

## **Pedagogy of Social Work Education in Karnataka: (Present Status and Future Strategies)**

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### **ABSTRACT**

Education is manifestation of perfection which already exists in man Swami Vivekananda has quoted this point with intuition. Today is the world of Information which is generated by the Education. Education is a life event tool which can be used for any development. Education is spread over in all discipline. Like Social work discipline, accepted the Education to teach society and its member about what the social work is. Social Work is a practice based profession; it is a recent branch of knowledge. It is a contribution to social science discipline. 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 behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.” The present paper attempts to analyse the social work education system in Karnataka. The central theme of dealing with this issue is to understand conceptualization and operationalisation of social work education in Karnataka that has undergone significant changes invariably in time and space.

**Key Words :** Education, Universalism, Imperialism

### **INTRODUCTION**

#### **Concept of education:**

Education is basic to the forward movement of nations, throughout the world. The role of education, as an investment in human resources, has been increasingly recognized both in the developing and the developed countries. One of the basic principles of democratic living are the optimum, if not the maximum, development of all people as fully functioning individuals in society. It is true that in a society, education cannot be considered in a vacuum and that it is closely related to its cultural, economic and political aspects. Life is tension oriented and it is likely to pose newer problems with less opportunities in the coming decades. In order to equip the people to come out of darkness which would crush the life of each one of us, new directions and designs are required in human resource development and we should find out the means to achieve them. The new generations

should have justice and human values, and they mould develop the capacity to internalize new thinking and ideas very creatively and constantly (National Policy on Education, 1986).

#### **Social Work:**

Any Profession in any society has to be socially relevant and must be provided its services to all professional competence to the satisfaction of its clients (Surendra Singh, 2003). Social work profession indeed, providing knowledge and opportunity to practice the knowledge in the society for the maximum use of its stake holders. Social Work Education has crossed six decades in India since the establishment of Sir Dorabji Tata Graduate school of Social Work way back in 1936. While progress in terms of number of schools and number of trained social workers looks impressive, the quality and competence of the professional social workers to deal with the problems of different clientele groups is far from

desirable (Kurian and Sebastian, 2003).

### **History of social work education in India:**

Social Work has been practiced in India since ancient times in one form or the other. Serving the needy and helping one's fellowmen are virtues which have been greatly valued in the Indian culture at all times. Historical records and religious scriptures from both ancient and medieval periods bear testimony to this.

The profession of Social Work plays a pivotal role in the reconstruction of a country. National reconstruction of a country has to take place in two different dimensions *i.e.*, economic and social. Economic reconstruction is a planned and rational exploitation of nature by increasing food production, industrial development etc. Equally important is the regeneration of the individual, the development of his intellect, organized programs to improve the health of the family and the building up of a democratic society for the advancement of national goals (Nehta, 1956). The impact of western civilization and industrial development weakened the system of the joint family. This created innumerable problems in the life of the people of India. The very crucial problem in India is the reconstruction of traditional beliefs and inherited political, economic and social principles to the pattern of life in our emerging industrial situation. Social Work, as a professional activity, came to India from the view point of urban population, especially of the industrial workers who were exposed to severe hazards than rural workers (Mukherjee, 1968).

Prof. TBBSV Ramanaiah and Thomous have pointed out about the History of Social Work Education in India ; Organized training for Social Work was very prominent in Bombay. For many years, a social Training Centre for Women organized programs by a Joint Missionary Committee in close association with the University Settlement for Women. The admission requirement for it-is program was the knowledge of English.

The Social Service League of Bombay offered lectures on social subjects during each monsoon season. Admission was based on the knowledge of English and Certificates were issued to the students who passed final examination. The roots of Graduate study go back to the time when Nagapada Neighbourhood House of Bombay organized an annual series of short-term courses. This association, for many years, conducted short-term courses of one month's duration for its own workers and for

limited number of students. The Director of the Nagapada Neighbourhood House, Dr. Clifford Manshardt, opined that a permanent school of Social Work is very much essential to train social workers (Manshardt, 1936 Quoted by Thoumos, 1996).

