

**SURVEY OF SOCIAL WORK EDUCATION IN INDIA
AS PREPARATION FOR WORK
IN THE FIELD**

By
G. G. DADLANI



370.193
D 126 S

FACULTY OF SOCIAL WORK
The Maharaja Sayajirao University of Baroda
BARODA
1961

3
D 126



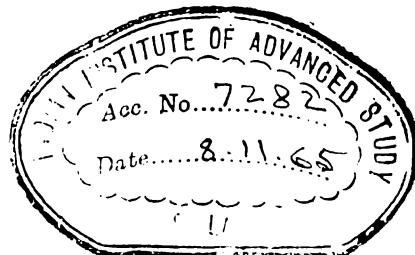
**INDIAN INSTITUTE OF
ADVANCED STUDY
SIMLA**

SURVEY OF SOCIAL WORK EDUCATION IN INDIA AS PREPARATION FOR WORK IN THE FIELD

**By
G. G. DADLANI**



**FACULTY OF SOCIAL WORK
The Maharaja Sayajirao University of Baroda
BARODA
1961**



41

Price Rs. 2-50 nP.

Library IIAS, Shimla



00007282

Can be had from :

**UNIVERSITY PUBLICATIONS SALES UNIT,
Near Palace Gate, Baroda 1.**

Printed by Shri Ramanlal J. Patel, Manager, Maharaja Sayajiro University of Baroda Press
(Sadhana Press) and published by Smt. Ammu M. Muzumdar, Dean, Faculty of Social
Work, M. S. University, Camp Road, Baroda-2. August 1961.

FOREWORD

In the post-independence period, the Government of India has had to assume greater responsibility for the social welfare of the people. This responsibility is being discharged by the Government of India through the provision of social and economic measures of its Five-Year Plans.

Social welfare in India to-day has passed beyond the stage of a cause and has become an organized function. Therefore, the problem of the education and the training of competent personnel qualified to man such services becomes an important issue. It is gratifying to note that the need for a thorough educational preparation to equip welfare workers with sound knowledge and skill has gained wide acceptance, particularly during the last decade. The increase in the number of schools and faculties of social work is indicative of a positive trend recognizing the need for training facilities for welfare workers.

At this juncture when training facilities for social workers are expanding, it is appropriate to review the content and the educational objectives of institutions imparting such training. The primary objectives of any such institution should be to help practitioners acquire sound knowledge of the field, develop skills, gain maturity and maintain professional integrity. Then, too, the very character and function of social work is such that it clamours for the establishment of a distinctive relationship to the community; this relationship demands of social work education an emphasis on the development of a high degree of social conscience and social consciousness. Hence schools of social work have constantly to evaluate their programmes and examine how far they are able to turn out efficient field workers. No doubt, the quality of practice depends largely on the practitioner himself or herself but the way he or she is prepared to make the best use of his or her professional training cannot be overlooked.

Therefore, the institutions have constantly to keep in mind the fact that training should be close to the field of practice and should be so geared as to enable the workers to meet the challenge of the field. The schools of social work have to shoulder the responsibility of offering a programme to suit the present and future trends of a rapidly changing society. Conscious efforts have to be made to evaluate the field requirements in order to meet the growing demands of the social work field. The schools must take care to frame their curricula so as to reflect the field needs.

This report is the outcome of the study: "A Survey of Social Work Education in India as preparation for work in the field". It is a pioneer study of the training programmes of selected schools of social work in India imparting professional training at a post-graduate level. A comprehensive attempt has been made to cover the various aspects of the total training programmes in selected schools in order to ascertain how far the training equipped the graduates with competency for a beginning job.

The report, it is hoped, will serve as a valuable guide to social work educators for improving standards of training which would affect the quality of the graduates of schools of social work and their professional practice.

Baroda,
July, 1961.

((SMT.) AMMU M. MUZUMDAR)
Dean,
Faculty of Social Work,
M. S. University of Baroda.

PREFACE

This study has been made possible by the grant received from the University Grants Commission through the Ministry of Education, Government of India, Delhi. The report has been completed under the auspices of the Faculty of Social Work, the M. S. University of Baroda.

I express my gratitudes to Dr. (Miss) Parin Vakharia, the former Dean of the Faculty of Social Work, and Miss Helen Pinkus, TCM Advisor in education for Social Welfare, for their valuable help in designing the questionnaire and planning the content of this report. I am particularly indebted to Miss Olive Swoboda, Consultant in Mental Hygiene, on the Faculty of Social Work, for her valuable guidance in preparing this report.

I wish to acknowledge my thanks for the help received from the schools in making available the addresses of graduates, and material related to their training curricula.

I am also thankful to the graduates who co-operated in this study.

G. G. DADLANI

January, 1958.

Staff Member in-charge of
the Project.

CONTENTS

										<i>Page No.</i>
Foreword ..	..	..	..	..	..	..	..	..	..	iii
Preface ..	..	..	..	..	..	..	..	..	..	v
List of Tables						..	..	..	..	viii
Introduction ..	..	..	..	..	..		..	..	..	x
Chapter I Development of Social Work Education							..	..	..	i
Chapter II Class Room Curriculum and the Graduates' Opinions										8
Chapter III Practical Training and the Graduates' Opinions ..							..	..	..	22
Chapter IV Graduates' Opinions Concerning Training Programme ..							..	..	..	46
Chapter V Conclusion ..	..	..	..	..	..	..	..	..	..	56
Appendix ..								..	..	59
Bibliography								..	..	64

LIST OF TABLES

<i>Table No.</i>	<i>Title</i>	<i>Page No.</i>
19.	Graduates' Opinions Regarding Integration between Theory Courses and Field Work	46
20.	Opinions of the Graduates with Specialization Concerning Adequacy of Total Training Curriculum	47
21.	Opinions of the Graduates with Generic Training Concerning Adequacy of Total Training Curriculum	48
22.	Graduates' Opinions on the Total Training Curriculum	49
23.	Field Work Placements and the Fields in which 30 Graduates held their First Job	50
24.	Field Work Placements and the Fields in which 34 Graduates held Jobs at the Time of the Survey	51
25.	Fieldwise First Job Positions of the Graduates	52
26.	Fieldwise First and the Current Job Positions of the Graduates	53
27.	Fields in which the Graduates held Jobs at the time of the Survey	55

INTRODUCTION

The primary objectives of every institution which imparts professional training are to help its practitioners embody sound knowledge of the field, acquire adequate skills and develop professional maturity and integrity. For any profession to attain a high standard in practice, it is highly imperative for the training institutions to examine their programmes and the extent these are effective in turning out efficient workers, because the quality of practice depends largely on the practitioner and the way he is prepared to make the best use of his professional training. The second objective which the institutions have to bear in mind while planning their training curricula is that the training should be close to the field of practice and geared to the needs of the country. This is true especially for a profession like social work which is still in the process of developing. At a time when the complex needs of the country call for trained social workers and when facilities for social work education are expanding, constant evaluation of the existing education programmes is of paramount importance.

This study was prompted by the need felt by many social workers for information on the development of social work education in this country. As a result of the growing realization of the importance of training, the demand for trained personnel has increased considerably, even to the point where the number of jobs exceeds the number of trained workers available. But little is known of how the workers feel about the effectiveness of the training in preparing them for the field.

Keeping this purpose in mind, the Faculty of Social Work, M. S. University of Baroda, undertook the study : Survey of Social Work Education in India as preparation for work in the field; the first of its kind in India. It was sponsored by the Ministry of Education and Scientific Research, Government of India, under the scheme of 'Research in Social Welfare' and has been made possible by a grant of Rs. 5,000/- from the University Grants Commission.

The terms of reference under which the survey has been pursued are:

1. To study the training programmes of some selected Schools of Social Work in India imparting professional training at the post-graduate level.
2. To ascertain the opinions of graduates trained in these institutions towards the various aspects of the training programmes which include class room work, field work, and training in research methodology, and the extent the training equipped them for a beginning competency for a job.

Scope and the Method of Survey

The enquiry is confined to the study of the training programmes of five schools of social work. While selecting the schools and the graduates who were to participate in the study, the following criteria was used:

1. Schools which impart two years professional training in social work at the post-graduate level and were established before 1953.

2. Graduates who had completed their training before July 1955 and had at least one year's job experience in the field following their training. One year's job experience was considered necessary, because the graduates could evaluate the training objectively, only after they had some work experience in the field.

The following are the schools which co-operated in the study:

1. The Tata Institute of Social Sciences, Bombay.
2. The Institute of Social Sciences, Kashi Vidyapith, Varanasi.
3. Delhi School of Social Work, Delhi University, Delhi.
4. Faculty of Social Work, M. S. University, Baroda.
5. The Madras School of Social Work, Madras.

The J. K. Institute of Human Relations, University of Lucknow, Lucknow, could not be included in this study; because the school could not provide the relevant material in time, inspite of repeated requests.

The scope of the study is limited to a study of the curricula of these institutions, and an analysis of the graduates' opinions on the various aspects of training. Secondly, the job positions which the graduates held in various fields of social work have also been analysed. The detailed study of the course content has not been attempted because of limitations of time and finance; but a general picture of the training programme has been presented. The study of the training curricula of the schools shows that changes in the curriculum were initiated from time to time, in the light of the knowledge of employment potential of different fields of social work.

The questionnaire method was designed to obtain the graduates' opinions relating to their training experience as preparation for a job in the field of social work. The original plan of interviewing a sample of a hundred graduates was dropped owing to lack of finance and time. The present enquiry is based on the responses of those who answered the questionnaire. The factual material pertaining to the training programmes was collected through personal discussion and through reference to the printed literature of the schools. Personal interviews were held with the heads of the schools and other persons, who are or were associated with social work education.

The lists of names and addresses of graduates were obtained from the institutions. Six hundred and one questionnaires were mailed, out of which thirty one did not reach the addressees, either on account of incorrect address, or because the person had gone abroad for higher studies. In the beginning only one hundred twenty three completed questionnaires were received. An attempt was made to increase the number of responses; and after follow-up letters the number of returns rose to one hundred seventy nine, which constitutes 29.8 per cent of the entire group to whom questionnaires were mailed. Some of the graduates replied that they could not return the questionnaire in time due to lack of time at their disposal. This and the inconvenience expressed by some schools in furnishing the relevant material in time necessitated a considerable prolongation of the study.

Of the 179 completed questionnaires received, only 150 questionnaires were accepted for the purpose of the study. This constitutes 25 per cent of the group to whom the questionnaires were mailed. The twenty-nine questionnaires not included in this study, did not meet the requirement regarding the

duration of employment. Thus the group under study includes those student who graduated between 1933 to 1955 from the five selected schools of social work.

Graduates who obtained specialization or concentration in any one particular field and others with a generic training are fairly represented in the group under study. The group which had obtained specialization constitutes 59.3 per cent of the total group, whereas the group which had a generic social work training constitutes 30.7 per cent. Ten per cent of the graduates did not give any details regarding the nature of their training, hence could not be included in either of the groups. The identity of the participants has been kept confidential.

Personnel included in the Survey

Of the graduates who returned the questionnaires ninety-four per cent were employed in the field; 3.3 per cent were engaged in voluntary social work; and the remaining 2.7 per cent were unemployed at the time of the survey. Those unemployed at the time of survey had one year's job experience following their graduation and as such were eligible to participate in the study. The graduates who participated in the study were employed in the fields of Labour Welfare & Personnel Management, Medical & Psychiatric Social Work, Family and Child Welfare, Youth Welfare, Rural Welfare, Crime & Correctional Administration, Tribal Welfare and Public Welfare Administration.

