

Strengths and Limitations of Social Work Education in India

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Abstract

The research paper has come out with the advantages of social work education in India which has been explained on the basis of questionnaire framed. The received responses from the social work academicians according to their considerations and suggestions about the strengths and limitations of social work education in India till now, has been incorporated in this paper. Mode of teaching, use of audio-visual mode for teaching, number of social work journal purchased by the university, faculty exclusively to coordinate field work, kind of publications on social work, exchange / exposure visit programme for students / faculties, department publishing journal, seminar / conference organized by the department, award / scholarship / chair instituted / established in the honor of any former social work faculty, participation in any expert committee meeting / workshop on curriculum revision / development, satisfaction with present social work syllabi of their school / department and need for further indigenization of social work curriculum are the basis for the analysis of this research paper. Also, this research paper discusses the limitations of social work education which were analyzed such as non-uniformity of Social Work Curriculum and lack of Indigenous Literature on Social Work Education in India. Acknowledgement of western literature for reference and not the indigenous literature by most Schools of Social Work in India as mentioned in First Review Committee, Second Review Committee and UGC Model Curriculum.

Keywords: Social Work, Education, Strength, Weakness, Challenges, India

Introduction

According to Gore, "Education as a profession has the specific function of imparting the necessary knowledge, skills and values to those who aspire to enter the profession. In the sphere of activity characterized by the older professions a person who has not undergone the specified programme of the professional education is not allowed functioning as a practitioner. In many cases there are legal provisions which prevent unqualified persons from practicing in a particular profession. This is so in the case of the professions of law and medicine. In the case of some other professions the highly specialized nature of activities automatically prevents those who have not had the necessary professional education from practicing in them. To the extent that the entry into a profession is restricted to approximately qualified persons, the professional schools also perform the

function of serving as a channel of recruitment to new entrants to the profession. Professional education may thus sub serve the twin functions of recruitment and socialization. The fulfillment of these two functions must naturally depend upon certain conditions. So far as the function of recruitment is concerned, its fulfillment must depend upon the extent to which, by legal statutes or by the high degree of specialized knowledge and practice in a particular field, the entry to a particular field of professional activity is restricted to those who have graduated from professional schools. It must also depend upon the extent to which the right types of young persons are motivated to enter the particular profession. This in its turn must depend upon the economic and social incentives that operate with respect to a particular profession in a given society. Similarly, the fulfillment of the other function of socialization must also depend upon a variety of factors such as: (1) The existence

of a clearly identifiable and communicable body of professional knowledge and skills; (2) The availability of good educators; and (3) The closeness of contact between professional schools and the respective professions. These factors, in their turn, are governed by a variety of social conditions" (Gore, 1965).

But sometimes these two functions (recruitment and socialization) overlap and are considered as the limitations in social work education. In recruitment process, the persons other than qualified social workers with degrees are considered and recruited. As it has been seen in various advertisements of government jobs that preference for social worker is optional. The requirement is for the post of social worker and the eligibility is for the candidates from the background of sociology, psychology, law, medicines etc. along with the background from social work. This means the due recognition is not given to the people from social work discipline.

Secondly, in socialization process, it is identified that as the recruitment is from various other disciplines such as sociology, psychology, law, medicines etc., the skills, training and experience required for selection of social worker do not match, which in turn, collapses the professionalism of social work. The social work educators who are not having experience in social work and are recruited from other disciplines may negatively affect the social work education as they do not possess the knowledge and skills from the same field. They are unable to guide the students.

Another limitation, which has been observed through years, is weak social work curriculum. This limitation persists with the non-uniformity of curriculum, still relying on western based curriculum, non-recognition and development of indigenous literature etc. The uniformity of curriculum signifies that the curriculum drafted should be taught in each and every university / college / institution of the country. Where it has been identified that different university / college / institution uses different modes and subjects to the students in consecutive years. The western based curriculum such as social case work, social group work is still being taught in many universities / colleges / institutions without being significant enough to the current scenario of our localized curriculum. We still rely heavily on case work and group work from Victorian period. As we know that during Second World War, the destitute and the perpetuated, who were victimized, were given relief and care. In turn, the concept of social case work emerged from that period. In 1922, Mary Richmond came with the concept of "Social Diagnosis", which was the emergence

of social case work. But in the country like India, where many people are still perpetuating for hunger on a mass level, clothing, shelter, education etc. which are the basic needs to be fulfilled, the concept that should be applied is "community organization". But still the case work is being taught on a broader level without understanding the significance of the ground reality of the country (Gore, 1965).

The realization for emergence of social work is never recalled in India by giving due recognition to the Vedic period such as Satyug, Tretayug, Dwaparyug, Kalyug. The teachings of these periods remind of devotion, commitment, helping the poor, trustfulness, sacrifice, patriotism etc.

