



A STUDY ON SOCIAL WORK EDUCATION IN TELANGANA

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Abstract

The study probes into the academic and administrative aspects and comes out with a comprehensive understanding. It has adopted qualitative methodologies along with quantitative techniques to evolve a holistic perspective. The outcome of this study will benefit all those concerned with social work education to work out the modalities so as to make social work education a need-based one and also improve the quality of education to the highest possible level, making it accessible to all those who have an aptitude for social work. The primary data was systematically processed. Descriptive analysis was made to draw inferences. The empirical data reveals that the quality of social work education in Telangana is significantly at a decline due to several reasons. Social work professionals are trailing in the field of development. This is due to lack of commitment, ideological orientation, and perhaps, incompetent desired skills, knowledge, and techniques. There has been a mushrooming of social work educational institutions in the recent past. Private institutions are lacking in ethical orientation and have commercialized this field. Increase in the intake of students and unqualified, incompetent, and inexperienced social work educators are damaging the system. Hence, the quality of social work education is steadily declining.

INTRODUCTION

Social Work seeks to assist individuals, groups and communities reach the highest possible degree of social, mental and physical wellbeing. Social work functions with the awareness of the dynamic interplay of personal, biological and psychological elements with the socioeconomic forces of the environment in which human beings live. 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 of 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 the life standards. The practice of Social Work requires knowledge of human development and behaviour; of social, economic, and cultural institutions; and of the interactions of all these factors. The functions of Social Work are to provide material assistance for persons who are dependent or in sharp economic distress, to help such persons individually in their adjustment to their economic and social environment, and it is concerned with the psychological problems of individuals, whether these problems be the cause or effect of poverty, illness, or crime.

REVIEW OF LITERATURE

Herbert Bisno - the philosophical assumption underlying the theory of social work are

Wronka 2008- Research and evaluation comprise a central feature of Social Work



practice that can foster and appraise the profession's progress toward its mission.

Engel & Schutt 2010- Research and evaluation are important because they give social workers permission to be curious and creative, as well as systematic and thorough in their activities that involve assessment, prevention, and intervention efforts with individuals, families, and communities. The term 'research' generally refers to a systemic and thorough search or examination that involves the collection of data.

Connell -Education empowers people through knowledge. According to Plato, the aim of education is to upgrade the wise man through intelligence. Education is basic to all-round development.

National Policy on Education- Refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, secularism and democracy enshrined in our constitution

RESEARCH METHODOLOGY

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

SCOPE OF THE STUDY

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

AIM OF THE STUDY

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

OBJECTIVES

1. To understand the administrative or facilitative issues concerned with Social Work education in the schools of Social Work.
2. To find out the admission procedure, course content, and examination pattern of Social Work education in schools of Social Work.



3. To find out the infrastructural facilities, including the library facilities made available in the schools of Social Work.
4. To find out the recruitment policy and opportunities for staff development in the schools of Social Work.
5. To understand the academic and co-curricular activities of the schools of Social Work.

The researcher approached each institution personally, explained the objectives, and sought their permission and co-operation in carrying out the study. All those institutions, which accorded permission, were included in the study. The researcher spent 4 days in each postgraduate department of Social Work. It helped in establishing rapport with the Chairpersons/Heads/Principles, Social Work Educators, Agency Supervisors, and Social Work students. During this period, the Social Work educators were requested to facilitate in administering the questionnaire to the students. It was explained to them item-wise and asked to give the appropriate answer. Likewise, every batch took the minimum time of 60 minutes and the maximum time of 90 minutes.

METHODS OF DATA COLLECTION

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

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

ANALYSIS OF DATA

The data, collected according to the above methodology from different stakeholders was subjected to processing. All the five tools were edited in the field itself. During the course of editing, errors like incomplete entries, wrong entries, blank entries, and logical errors were rectified by the researcher. After thorough editing, classification was made. Further, the variables were quantified by allotting numerical values. A coding key was prepared for all the tools. Referring to the coding



key, the data from different tools was transferred onto the computer using the Statistical Package for Social Sciences. Statistical measures like Mean, Median, and Percentage were calculated and univariate tables were drawn with the help of the computer. The results are discussed, in the light of the existing literature, and on the basis of the observations made by the researcher.

OBJECTIVES OF SOCIAL WORK EDUCATION

Knowledge objectives: The knowledge objectives of social work education are critically evaluate multi-disciplinary knowledge, to understand the contemporary reality in the historical context and local reality in the national and international

Attitude objectives: The attitude objectives of social work education are to develop critical self-awareness, with reference to the following ideological and ethical requirements of the social work profession

Skill objectives: The skill objectives of Social Work Education are to develop people centered skills in the following areas: Self-awareness and self- esteem, positive, creative and critical thinking, enhancing positive emotions and minimizing negative emotions, assertive and sensitive inter-personal communication and synergy in social interactions and relationships

COMPONENTS OF SOCIAL WORK EDUCATION

Social work means helping people with definite knowledge and skills. It mainly includes two components of the education process.

