25.01	74.99	100

Source: (Analysis of budgetary Expenditure on education 2005-2006, 2007-2008, Government of India, Ministry of Higher education New Delhi, 2008).

It is observed from the table that the States are contributing about 74.99% of the total revenue expenditure on education in the country while centre contributes about 25.01% to the education sector as a whole. The total revenue account of Rs.157319.99 crore constitutes 13.46% of the total budget of the Centre and the States for 2007-08 (19.31% for the State sector and 7.05% for the Central Sector). According to the above table it could be formulated that Government of India, ministry of Higher Education is spending crores of rupees on higher education but social work education can not get it share in it in many states for example in State like Maharashtra, most of the social work institutions receive grant-in-aid from the Department of Social Welfare of the state and the social work schools are not attached to higher education nor for technical education as a professional course. In the government rule social work provision for financial benefit of Sixth pay commission are also not applicable to the social work schools in Maharashtra and the pension benefits for senior teaching and non teaching staff.

Conclusion:

In new era, all knowledge is interdisciplinary. Renewing, updating and reconstruction of the curriculum are essential integral part of every educational institutes and universities. Dr. Armaity Desai in her article on Development of social work education.1987, highlighted that, 'there is a tendency to set up an institution for social work education without proper planning and facilities at great cost to standards, such institutions starts

without indenting the level at which training is required' and the type of syllabus which will meet the local needs of man power, social work professionals need to view these development in the field of social work education.

Thus based upon this introspection and mechanism of function of social work education there is need to reclamation of social work education identity. It is time to extend the horizons of social work education in India and a concrete action plan to meet the challenges of present ethos.

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EMERGING CHALLENGES TO SOCIAL WORK PROFESSION AND EDUCATION

Gangabhushan M. Molankal

Abstract

Social work profession in Indian context has developed as a combination of modern professional perspectives, perspectives from Indian religions and philosophies and perspectives of nationalism and Gandhian thinking at the time of its emergence. The emerging social work approach is influenced by the emerging philosophies for social change in the context of the transition from liberalism to the hegemonic ideology of neo-liberalism, leading to globalisation in the contemporary period. The profession of social work cannot remain isolated from these influences. A great deal of influence is seen in the fields of child rights, tribal and environmental issues and gender issues. Developmental social work initiatives are also seen in the field of health, literacy and housing campaigns, campaigns for communal harmony and organising the unorganised. In developmental social work, social workers understand and are sensitive to how systematically certain groups of people are marginalised. They start by examining the prejudicing ideologies and role stereotypes that have influenced people's access to resources, that have resulted in differential power.

With the increasing changes at macro level policies have direct implications at the micro-level realities. Consumption-based 'development' approach has created new hierarchies of the urban-organised versus the rural-unorganised, widening the disparities, within and between nations. Liberalisation, privatisation and globalisation, pressured by the international institutions, promote minimum government interference and consider market as the sole social regulator. The emerging approaches to counter these economic-political forces are action groups resulting in new social movements, aiming towards sustainable and people-centered development, promoting the values of social equity, local self-governance, democratic pluralism, people's participation, self reliance and peaceful collaborative social dynamics. With the resurgence of the civil society, social work profession has very significant role to play in partnership with the people-centred ideologies and groups, at the national and international levels. The paper is a modest attempt to bring forward the emerging issues in social work profession and

education. In order to combat the issues of concern, social work education needs to be fully equipped with the necessary strategies and skills. The profession in India has to go a long way in ensuring quality in terms of social work education and practice in today's highly competitive scenario. The current socio-economic order has not only thrown up new areas of work for various actors of social work but new challenges and problems.

Key Words: Social Work Profession, Emerging Issues and Challenges, Interface between various Actors.

Dr. Gangabhushan M. Molankal, Assistant Professor, Department of Social Work, Assam University, Silchar-788011, Assam. Email: gangabhushan@gmail.com

Introduction

In India, the beginning of professional social work can be traced to the period of 1930s. The first institution of professional social work education was established in Bombay by the Sir Dorabji Tata Trust in 1936. Though part-time training courses in social work were in operation in India before 1936, they could not be considered the forerunners of professional schools of social work (Gore 1977, 261). Since then the profession has made important contribution to the sectors of welfare and development in the country. Reputed social educators and practitioners contributed to its knowledge base and to the consolidation of the professional education in the country. Nonetheless, with its moorings largely in western social work knowledge base, social work in India had always struggled to have an identity of its own in terms of knowledge, methods of work, and a perspective.