Non-recognition and development of indigenous literature is one of the biggest limitations in social work curriculum. As discussed above that most of the university / college / institution still relies on western based curriculum. Therefore, the teachings of the Vedic era are almost absent in our subjects. The historical emergence of Vedic era is not recognized as the emergence of Social work in India. Our Vedas, Purans, Epics teach us the way to perform, the way we should think and the way we should be civilized. As it is known that emergence of social work was started in the form of charity and philanthropy. But this charity and philanthropy has always seen its emergence through Victorian reforms. If we look back our Indian Vedic period, we would find the emergence of Vedic era between 1500-800 B.C.E. "It is the formative period when the basic foundations of Indian civilization were laid down. These include the emergence of early Hinduism as the foundational religion of India, and the social / religious phenomenon" (<https://www.timemaps.com/civilizations/the-vedic-age/>). The charity and philanthropy can be witnessed from that period. Hence, it may be said that social work has its emergence in India much before the Victorian reform movement. Ironically, we don't adhere to the indigenous facts. Therefore, many papers and articles written on the emergence of the social work in India through Vedic age, is not recognized in the development of the indigenous literature.

Indigenization of social work

In his scholarly article, Dr. Dash describes, Indigenization is the process of developing certain local ideas and perspectives to be best suited to a particular geographical context. The term is primarily used by anthropologists to describe what happens when locals take something from the outside and make it their own (e.g., Africanization, Americanization). In the context of Bharatiyakaran

of social work education, Indigenization allows us to learn from our regional experiences and indigenous innovations in Asian, African, and other countries of the world. In the process of indigenizing the social work curriculum, the indigenous experiences particularly the role of various nationalist organizations and spiritual organizations in social work, Indian indigenous models of sanitation, housing, water harvesting, has been added in the curriculum.

Social work education has achieved many milestones. As it was started with charity, shifted to developmental approach, moved to empowerment and now the post-modernist approach is being followed. After collecting the data from various colleges / schools / institutions / departments, all across the country, the responses were observed with variations within the same colleges / schools / institutions / departments. The variations were observed in the form of questionnaire prepared for the social work academicians. Whether the question was related to mode of teaching, use of audio-video programmes, purchasing number of journals by the university, exclusive faculty to coordinate field work, kind of publications on social work, projects undertaken by their school / department / university, organization of seminar / conference in last three years, student exposure / exchange visit programme for social work students and faculties, publication of any journal by their school / department / university, faculty visiting school / department in abroad for paper presentation or the award / scholarship constituted in the honor of any former social work academicians from their department / school / university. The responses of the above questions drafted for this research study, were found accordingly.

Mode of Teaching: The mode of teaching implies the innovative practice of teaching being imparted by the academicians. It may be of various forms such as classroom teaching, power-point presentation, role-play, short-films, documentary etc. The innovative mode of teaching promotes healthy and prompt learning practice among the students. Therefore, mode of teaching can be seen as strength in imparting social work education. The question was asked by the social work academicians about which mode of teaching is applied by you while teaching in the classroom. The options quoted for the study were:

- a) Classroom teaching.
- b) Group discussion.
- c) Role-play, and
- d) Power-point presentation (PPT).

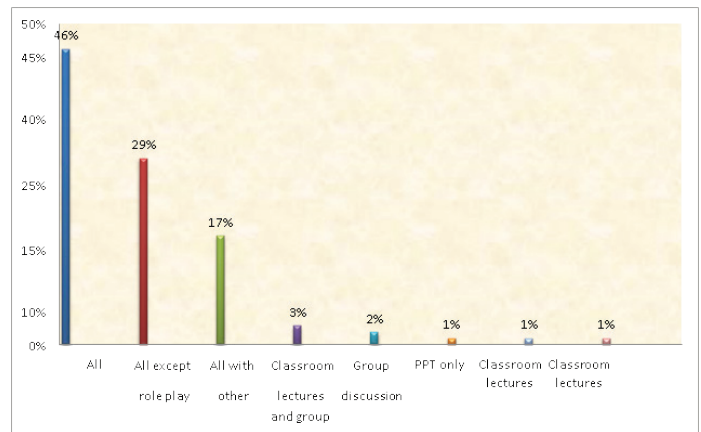


Figure1: Percentage of Respondents Responded for Mode of Teaching

Figure 1 represent the number of respondents (social work academicians) responded for the question related to mode of teaching. There are 150 respondents in the present study. The above figure signifies that sixty-nine (46%) respondents offer teaching through all modes of teaching (Classroom lectures, Group discussion, Role play and Power-point presentation (PPT)). Forty-three (29%) respondents replied that they offer teaching using all modes of teaching (Classroom lectures, Group discussion, PPT) except role-play. Twenty-six (17%) answered that they use all modes (Classroom lectures, Group discussion, Role play and Power-point presentation (PPT)) in consonance with other modes of teaching like skills labs, students' individual presentation, games, field exposures, situation-giving etc. Five (3%) responded that they opt for classroom lectures and group discussion. Three (2%) respondents answered with group discussion and power-point presentation as modes of teaching. Two (1%) opt only for power-point presentation as a mode of teaching. One (1%) respondent replied that he uses classroom lectures and power-point presentations for teaching. Another one (1%) responded that he opts for classroom lectures only.

It shows that sixty-nine (46%) social work academicians (respondents) opt all the above modes of teaching which is a healthy sign of imparting education among students in various departments / schools of social work and twenty-six (17%) social work academicians offer teaching through all modes of teaching including e) other (as fifth option) includes skills labs, field exposures among students, ice-breaking sessions, situational-analysis, assignments, and case-study methods etc. These other modes of teaching are considered as the excellent modes of imparting education among students. These modes of teaching add to the strength of social work education in India.