Age and Sex

Among the graduates whose questionnaires were accepted, 77.3 per cent are males and 22.7 per cent are females. All schools except the Benaras school had admitted women students, but, in general, the number of women students admitted to the schools is smaller than the number of men students.

The ages of the participants at the time of the completion of training ranged from 20 to 42 years. Twenty-two per cent of the graduates were under 24 years, and 56.6 per cent between 24 and 27 years.

Experience Prior to Admission

Of the total number of graduates, 56.7 per cent stated that they had some work experience prior to their admission to the schools. Twenty per cent of the graduates had work experience in both social welfare and non-social welfare fields. The number of graduates with experience in social welfare fields is equal to the number of graduates who had experience in non-social welfare fields. Nearly half the number of graduates had work experience ranging from one to three years. The main areas in which the graduates worked prior to their admission, were refugee camps, child and youth welfare agencies, rural welfare, labour welfare, adult education and social education.

Of these graduates who had work experience prior to their admission to the schools, 91.8 per cent felt that their experience had helped them to grasp the theoretical knowledge of the field more easily. One graduate's comment is: "This experience helped me to have a better understanding of the social problems discussed in the class and also to see its real use in the actual field in learning the principles and methods." The others said that the work experience created an incentive to obtain social work training. It gave them an understanding of the qualities required of a social worker, such as, an ability to observe and understand the attitudes of people, maturity to look for various factors while analysing problems, self-confidence, organising ability, and an ability to get along with different people.

CHAPTER I

DEVELOPMENT OF SOCIAL WORK EDUCATION

In this country, formal education for social workers is only two decades old. However, social work education, like any other professional education, has grown out of the needs of the people as reflected in the environment in which they have been living. Today, with the new demand for welfare services, there is a need for trained workers to man these services. The enlargement of the field of practice therefore requires that the education keep close to practice.

To study the evolution of social work education in this country, it is essential to survey the changing concepts of social work. The history of the development in the field of social work can be divided into three major periods: the pre-British period; the British period; and the post-Independence period.

Pre-British Period

The ancient history of the country provides evidence of the fact that the social welfare was the responsibility of the ruler. The state provided many public amenities, and undertook many projects of public works. Various social institutions such as the joint family, caste groups, and panchayats played their roles in helping needy individuals. The aged, orphans, the disabled, the sick and the unemployed were taken care of by the joint family. Whenever the family failed, the community or caste mandals looked after the poor and the needy. The nature of social welfare was intimately tied up with the economic, political, religious and social milieu in which people lived. The spirit of mutual aid, charity and philanthropy was implicit in the very fabric of the religion and social structure. During this period the need for organized social services at public or private level or the need for a special group of workers to work for the welfare of others did not arise.

British Period

The British, with their educational and economic policies had great influence on the economic, social, cultural, political and religious life of the people. Through contacts and literature the Britishers brought new ideas and a different set of social values, which resulted in many changes in the economic and social life of the people. The age-old economy of the self-sufficient village, the community life and social institutions underwent a marked change. The old community life started weakening, social relationship became strained, the joint family system was disrupted, and problems of unemployment and under-employment became more marked. These symptoms of social mal-adjustment moved social thinkers to arouse mass consciousness to combat the cumulative effect of these damaging elements, which appeared in the form of poverty, ill-health, disorganization of family and disintegration of community life.

During the nineteenth century many groups with political and religious bias came forward to meet the challenge of the new situation. Although their approach to the problems was different, all were interested in ameliorating the conditions of the people. Social reformers agitated against existing social customs like 'Sati', child marriage, caste segregation, religious conflicts and many other social problems resulting from a rapid growth of urbanization.

The social reform movement led by socially conscious leaders like Raja Ram Mohan Roy, Dwarkanath Tagore, Devendranath Tagore, Keshab Chandra-sen, Dr. Bhandarkar, Jyotiba Phule, justice Ranade and many others, and the welfare work carried on by the foreign Christian missionaries, had a stimulating effect on local organizations. Many social service agencies were established in different parts of the country in the latter part of the nineteenth century. These agencies were established either by political or religious groups to provide welfare services for certain sections of the community. Through the efforts of these organizations people became more and more aware of their problems and needs. Special mention may be made of Gopal Krishna Gokhale's social reform activities which were based on a careful study and analysis of the social situations. His approach to the solution of social problems was based on facts and therefore more scientific.

In the beginning of the twentieth century the need for planned social services on a large scale was widely felt in the country, because the old institutions were unable to cope with the new problems which arose as a result of rapid changes that were taking place. Services for the care of the disabled, orphans and others socially and physically handicapped persons were initiated. This accelerated the demand for workers needed to man such institutions. The early efforts to train these workers took the form of apprenticeship under the guidance of leaders who had knowledge, experience and foresight.

The enlargement of the scope for social work, coupled with a desire to improve the standard of services necessitated a change in the pattern of the training of workers. The apprenticeship method lacked scientific knowledge necessary for the development of required skill. Institutions to impart formal training of a short duration were therefore set up. "After the first world war, the movement for organized training gained momentum, and several private agencies in Bombay city started offering short courses of a very elementary grade to young social workers. For a few years, a training centre for women was conducted by a Joint Missionary Committee under the auspices of the University Settlement. Later, the Social Service League, Bombay, offered a series of lectures on social subjects, and initiated the novice into a broadly defined field of social work in the city of Bombay. At the close of the fourth decade, the University Settlement in Mysore started training classes for its own employees, whilst the Children's Aid Society in Bombay inaugurated study groups for the benefit of its voluntary probation staff. Simultaneously, the Nagapada Neighbourhood House, Bombay, conducted an intensive training course of one month's duration for its own workers as well as for a few outside students."¹

These short term job orientation training courses were intended for workers in urban areas; but during the same period the need for well informed personnel with adequate knowledge of the rural community life and its problems, with necessary skills to work in the rural areas, was also felt. Mahatma Gandhi's national movement for political freedom and his 'constructive programme' gave impetus to social welfare programmes in the country. His enthusiasm for rural uplift gave birth to many institutions whose aim was not only to provide services in the rural areas but also to train welfare workers for such areas.

Many institutions were set up for the purpose of providing training programmes for rural workers. The Shriniketan rural centre started by Gurudev

1. Kumarappa, J. M., "Education for Professional Social Work," *Current Trends in Social Work in India*, (Bombay, Tata Institute of Social Sciences), p. 59.

Tagore, the Hindustan Talimi Sangh, Wardha, initiated by Gandhiji and the training centres run under the auspices of the Kasturba Gandhi Memorial Trust for women workers, are examples of institutions which were engaged in training rural workers.

• Professional Social Work Education

The need for professional social work education grew out of the experience of those who were engaged in organizing the training programmes for voluntary workers. They had a strong conviction that social work as a profession has a body of knowledge and specific skills of its own which can be applied in a variety of social work fields. The short-term courses or in-service training programmes were found inadequate for the growing needs of the field.

In the late thirties Mr. Manshardt, then the Director of the Nagpada Neighbourhood House, initiated a proposal for starting a professional school at the post-graduate level in Bombay. The school was started in 1936 with financial support from the Sir Dorabji Tata Trust and was known as the 'Sir Dorabji Tata Graduate School of Social Work'. Later its name was changed, and it is now known as the 'Tata Institute of Social Sciences', Bombay.

Post Independence

With the independence of the country in 1947, a new stage in the development of social services and in the recognition of the need for training of workers in the country, begins. Various types of organizations at the state and the national level were established to plan out welfare programmes for the country which was facing numerous problems. The constitution of the country and the government's policy to establish a welfare state, made it obligatory on the part of the government to provide welfare services for the people. With these changes the role of professional social work education in training necessary personnel for the administration of various programmes became increasingly important.

Before independence the Tata Institute of Social Sciences, Bombay, was the only post-graduate school recognized as a professional school for social work training. In the post-Independence period more schools have been established in different parts of the country. The present Delhi School of Social Work was first started in Lucknow in August 1946 as the National Y.W.C.A. School of Social Work, under the auspices of the National Y.W.C.A. of India, Burma and Ceylon. In the beginning the school provided training to women who were discharged from military service. After two years the school was shifted to Delhi and since then has been affiliated to the University of Delhi.

The Institute of Social Sciences, under the auspices of the Kashi Vidyapith, Benaras, was opened in Benaras on August 15, 1947. Two years later the J. K. Institute of Sociology and Human Relations of the University of Lucknow was established. In 1950 the Baroda School of Social Work was established under the auspices of the M. S. University of Baroda. In the beginning the school was attached to the Faculty of Arts, but during the same academic year the school was recognized as a separate Faculty of Social Work. Two years later the Madras School of Social Work was established in Madras under the auspices of the Madras State Branch of the Indian Conference of Social Work and the Guild of Service (Central). The training offered in these schools, is at a post-graduate level leading to a Master's Degree or Diploma in Social Work, and is available to both men and women.

Recently, in 1957, three more Schools of Social Work have come into being with the Institute of Social Sciences in Agra, the P.S.G. School of Social Work in Coimbatore and the Department of Economics and Sociology of Andhra University, in Waltair, offering social work courses. In addition to these institutions offering a two year post-graduate training in professional social work, there are many more institutions offering courses in one or more fields of social work such as Labour Welfare and Industrial Relations and Personnel Management, Rural Welfare and Community Development. These institutions have been established to prepare personnel for specific job positions in the field of social welfare.

Reviewing the development of training opportunities for social workers it could be concluded that there has been considerable progress during the brief history of social work education in this country, as is evident from the number of training institutions which have come into being during the last decade. This increase in the number of training institutions for social workers could be considered as an indication of the growing recognition of the value, importance and need for social work training in the country.

I. Schools of Social Work

Aims and Objectives

Before an attempt is made to study the training programmes of the schools, it is essential to review their aims and objectives. The study of the objectives stated at the time of the inception of the schools and a survey of subsequent changes in these objectives will serve as indices of the educational policies of the schools to meet the growing demands of the expanding field of social work. The schools have a heavy responsibility to provide training which is suited not only to the present needs, but also the future needs of this rapidly changing society. In the light of their experience and conscious evaluation of field requirements the schools have modified their objectives from time to time.

In general, however, the schools have many objectives in common:

1. To provide students who desire to work with either private or public social welfare agencies, a sound professional education, including practical training in field work.
2. To provide opportunities to workers who are already working in the field of social welfare for advanced study and training which will enable them to be efficient administrators of social service programmes.
3. To develop social work education to suit the philosophy and requirements of the social and cultural life of India.
4. To promote sound thinking in different fields of social welfare.

In addition to the above common objectives, the schools have set forth others, which differ from school to school in their emphasis. The Bombay, Baroda, Delhi and Madras schools, for instance, have laid emphasis on providing adequate facilities to promote 'individual growth and maturity and develop progressive trends of thinking which would enable students to assume leadership in civic life.'

The Bombay and Baroda schools aim at providing 'facilities for training in the methodology of Social Research as an important tool which would enable students to carry out independent investigations, to evaluate social problems,

to present objective, accurate and adequate interpretation of social data.' The Baroda school removed this objective from the prospectus of 1953-1954, though the same emphasis on training in Social Research continues. All the schools have recognized this aspect of training as one of their academic requirements, though a reference to it is not made in the statement of objectives.

In the beginning the Baroda school had stated that particular attention would be given to specific problems of rural life, but later this was substituted by the following objectives:

- (a) 'To help in coordinating the work of existing social welfare agencies in Baroda.'
- (b) 'To stimulate public interest in the furtherance of social welfare activities on scientific lines.'