Since its inception, social work has used different practice methods to apply the skills, knowledge and values of its professional personnel to the task of enhancing human well-being. These methods include social casework (or clinical social work as it is now more widely known), group work and community work. Although there is general agreement that these different methods form an integral part of the profession's activities, preferences for these practice methods give rise to different conceptions of social work's wider commitments, roles and functions. While most social workers believe that the profession should be primarily concerned with treating the problems of needy people,

others contend that it should be actively involved in social reform. Some stress the need for preventive forms of intervention, and others believe that social work should seek to promote development and progressive social change. These different views on the profession's proper role and function find expression not only in domestic debates but also in the international circles.

Most social workers today engage in direct practice, working with individuals and their families and treating the personal problems of their clients. This reflects the dominance of a remedial orientation within the profession and the widespread use of psychological behavioural and treatment theories. In the industrial countries, social work has become heavily involved in psychotherapy, resulting in criticisms that it has abandoned its formative mission to serve the poor and oppressed (Specht and Courtney, 1994; Lowe and Reid, 1999).

In developing countries, social workers are also primarily engaged in remedial practice but their interventions often focus on the material needs of their clients. It is an enabling profession that helps with problems of living and human relationships, and with the dysfunctional complexities of various social institutions. Given this focus, the function of social work training has been to help at the individual level, with such needs as marriage counselling, helping the aged, the alcoholic, the drug addict and those with other types of social problems like the problem of absenteeism in work places. Since professional social workers are trained primarily for curative social work, and to an extremely limited extent, preventive work at the individual and family level, rather than affecting the very source of the problem, it is surprising that they aspire for and obtain jobs primarily in established organisations including factories, hospitals, and welfare agencies. In short, it seems highly probable that professional social workers will perpetuate the existing socio-political system. This would deny the existence of the immense and increasing effect of the political environment and the processes within which social work must function. Therefore, social work, as practised at present by professional social workers, is not likely to meet the expectations of society, and more particularly of the disadvantaged, who will be in greater need of their guidance.

Globalisation and emerging Challenges

The process of globalisation is now having a major impact around the world. The impact is perhaps most strongly felt in economic affairs, where global capital movements are undermining the ability of governments to manage their domestic economies effectively (Bluestone and Harrison, 1982; Lash and Urry 1987; Reich, 1991). Although globalisation has been much-admired by some, it has been condemned by others. In addition to eliciting different normative responses, the trend toward globalisation has been accompanied by new social problems that social work needs to address. Among the numerous new social problems, the incidence of poverty and deprivation in many parts of the world has increased (World Bank, 1990). These problems have been exacerbated by the imposition of structural adjustment programmes in many parts of the Third World (Watkins, 1995). These programmes have created serious structural difficulties in labour market of many industrial nations making the labour more vulnerable. The reason that globalization may be unfavourable to labour's bargaining position is because growing numbers of low-skilled workers in developing countries can dampen labour solidarity. Low-skilled workers are initially difficult to mobilize because they have little education, work erratic hours, and a growing percentage of them are women, who according to the literature, are particularly hard to organize (Lok, 1993; Ingersen, 1984). A major consequence of the same is growing marginalisation of the vulnerable sections of the society like unorganised/informal labour, SCs, STs and women.

The problem of poverty, unemployment, migration are a direct consequence of global economic change and the shrinking role of governments to address these problems. India is in the midst of a crisis with the gap which is ever-widening between the haves and have-nots, between the privileged and the unprivileged, between the urban and rural sections of society. It seems that rapid urbanisation, resulting from the policy of economic development through industrialisation, will continue to strengthen these contradictions. The increasing rate of introduction of high technology has only further aggravate the economic, social, cultural and ideological, resulting in the transfer of capital from rural to urban areas, increased unemployment, underemployment and landlessness in rural areas.

Though, India remains a largely agrarian economy, with a vast rural population. Furthermore, the agrarian economy has attached to it some distinct cultural heritage

where land and meaning of land has significance. The advent of globalization has created new issues such as access to capital credit and investment to improve production while still retaining some old ones like land tenure, and women's rights in farming. The argument still favours structural even though the need for direct services is increasing due to social isolation (Singh Sweta et al, 2010). These paradoxical growth of the nation and the parallel increase in many social problems such as shortage of housing, increasing juvenile delinquency and adult offences, increasing white collar crimes, law and order situations, and increasing unemployment will become matters of serious concern to social workers.