Use of Audio-Visual Programme: Audio-Visual Programme is significant in every sphere of education. It becomes more significant in higher education when the student achieves a sense of contemplation, persist doubts or situational issues. In social work education it is beneficial to study with the use of audio-visual programmes as there may be issues, doubts and problems arise in field work practice. Therefore, it can be easily encountered with the use of audio-visual programmes to understand the concepts and problems dexterously.

Audio programmes may consist of listening to a situation, radio programme, voice-over programmes, case-studies narration etc. Whereas visual programmes consist of various related documentaries, films, storytelling, Nukkad-Natak, street and skit-play etc. These programmes are undoubtedly useful for the cognitive development of the students. These programmes give students new horizons to think over the situations and act accordingly.

Table 1: Use of Audio-Visual Programs by respondents in percentage (%)

Neither use VP nor AP	17.33%
Not explained its frequency	9.33%
Use Depends	25.33%
Use VP but not AP	18.68%
Use VP & AP both	29.33%

Source: Author

Table 1 signifies the strength of social work education through the medium of audio-visual programme. VP is the Visual Programme whereas AP is Audio Programme used to denote the significance of Information and Communication Technology (ICT) in social work education. No single work can be done without ICT strategies. ICT is involved in every task in one way or the other. Here the researcher has tried to bring out the percentage of social work academicians who use audio-visual programme for teaching. From the above figure it can be seen that 44 respondents (29.33%) use both the audio as well as video programmes for teaching, whereas 28 respondents (18.68%) use only visual programme as a part of teaching but they don't prefer audio programme. Thirty-eight respondents (25.33%) replied that it varies / many / not limited / depends on the need (requirement) as a part of topic or subject. Fourteen respondents (9.33%) replied positively that they use audio-visual programme as a part of teaching but did not explain its frequency of using the same as how many sessions they take, what is the interval of taking such sessions etc. Rest 26 respondents (17.33%) neither use audio programme nor video programme as a part of teaching.

Number of social work journal purchased by College / University: Number of social work journals purchased by any college / university signifies that how much the teaching faculties of the particular discipline are committed to adopt the new ways, methods, tools, techniques, principles, theories and practicality from distinct areas. Through journals, the social work academicians try to learn the different but informative and influential pedagogies opted practically by the social work practitioners or by the people of local areas.

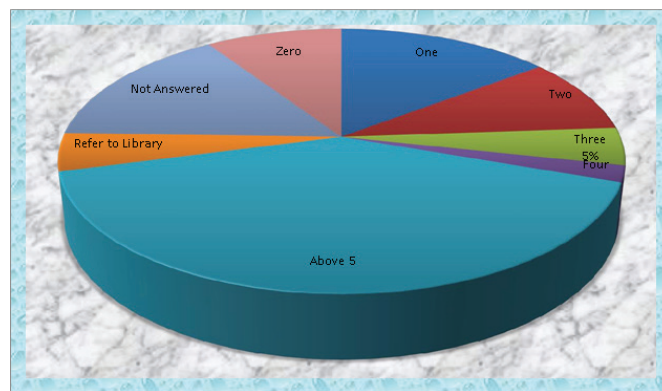


Figure 2: Number of Social Work Journal (s) Purchased by the University

Figure 2 depicts about the number of social work journals purchased by their (the respondents) colleges / universities. The responses for option e) were higher. Sixty-one respondents (40%) responded that the number of social work journals purchased by their Colleges / Universities is above five. Some respondents have given a particular figure of how many social work journals are purchased like thousand, ten, eight, fifteen etc. It signifies the specificity of the particular discipline (social work) as reference to various social work journals leads to have more knowledge, skills, methods, tools and techniques etc. about the same. Whereas three respondents (2%) answered that four social work journals are purchased by their colleges / universities. Seven respondents (5%) replied with the option c) Three. Fourteen respondents (9%) ticked option b) two for purchasing number of social work journals by their colleges / universities. Twenty-two respondents (15%) replied that only one social work journal is purchased by their colleges / universities. Rest other options were created on the basis of responses received by the respondents. Fourteen respondents (9%) responded that no (zero) social work journal is purchased by their colleges / universities. About five percent (7 respondents) suggested for reference to the library or administration in order to get the answer of this question. It is observed that 23 respondents (15%) did not even attempt or answer this question.

Faculty exclusively to coordinate field work: This question of having faculty exclusively to coordinate field work means whether the field work is being supervised by social work academicians who have the degree of social work or it is being supervised generally. Only professional social work academicians and /or practitioner should supervise the students of social work. Otherwise, the skills, methods, tools and techniques of social work cannot be incorporated to the students. Therefore, it is mandatory to have professionally qualified social work academicians and practitioners for field work guidance of students.