The Delhi school states that one of its objective is: 'to offer courses of orientation and in-service for specific fields of services'. The chief objective of the Madras school is 'to make the training so practical as to make them (students) employable and useful' and to 'assist the students in specialising in few branches of social services.' The Bombay, Delhi and Benaras schools offer specialisation courses in some fields, though no mention of this is made under the objectives.

Admission Requirements and Procedure

Another important aspect to be considered is the type of person who is best able to utilize the training and develop into a professional worker. Insight and professional attitudes can be developed in those who not only have a desire to work with people, but have healthy personalities, as well as aptitude and scholastic ability. The training can be profitable to those who have deep interest and conviction in the possibility of human betterment, who are tolerant, flexible and have respect for themselves and for others.

The first difficulty the social work educationist faces today is the selection of the right type of candidate for the training. It is agreed that some of the qualities expected of a professional social worker can be developed through proper training and guidance, but the student must have the potentialities for such development.

(a) Educational requirement

The minimum educational requirement for admission in all the schools is a degree from a recognized University, preferably with a background in Social Sciences. Under special circumstances the schools admit those who have no degree, but are already employed in social welfare agencies and are desirous of undergoing training to enable them to perform their job more efficiently. However, such candidates are not registered for a Degree or Diploma; but after the successful completion of the course, they are given a certificate by the head of the institution or some other appropriate authority.

The Bombay and Delhi schools further stated that only persons with high scholastic records are eligible for admission. The Delhi school accepts applications from graduates who have either secured a second class or have obtained a minimum of fortyfive per cent of marks in the aggregate and fifty per cent in one of the Social Science courses. The other schools accept applications from students who have sound intellectual ability, but they have not specified the standard.

(b) *Age requirement*

Generally all the schools admit students who are within the age group of 21 to 35 years. In a few cases the schools admit students who are either below or above the age limit, on the basis of individual merit.

(c) *Personal qualities*

The Bombay, Benaras, and Baroda schools have clearly stated in their school bulletins the personal qualities they expect in the applicants. Although the other schools have not made reference to these in their bulletins, it is learned from the school authorities that emphasis is placed on personal qualities, which do not differ much from the qualities stated in the prospectus of other schools. Thus all the schools are interested in candidates who have:

1. Good physical health.
2. Personal integrity, maturity and sound mental health.
3. Genuine interest for social work and also some knowledge about the field of social work.
4. High qualities of character and ability to make a fairly satisfactory adjustment in new situations.

The applicant also must have good knowledge of the local language of the area where the school is located. In the Baroda school, a student coming from outside the Gujarati, Marathi and Hindi speaking areas has to appear for a language test, or produce satisfactory proof of his ability to conduct conversation in any one of the three languages. In the Benaras school the medium of instruction is Hindi; hence a knowledge of Hindi language is a requirement for admission.

All the schools are trying to evolve methods which would help them in the selection of suitable candidates but no school feels at this point that its methods are infallible. However, the following four methods are generally adopted by the schools for selection of candidates:

1. Application form.
2. Autobiographical sketch of the candidate.
3. Personal interviews.
4. Administration of psychological tests.

All the schools have designed appropriate application forms. Along with the application form the candidate is expected to enclose his biographical sketch. The information obtained from the admission form, and a study of the biographical sketch help the school authorities to assess the personal qualities of the candidate, his motivation for choosing social work as his career, and his maturity, clarity of thought, and his ability to make a logical presentation of material.

All the schools, except the Benaras school, hold interviews with candidates before finalizing admission. The Bombay, Delhi, and Baroda school are trying to evolve psychological tests which would help in the selection process; while the Madras school uses a written examination as well as the interview.

The Bombay school has evolved a system by which the candidates who are invited for interview stay in the school for three days with a member of the staff who observes their behaviour in a group. The school authorities feel that this method is very helpful in knowing the individual candidate. The member

in-charge of this group submits his report on each candidate to the selection committee.

The Delhi school organizes a group discussion among those prospective candidates who are called for an interview. The group discussion is held under the guidance and observation of two members of the staff who study the individual's participation in the group. The school authorities feel that this method enables them to evaluate the candidate's capacity to participate intelligently in group discussion and also the candidate's leadership qualities.

The purpose of these various methods is to ensure the selection of the right type of candidate for social work training. All the schools are concerned with this problem of the selection of potential social workers, and are constantly testing out the adequacy of their procedures against the student's development as professional person during the training period.

CHAPTER II

CLASS ROOM CURRICULUM AND THE GRADUATES' OPINION

The training programme for professional social work consists of three major components, (a) class room work, (b) supervised field work, (c) and training in research methodology. In this chapter the class room curriculum, the sequence of courses and the changes in the course content as introduced by the schools from the year of their establishment to the academic year 1956-1957 will be briefly surveyed. In the second part of the chapter an interpretation of graduates' opinions on the class room work and research is presented. The data is based on the study of the available printed literature of the schools and on the material collected in interviews with school authorities.

The class room curriculum can be divided broadly into four groups, (a) Pre-professional courses, (b) courses on Fields of Social Work, (c) Social Work Process courses, (d) courses on Human Growth and Behaviour. The pre-professional group includes social science courses such as Introduction to Sociology, Social Psychology, Social Anthropology, Social Economics, Social Pathology, Political Science, and Ethics. The courses in social sciences have been included in the post-graduate curricula for social workers mainly because the Universities in this country have included few social sciences courses at the under-graduate level. A school of social work therefore has to offer these courses to enable the students to acquire a necessary background for further professional training.

The second group includes courses on fields of social work such as Labour Welfare, Medical Social Work, Psychiatric Social Work, Family and Child Welfare, Youth Welfare, Rural Welfare, Correctional Administration, Community Development and Tribal Welfare; and the third group includes social work process courses, Social Case Work, Social Group Work, Community Organization, Research and Social Service Administration. The fourth group consists of courses on Dynamics of Human Behaviour, Child Psychology, General Psychology, and Psychiatry.

Tata Institute of Social Sciences, Bombay

The study of class room curriculum and the various changes initiated by the Tata Institute of Social Sciences can be divided into two major periods. The first period was from the year of its establishment in 1936 to 1948 when the institute offered general social work training. During the second phase of development the curriculum was totally revised and the institute offered facilities for specialization in certain fields of social work. The following statement reproduced from the annual report of 1940-1942 is indicative of the educational policies of the institute prior to the introduction of major changes in 1948.

"While the school, as a graduate institution, seeks to maintain a high academic standard, it also seeks to be as practical as is possible under existing conditions in an institution like this. It believes that scholarly attitudes are not incompatible with simplicity and common sense, and that the test of the professional social worker is his ability to give himself in intelligent, skillful and disinterested service to others. No short curricula for special types of positions,

or specialized courses in preparation for a single field of social work are offered. The main aim of our school is to give an understanding of the fundamental principles that are necessary in all branches of the profession, and of the scientific methods of studying and investigating social problems. The fundamental courses in Social Case Work, Child Welfare, Social Statistics, Indian Social Problems, Public Welfare Administration, Medical Social Work, Social Psychiatry, Social Legislation, Organization of Welfare Activities and the History of Philanthropy and Public Welfare are a necessary part of the equipment of all social workers. Hence, specialization is discouraged. ”¹

In 1936 the class room curriculum was divided into three major groups, (i) Pre-professional courses, (ii) General courses and, (iii) Social Work field courses. The first included courses in General Sociology, Urban Sociology, Social Psychology, Economics and Social Origins; the second group, courses in Social Pathology, Historical background of Social Work, Contemporary Social Work, Population Problem; and the third included courses in Family and Child Welfare, Public Health, Medical and Psychiatric Social Work, Juvenile and Adult Delinquency, Industrial Relations, Social Research, and the Administration of Social Welfare Activities. The courses in techniques of social work were integrated with field courses; for example, Social Case Work was included as part of the Family and Child Welfare course, and Social Group Work was included under the broad title of Organization of Social Welfare Activities.

The major changes in the curriculum introduced during the academic year 1947-1948, emphasized the importance of social work process courses and broadened the content of field courses. Four courses in Social Case Work were introduced, one of which dealt with the supervisory aspects in Case Work. The reason for increased emphasis on the process courses, was that ‘the awareness of skill is a slowly developing process, which cannot be accelerated by deliberate compression into a brief time.’ But in 1949 the number of courses in Social Case Work, was reduced to two and these two courses were made compulsory for all the students.

In 1948 the duration of training was increased from two years to two and a half years, consisting of five academic terms. This was done because the institute wanted to make provision for advanced work in certain fields of social work, which the student could take up only after he had completed four terms of Pre-professional and Basic courses. The institute wished to provide adequate training in the general field of social work, as well as specialization in certain fields.

The curriculum was divided into three major parts. Part (a) consisted of pre-professional courses in General Sociology, Social Origins, Social Economics, Ethics, Social Psychology, Child Psychology, and Indian Industry. Part (b) included social work field courses and process courses, Fields and Scope of Social Work, Social Pathology, Indian Social Problems, Public Health and Sanitation, Medical Information, Mental Hygiene, Rural—Urban Social Problems, Social Legislation, Social Case Work (4 courses), Social Group Work, Community Organization and Methods of Social Research including Social Statistics. Under part (c) specialization courses in the field of Family and Child Welfare, Psychiatric Social Work, Medical Social Work, Labour Welfare & Personnel Management, and Rural Welfare were included.

1. Director's Report, "The Indian Journal of Social Work", Vol. III (June, 1942), 99 pp.

The courses included in parts (a) and (b) were offered to all the students for full four terms and the specialization courses were offered during the fifth term. But in 1950 the institute offered specialization courses during the fourth and fifth terms.

Since 1948 the institute has continued to make changes in the training programme to meet the changing needs of the newly independent country. For instance, in 1949 a course in Public Welfare Administration was introduced and offered as one of the fields of specialization. Two years later, when the training period was reduced again to two years this course was removed from the group of specialization courses and was offered under the general curriculum to all the students, regardless of the field of their specialization. Increasing emphasis was laid on social work process courses. "In view of the growing interest shown by the Government of India and the State Government in Community Development Projects, we have taken timely action by introducing a special course in Group Work and Community Organization."¹ Also, with the increasing need for trained research workers in the country, a special section to train such workers was established. Courses in the fields of Criminology, Juvenile Delinquency & Correctional Administration, and Tribal Welfare, were also offered.

In 1956 the institute offered sixteen general courses for all students during the first two terms and part of the third term and the specialization courses in eight fields were offered during the third and the fourth terms. The courses in Anthropology and Sociology, Indian Social Problems, Psychology—General and Social, Psychiatry, Welfare Economics, Social Research and Statistics, Fields of Social Work, The Moral and Civic Background of Social Work, Administration of Social Work, Community Organization, Social Case Work, Social Group Work, Health and Hygiene, Group Work Laboratory, Social Legislation, Community Welfare Services, Public Welfare Administration, and Administration of Social Work were given under general courses. The specialization courses were in the field of Labour Welfare and Industrial Relations, Family and Child Welfare, Medical and Psychiatric Social Work, Community Organization and Development, Tribal Welfare, Rural Welfare, Criminology, Juvenile Delinquency & Correctional Administration and Social Research.

In addition to the two years' programme leading to the post-graduate Diploma in social work, the Institute offers specialised training programmes of a shorter duration for other categories of workers from allied fields:

- (1) a six-month certificate course in Correctional Administration,
- (2) a one year certificate course in Social Research for students who are not registered for the regular two year Diploma Course,
- (3) a one year certificate course in Applied Psychology,
- (4) a six-month certificate course in Administration of Community Welfare Centres,
- (5) a six-month certificate course in Rural Welfare,
- (6) a six-month certificate course in Institutional Care.