Social work services alone cannot sort out all of the problems facing society now and in the future. In order to address the emerging problems involve professionals, services and agencies from across the public, private and voluntary sectors in a concerted and joined-up effort, building new capacity in individuals, families and communities and focusing on preventing problems before they damage people's life chances irreparably.

The social work education needs to be fully equipped with the understanding of the emerging critical and complex issues. The social work educators need to enhance their understanding of pressing contemporary social problems so that they can provide deeper insights into etiological and related issues. This requires many efforts to enhance reciprocal sharing of knowledge in social work practice and education for a better change. This approach requires greater inputs in learning change producing strategies such as techniques to create greater social awareness, mobilizing and organising the marginalised, skills in negotiation, bargaining and advocacy for the poor. Imparting knowledge is necessary but not sufficient for the social work trainees to work for the society. There is need to instil professional commitment in them. Given out profession's principles and values, and given the backgrounds and motivations of many who come into social work, we should be known as the profession in which the call to service is paramount-the profession on which one can rely for commitment to people and their needs beyond self-interest.

MAJOR AREAS OF CONCERN

Lack of Indigenised Knowledge on Social Work Practice

While there is a consensus that the methods of social work could be universal, it has been argued that some methods are more relevant than others to work with people in Indian context. For instance, the approach of social activism, which is more indigenous to the contexts of developing countries and their nascent institutions and policy, remains a token offering at this point. Even though examples like that of Narmada Bachao Andolan are followed even in popular media, social work seems wary of incorporating such practice of social activism into their curricula. Though, social action can never be an exclusive domain of social work, but social work professionals must make greater attempt to relate themselves to the larger democratic struggles and movements in the country. This requires academic activism, through critical research, policy level interventions, expressing solidarity and support with people-centred movements.

Lack of proper recognition of emerging needs of the Development Sector

Competency is the capacity or knowledge of a person or an organisation to perform a task. Lack of appropriate knowledge about the relevant areas of work in the development sector made the training of students in social work less focussed and not infrequently relevant. Lack of information about the training needs of the professionals working in the other sectors, there exists a disparity between the growing information needs and advance skills required by the personnel working in the voluntary sector and expertise available in social work educational institutions. Very few social work educational institutions can claim to be competent to meet the training needs pertaining to such areas of work as local self governance, micro-credit, disaster management so on and so forth.

Desai has stated in 1984 that the profession needs to move away from too much dependence on provision of services to organising people to promote change, from institutional to non-institutional programmes, from remedial to those which seek to affect the very causes which create poverty, from private concerns to public issues, from research with a problem focus to one of action oriented studies- testing ways and means to solve our multiple problems, building models and testing processes and approaches. The profession has made a shift but not significant enough.

Uncontrolled Proliferation of Social Work Institutions

One of the major drawbacks in the existing social work education system in India is the lack of uniformity of curriculum in the various social work schools and departments of social work. This lack of uniformity is found in both the theoretical orientation and the field practicum and laboratory exercises. Lack of indigenous literature on social work practice contextualising Indian situation has aggravated this heterogeneity.

Rapid increase in the number of institutions for social work education during the sixties and seventies without ensuring a basic infrastructure of trained staff and field work facilities, has contributed considerably to lowering the overall standard of professional education in the country (Nanavatty, 1985; 321). Many of the institutions of recent origin lack the basic infrastructure of trained staff and field work facilities. The policies of the universities regarding affiliation of these institutions seem to be highly arbitrary. This is evident from the fact that some universities grant affiliation to institutions offering undergraduate programme in social work, whereas, the other grant affiliation to only those institutions offering a post-graduate programme.

With regard to the minimum qualification required for admission to post-graduate courses, there is diversity among the universities and colleges. For instance, some universities direct the colleges and departments to take in only candidates who have a Bachelor's degree in Arts subjects, whereas, some other universities approve the selection of even science graduates. Yet, another aspect of diversity lies in the policies related to the work-load of social work teachers. Matters concerning the special areas of social work educators' work, like field work training, supervision and research guidance, are not given sufficient attention by the concern institutions. These factors have an adverse effect on the quality of social work education in the country.

Lack of Unified Professional leadership

In spite of the impressive growth of social work association in the country, some believe that the profession has not responded adequately to the challenges and opportunities of the new global era. In terms of leading the profession we have had many professional bodies started during 1960s, could not lobby for setting up of an autonomous regulatory body or standard setting authority to provide direction to the profession in the country. However, the existing associations of social work profession are lobbying their level best

to table the draft of the National Council of Social Work (NCPSW) in India Bill. Lack of regulatory body had affected the influencing capacity of the profession at macro-level policies.