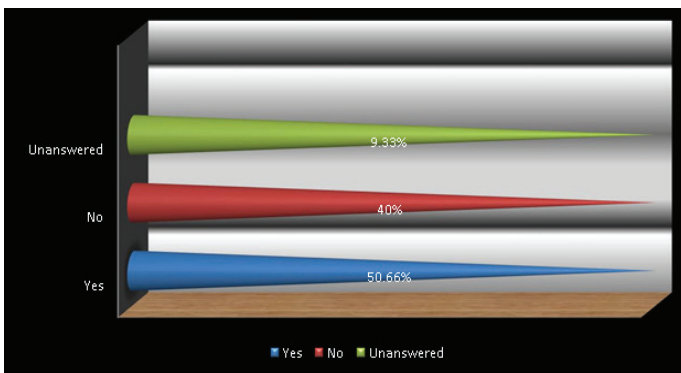


Figure 3: Faculty exclusively to coordinate field work

Figure 3 shows whether there is faculty exclusively to coordinate field work or not. Seventy- six respondents (50.66%) responded positively to have faculty exclusively to coordinate field work practice in social work. Whereas sixty respondents (40%) quoted negatively that there is no faculty exclusively to coordinate field work. Rest fourteen respondents (9.33%) did not answer or attempt this question.

Kind of publication (s) on social work: Kind of publication denotes the significance of accessibility of social work literature. Social work literature adds to the knowledge and existence of the particular theories, models, and methods etc. for the reference to the students as well as social work academicians. Literature may be in the form of books, journals, articles, chapters in books, periodicals etc.

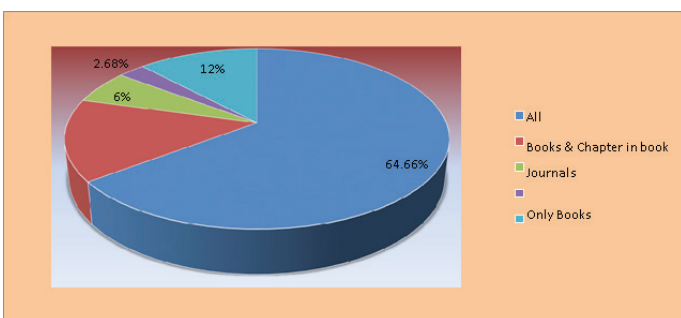


Figure 4: Kind of publications on social work

Figure 4 shows the distribution of responses received by the respondents. The question was based on the kind of publications on social work. Majorly with Ninety-seven respondents (64.66%) responded that they use all (books, journals and chapter in books). Whereas 22 respondents (14.66%) replied with two of the options a) and c) which is books (authored and edited) and chapter in books. Nine respondents (6%) responded with the option of journals only. Four respondents (2.68%) ticked the response of having books only. Rest 18 respondents (12%) did not reply or attempt this question with any of the option.

Exchange / exposure visit programme for social work students / faculties: Exchange / exposure visit programmes are beneficial for social work students as well as for faculties. Exchange visit programmes means interchange of ideas, beliefs, knowledge and practice, whereas exposure visit programmes are meant to learn different ways of social work practicum for the professional development of self and the students. These programmes give opportunities to the students and faculties to better understand the ideologies, perspectives and thinking of other students / faculties of different colleges / universities. It also helps in building new capacities to incorporate practice part (field work) for social work students and faculties.

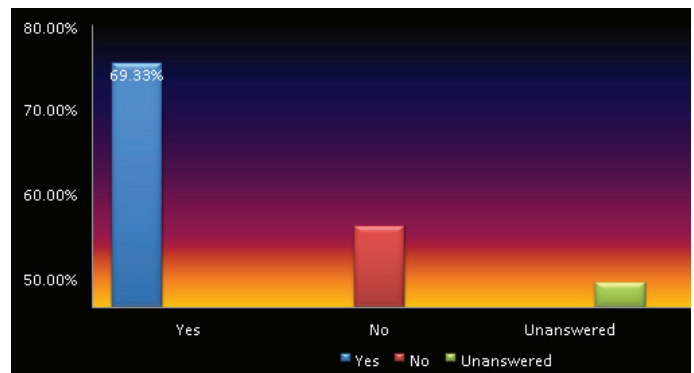


Figure 5: Exchange / exposure visit programme for social work students / faculties

Figure 5 depicts the percentage of the responses for exchange / exposure visit programme for social work students / faculties. With highest 104 respondents (69.33%) the respondents answered positively for having the provision of exchange / exposure visit programme for social work students / faculties. The respondents elaborated that NGO visits within and outside the state, rural camps, orientation visits, block placements, student exchange programme in collaboration with university in Germany, United States, United Kingdom and visit to Netherland for exposure visit programmes are some of lists of exchange / exposure visit programme for social work students / faculties. Whereas 35 respondents

(23.34%) replied negatively for not having any exchange / exposure visit programme for social work students / faculties. Rest 11 respondents (7.33%) did not answer or attempt this question. It means neither they have any provision for exchange / exposure visit programme for social work students / faculties nor they are known about the concept of exchange / exposure visit programme for social work students / faculties.