- a) Course Work
- b) Fieldwork

COURSE WORK: Social work is a Knowledge based profession. Whatever students study in class, prescribed syllabus, different papers which are available in Curriculum. Restrictions are classroom base, and through the library, referring to journals, books and magazines.

FIELDWORK: Fieldwork is the essential component of social work. It is a skill-based profession. In fieldwork, students are placed in a different agency where you practice learning and doing work.

Field work practicum is a dynamic course that challenges students to apply social work knowledge skills and values within an organizational context. It is a vital dimension of students graduate and post graduate social work education. In the Fieldwork Manual, M. A. Momin has mentioned the following importance of fieldwork practice. Through the fieldwork, students can learn how to apply social work Primary methods.



1. They are exposed to agency practice in which they are practicing case work process.
2. The students achieve self- awareness and discipline to use them as a helper, as agent of change in an individual or group situation.
3. The students use the facility of organizational structure for self -development as trained social worker. They come to know faster and use relationship within a structure and gain insight regarding his /her network of relationship with the organization.
4. It helps the students to apply the theory and principle of social work into practice.

ETHICS FOR SOCIAL WORK EDUCATOR

According to the declaration of ethics for a Professional Social Worker, prepared by the social work educators forum as revised by the Bombay Association of Trained Social Workers (2002), following are the best ethical responsibilities of professional social workers as educators and researchers.

- Be conversant with the learner's needs, readiness, and goals, when teaching and training.
- Regularly update knowledge about social work profession in general and the subject they teach through field experience update reading and training.
- Impart knowledge, inculcate attitude, and develops skills within the value framework of the profession, while teaching and training.
- Develop a nurturing relationship with the students, encouraging openness, critical inquiry, and self- study.
- Undertake people- centred field action projects as a demonstration of innovative initiatives to promote the well -being of people, and for research and documentation training and replication whenever possible.
- Contribute to the knowledge base of social work education through practice, wisdom and documentation as well as research.
- Expose the students to the professional association and orient them about their role in developing and strengthening them.
- Carefully select the topic for research considering its possible consequence for those studied when conducting a research.
- Do not cause the respondents any physical or mental discomfort distress or harm through research.
- Consider the informants of research as co-partners in understanding the phenomenal.
- Share the research objectives with them and get their informed and voluntary consent, respect their knowledge and attitude about their life situation, and



share/interpret the findings with them.

- Provide information and referral services as and when necessary, during the process of data collection.

AIM OF SOCIAL WORK EDUCATION

Based on the goals of social work profession and ecologies and culture of social work education, the overall aim of social work education may be to enable students to integrate social work, knowledge, attitude and skills through a process of critical class reason teaching and learning, self- study fieldwork practice, and practice- based research to educate students for developing qualified social work personnel for social work practice, administration, education, training, and research.

STANDARDS FOR SCHOOL SOCIAL SERVICES PROFESSIONALS

A few standards were designed to serve as a core set of standards for all schools service providers. These standards included:

Table: Standards For School Social Services Professionals

S. No.	Standards	Services
1	Standard 1	Student and the Learning Process
2	Standard 2	Educational & Learning Systems and organization
3	Standard 3	Family & Community
4	Standard 4	Assessment
5	Standard 5	Intervention
6	Standard 6	Legal Issues
7	Standard 7	Ethics & professionalism

LIMITATIONS OF THE STUDY

- 1 Due to time constraint a larger sample of the Social Work students could not be covered for the study.
- 2 The study did not cover Social Work institutions offering undergraduate programs in Social Work in Karnataka.
- 3 Most of the Chairpersons/Heads/Principles did not return the tool by post.
- 4 Many of the tools sent by the Chairpersons/Heads/Principles, Social Work Educators, and Agency Supervisors were incomplete. Hence, those tools were not included in the study.



CONCLUSION

Social Work education has thus proved to be a systematic, purposeful intervention by professional social workers to uplift, develop, and empower the weaker sections of the society. Social Work education at various levels has helped the professionals intervene and manage the crisis in the life of individuals, groups, and communities in Telangana State. Social work is a professional service rendered by a professional trained social worker to the needy, downtrodden and marginalized section of the society. Since it is a helping activity, which enables people to help themselves to face the challenges and to cope with the difficulty of living in the society. It is one of the noble professions concerned with the amelioration and prevention of social problems and also it aspires to the enhancement of the quality of life of individuals. Historically, systematic discrimination of vulnerable groups because of their attributes such as sex, ethnicity, age, health, economic background and sexual orientation has resulted in the marginalization of women, Dalits, tribals, indigenous people, nomadic communities, landless and small farmers, the labour class, children, youth, persons with disabilities, mental or terminal illness and others.

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