What needs to be done?

Strengthen knowledge base of Social Work Education

Overall, the operational and functional value of social work education needs complete revamp from western outlook to local socio-cultural specific contextualization (i.e. indigenisation of social work education). Therefore the academic and field endeavours are of urgent need to reconceptualise and recontextualize the social work education, in order to make it more specific to local context and address the larger issues of people rather than the individual specific issues. Indigenising the course content is adopting universal concepts and theories to the country/local situation. Such indigenous knowledge forms an essential link between indigenous social work practice and indigenous social work education (Desai, 1997: 151). Reorienting social work education for greater relevance requires a whole system approach in which all actors take a shared responsibility.

Historically, social work has been derivative profession (Fraser and others, 1991). The knowledge base of social work is derived from various disciplines like psychology, sociology, law/ legislation, social policy, organisational theory, medicine, politics/political science, economics, philosophy, history and anthropology. Continues updating and improvement is a challenge which must be met both intellectually and practically.

Good social practices in social work need to be acknowledged or celebrated to further strengthen indigenous interventions through proper field work placements for the social work trainees. Field work provides students with direct experiences in the field realities, is a major medium to initiate them into social action. To improve the quality of field education, it is further necessary that the schools of social work should give proper support and recognition to the agency-based field instructors for their contribution to field learning (Pepell and Skolnik, 1992:24; Raskin *et al*, 1991). Field work placements need to go beyond institutional settings, and extend placements in unstructured settings,

around problem areas, campaigns and movements will give a scope to prepare students for appropriate strategisation in the present social realities.

Interface between various actors needed

In order to strengthen and re-strengthen this multi-disciplinary knowledge base of social work, there is a need to have a mutual interface between all parties, i.e. social work practitioners, social work academicians and other professionals engaged in service delivery systems. This is to elicit the views, exchange of ideas and experiences on emerging areas of concern. Without this well-grounded feedback, it is difficult for social workers to adapt to changing needs.

There is an increasing recognition among social work educators and practitioners that the fast expanding development sector has opened up new and varied challenges for social workers. Therefore the profession's interaction with the sector through visits, field placements of students, research and consultation and other collaborations can help the educators understand the specific requirements and training needs of the development sector better.

Voluntary organisations take up advocacy work on a range of issues such as for example, displacement, human rights, child labour, good governance and so on. To do effective advocacy and lobbying such issues need adequate documentation and research. Here comes the role of academic institutions to enhance the credibility of such endeavours. Further such experiences can be transformed into practice-relevant knowledge that can be useful for both the sectors.

Healy L. M. (2001) advocate the need of exchange of social work knowledge on the principles of mutuality and reciprocity with the people of communities, whose voices needs to be heard and given space in the contextualization of the social work knowledge and actively involve them in the production of knowledge.

Conclusion

To conclude, therefore, social work has to resolve its dilemma whether systems maintenance or systems change will be its goal. If it is the latter, it will have to do a great deal of thinking on the tools which will promote such social change. Social work educators and social work practitioners, must have synergy between their initiatives to

address the emerging problems. The practitioners should move from the micro to macro strategies. This could be worked out in the same ideological/theoretical framework. This could possibly be done when there is a consensus among social work educators and practitioners on the concept and the nature of change, and the consequent strategies to effect this change.

Effectiveness of these strategies depends to a large extent on how social work profession encourage the development of articulative and assertive skills and learning, how to use the methods which are understood by those who are seeking in influence. The appropriate and innovative use of mass media, the use of verbal and non-verbal and written skills, and presentations must form part of the social work training.

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Book Review

Fields of Social Work Practice, by B.S. Gunjal and Gangabhushan M. Molankal (Ed.), 2010, Bangalore: Baraha Publishing House, pp.-478, price: 450, ISBN: 81-908182-9-5.

Review:

This is an edited book which comprises 21 chapters including 'Introduction'. It appears from the title and chapters that the book explores and discusses various emerging fields of social work practice.

The first chapter is the introduction written by both the editors B.S. Gunjal and M. Gangabhushan. This chapter briefly discusses the concept of social work profession, dynamic human needs and the methods and process of approaching towards these human needs by professional social work. The paper has also focused on the changing and challenging issues of social work profession and need for these preparedness social workers. Latter part of this chapter provides a brief out-line of each chapters of the book.