School / department publishing social work journal: Publication of social work journal signifies the availability of literature to social work education. This task is considered as adding the knowledge of one's own through the way of literature. This produces the skills, techniques, methods and tools by the contribution of entire social work faculties, students and researchers of a particular school / department. Through the publication of social work journal, the work done by social work faculties, students and researchers, and the success stories produced by them are disseminated to other schools / departments through the mode of journal as a part of literature review. The students and researchers may use it as a part of review of literature. The social work faculties may use it for referring it to the class. This may be a strong tool of indigenization by producing one's own ideas and thoughts to vast social work fraternity. The options created for this question were: (1) Yes. (2) No. (3) Unanswered (Option created on the basis of responses received).

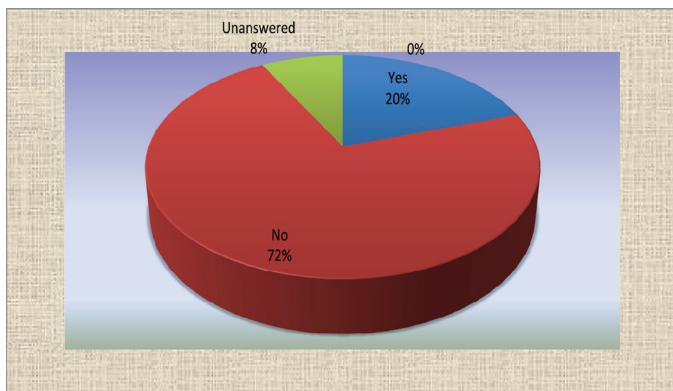


Figure 6: School / Department Publishing Social Work journal

Figure 6 shows the percentage of school / department publishing social work journal. Thirty respondents (20%) replied positively and given the details of social work journal published by their school / department. Whereas 108 respondents (72%) replied negatively. This can be considered as a limitation as majority of social work institutions are unable to publish or produce their own literature based on their work done. This may be one of the reasons for the non- contribution towards the indigenous curriculum development. Rest

12 respondents (8%) did not answer or attempt this question.

Seminar / conference of social work organized in past three years: Seminars / conferences are organized for the exchange of ideas among intellectuals. As a result, masses are aware about particular theme or topic on a single platform. The resource persons are invited to share their ideas about destined topic and the participants having doubts regarding that ask questions for clearance. Participants also present the papers on the theme destined through peer-group sessions. The overall aim of the seminar / conference is the exchange the ideas through a given topic / theme to get those ideas, thoughts, process, models etc. published in order to aware the mass and should contribute towards the development of indigenous literature.

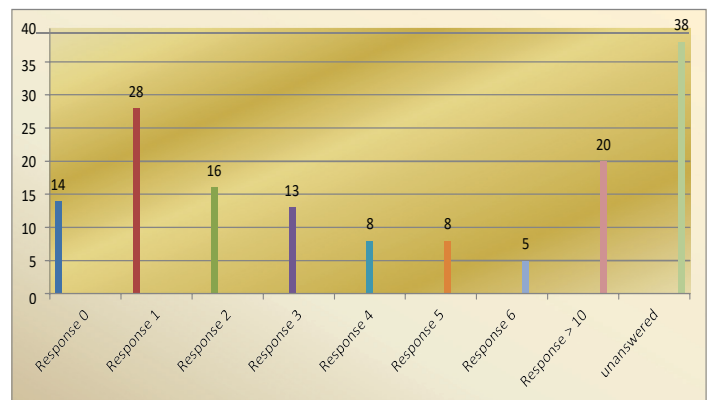


Figure 7: Seminar / conference of social work organized in past three years

From figure 7, it may be seen that 14 respondents' (9.33%) responses received were nil. Means no seminar or conference was organized by their (the respondents') schools / departments (9.33%) in past three years. Thirty-eight respondents (25.33%) did not answer or attempt this question. Twenty-eight respondents (18.66%) responded that only one seminar / conference was organized by their school / department. Sixteen respondents (10.66%) replied that two seminars / conferences were organized by their school / department. Thirteen respondents (8.66%) answered that three seminars / conferences were organized by their school / department. Eight respondents (5.33%) responded that four seminars / conferences were organized by their school / department. Again, the same percentage, 5.33 percent (8 respondents) responded that five seminars / conferences were organized by their school / department. Five respondents (3.33%) responded that six seminars / conferences were organized by their school / department. Final category of respondents 20 respondents (13.33%) replied that more than ten seminars / conferences were organized by their school / department.

Award/ scholarship/ chair instituted/ established in the honor of any former social work faculty: This is honored in the memory or for the distinguished contribution of any eminent social work faculty. The former social work faculty who has / have contributed tremendously working in a particular field like social action, community organization etc. are awarded to the extraordinary students for making remarkable in the same field.