An Excellent contribution from Department of social Work University of Mysore was that a Doctoral Research was conducted by Thomas Under the Guidance of Prof. TBBSV Ramanaiah in 1996 entitled on 'A Critical Assessment of Social Work Education and Institution in Selected States in India' in that research work the researcher has brought up the history of social work Education in India. In that he has mentioned several aspects that are depicted the efforts made by the Tata and supported groups. Professional Social Work Education, as an independent discipline, was started with the establishment of Sir Dorabji Tata Graduate School of Social Work in Bombay, in 1936, presently known as the Tata Institute of Social Sciences (Desai, 1985, Hasan, 1967, Nanavatty, 1967, Review of Social Work Education in India, Second Review Committee Report, 1980 and Gore, 1963). This institute was first established in the Nagapada Neighbourhood House. The Nagapada Neighbourhood House was operated by the Marathi Mission in India, a Protestant Christian Mission and Dr. Clifford Manshardt was the Director. Dr. Clifford Manshardt, being an advisor to the Sir Dorabji Tata Trust, proposed a two year Post-graduate program in Social Work. The Trustees took a decision in favor of the wish of Dr. Clifford Manshardt and the school was named after Sir Dorabji Tata, son of Jamshedji Tata, the founder of the House of Tatas. He had no children and willed his entire personal property to the Trust (Desai, 1985). Dr. Manshardt, the then Director of the Sir Dorabji Tata Graduate School of Social Work, during his opening address of the school in 1936 said, "...this school, which is opening today, represents the first attempt in India to raise social work to the dignity of a learned profession, standing on the same plane as graduate schools of law, medicine or education".

In 1946, the second school was established in Delhi under the auspices of the National YWCA of India. In less than two years a third school was founded as a part of the University of Baroda. At that time, the school was not only a part of the University, but was constituted as an independent? Actually in 1947, Kashi Vidyapith, Varanasi, opened an Institute of Social Sciences for training social workers. By 1966, Social Work, as an

independent discipline, had been adopted by various Universities. Review of Social Work Education in India, Second Review Committee Report (1980), in its survey in 1975 found that there were 34 Social Work Institutions in this country imparting Social Work training. Lucknow University started Ph.D program in Social Work for the first time in India in the year 1954 (Lakshmana, 1979). Under-graduate education in Social Work was started in 1956 by the Department of Sociology and Social Work of the University of Lucknow, Lucknow (Hasan, 1967). Now over thousands of Social Work Institutions are imparting the education at MSW Degree level (Quoted by Thoumos, 1996). Now there are mushrooming growth of social work Institutions in India in giving social work education.

**History of social work education in Karnataka:**

Social Work Education in Karnataka started in 1962 at Karnatak University, Dharwad. The Roshini Nilay Mangalore under the leadership of Prof. Perera started Diploma in Social Work in the year 1962-63 by affiliating to University of Mysore. Followed by national Social Service a Private College in Bangalore also started Diploma in Social Work in 1970. Govt. of Karnataka, Dept of Higher Education has taken over the Diploma in Social Work Course from the National Social Service College and handed over to Bangalore University in 1973. In 1970 Two year “Diploma Course in Psychiatric Social Work” was Started at the All India Institute of Mental Health, Bangalore, later on it was renamed as NIMHANS.

In the same year under the headship of Prof. Perera,

again ‘Roshini Nilay’, Mangalore started full fledged Dept of Social Work by affiliating to University of Mysore in 1970. In 1975 under the leadership of Prof. C. Parvathamma, the then Head, dept of Sociology, P.G. Programe in Social Work was started. In the year 1982-83, Gulbarga University, Gulbarga started MSW programme in the Dept of Sociology. Kuvempu University, Shimoga and Mangalore University, Mangalore started the P.G. Department of Social work in 2003-04.