The chapter two titled, 'Social Work with Families' by B.S. Gunjal discusses dynamic picture of a family, family as a sub-system with various subgroups. Society is constantly changing and influencing the families to adopt these changes and to adjust but many gaps are arising in such process for which the units of family – the individual, groups and the family as a whole are facing crisis. In this chapter, the role of social work has been discussed elaborately by the author.

The third chapter, 'Social Work with Children' by M. Lakshmipathi Raju elaborately discusses the issues of children and role of social work. Children in India are facing problems in many aspects starting from lack of parental care. Today families are facing huge crisis like broken home, confronting partners, poverty, malnutrition etc. for which children are being neglected. The author addresses all these issues, narrates policies and programmes and role of social work.

The paper titled, 'Social Work Practice with Youth' deals with youth welfare and development by Channaveer R.M in chapter four. The author says that the most productive and generative force of society is youth whether it is rural, urban or tribal communities. Today, the youth encounters enormous problems in their day-to-day life and there is a need of professional intervention. The author has given a demographic picture of youth population in India, discusses theories, and finds out areas and impact of

youth development. He also discusses the opportunities of youth development through National Youth Policy and strategies for social work intervention. He advocates for need of field action projects.

Chapter five written by Gangadhar B Sonar on 'Social Work with Elderly' where he provides a brief discussion on various issues, problems and policies on consistently increasing aged population in India. The paper also emphasizes on the traditional value system of society for the aged and recent modern trends and attempts to find out scope of social work intervention for the betterment of the aged.

The chapter six titled, 'Psychiatric Social Work' prepared by three authors Sekar K, Kavita and Aravind Raj. Psychiatric social work is a very specialized traditional field of social work practice. The chapter narrates the history of development of psychiatric social work in India in TISS by G.R. Banarjee and defines psychiatric social work as a branch of social work and given an outline for social workers to practice in this field.

'Social Work and HIV/AIDS', chapter seven by editor B.S. Gunjal and Ramesh B, defines the concept of the deadly disease, its root of origin and its prevalence in India. The chapter has provided the statistical data of the people affected by this epidemic and found the means and methods of social work intervention with the people living with HIV/AIDS (PLWHA) and the strategies of prevention.

Substance abuse and disorder is the most challenging issue of any community. In chapter eight titled, 'Social Work Practice in Substance Abuse Disorders' D. Muriladhar and Dhanasekarapandian make a reflective discussion on this issue. They identify the ways of practice of social work methods, like case work, group work, community organizations in this issue and try to develop a model of strategic intervention which is really a good attempt.

S.Y. Swadi has taken a very crucial and challenging field of social work practice in his discussions in chapter nine, titled, 'Social Work in Correctional Settings'. At the beginning, the author provides a brief analysis on crime and its extent reviewing various literatures. In his discussions he states the concept of social defense and correctional administration and the issues involved in it. The chapter also deals with the types of crimes and its root causes and the Indian legal system on which professional social work can play an effective role.

C.A. Somashekharappa writes his paper on 'Social Work and Rural Community Development' in chapter 10. He describes the Indian Rural Society as a unit with geographical and socio-cultural diversifications, traditional values and caste system. The chapter also deals with Rural development programmes of pre and post-independent times with 73rd (Constitutional) Amendment and introduction of SHGs. At last, he finds out the means and ways of social work interventions in the field of rural community development.

Chapter 11 provides an outline on Urban Community Development by Ravindra D Gadkar in his paper titled, 'Social Work and Urban Community Development'. This chapter makes a presentation on 'Community' as a conceptual understanding and then Urban community development. This chapter deals with various urban community issues like urban resources, urban legislation, local administration, finances, taxation and partnership guidelines etc. The role of social work profession for urban community development has been discussed through the methods of Community Organisation (CO). The chapter ends with the challenging issues of urban community development in future ahead.

Chapter 12 by D.J.Narendra Bondla and N. Sudhakar Rao is on 'Social Work and Tribal Community Development'. This chapter provides a discussion on Scheduled Tribes and their development programmes and mechanisms. In the discussion the authors bring issues which would have been called as 'Reverse Development'. Here the issues of displacement due to industrialization and urbanization and the consequences of that on tribal life have been discussed and then the roles of social work in such critical juncture have been identified. The chapter cites many examples in the discussions from various literatures which make it enriching.

The paper titled, 'Social Work and Persons with Disabilities' in chapter 13 by Channaveer R M provides an conceptual understanding on the concept of disability and its typology. Next part of this chapter deals with the models of disability care and management and the rights of disability on the basis of the UN Convention/ National Policy and various government declarations. It explains the various areas and methods through which Social Work Professions can intervene for the mainstreaming of persons with disabilities.