These short-term training programmes offered in a variety of fields for workers not eligible for the two-year professional training in social work, is

1. Director's Report on Twelfth Convocation, "The Indian Journal of Social Work," Vol. XIII (March, 1953), 281.

an attempt to meet the pressing needs of the country. With these short-term courses many workers can be trained for specific programmes for which personnel with two years' training may not be necessary.

Institute of Social Sciences, Banaras

Initially the training programme of the Institute offered general training in social work to students who were either sponsored by local welfare agencies or were already working in such agencies. In order to meet the local needs of the welfare agencies, the curriculum was planned to provide training facilities in a variety of social work fields. The two-year programme was divided into four terms of about 15 weeks each. The first term included 'Pre-professional' courses such as General Sociology, Social Economics, Social Psychology, Rural and Urban Sociology, and Social Administration. In the second term, courses in social work fields such as Criminology and Penal Administration, Medical and Psychiatric Social Work, Social Pathology and Social Legislation and courses in Social Case Work, Social Group Work and Community Organization were given. The courses in Labour Welfare, Family and Child Welfare, and Community Welfare were offered in the third and fourth terms, along with courses in Rural Problems and Rural Reconstruction, and Indian Social Problems.

In the light of their experience of offering generic training, the Institute introduced certain changes during the academic year 1953-1954, to offer opportunities to the students to acquire competency in social work skills and adequate preparation for a few specific fields of social work. The class room curriculum of the Institute is now divided into three main sequences, (a) Pre-professional courses, (b) Basic courses and (c) Specialization courses. Under the first group, courses in General Sociology, Social Psychology, Social Economics, and Plans and their Administration are offered during the first term. The basic courses are offered during the second and part of the third terms. A general course in 'Nature and Fields of Social Work', courses in Social Case Work, Social Group Work, Community Organization, Social Research and Statistics, and one course in Indian Social Problems, constituted basic courses. The pre-professional and basic courses are given to all students. The specialization courses in Rural Reconstruction and Community Organization, Industrial Relations and Labour Welfare, Criminology and Correctional Administration, and Family and Child Welfare are given, in the third and fourth terms, to students on the basis of their interests. In the printed bulletins of the Institute the field courses in Medical and Psychiatric Social Work are not mentioned.

Delhi School of Social Work

The class room curricula of the school consisted of three major groups, (a) Pre-professional courses (orientation to Social Sciences), (b) Social Work Process courses and, (c) courses on Fields of Social Work. Under the first group the school offered courses in Social and Political Institutions, Social Economics, Psychology for Social Workers, and Social Administration and Legislation. The course in Psychology for Social Workers covered subjects such as Dynamics of Human Behaviour and Psychiatric Information, courses in Community Organization with special reference to Family and Child Welfare, Social Case Work, Social Group Work (including Adult Education and Recreation), and Methods of Social Study (Social Research and Statistics), were offered under (b) group. Courses included in (a) and (b) groups were considered as basic courses and were offered to all the students regardless of their field of specialization. Specialization courses were offered in the fields of Delinquency, Labour Welfare, Rural Welfare and Medical Social Work.

Between 1951 and 1956 some changes and modifications in course content and in areas of specialization have been made with a view to meeting demands in the field. At present the school offers facilities for specialization in the fields of Labour Welfare & Personnel Management, Medical Social Work, Rural Social Work and Institutional and After Care Services.

Faculty of Social Work, Baroda

The Faculty's training programme of two academic years leading to a post-graduate Degree in Social Work, is divided into four academic terms, each term of roughly 15 weeks. Since the establishment of the Faculty in 1950, its policy has been to provide a generic social work training. The various changes which have been introduced in the training programme of the Faculty, are indicative of their strong conviction that professional training in social work should be geared to develop students' professional attitude and maturity and to provide adequate training for them to gain competency in the over-all field of social work.

The class room curricula of the Faculty can be divided into three major sections : Pre-professional courses, professional basic courses, and advanced courses in certain subjects related to the general field of social work or processes of social work. In the beginning the Faculty offered courses in Sociology and Social Origins, Social Pathology, Social Economics, Nature and Scope of Social Work, Child Psychology, and Dynamics of Human Behaviour as pre-professional courses during the first term. During the second term the basic courses in Rural Problems and Rural Reconstruction, Indian Social Problems-I, Problem of Industrial Working Class in India, Social Case Work-I, Social Group Work, Medical Information, Child Welfare and Social Statistics and Research, were offered. The third and the fourth terms were devoted to the study of advanced courses in Social Case Work, Community Organization, Juvenile Delinquency, Criminology and Penal Administration, Industrial Problems, Rural Welfare Work, Public Welfare Administration, Psychiatric Information for Social Workers, Indian Social Problems II, and Social Legislation.

In 1952 the class room curriculum was reorganized; the number of courses in certain fields was increased and the content of certain courses was revised. A course in General Psychology was offered in place of Child Psychology, which in the succeeding years was removed from the syllabus. A course in Criminology and Penal Administration was substituted for the course in Institutional Care for Children. Two courses in Psychiatric Information for Social Workers were introduced instead of one course as in the previous year. The course in Rural Social Work was revised and offered for three consecutive terms instead of for two as formerly. These changes were made with a view to meeting the demand for workers for community development programmes. In 1954 the course was condensed and offered for two terms, because the Faculty wanted to lay more emphasis and devote more time for courses in Social Group Work and Social Research. In 1953 a new course in Social Service Administration was added, the content of the course in Institutional Care for Children, was revised, and the subjects of Criminology and Penal Administration were integrated and offered under the new title, Social Work approach to Delinquency and Crime.

In 1954 major changes in the total curriculum of the Faculty were attempted with a view to lay greater emphasis on social work process and field courses. With these changes one more course in Social Research and Social Group Work was offered. Courses in Social Case Work, Social Group Work and Social Research were offered from the beginning of the first year. This change was

made as students were given field work placements from the beginning of the first term, and the Faculty wanted to offer social work process courses concurrently with the field work practice.

In 1956 the content of the course in Social Group Work-II was revised and the subject of Social Education was integrated in the course.

Madras School of Social Work

The school's class room curriculum planned for two academic years leading to a post-graduate Diploma in social work, was divided into six terms, the duration of each term being roughly 12 weeks. At the time of its establishment in 1952 the school closely followed the curriculum which was adopted by the Tata Institute of Social Sciences, in its earlier stage. Greater emphasis was laid on Social Science courses than on Social Work process courses. Reorganisation of the curriculum was initiated in 1953.

The class room courses offered by the school can be divided into two major groups. The first group consisted of generic courses which were offered during the first year to all the students regardless of their field of specialization or interest. In this group were pre-professional courses such as Sociology, Social Economics, Social Psychology and Child Psychology, Social Anthropology, courses in processes of social work, a few courses in different fields of social work, such as Medical Information, Labour Welfare, Family and Child Welfare and the courses in Dynamics of Human Behaviour and Psychiatry for Social Workers. The second group included specialization courses in the fields of Industrial Relations & Personnel Management, Medical Welfare, and Rural Welfare, and these courses were offered in the second year on the basis of the interests of the students.

In 1954 the curriculum was again revised, and more emphasis was laid on the study of social work process courses, and other basic courses. The primary aim of this reorganization was to offer students a better integrated programme for the study of the whole field of social work. The system of providing facilities for specialization in a few selected fields of social work was discontinued. Since then the school has been offering generic training which is designed to enable students to acquire knowledge common to all types of social work positions and to develop skills which could be applied in a variety of settings.

The Method of teaching

In many respects the method of teaching followed in the schools of social work differs from the usual lecture method adopted in under-graduate or even in other post-graduate classes. The combination of lecture and discussion or seminar method is adopted because it is felt that the student can better integrate the knowledge imparted when he participates in the discussion. He can do well in the field only after he has integrated and grasped the basic knowledge, and has developed ability to apply it in practice.

Evaluation or Examination Method

All the five schools are aware of the importance of evaluating the student's total progress in all the aspects of his training and the methods adopted by the schools are more or less similar in nature. For a complete evaluation of student's performance during the term or during the year, the student's written examina-

tion results, his participation in class discussions, his performance in the field work placements, and his over-all development as professional person are all taken into account.

The following are some of the methods employed to test students' knowledge and grasp of class room material:

(1) *Home Assignment*

Questions are announced in advance, students organize the material on these questions and submit the answer paper on the due date. This makes it possible to assess the students ability to collect, organize and present relevant material in a lucid form.

(2) *Surprise tests*

Surprise tests are given to evaluate students' ability to present material without making preparations in advance.

(3) *Book reviews*

This helps in assessing the students' reading background. It also helps the students in developing critical and original thinking.

(4) *Group assignments*

A group of students are assigned a topic for study. The group is expected to study the topic from different angles and present the material in the class for discussion. The student's participation in the discussion and the presentation of the material are both assessed.

(5) *Speaking assignments or group discussion*

Topics are announced in the class; the students are asked to present their views on the subject. This fosters the development of conceptual thinking and skill in integrating the theoretical knowledge.

II

Graduates' Opinion on Class room work

The graduates were asked two specific questions relating to arrangement of theory courses. The first was intended to elicit opinions regarding the sequence of the various theory courses and the second, to obtain their opinions on the value of class room curriculum in preparing them for a particular field of social work or for a social work job in any of the fields. Some parts of the first question were not answered adequately by the majority of the graduates; and from the nature of the answers, it would seem that they did not remember details regarding the number of theory courses offered. Although this makes it difficult to analyse the responses, some conclusions can be drawn from thier answers.

A little less than fifty percent of the group commented on the degree of emphasis put on the courses. The following table shows the courses and the number of graduates who commented that too much emphasis was placed on these:

TABLE I

Graduates Who Commented that Too Much Emphasis was Laid on Certain Courses

<i>Courses</i>	<i>Number of Graduates who commented</i>
1. Pre-professional courses (Social Science group)	13
2. Courses on Fields of Social Work	15
3. Courses on Processes of Social Work	21
4. Courses on Human Growth and Behaviour	8
Total	57

The majority of the graduates commented that there was too much emphasis on social work process courses, especially on Social Case Work. A somewhat smaller percentage of graduates felt this about courses in Social Research, Social Group Work, Community Organization and Social Service Administration. The graduates who commented on Social Case Work courses had graduated from the Bombay and Baroda schools.

Fifteen graduates commented that too much emphasis was laid on certain fields courses such as Rural Social Work, Child Welfare and Labour Welfare. The majority of the graduates who felt that this was so with Rural Social Work courses had graduated from the Baroda school, which, as stated in the earlier part of the chapter, had in the beginning offered three courses in Rural Social Work with the objective of preparing rural welfare workers. The graduates from the Benaras school felt that there was too much emphasis on Labour Welfare courses. They had graduated prior to year 1953-1954 when the school offered generic training.

Those who commented that too much emphasis was laid on Social Science courses had graduated from the Bombay, Delhi, Benaras and Madras schools. The comments were made, particularly with regard to the courses in Social Psychology, Sociology and Social Economics. A good number of the graduates were from the earlier groups and had graduated prior to the introduction of specialization courses by the schools. A typical comment was that of a graduate: "Too much emphasis was laid on subjects such as 'Economics' and 'Political Institutions' and the relationship of these subjects with social work field was not pointed out in the class. The repetition could have been avoided if the courses were offered for shorter duration."

A large majority of the graduates who commented on the courses classified under area 4, were of the opinion that too much emphasis was placed on courses in Psychiatric Social Work, and Psychology. A relatively high number of graduates who commented on the course in 'Psychiatric Social Work' were graduates of the Baroda and Delhi schools.