Tumkur University, in 2004-05, Karnataka State Women;s University, Bijapur, 2007. The Davangere P.G. Center of the Kuvempu University in 2006. Davanagere P.G.Center of Kuvempu University become independent University from 2009, since then, the dept of Social Work was continued to function as an independent Dept of Davanagere University. P.G. Center of Karnatak University Belguam, and P.G. Center of Gulbarga University, Bellary were upgraded as independent Universities in 2010, by the Govt. of Karnataka, since then, the P.G. Center of Bijapur merged to Belguam University and P.G.Center of Bellary merged to Krishnadeveraya University, Bellary in July 2010.

Table 1 is present the statistical view on social Work Institutions in Karnataka.

A State level workshop organized by Department of P.G Studies and Research in Social Work Kuvempu University, Karnataka. It brought forth Many Founding Educators of Social Work Institutions of all Universities in Karnataka. Several Discussion have thrashed out in the work shop Chief among them are.

Present status of Social Work Practice that includes Social Policy, Growth of Field work Agencies, Syllabus

**Table 1 : Statistical view on social Work Institutions in Karnataka**

Sr. No.	University	University P.G centers	Research Centers	No. of MSW colleges	No. of BSW Colleges
1.	Mangalore	1	02(affiliated Colleges)	16	10
2.	Bangalore	2	1	15	04
3.	Gulbarga	3	1	27	04
4.	Mysore	2	1	05	03
5.	Dharwad	2	1	-	27
6.	Kuvempu	1	1	-	03
7.	Tumkur	1	-	04	04
8.	Bellary	1	-	04	6
9.	Bijapur	1	-	-	06
10.	Belgum	1	-	-	-
11.	Davanagere	1	-	-	01
12.	NIMHANS	-	1	-	-
	Total	16	8	63	68

Courtesy: Prof. Y.S. Siddegowda

for Field work, Alumni Association, Inter disciplinary blemishes to social Work in opportunities sectors.

### **Curriculum:**

Curriculum is an innate requirement of all discipline. A curriculum document requires infrastructural facilities, which would support translating curriculum plans to academic activity for a standard of education and in the march to excellence. It is when most aspects are planned, facilities are provided, including those of teacher development and when learners' have adequate previous experiences, that is possible for education to support change in a direction for a civil society, and for learning to remain life long activity (UGC Model Curriculum Developed by UGC- 2001).

Presently curriculum in social work is designed on the basis of three domains. Core domain, Supportive Domain and Inter disciplinary Domain. The word DOMAIN represents to be understood as a sphere of knowledge be it cognitive, affective, psychomotor,/ behavioural or that to support attitudinal change and value of clarification, all this singly, in combinations or all together. The core domain of social work profession is that which characterises the profession for its philosophy, ideology, practice, values, ethics, theory and concepts. The supportive domain content provides knowledge and skills to backup or assist the core domain. The Interdisciplinary domain has relevant theories, concepts, and perspectives from other sciences to help understand and work with social phenomena necessitating change. In Karnataka, using the curriculum in social work education is based on the guidelines of UGC curriculum guidelines.

### **Field Work:**

Field work is the platform to students to practice their social work knowledge in the practice setting. It either may be the rural, tribal setting or in urban setting. According to Srinivas (1979) 'Field work is an educationally planned and professionally guided programme of interaction of a student with the real situation experienced through welfare, institutional, multi-organisational and people based system in order to help him/her perceive, understand, appreciate existing human conditions(s) and work to bring about desired improvement and change in them.

UGC second review committee submitted its report in the year of 1980, in that report it has emphasised aspects

of students learning in field work;

- a) Understand the relation of knowledge values and skills;
- b) Understanding to develop self awareness and self discipline in professional relations;
- c) Ability to work knowingly and effectively with agency structure, function and philosophy;
- d) Knowledge of multiple factors in behaviour to acquire skill in the use of professional knowledge;
- e) System of effective use of community, state and national resources;
- f) Capacity of social work practice with professional compliance;
- g) Understanding the need of social action and capacity of leadership;
- h) To become professional worker;
- i) Compliance in systematic study, assessment and treatment in different fields of social work Intervention.

Social Work Profession has Several Challenges from within the Profession .Such as Social Work Education , Social Work Intervention, Service delivery System other Professional Disciplines Policy Level etc., to Minimize the limitation and Challenges of Social Work There is a need of Standardization of Social Work Education in Karnataka Particular.