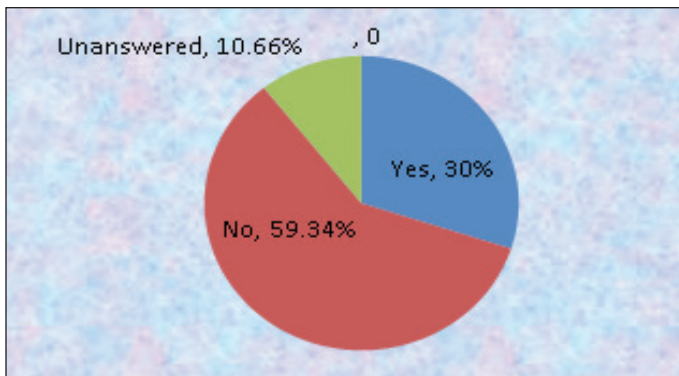


Figure 8: Award/ scholarship/ chair instituted/ Established in the honor of any former social work Faculty

Figure 8 shows the distribution of responses regarding award/ scholarship/ chair instituted/ established in the honor of any former social work faculty by their (the respondents') school / college / department / institution / university. Forty-five respondents (30%) responded that there is the provision of award/ scholarship/ chair instituted/ established in the honor of any former social work faculty. But many of them did not give the details of the same which it was asked for in the subsequent question quoted to describe about the details of it. Eighty-nine respondents (59.34%) replied negatively as they were not having any provision for award/ scholarship/ chair instituted/ established in the honor of any former social work faculty by their school / college / department / institution / university. Rest 16 respondents (10.66%) did not reply or attempt this question.

Participation in any expert committee meeting/ workshop on curriculum revision/ development during the past five years in any school/ department of social work: Participation in any expert committee meeting/ workshop on curriculum revision/ development during the past five years in any school/ department of social work means not only the professional development of self rather it contributes in the professional development of students as by quoting the examples of that meeting

/ workshop in the classroom. It also contributes in the updation of curriculum development which stagnates the duplicity in the curriculum revision.

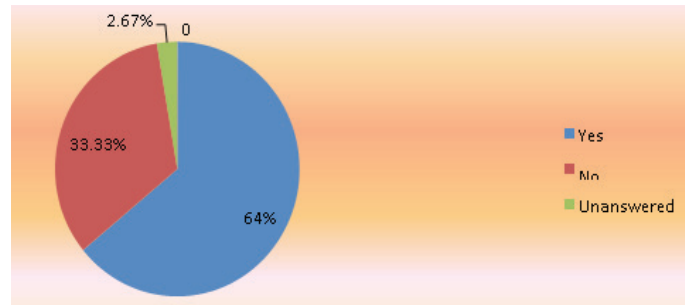


Figure 9: Participation in any expert committee meeting/ workshop on curriculum revision/ development during the past five years in any school/ department of social work

Figure 9 shows the percentage distribution of participation in expert committee meeting / workshop on curriculum revision / development during past five years in any school / department of social work by the respondents. Ninety-six respondents (64%) replied positively by describing that they have participated in any expert committee meeting / workshop on curriculum revision / development during past five years in any school / department of social work. Whereas 50 respondents (33.33%) replied negatively that they did not participate in any expert committee meeting / workshop on curriculum revision / development during past five years in any school / department of social work. Rest 4 respondents (2.67%) did not reply or attempt the question.

Satisfied with the present social work syllabi of their school / department: Most schools / departments of social work are still referring the western pedagogies vastly. The methods of case work and group work are being taught from the western perspectives. Even the contents of the syllabi are still not revised for updation of the curriculum. Therefore, the local efforts are needed to fit the theory according to the current Indian scenario. There are so many burning and contemporary issues required to be inculcated in our social work syllabi which are still untouched and unpublished. Therefore, the satisfaction related to present social work syllabi of the respondents' own schools / department was asked in order to whether they are satisfied with the already existing components of the syllabi of their schools / departments or they want some modifications in it. So, two options were created for this question: a) Yes, b) No.

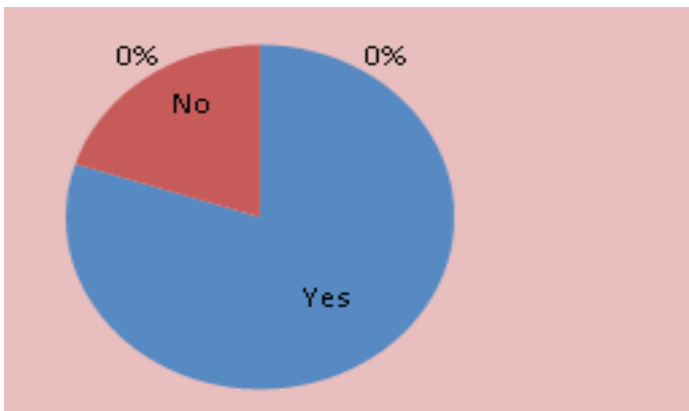


Figure 10: Satisfaction with present social work Syllabi of their school / department

Figure 10 shows the percentage distribution of satisfaction of the respondents with the present social work syllabi of their university. It was observed through the responses that 120 respondents (80%) were satisfied with the present social work syllabi of their school / department. It means they did not need any modifications in their present social work syllabi of their school / department. They were contented with the existing (western) perspectives and pedagogies of their school / department. Rest 30 respondents (20%) were not satisfied with the present social work syllabi of their school / department. In the subsequent question the explanation was asked for if not satisfied with the present social work syllabi of your school / department. Those who were not satisfied specified the reasons for not having satisfied with the present social work syllabi of their school / department. The reasons have been jotted down for non-satisfaction with the present social work syllabi of their school / department:

Non-updation and revision of syllabus: According to thirty respondents (20%), not much attention is paid for the revision of syllabus. The syllabus is too lengthy, more theoretical rather than practical knowledge. Syllabus is not revised by the expert committee. Due to semester system, the revision of syllabi is on standby in various institutions. Semester pattern is not very useful for social work as according to the academicians (respondents), they try to amend the syllabi after every three years. The syllabus is not considered as student-friendly by some of the academicians and consists of irrelevant and vast syllabus. The field work syllabus is not structured in few institutions. The syllabus is not updated to the changing socio-political reality and unsuitable in Indian context as per the responses received. Although they have regular curriculum development meetings for syllabus updation

but they don't include professionals from development sector. Course curriculum require change, as presently it is not fulfilling the need and requirement of the current and prominent issues of our society. Syllabus should be contextual. Some respondents believe that quality of course curriculum has been compromised in their institutions.