The analysis of graduates' comments on courses which they considered were given too little emphasis in comparison to other courses, indicates their close relationship with the earlier comments regarding too much emphasis on certain courses. For example, the same graduates who commented that too much emphasis was laid on courses in Social Case Work felt that too little emphasis was given to other process courses such as Social Group Work, Community Organization, and Social Service Administration. The following table will illustrate this point.

TABLE II

**Graduates Who Commented that Too Little Emphasis
was Laid on Certain Courses**

<i>Courses</i>	<i>Number of Graduates who commented</i>
1. Pre-professional courses (Social Science group)	13
2. Courses on field of Social Work	36
3. Courses on Techniques of Social Work	21
4. Courses on Human Growth and Behaviour	6
Total	76

The majority of the graduates who commented on the question felt that the field courses on Industrial Relations & Personnel Management were not given adequate attention; and many felt that the course on Medical Social Work was insufficiently covered. Of those graduates who commented on these courses the majority had graduated with specialization courses from the Delhi, Benaras and Bombay schools.

The next group of graduates stated that the courses in Social Research and Statistics were inadequate. A small percentage of the graduates commented on the courses in Community Organization, Social Service Administration, Social Group Work and Social Case Work.

The thirteen students who commented on Social Science courses were from all the five schools, and had graduated in the earlier years of the schools' existence. It is interesting to note that all the schools in their initial years had laid considerable emphasis on Social Science courses, even then the graduates felt that this was insufficient. Their major complaint, however, was that the courses were not taught in relation to the social and cultural background of the Indian society.

The graduates who commented on courses in Dynamics of Human Behaviour, Psychiatric Social Work, and Psychology for Social Work, had had specialization courses.

Table III represents the graduates' opinions about the overlapping of certain courses and the orderly sequence in the class room curriculum.

TABLE III

**Graduates' Opinions Regarding Overlapping of Certain Courses
and Orderly Sequence in the Class Room Curriculum**

Statement	Graduate Opinions			Total	
	Percentage				
	Yes	No	Not Answered		
There was overlapping of certain courses	44.0	37.3	18.7	100	
Curriculum followed an orderly sequence	72.7	14.7	12.6	100	

A high percentage, 72.7 per cent of the graduates felt positive about the sequence of the theory courses, whereas 44 per cent felt there was an overlapping of certain courses in the school curriculum.

It is found that all the schools in their beginning years had initiated many changes in the training programme with a view to providing well integrated programme. It would be understandable if the graduates who graduated in these earlier years of the school had opined that there was overlapping of certain courses. But the study reveals that even those who graduated in recent years felt that there was overlapping of courses. In order to analyse the opinions of the graduates in relation to the period of their graduation, the graduates who answered this question were divided into two groups. The first group consisted of those graduates who had graduated in 1952¹ or earlier in the second group were those who graduated from 1953 onwards. The analysis of opinions of graduates from both the groups show that nearly the same number of graduates from each group felt that there was overlapping of certain courses in the class room curriculum of the schools.

The graduates brought out the following points:

The theoretical knowledge imparted through the pre-professional courses was repeated at various stages in other courses. For example, a general course on 'Fields of Social Work' dealt briefly with various fields of social work. Some of the material covered under this course was repeated in field courses when these courses were dealt separately by the specific subject teacher.

The overlapping of courses in certain fields occurred when the field courses offered under general curriculum were dealt with exhaustively under specialization courses. For example in the Delhi school the course in Family and Child Welfare was offered under general curriculum, and the same course was repeated under the specialization courses. Though the latter was more comprehensive, there was some repetition. Courses in Labour Legislation and Social Legislation tended to overlap. Similarly the field course in Rural Welfare and Community Organization overlapped with the course in Community Organization. The course in Juvenile Delinquency & Correctional Administration overlapped with the course in Family and Child Welfare.

¹ 1952 year was selected because by this time all the schools except one had sent graduates in the field.

In addition to the questions relating to the content and orderly sequence of theory courses, two specific questions were asked about the graduates' opinions of the adequacy of class room work, the extent the class room work enabled graduates to acquire competency (a) in a particular field or (b) in any of the fields of social work. The table given below shows the opinions of the graduates in response to the questions.

TABLE IV

**Graduates' Opinions on Class-Room Work,
Viewed From Job Preparations**

Adequacy of Class-room Work	Graduates' opinions			Total	
	Percentage				
	Yes	No	Not answered		
(a) Prepared for employment in a particular field of social work	63.5	34.3	2.2	100.0	
(b) Competency in Social Work job in any of the fields.	82.5	15.9	1.6	100.0	

The table shows that the percentage of graduates who felt that the theory courses offered to them prepared them adequately for competency in any field of social work, was higher than that of graduates who felt that they prepared them adequately for competency in a particular field of social work. The opinions of the graduates who obtained specialization and those with a generic training, when analysed separately, show a similar trend as was observed in their opinions on field work training. Table V given on the following page shows the opinions of graduates with specialization courses in certain fields and of those with generic social work training.

Table V shows that the percentage (68.5) of graduates from group (A) felt that the theory courses prepared them adequately for a beginning competency in a particular field of social work, was comparatively higher than the percentage of those who felt adequately prepared for the overall field of social work. This means that the majority of the graduates felt confident to work in a particular field with the theoretical knowledge they had gained during their training. Nearly forty three per cent of the graduates from group (B) felt that the theory courses had adequately prepared them for a beginning competency in a particular field of social work. The number of graduates from this group who said that they were adequately prepared for employment in a particular field is somewhat lower than the number of graduates from group (A) who expressed a similar opinion. But a high majority of graduates from group (B), 85.8 per cent, expressed the view that they were adequately prepared for any position in the field of social work.

On the whole the graduates' opinions show that the higher percentage of graduates with specialization courses felt competent to work in a particular field of social work, whereas as the majority of the graduates with generic training felt that they were adequately prepared for any field of social work.

TABLE V
The Graduates Opinions on Adequacy of Class Room Work

Adequacy of class room work	Graduates' opinions			Graduates' opinions			Graduates' opinions					
	No. of gra- duates from group (A)*	Percentage		No. of gra- duates from group (B)*	Percentage		No. of gra- duates from group (C)*	Percentage				
		Yes	No.		Not ans- wered	Yes		No	Not ans- wered			
(a) Prepared for employment in a particular field of social work	89	68.5	25.9	5.6	42	45.2	42.9	11.9	19	52.6	31.6	15.8
(b) Competency in a overall field of social work	89	62.9	16.9	20.2	42	85.8	7.1	7.1	19	68.4	15.8	15.8

* Group (A) refers to the graduates with specialization, group (B) to the graduates with generic training, and group (C) to those who did not give details regarding their field work placements.

Graduates' Opinions on Research Sequence

Social Research is another important aspect of the training programme for social workers, the objectives of which are to acquaint the students with research methods and to develop in them a critical and scientific attitude in understanding or evaluating social data. All the schools have recognized the value of social research in preparing workers for the social work field. The students are expected to undertake a research project in the area of their specialization or interest, and to submit a dissertation before they are considered eligible to appear for the final examination.

The Bombay, Benaras and Delhi schools encourage students to undertake research projects in groups while other schools prefer individual projects. Before the student starts data collection his plan of study has to be approved by the school staff. The students are guided in their research project either through individual conferences or through research seminars. In seminars the research problems facing the individual student are discussed in the group. This method is especially useful for students who work on the same subject in a team.

The graduates' answers on the following four questions, shown in the table through light on their impressions about research.

TABLE VI

Graduates' Opinions Concerning the Value of Courses in Social Research

Questions	Graduates' opinions on the questions				Total
	Yes	No	Not answered	Percentage	
1. Courses in Social Research add to your general knowledge about the field of social work.	92.0	7.3	0.7	100	
2. Have these courses been of assistance to you in your job as a social worker.	89.3	8.0	2.7	100	
3. The courses in Social Research were adequate to equip you for employment in the Research field.	42.7	54.0	3.3	100	
4. In terms of your training experience do you think this was a useful investment of time.	96.0	4.0	—	100	

An analysis of the group's responses to these questions reveals that a large majority of the graduates; 92 per cent of the whole group, felt that the courses in social research added to their general knowledge about the social work field. Nearly the same percentage of graduates felt positive about its usefulness to them as workers in the field. However, 54 per cent of the graduates felt that the courses in social research did not equip them adequately to take up a job in the

research field. But as many as 96 per cent of the graduates opined that the time devoted to project report was fully justified by its usefulness to them as a good learning experience in research methods.

The graduates who said that training in social research was inadequate in preparing them for a beginning competency in the research field, commented that either more emphasis should be given or that the guidance should be improved.

CHAPTER III

PRACTICAL TRAINING AND THE GRADUATES' OPINION

A basic assumption in any professional education is that theoretical knowledge should be supplemented by practical training in the field, and it should form an integral part of the total training programme. Practical training existed even before any formal type of education was developed for social workers. 'Learning by doing' is the principle that was at the basis of the apprenticeship type of education, from which has developed the body of knowledge, the specialized skills, and the philosophy of professional work. Practical experience in social work training is offered through the method of field work. Field work here means the guided practical experience provided to a student for certain number of hours each week in a welfare agency recognized by the school authorities for the purpose of practical training. Class room work, field work and experience in research have been regarded by all the five schools of social work as essential components of professional education for social workers.

Through class room work the student learns theoretical knowledge, and develops his capacity for critical and analytical thinking; but his ability to relate the class room knowledge to practical situations, and the skills necessary to work with people are developed only through the field work experience. Active experience in the field makes theory more meaningful to the student. The effort he makes to build professional relationship with his clients inculcates in him the importance of objectivity and develops a keen sense of responsibility, as he learns to help others.

Supervised field work has been regarded by all the schools as one of the essential parts of the professional training in social work. Increasing emphasis is being placed on the field work experience of students. Usually half, or in some cases more than half, of the total time which the student spends in the school is devoted to this aspect of training. At present all the schools under study expect their students to have at least 15 to 18 hours per week of supervised field work experience.

The quality of field work training depends considerably on the number of organized social service agencies which co-operate with the school in the training programme. In the beginning the schools faced many difficulties in providing adequate and sound practical training for their students; because the agencies where the students were placed for their practical experience were staffed with untrained workers who had little awareness of the contributions of social work and behavioral sciences in understanding existing social policies. In addition, the agencies were expected to play a new role that of working in partnership with the school in the training of a student. This new role was different from that of the primary function of the agency, which was to provide service. The schools therefore had to interpret their training objectives to the agencies and persuade them to share responsibility in the training programme. The schools had to utilize their own staff for the field work supervision of students. More recently, however, with the increasing employment of trained graduates the agencies are participating more actively in the training programme and are offering better training facilities for students.

Orientation to Field Work

Prior to the actual placement of the student in an agency for his field work practice, the student is given an orientation regarding the nature of the agency set up, the services it provides to the community, the role of the student in the agency, the policies which he is expected to follow, and also the school's expectation of his performance in the agency. The following methods are used by the schools:

1. Class room discussion.
2. Visits to some selected social welfare agencies.
3. Observation of the field work programme of the agency.
4. Orientation talks by the school supervisor and/or by the agency supervisor.
5. Organization of workshops:
 - (a) to demonstrate various recreational programmes for different age groups;
 - (b) to practice simple crafts, to be used latter in the field.