Gangabhusan M.M in his paper titled, 'Human Rights, Advocacy and Social Work' in chapter 14 makes an attempt to provide a conceptual understanding and the roots through which Human Rights' concepts evolve and the guidelines which determine to promote human rights. In connection of social work role for the promotion of and use of human rights, the author discusses various vulnerable groups like women, children, migrants, PWD, HIV/AIDS-affected people etc.

Sustainable Development is an emerging issue for the social work profession and this is addressed by Ashok Antony D'Souza in chapter 15 titled, 'Social Work and Sustainable Development'. In the beginning, the chapter discusses the conceptual understanding on sustainable development comparing various definitions from literature and UN reports and then the history of sustainable development. Latter part of the paper narrates the components, indicators, approaches, principles and strategies of sustainable development and sustainable development in India. The author makes a good attempt to find out the role of social work in development through various diversified directions and cooperatives.

Chapter-16 is on 'Social Work and Information Technology' by Sanjay Kumar M.M provides an overview on Information Technology and its relations with social work profession. It has highlighted the diversified areas of IT and found the ways of social work intervention which is very unique.

The author, Onkar Kakade, draws attention to the issues of Mass media in his paper, titled, 'Social Work and Mass Media' in Chapter-17. Societal Values are much influenced by mass media and that has been addressed in his paper and he attempts to explore the role of social work profession. He also draws the reverse picture, i.e., mass media's role for social work profession. This paper presents a good argument and has given many references to make it enriching.

In Chapter 18, Ramesh B writes on 'Social Work in Industry' where he provides an overview on industrial growth in India and the relation of professional social work in industry by the applications of various social work methods. He also discusses the issues of Corporate Social Responsibility (CSR) in that direction.

Subhasis Bhadra in his paper titled, 'Social Work and Disaster Management', chapter 19, makes an elaborative description of role of professional social work in disaster and relief

drawing examples from national and international organizations. He also emphasizes that the role of social worker in disaster management is not limited to the provision of relief after disaster; rather it should involve disaster preparedness, early recovery and reconstruction of life. This paper provides a unique guideline of social worker's role in disaster.

Chapter 20 of the book is on 'Globalisation and Social Work' where the author Y.S. Siddegowda and K.G.Parasurama provide an illuminating discussion on the various social issues of globalization and its impact on Indian society and very articulately identifies the areas and issues of social work intervention at micro and macro level.

The book ends with Chapter 21, titled, 'Future of Social Work' by M.Lakshmipathi Raju where he advocates the future prospects and areas of social work profession. He argues that development may lead to deprivation and he draws the attention to Gandhian views of development. He identifies various methods of social work for the developmental scenario.

In conclusion and in defence of B.S. Gunjal and Gangabhushan M.M.'s book, it must be admitted that, it is a unique collection of role of professional social work in different field settings contributed by various social work educators, researchers and practitioners. It has covered wide range of (21) fields of social work.

I would recommend this book to students of social work. The price of this book is very reasonable.

Dr. Subhabrata Dutta Reader and Head, Department of Social Work, Assam University (A Central University), Silchar-788011, Assam. email:

Note for Contributors

“Social Work Journal” is a professional (refereed) journal to be published biannually (June and December) by the Department of Social Work, Assam University, Silchar, Assam for strengthening perspectives on social work. The journal focuses on social work practice, research and development. The journal welcomes the contribution of social work educators, practitioners and researchers in the form of articles, case studies and book reviews related to social issues, human development, human rights etc. Articles are selected on the basis of the relevance to social work research and social work practice. The articles should not exceed 7000 words. An abstract of 150 words along with the declaration by the author is his/her original work and has not submitted elsewhere for publication must accompany the articles. The editorial board reserves the rights to edit the articles to be published.

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publishers, and the beginning and ending page numbers. For example Gangrade, K.D., 2001, "Gandhi and Empowerment of Women: Miles to go," in Promilla Kapur (ed.), *Empowering the Indian Women*, New Delhi, Publication Division, Government of India, 1-21. Online references may contain author, year, title of the work, website and date of accessing the reference. For example Wikipedia, 2009, "Caste System in India," http://en.wikipedia.org/wiki/Caste_system_in_India, accessed on 2-3-1010.

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All correspondence should be addressed to:

Dr. B.S. Gunjal

Editor-in-Chief

Department of Social Work

Assam University

(A Central University)

Silchar-788011, Assam, India,

Phone: 03842-270821, **Email:** bsgunjal@gmail.com

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