Theory and practice are not in consonance: According to the seventy-five respondents (50%), theoretical aspect is more whereas practical component is less. Theory and practice linkages are not synchronized. The respondents feel that students are not able to relate theory into practice.

Specialization is neglected: While there are a range of interdisciplinary choices, some courses are confined in selection by certain specialization. According to fifteen respondents (10%), the curriculum ignores the specialization of labour welfare, youth welfare, geriatric care etc. It means specialization in certain areas is excluded. Environmental issues, disaster management, dissertation and other prominent social issues which are relevant in our society and needs to be dealt, not considered necessary to include in our curriculum framework.

Optional subjects are taken for-granted: According to fifteen respondents (10%), all the subjects are not carefully offered as they are kept as optional subject and due to lack of infrastructure, these subjects are not open to the students. Due to the availability of various courses, some courses are kept as optional. As these courses are optional in nature, the classes are not held up according to the schedule or occur fewer times in the semester. Although these optional courses depict the vary nature of our society which is essential for the students to learn. This in turn adds to the learning and increasing indigenous knowledge of our society. Also, this indignity helps synchronizing the more practical base component in social work and making available the indigenous practice-based theory. Due to its non-compliance in the curriculum, the teachers and students remain unaware of these aspects and in turn could not produce the indigenous literature which leads to ineffectiveness between social work theory and practice.

Irrelevant Eurocentric model of social work and lack of indigenous knowledge: Social work profession owes its origin through eurocentrism. It is quoted that social work came into existence in 1869 in United Kingdom with the establishment of Charity Organization Society (COS). Studies show that the models, theories,

perspectives taught are not relevant in our country. Community organization method is widely accepted in our Indian society. Neighborhood Development Model is one such model which best suits our Indian society. According to sixty respondents (40%), indigenous knowledge in social work must be added to teach the social work students to make the social work profession more practice-based. It's been more than eight decades of formalization of social work, that we are still relied on western perspectives, theories and models for social work origin. Indigenous knowledge in the form of indigenous literature availability; indigenous origin, models, perspectives, methods, theories etc. needs to be incorporated and adhered in order to strengthen the social work profession. The initiatives have been taken by the IGNOU in the development and publication of varied courses in social work education such as "Professional Social Work: Indian Perspectives (MSW-002)", "Social Work Practicum and Supervision (MSW-005)" and "Contemporary Methods and Values of Social Work (MSW-017)". These courses are offered in both the languages i.e., English and Hindi. Various other initiatives such as twelve values of social work, code of ethics and contemporary methods of social work have been developed by the IGNOU.

Teaching hours are compromised: According to forty-five respondents (30%), the teaching hours are not in consonance as the teachers are engaged in other activities. The social work faculty especially those who are recruited on guest and adhoc, are burdened with administrative tasks, which hampers the academic arena. Their engagement in seminars, workshops, conferences etc. lacks the academic quality.

Need for further indigenization of social work curriculum: The concept of indigenization of social work curriculum means the localization and contribution of the different spheres of one's own ideas, skills used, techniques etc. The western pedagogies have been influential over the years since the formalization of social work education. After eight decades, most of the schools / departments of social work are still relied on the Eurocentric model of social work. Therefore, it's high time to indigenize our practice related to social work. To indigenize the practice of social work, the concept of 'Bhartiyakaran' is being included in the curriculum of some universities. In this, the contribution by various unknown tribes, rural areas, and specific models of development within the country has been and still being inculcated. The proliferation of indigenization (Bhartiyakaran) is taking place on a wider level.

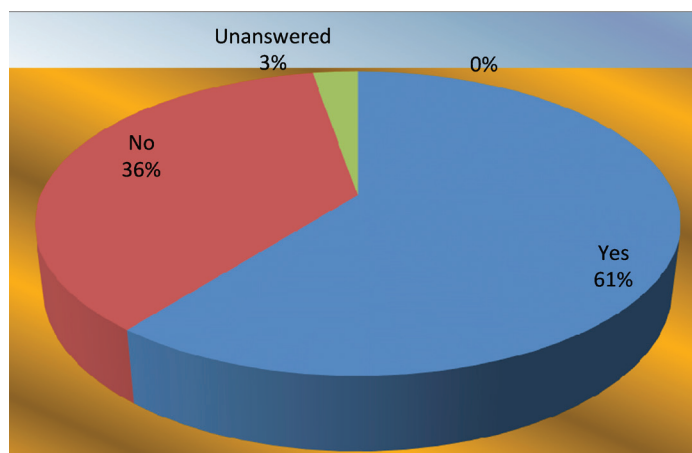


Figure 11: Need for further indigenization of social work curriculum

Figure 11 shows the percentage distribution for having the need for further indigenization of social work curriculum. Ninety-one respondents (61%) responded for having the need for further indigenization of social work curriculum. Fifty-five respondents (36%) responded of not having the need for further indigenization of social work curriculum. Rest four respondents (3%) did not answer or attempt this question. The options created for this question. Those who felt of having the need for further indigenization of social work curriculum have specified the following areas to be included in the social work curriculum:

Different regions especially rural and tribal areas

According to seventy percent of responses, different regions in India especially rural and tribal areas must be included while reframing the curriculum. The development done in the rural and tribal sectors, Indian experiences related to these sectors, success stories etc. should be given weightage in our theoretical aspects.

Availability of indigenous literature: According to approximately 75 per cent of responses received, the books should be written on Indian Perspectives and Indian authors. The literature should be made available on Indian concepts, philosophy, ideologies, methods, principles, values, techniques, etc. Indian history, cultural perspectives through the lenses of social work should be introduced in the curriculum. Community organization method needs to be developed in a proper manner as this is the only vast and apt method in social work through which all other methods can be practiced. More illustrations and case studies such as family-based interventions should be integrated as indigenized theories and approaches in social work educational curriculum and should teach to our students. As there is

a course in social work syllabi named areas of social work practice should be imbibed from Indian perspectives. Local concepts and knowledge of indigenization related to area-specific community should be developed more. Indigenization of social work in India should be framed in the line of social reform movements. It should be indigenized by giving credits to our Indian social reformers, activists and welfarists as it is much needed to understand and appreciate the relevance of various social thinkers, their thoughts and writings in the practice of social work and understanding ideologies for social change. Other indigenous methods existing and pertinent to our current social needs, need to be developed and documented in our syllabus. Current issues should be addressed in our curriculum and the fundamental provisions, enactments, various policies and legislations related to current social issues should be formed and included in social work curriculum. Methods should be contextualized and resolve the structural issues of the country. Indigenous knowledge must be explored and added to the present means indigenization needs to be operationally defined, what to be explored, how to be explored etc. The knowledge of field exposure (MSW-005) should be included in the curriculum. Rich ancient yogic system should be introduced. Use of novels, stories in Indian context in teaching and practice of social work should be introduced to make students understand the social reality and the sensitivity required to deal with different situations. Testing and validating the existing knowledge and theories in the Indian context is needed. Greater focus on social work research and evidence-based practice documentation pertinent to indigenous aspects can be used for teaching, learning and developing theorization.

Socio-economic-political and cultural aspect: India is a blend of a diverse culture, ethnicity, language, beliefs and traditions. Every aspect has its own relevance which is significant to be incorporated in different areas of social work practice. Forty percent of respondents opined that the development related to economic and social aspects are also very important and should be included in the curriculum. Whereas it is necessary to know and understand the concepts of Indian politics in social works to what rights are being given to citizens of the country; what are the policies, legislations, acts etc. For instance, inclusion of excluded sections and minority communities such as Dalits, tribes, cross-cultural aspects, differently-abled etc. needs to be given more focus and are apt to study in indigenous context.

Contemporary and Environmental issues: According to ten percent of responses received, contemporary issues

such as relevance, usage, pros and cons of technology driven education, women's related issues especially upliftment and development of women living in rural and remote areas, issues related LGBT and commercial sex workers, Corporate Social Responsibility (CSR), Forensic social work, cyber-crime and social work etc. should be given peculiar focus and should be inculcated in the curriculum of social work. Social work curriculum should include more courses on sustainable development in terms of environment; eco-friendly aspects should also be addressed and included with much emphasis. The matter of environmental degradation is a very crucial social issue in today's arena which should be inscribed in our curriculum.

Social work council is mandatory: According to sixty respondents (40%), most institutions offer social work by clubbing it with or under other disciplines like sociology, human resource etc. In such case social work academicians and students have to follow their exam and study criteria. This imposes a huge pressure on social work profession to flourish independently. It all sustains due to the lack of social work council. Therefore, a proper council for social work is direly needed in our country.

Conclusion

The above findings depict the responses from the social work academicians (respondents). Majority accepts almost all mode of teaching in the classroom, use of audio-visual programme, number of social work journals purchased, faculty exclusively to coordinate field work, kind of publications, exchange / exposure visit programme for social work students / faculties, publication of journal by their school / department, seminar / conference organized by their school / department, award / scholarship in the honor of former social work academician, participation in expert committee meeting, satisfaction with present social work syllabi and need for further indigenization. Whereas there are others who are unsatisfied with the present social work syllabi of their school / department and feel the need for further indigenization. They have specified the reasons for the same. So, the areas which are uncovered according to some of the social work academicians need to be addressed and included in the social work curriculum as these loopholes, if inculcated in the curriculum, would be paid attention to and worked upon. This will not only fill in the gaps lying in social work education (curriculum) but would even strengthen the social work as a profession.

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