All the schools have included agency visits as part of their orientation programme. At the Bombay, Delhi and Baroda schools, these visits are conducted concurrently with field work in the first quarter of the first year. The Benaras and Madras schools devote nearly half of the first term, roughly eight to ten weeks, for the orientation programme; and during the second half of the term, the student is assigned to an agency for field work practice. But in the Benaras school, during the second half of the first term, the student is placed in the agency as an "observer participant", where he observes the total functioning of the agency. As part of the orientation programme the Baroda school organizes a group work workshop for students and also conducts handicraft classes prior to the placement in an agency.

Field Work Placement

After the orientation programme, the duration of which varies from school to school, the students are placed in social service agencies for their practical training. In deciding the field work placements of the students during the first year, the school authorities, generally, consider not only the interest of the student but also whether the nature of the assignment is such as would provide good learning experience for the first year student. The procedure for the second year is, however, different in different schools.

During the first two terms of the first year the Bombay school provides group work, case work, and community organization placements, but these may necessarily be on the basis of the field of interest of each student. The first year is devoted mainly to a generic type of training which would acquaint the student with different processes of social work and their applicability in various settings. Since 1949, when the school first offered facilities for specialization, the second year field work practice is offered in the area of student's special interest. In most cases the student is placed in the same agency for two consecutive terms, so that he may get a comprehensive knowledge of its working. The Bombay school offers facilities for specialization in the following fields:

1. Labour Welfare & Industrial Relations.
2. Family and Child Welfare.

3. Medical and Psychiatric Social Work.
4. Community Organization and Development.
5. Criminology, Juvenile Delinquency and Correctional Administration.
6. Social Research.
7. Rural Welfare.
8. Tribal Welfare (since 1955).

In many respects the Delhi school follows a similar pattern with some minor modifications. During the first term the students are generally given a group work assignment either in the rural or urban setting, as the school authorities are of the opinion that this is easier for beginning students. During the second term, placements in different fields are given to enable students to have a variety of field experience. Formerly the school's policy was to provide field work experience in at least four different fields, including the field in which the student wishes to obtain specialization. But from experience, the school authorities realized that it is rather difficult to provide adequate experience in four different fields during the course of two year's training. Now the minimum number of fields in which they expect each student to gain experience is three. The second year field work placement is offered in the area of student's special interest. In addition to this, the student is provided 'Block Field Work' placement in the area of his specialization for a period of three months after he has completed other requirements in the school.

This school offers facilities for specialization in the following fields:

1. Labour Welfare & Personnel Management.
2. Medical Social Work.
3. Rural Welfare.
4. Institutional and After Care Services.

In the Benaras school the first term is devoted to an orientation programme which consists of institutional visits for eight weeks, and about ten weeks of observational study of the agency in which the student is to be placed for his field work practice. From the beginning of the second term the students are offered field placement in variety of settings wherein they can acquire knowledge of different fields of social work as well as learn to practice case work, group work and community organization methods. In the beginning the school was offering a general training in social work; but in 1954 for the first time it provided facilities for specialization during the second year, and these are in:

1. Industrial Relations and Labour Welfare.
2. Rural Reconstruction and Community Organization.
3. Family and Child Welfare.
4. Criminology and Correctional Administration.

After the completion of the two years' work each student is required to devote at least three months to 'Block Field Work' in his field of specialization at some well-established social welfare agency approved by the school.

The Baroda school initially had a programme of agency visits for the whole of the first term, and this was later on cut down to the first half of the first term. The students then were placed in the agencies for field work after 7 to 10 weeks' orientation programme. Since 1954 the students are given field work place-

ments right from the beginning of the first term, and the programme of agency visits has been incorporated in the class room work. The placements are decided by the school staff keeping in mind the interest of the student, as well as the learning value the placement offers to junior students. The first year students are placed in all the co-operating agencies, except those of labour and psychiatric social work, as the courses in these fields are given during the second year. Besides the students' interest in these two fields, other requirements have to receive attention. For instance, to qualify for placement in the labour field, the student must know the local language and maintain an above average grade in theory courses in 'Labour Welfare & Personnel Management'. To obtain a placement in the psychiatric social work field, the student has to have knowledge of the local language; score an above average grade in field work during his first year, during which time he must have had some practice in social case work; and should have shown an average or above average performance in theory courses in 'Social Case Work' and 'Dynamics of Human Behaviour'.

The Baroda school offers field work practice in the areas of students' interests as far as possible. Generally, each student is placed for field work practice in one particular field continuously for two terms, hence every student during the course of his training gets, field work practice in at least two different fields. Although the student is placed in any one particular field consecutively for two terms, there is a change in the nature of the work he does from term to term. The school provides field work placements in the following fields:

1. Labour Welfare & Personnel Management.
2. Medical Social Work.
3. Psychiatric Social Work.
4. Rural Welfare.
5. Community Organization.
6. Family and Child Welfare.
7. Criminology and Correctional Administration.

Initially the Madras school had a programme of agency visits for one full term, but now the first half of the first term is devoted to this programme. After mid-term the students are placed in different fields to practice case work, group work, and/or community organization methods. Generally the first-year students are not given field work placement in the medical and labour fields. During the first two terms the field work programme is of a generic nature, and the students are expected to put in at least 10 hours of work a week. The student works in the field of his specialization for the last two terms; and during this period, he is expected to put in a minimum of 12 hours of work a week. In the beginning the school was offering facilities for specialization in the following fields:

1. Labour Welfare & Personnel Management.
2. Medical Social Work.
3. Rural Welfare.
4. Criminology and Correctional Administration.

Since July 1954 the school discontinued the practice of offering specialization. The reason given for change-over to the generic type of training was that the school could not provide for adequate and comprehensive training in certain fields due to the shortage of teaching staff.

Block field work placement

Generally, the 'Block Field Work' placement is offered after the student has completed theory classes and the minimum hours of supervised field work and has completed research project which has been accepted by the school. This is an additional practical experience which the student gets in the field of his specialization for a period of three months. During the 'Block Field Work' placement the school staff maintains close contact with the students and the agency staff. Periodically the students submit their field work reports to the school staff, describing the nature of experience they have been undergoing. The evaluation of students' performance is done on the basis of reports submitted by the students and those by the agency staff regarding the students' experience and their performance in the agency.

In the Bombay, Delhi and Benaras schools the 'Block Field Work' placement is recognized as an academic requirement, hence the student gets his degree or diploma only after successful completion of this work. The schools consider the following as some of the specific advantages that this experience provides:

1. The student acquires knowledge of actual job expectations, and develops self-confidence by working as an independent worker on the job.
2. He learns the details of agency administration as well as the strength and limitations of the agency.
3. Very often this opens avenues of employment for students in the same agency.
4. Through students' placement, the agencies learn more about the training programme of the schools. This is one way by which the schools interpret their programmes, and also the need for employing trained social workers, to the agencies.

Field Work Supervision

Supervision is an individualized method of teaching, it enables the student to integrate the theory he learns in the class with practice in the field. Since supervision is regarded as an important form of teaching, the schools of social work have evolved various supervisory processes, through which the students are helped to develop self-awareness and identification with professional attitudes. As the supervisor plays an important role in this process, it is necessary that he be a professionally well qualified person, irrespective of whether he is on the school staff or a worker in an agency.

At present in the Bombay, Delhi and Benaras schools, students are supervised by the agency staff, wherever these agencies are staffed by trained social workers. In the Madras school, the supervision in all the field work agencies except in the labour field is provided by the school staff. In the Baroda school the field work supervision is carried out entirely by the school staff. The school has submitted a plan to the University for initiating the programme of agency supervision, where trained social workers are available. Before the agency person is recognized by the school as a field work supervisor, the person would have to have a short term training course on supervision which would be conducted by the school.

From discussions with the school authorities, it was learnt that all the schools are making a conscious effort to have workers in agencies to participate in the training programme through field work supervision of students. Some schools

have also recognised the fact that the agency workers need additional training in order to do supervision and this is offered in the form of seminars conducted by a staff member of the school.

The field work supervision is conducted either weekly or fortnightly, either on an individual or on a group basis. If the supervisor feels the necessity of having an individual conference as well as a group meeting, then he informs the student accordingly. When the agency staff supervises the students the supervisory conferences are held regularly once a week. In that case, the member of the school staff who is field work supervisor for a group of agencies belonging to a particular field, decides the nature and frequency of conferences he wishes to hold with the students.

In the Delhi and Bombay schools the school supervisor meets the students regularly, either once a week or once a fortnight in a group or individually. Periodically, field work seminars for students are arranged to discuss their field work problems. Similarly, weekly field work seminars are held by the Benaras school for those students whose field work placement is in agencies where agency staff supervision is not possible. The purpose of these seminars is to provide an opportunity to the students to discuss their field work problems in a group, and to develop critical thinking through participation in the group discussion. Besides this, the student becomes acquainted with problems arising in other fields in which he has not worked, and also acquires theoretical knowledge of a variety of methods of handling those problems.

In the Madras school, generally, the supervisory conferences are held once a week on a group basis; but individual conferences are held if either the supervisor or the student feels their necessity.

In the Baroda school regular supervisory conferences are held once a week. Until recently the school followed the individual method of supervision throughout the four terms, but since July 1956 certain changes have been adopted. At present, weekly group conferences are held for the first-term students by each field work supervisor for at least two hours a week. Individual conferences are also held if the need is felt either by the supervisor or the student. The reasons for introducing the group method of supervision are two-fold. During the first half of the term the students' field work problems are more or less of a general nature and of the same type and secondly, since supervision is a new experience, the students feel more comfortable in a group situation. From the beginning of the second term the students are seen individually by the supervisor once a week and this system continues throughout the rest of the training period.

Whether the students are supervised by the agency staff or by the school staff, the importance of maintaining close contacts with the agency staff is clearly recognised by the schools. As the agency co-operates with the school in the training programme of the student, it is extremely important that both of them are clear about their specific roles. Co-operation and cordial relations form the basis for a sound working relationship. Keeping this objective in view, all the schools have adopted a procedure by which regular meetings are held with the agency staff. In these meetings, the students' field work programme, the academic requirements in relation to each placement and the learning value that each placement provides to the students, are discussed.

Evaluation

Generally, evaluation is understood as an assessment of a student's performance against the academic standard set-up by the educational institution.

One of the main difficulties experienced by the schools of social work in setting evaluation criteria for field work performance, is in deciding the requirements in the matter of student's adjustment in the agency setting and his utilization of the field work experience for his growth and development as a professional person.

The field work evaluation criteria varies from school to school because the schools have not yet evolved a standard unit of measurement against which the student's field work performance can be measured. Some of the schools have not even laid down the points which they take into consideration while evaluating the student's field work performance. However, a summary of the information collected through interviews with the school authorities is given below:

The Benaras school evaluates the field work performance of their students at the end of every field work assignment, irrespective of the time the student puts at the agency. In the Bombay, Delhi and Madras schools the evaluation is done both at mid-term and at the end of every term. The Delhi and Madras schools write an evaluation report on each student at the end of each term. In the Baroda school the evaluation is a continuing process and considered as part of the supervisory process. At the end of each term the supervisor writes a report indicating the student's progress during the term.

In the Bombay, Benaras and Delhi schools, where the practice of agency supervision is being followed, the member of the agency staff who supervises the student, submits the student's evaluation report to the member of the school staff in charge of the student. The latter evaluates the student's total performance, taking into consideration the report submitted by the agency supervisor, the performance of the student as observed on the field, the field work reports submitted by the student, and also the performance of the student in group discussions or field work seminars conducted by the school staff. Marks or the grade is given by the school staff, in accordance with the examination system followed in each school.