### **Future strategies:**

Many future Strategies quoted by different thinkers by Prof. Bidarakoppa G S, Prof. R Parthasarathi Prof. Ravindra D Gadkar. by merging all the above thinkers perspectives that authors has finalised following strategies for social work education in Karnataka as quoted hereunder;

1. At least State level uniformity in formulation of curriculum for social work
2. Minimal standards for teacher-student proportion, school of social work-field work agencies, academic inputs, eligibility criteria
3. Strengthening the activities of professional societies in Karnataka
4. Involvement of Social Workers in development of policies related to welfare & development
5. Encouraging evidence based practice
6. Simplifying the knowledge of social work & transferring them to para professionals & non-professionals
7. Writing articles about social work & contribution

**Table 2 : Pedagogy of Social Work Education based on Western and Indian Perspectives: (Present Status)**

<p><b>Western Setting:</b> Economic development, Social development, Technology development, Liberalization, privatization, globalization</p> <p><b>Some Western Characteristics:</b> Some of the important characteristics in the western base are; Individual autonomy, Nuclear families, Materialistic attitude, Sexual permissiveness, Separation/divorce increasing rate, Child sexual abuse, Juvenile delinquency/drug dependence tc...</p> <p><b>Western Social Work:</b> Well developed welfare structure, Social worker position is well established, well defined social worker roles, Quality control – council for Social Work education, Availability of literature, High standards of education, Professionalism of training Indian context ongoing economic development programs, Moderate social development, Progress in IT, technology section, visible impact of liberalization, privatization, globalization.</p>	<p><b>Indian Setting:</b> Economic development, Social development, Technology development, Liberalization, privatization, globalization</p> <p><b>Some Indian Characteristics:</b> Predominantly agriculture, Family centeredness, Extended or joint families , Spiritualistic heritage, Orthodox nature, Mostly arranged marriages, Child labour , School dropouts, Increasing suicides, Below poverty line families,</p> <p><b>Indian Social Work :</b> Limited welfare facilities, Social Work Position is not well established, Ill defined social work, roles, no quality control, Non availability of indigenous literature, Dilution of Social Work, standards, BSW in some schools, Mostly 2yr Post graduation, Some have specialization, some are generic, Number of schools of social work increasing, Number of students in each class more limited field work facilities, Examination oriented preparation, Limited library reference, Lack of focus or specificity, Social service equated with social work, Social case work is predominantly applied, Non social work trained people at helm of affairs, Emerging trends in distant education mode, University/self financed schemes</p>
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in local magazines and newspapers

8. Formation of association of social work educators in Karnataka

9. Developing specific programs for faculty improvement

10. Identifying best practices in social work education and practice in Karnataka

A State Level Work Shop held on 10<sup>th</sup> 11th February 2010 Organized by Dept. of Social Work Kuvempu University Was the first Effort in Karnataka History in Gathering all Social Work Educationers including the first generations of Social Work Educationist in Karnataka. The Workshop brought out Several decisions regarding to make Standardization of Social Work Educational System in Karnataka. In this way, following important decisions were generated out of the Seminar.

- 1) Generalizing the Curricular Pattern.
- 2) Specific objective in Field Work Practice
- 3) Common Syllabus in all Social Work Departments.

- 4) Encourage the Social Work Research
- 5) Standard Pattern of Writing Field Work Report.

Social Work Education has been Largely Based on Foreign Literature. Most of the books Prescribed or Recommended in Social Work Courses have been Written either by Americans or British Authors (Surendra Singh). Even Today, They is no basic text books on the Indian Social Work Which takes in to Consideration indigenous elements of Social Economic and Political life.

### Conclusion:

Though Efforts have been made now and than in a sporadic manner in the direction of indigenization of Social Work Literature generally in English Language these have been proved quite inadequate, Particularly When Social Work Students in many part of the country Want Material written in National or Regional Languages. Thus there is a Great Challenges of Developing indigenous Literature in National or Regional Languages.

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