The schools consider the following points for evaluating the field work performance of their students:

1. Development of social work skills.
2. Development of professional attitude.
3. Student's initiative.
4. Self-discipline—Regularly and punctuality in attending field work.
5. Development of leadership qualities.
6. Nature of participation in the supervisory conference.
7. Sense of responsibility and sincerity shown in the work assigned.
8. Grasp of theory and clarity in understanding its application in practice.

All the points mentioned above are not necessarily followed in every school. It was difficult to obtain full details of the evaluation procedures of schools which do not have a written statement of evaluation criteria. The Baroda school has written criteria for each term of field work, related to the degree of development expected of a student as a minimum for each term. The five points used as a basis for evaluation are as follows:

1. Development in the role of professional person.
2. Development of skill in the helping process.

3. Adjustment within agency setting. .
4. Development of capacity to use supervision.
5. Development of skill in community contacts.

The schools are aware of the need to have a written statement of evaluation criteria, which they think would help in maintaining uniformity in evaluation methods. In the absence of this, there is every likelihood that the evaluation might vary from teacher to teacher.

Study Tours and Camps

All the schools under study have a programme of camps and study tours. Through camps the students gain group experience and the democratic way of life and also have an opportunity to develop leadership qualities. The subject of the study tour programme is to acquaint the students with first-hand information of social welfare agencies as these operate in various fields and in different parts of the country. This experience affords an opportunity to the students to have wide though a general knowledge of the social work field. Although all the schools expect their students to participate in this programme, it is not clear from the schools' bulletins as to how the students' experience is evaluated.

II

Graduates' opinions on Field Work Placements

In order to measure the opinion of graduates on the field work training programme, two specific questions were asked. The first related to the length of time the graduate had spent in each placement, and the extent to which the time spent in the field work placements offered adequate preparation (a) in the field of student's interest, (b) for the job he was holding at the time of the survey, and (c) for general social work competency. The second question related to the nature of field work placements and its effectiveness in preparing the graduates for beginning competency in (a) the field of his special interest as a student, (b) the fields in which he had field work placements, (c) his first job after graduation (d) his present job, and (e) in over-all field of social work.

Before the opinions of the graduates on the first question are analysed, it would be interesting to study the amount of time each graduate had spent in practical training. The table given below shows the number of terms the graduates had spent in field work:

TABLE VII
Duration of Field Work Experience

<i>Duration of field work experience</i>	<i>Number of graduates</i>	<i>Percentage</i>
Four terms	108	71.9
Three terms	19	12.7
Two terms	4	2.7
Details not given	19	12.7
Total :	150	100.0

It is evident from the table that a majority of the graduates had field work training for full four terms. The graduates who had field work experience for less than four academic terms were those who had graduated in the early years of the schools.

For the purpose of analysing their opinions on field work experience, the graduates are classified in three groups.* The first group consists of graduates who were offered specialization or concentration in one particular field, the second, of those who were offered a generic social work training with two or more terms of field work practice in any one particular field, and the third, of the graduates who did not give details regarding their field work placements. The table given on the following page indicates the opinions of graduates on the first question related to the time the graduates had spent in field work placements for their practical training.

It is seen from the table that more than 50 per cent of the graduates from specialized and non-specialized groups felt that the length of time spent in field work agencies offered them adequate preparation for their field of interest. However, their opinions on part (b) of the question revealed that 45 per cent of the graduates from group (A) and only 33.3 per cent of the graduates from group (B) felt that the duration of field work training was adequate to have prepared them for their present jobs. When the employment positions of these graduates in relation to their field work experience, are analysed it is found that 52.9 per cent of the graduates from group (A) and 28.2 per cent of the graduates from group (B) were holding jobs in the fields in which they were offered field work placements. The analysis of the graduates' opinion for general social work competency shows that a high majority of the graduates from both the groups gave positive answers on the question. A proportionately high percentage of the graduates from (non-specialized) group (B) opined that they were adequately prepared for general social work competency. The graduates from group (A) were also offered generic training for at least one year, hence a majority of them felt that they were adequately prepared for general social work positions.

In addition to these answers every graduate was asked to make comments to amplify his answers. Three graduates out of every five made comments under this question. While some of these comments were irrelevant, others were indicative of their reactions to the field work experience.

The majority of the graduates from Group (A) who commented on the question said that the length of time spent in a field work agency was inadequate to prepare them for their present job. Of these, a high majority of the graduates were those who held jobs in the field of their specialization. Some of them commented that the number of field work hours per week were adequate to give them sufficient orientation for the agency and its working, but, that, nevertheless, they did not have an opportunity to grasp fully the intricacies involved in the administration and the working of the agency. They stressed that either (a) the number of weekly hours or the number of field work days should be increased, or (b) the field work supervision should be improved. "Efficient field work supervision would compensate for the lack of adequate practical experience in the field and would enable us to work competently in the field." The majority of the graduates who did not hold a job in the field of their specia-

* Hereafter whenever any reference is made to these groups in the report, they will be referred to as group (A), (B), and (C).

TABLE VIII
Graduates' Opinions on the Length of Time Spent in Field Work Placements

<i>The length of time spent in field work placements offered adequate preparation</i>	Graduates with specialization			Graduates with generic training			Graduates who gave no details regarding their field work training					
	Group (A)		Group (B)	Group (C)			Group (A)	Group (B)				
	Total	Percentage		Total	Percentage	Total		Percentage				
	Yes	No	Not answered	Yes	No	Not answered	Yes	No	Not answered			
(a) In your field of interest while in school	89	52.8	43.8	3.4	42	57.2	33.3	9.5	19	42.1	26.3	31.6
(b) In your present job	89	45.0	49.4	5.6	42	33.3	52.4	14.3	19	42.1	21.1	36.8
(c) For overall field of social work	89	69.7	21.3	9.0	42	81.0	7.1	11.9	19	68.4	—	31.6

lization, felt negative about the field work training. A few of them stated that it would have been better if they were offered generic social work training which would have helped them to secure a job in any one of several fields. They also stated that with generic training they would have performed better in their present positions.

Some of the graduates from group (A) commented that they did not gain much from their field work placements owing to insufficient field work supervision and the nonco-operative attitude of agency personnel. According to them, the authorities of some of the field work agencies hesitated to share knowledge of the administration necessary for their learning experience; and hence, they learnt of the difficulties involved in the administration only after they were employed in the field. A typical comment of one of the graduates from this group was that, " more weeks are necessary to prepare a person for one particular job or for general social work competency. In practical work we come across so many types of problems for which we had no preparation while we were in school. At least the present number of weeks can be sufficient with competent guidance in our practical work, which is hopelessly lacking at the school. In short there should be a good guidance or more weeks for practical work. " Among these graduates who commented on the quality of field work supervision, a majority were those who were offered field work supervision by the agency staff.

A majority of the graduates from (non-specialized) group (B) commented that they were not offered field work placements in the field of their interest, and that, hence, they were not adequately prepared for the fields of their interest. A few of them even commented that they did not feel confident to get a job in the field of their interest and that they had to accept jobs in other fields because their field work placements were in the fields other than the fields of their interest. One graduate's comment is, " my field of interest was Labour Welfare and I did not have any placement in labour field and that to, an extent, was a disqualification and stood in my way of getting a job in that field. "

A small percentage of the graduates from this group commented that the length of time spent in each field work agency, although inadequate to prepare them for their present jobs, was supplemented by the supervisory conferences which enabled them to acquire competency in the social work field in general. The following comment is illustrative of this point: " Due to able supervisory conferences one used to get insight into the general social work field. "

The other graduates, who more or less fall in the same category, commented positively on the generic type of training they had received in the school. They were of the opinion that the generic type of training they received in the school offered them an opportunity to acquire both knowledge of the various fields as well as practice in the various methods of social work. A few graduates, who were offered field work experience in the areas of their interest and also held jobs in the same fields, felt that the length of time spent in the agency was inadequate, and suggested that schools should provide field work practice in the fields of students' interest for more terms. The second group of graduates who did not get field work practice in the areas of their interest, strongly felt that the school should provide field work training according to students' field of interest.

The table given below shows the fieldwise distribution of the graduates from groups (A) and (B).

TABLE IX*

The Fields in which the Graduates had Field Work Training

<i>Fields of specialization</i>	<i>Number of graduates from group (A)</i>	<i>Number of graduates from group (B)</i>	<i>Total</i>
1. Labour Welfare & Personnel Management	47	13	60
2. Medical and Psychiatric Social Work	13	6	19
3. Family, Child and Youth Welfare	2	3	5
4. Rural Welfare and Community Organization	10	5	15
5. Community Organization	4	6	10
6. Crime and Correctional Administration	8	9	17
7. Tribal Welfare	—	—	—
8. Public Welfare Administration	5	—	5
Total ..	89	42	131

Of the 131 graduates classified in the above table 68 per cent had had specialization, and 32 per cent had two or more terms of field work experience in any one particular field. Of the 89 graduates of the first category 52.8 per cent had obtained specialization in the labour welfare field; 14.6 per cent in medical and psychiatric social work field and the lowest percentage in the field of family & child welfare and child & youth welfare. This trend is noticed also among graduates from group (B). Thirteen graduates out of the 42 had had two or more than two terms of field work experience in the labour welfare field. Next to the labour field came the fields of crime and correctional administration, medical social work and community organization, in that order.

The study of yearwise figures of graduates who graduated from different schools also revealed that a little more than 50 per cent of the total number of candidates have graduated with specialization in the field of labour welfare and personnel management.

* For the purpose of this table the graduate's field of experience is determined as follows :

Those graduates who had either two or more terms of field work placements in any one field are classified under that field considering it as their field of experience (either two consecutive terms or two terms during the period of training). In cases where the graduate had one placement for the first two terms and another in the last two terms, the last two terms of field work experience have been taken as the field of his experience.

The graduates who had specialization in 'Rural reconstruction and Welfare Work' are classified under the title "Rural Welfare and Community Organization" in this table.

The graduates who are not classified in this table include the following categories :

1. Those who had not given details regarding their field work experience.
2. Those whose field work was different in each term.
3. Those who had more than one field work placement in every term. For example, a graduate might have worked for half of a term in the labour field and the other half in the rural field and in the succeeding terms he might have done field work in more than one field every term.

TABLE X
Graduates' Opinions Concerning Adequacy of Field Work Placements

Field work placements prepared for a beginning competency in	Graduates with specialization (A)			Graduates with generic training (B)			Graduates who gave no details about field work placements (C)					
	Graduates' opinions		Total	Graduates' opinions		Total	Graduates' opinions		Total			
	Percentage	Yes		Percentage	Yes		Percentage	Yes				
		No	Not answered		No	Not answered		No	Not answered			
(a) Your field of special interest as a student	76.4	20.2	3.4	100	66.7	23.8	9.5	100	42.1	21.1	36.8	100
(b) The fields in which you had placements	69.7	22.5	7.8	100	76.2	11.9	11.9	100	52.6	10.6	36.8	100
(c) Your first job after graduation	69.7	25.8	4.5	100	50.0	42.8	7.2	100	52.6	15.8	31.6	100
(d) Your present job	57.3	33.7	9.0	100	50.0	40.4	9.6	100	47.4	15.8	36.8	100
(e) The overall field of social work	71.9	20.2	7.9	100	88.1	2.4	9.5	100	73.7	—	26.3	100

The graduates' opinions on the second question which is related to the nature of field work placements and the extent to which the field work placements enabled them to acquire beginning competency in the field of their interest, in the fields in which they held positions and in overall field of social work, have been analysed. Table X shows the graduates' opinions on various parts of the question.

Table X shows that the higher percentage of graduates from both (A) and (B) groups, felt adequately prepared for fields of their interest and the fields in which they had field work placements. A higher percentage of the graduates from group (A) and a comparatively smaller percentage of graduates from group (B) felt adequately prepared for a beginning competency in their first jobs and the jobs they held at the time of survey. But review of graduates' opinions concerning competency for overall field of social work show that the percentage of graduates from group (B) who felt positive about the field work training was higher than that of graduates from group (A).

It would be interesting to analyse the first and present job positions of the graduates from both the groups and also their opinions concerning competency for the jobs they held and for over-all field of social work. Table XI given on the following page shows the fieldwise first job positions of the graduates who had obtained specialization and their opinions concerning competency for the job they held immediately after their graduation.

Table XI shows that out of the 89 graduates who had obtained specialization in different fields, 34.8 per cent held their first jobs in the fields of their specialization. Four of every five graduates of those who held their first job in the field of their specialization felt positive about their field work placements. Only six graduates expressed negative opinions, of which five were in the labour field and one in the field of community organization. A detailed study of their comments elucidates their opinions. Two graduates from the labour welfare field commented, "The field work training introduced them only to the working of the agency, adequate experience should be provided to the student in the field of his specialization." Another graduate said, "The field work training given was more theoretical than practical in nature, hence it was not of much use to me in my job situation." One graduate pointed out the lack of co-operation from the field work agency staff in the student's training programme. "The agency staff do not take much interest in disclosing the 'secrets of work', and do not give correct information on the subject." The fifth graduate stated that the nature of work he was expected to do while on the job was different from what he had been trained for; therefore he felt that field work placements did not prepare him adequately for the type of job he undertook after his graduation. One graduate, who held his first job in the community development field, commented that the students were not allowed to handle difficult situations in the field work setting; and the practical experience was of very limited value as a preparation for the job.

An analysis of opinions of the graduates (65.2 per cent) with their first jobs outside the field of their specialization, shows that 31 per cent of them felt that they were not adequately prepared for their first job positions. Whereas, of those who held their first job in the field of their specialization, roughly five graduates out of every six felt positive about their field work experience. In other words, the graduates who held their first jobs in the field of their specialization relatively a higher percentage of them felt positive about the field work training.

TABLE XI

**Fieldwise First Positions of the Graduates with Specialization and their Opinions
Concerning Competency for their First Job**

Fields of Specialization	No. of graduates who obtained specialization	No. of graduates who held 1st job in the field of their specialization	Opinions concerning competency for first job			No. who did not hold 1st job in the field of their specialization	Opinions concerning competency for first job			
			Responses				Responses			
			Yes	No	Not answered		Yes	No	Not answered	
1. Labour Welfare & Personnel Management	47	21	16	5	—	26	15	11	—	
2. Medical Social Work and Psychiatric Social Work	13	6	6	—	—	7	4	3	—	
3. Family, Child and Youth Welfare	2	1	1	—	—	1	1	—	—	
4. Rural Welfare and Community Organization	10	1	1	—	—	9	6	1	2	
5. Community Organization	4	1	—	1	—	3	1	2	—	
6. Crime & Correctional Administration	8	1	1	—	—	7	6	—	1	
7. Public Welfare Administration	5	—	—	—	—	5	4	1	—	
Total	89	31	25	6	—	58	37	18	3	

Of the thirteen graduates who had specialized in medical and psychiatric social work, six held their first job in the same field and felt positive about their field work training; of the remaining seven who held jobs in areas outside their specialized training, three felt their training was inadequate while the other four felt positive about their field work training.

Table XII given on the following page shows the fieldwise current job positions of the graduates with specialized training and their opinions concerning competency for the job they held at the time of the survey.

It is seen from table XII that 48.3 per cent of the graduates were working in the fields in which they had obtained specialization. Of these graduates 67.4 per cent felt positive about their field work training; whereas, of the graduates who were holding jobs in areas outside their specializations, only 51.1 per cent felt positive about their training. From this it could be concluded that a higher percentage of the graduates holding jobs in the field of their specialization felt positive about their field work training than those working outside the field of their specialization.

The graduates' opinions relating to competency for the overall field of social work as presented in table XIII reveals that there is no significant difference in the percentage opinions of the graduates who held their jobs in the fields of their specialization and those who held jobs in allied fields. A high majority of the graduates from both the categories felt positive about their training for having acquired a beginning competency for the overall field of social work. On the other hand, their percentage opinions concerning competency for their first job and the current job shows dissimilarity.

The job analysis of the graduates from group (B) reveals that only 30.9 per cent held their first job in the fields in which they were offered field work placements. Of these graduates a higher percentage (69.2 per cent) than the percentage of those (41.4 per cent) who did not hold their first job in the fields of their interest felt adequately prepared for a beginning competency for their first job. A reference to table XIV will further clarify this point.

Of those graduates who felt negative about their field work training, the majority commented that they did not get field work experience in the fields for which they had indicated their interest while they were in the school. The others set forth critical comments similar to those raised by the graduates from the specialization group.

Table XV shows that 26.1 per cent of the graduates from group (B) were employed in the fields in which they had field work placements. Of these graduates 90.9 per cent felt positive regarding the adequacy of their field work training in preparing them for a beginning competency for the jobs they were holding at the time of the survey. Of the graduates who were working in the fields other than those in which they had been offered field work training, only 35.5 per cent felt positive about their practical training.

The graduates' opinions relating to competency for the overall field of social work, as seen in table XVI, reveals, that of those graduates who held jobs in the fields in which they had been offered practical training, 67.7 per cent felt positive about their field work training; while comparatively a much higher percentage (92.3 per cent) who held jobs in allied fields felt positive about their field work training. Similar trends were noticed in the case of graduates with specialized training (table XIII).

TABLE XII

**Fieldwise Last Positions of the Graduates with Specialization and their Opinions
Concerning Competency for their Last Job**

Fields of Specialization	Graduates with specialization	Graduates who held last job in the field of specialization	Opinions concerning competency for the last job			Graduates who did not hold last job in the field of specialization	Opinions concerning competency for the last job		
			Yes	Responses No	Not answered		Yes	Responses No	Not answered
1. Labour Welfare & Personnel Management	47	31	20	10	1	14	8	6	—
2. Medical and Psychiatric Social Work	13	7	5	2	—	6	2	4	—
3. Family, Child and Youth Welfare	2	1	1	—	—	1	1	—	—
4. Rural Welfare and Community Organization	10	2	1	—	1	7	4	1	2
5. Community Organization	4	—	—	—	—	4	1	3	—
6. Crime & Correctional Administration	8	2	2	—	—	6	3	3	—
7. Tribal Welfare	—	—	—	—	—	—	—	—	—
8. Public Welfare Administration	5	—	—	—	—	5	3	1	1
Total*	89	43	29	12	2	43	22	18	3

* Two graduates from labour welfare field, one graduate from rural welfare and community organization field were unemployed at the time of survey, hence their answers to this question are not classified in this table.

The summary of the opinions of the graduates from both the groups (*i.e.* graduates with specialization and those with generic training) relating to the parts (c), (d), and (e) of the question is presented in two tables XVII & XVIII given on the following pages. A reference to these tables shows that there is no significant difference in the graduates' opinions with regard to adequacy of their field work training for acquiring a beginning competency for their first job, for their current job and for the overall field of social work.

TABLE XIII

**Fieldwise First Job Positions of the Graduates with Specialization and their Opinions
Concerning Competency for Overall Field of Social Work**

Fields of Specialization	No. of graduates with specialization	No. of graduates who held 1st job in the field of their specialization	Opinions concerning competency for overall field of social work			No. who did not hold 1st job in the field of their specialization	Opinions concerning competency for overall field of social work			
			Responses				Responses			
			Yes	No	Not answered		Yes	No	Not answered	
1. Labour Welfare & Personnel Management	47	21	17	2	2	26	21	5	—	
2. Medical Social Work and Psychiatric Social Work	13	6	1	5	—	7	4	2	1	
3. Family, Child and Youth Welfare	2	1	1	—	—	1	1	—	—	
4. Rural Welfare and Community Organization	10	1	1	—	—	9	4	2	3	
5. Community Organization	4	1	—	1	—	3	3	—	—	
6. Crime & Correctional Administration	8	1	1	—	—	7	6	1	—	
7. Public Welfare Administration	5	—	—	—	—	5	4	1	—	
Total	89	31	21	8	2	58	43	11	4	

TABLE XIV

**Fieldwise First Job positions of the Graduates with Generic Training and their Opinions
Concerning Competency for their First Job**

Fields in which field work placements were offered	No. of graduates who held 1st job with two or more terms of field work placements offered	No. of graduates who held 1st job in the fields in which f. w. placements were offered	Opinions concerning competency for the first job			No. of graduates who did not hold first job in the fields in which f. w. placements were offered	Opinions concerning competency for the first job			
			Responses				Responses			
			Yes	No	Not answered		Yes	No	Not answered	
1. Labour Welfare & Personnel Management	13	5	4	1	—	8	2	4	2	
2. Medical Social Work	6	3	2	1	—	3	—	3	—	
3. Family, Child and Youth Welfare	3	—	—	—	—	3	2	1	—	
4. Rural Welfare and Community Organization	5	2	1	1	—	3	2	1	—	
5. Community Organization	6	2	1	—	1	4	3	1	—	
6. Crime and Correctional Administration	9	1	1	—	—	8	3	5	—	
7. Public Welfare Administration	—	—	—	—	—	—	—	—	—	
Total	42	13	9	3	1	29	12	15	2	

TABLE XV

**Fieldwise Last Job Positions of the Graduates with Generic Training and their Opinions
Concerning Competency for their Last Job**

Fields in which the field work placements were offered	No. of graduates with two or more terms of field work placements	No. of graduates who held last job in the same field	Opinions concerning competency for the last job			No. of graduates who did not hold last job in the same field	Opinions concerning competency for the last job			
			Responses				Yes	No	Not answered	
			Responses	Yes	No					
1. Labour Welfare & Personnel Management	13	8	7	1	—	5	1	2	1	
2. Medical Social Work	6	2	2	—	—	4	1	3	—	
3. Family, Child and Youth Welfare	3	—	—	—	—	2	—	1	1	
4. Rural Welfare and Community Organization	5	—	—	—	—	5	3	2	—	
5. Community Organization	6	—	—	—	—	6	2	3	1	
6. Crime and Correctional Administration	9	1	1	—	—	8	3	5	—	
7. Public Welfare Administration	—	—	—	—	—	—	—	—	—	
Total	42	11	10	1	—	31	10	16	3	

* One graduate from labour welfare and personnel management field was not holding any position at the time of survey therefore, his answer to question 22 (d) has not been classified.

TABLE XVI

**Fieldwise First positions of the Graduates with Generic Training and their Opinions
Concerning Competency for Overall Field of Social Work**

Fields in which the field work placements were offered	No. of graduates with two or more terms of field work placements	No. of graduates who held 1st job in the same field	Graduates opinions concerning competency for overall field of social work			No. of graduates who did not hold 1st job in the same field	Graduates opinions concerning competency for overall field of social work			
			Responses				Responses			
			Yes	No	Not answered		Yes	No	Not answered	
1. Labour Welfare & Personnel Management	13	5	5	—	—	8	6	—	2	
2. Medical Social Work	6	3	3	—	—	3	3	—	1	
3. Family, Child and Youth Welfare	3	—	—	—	—	3	2	—	—	
4. Rural Welfare and Community Organization	5	2	2	—	—	3	3	—	—	
5. Community Organization	6	2	1	—	1	4	3	1	—	
6. Crime and Correctional Administration	9	1	1	—	—	8	8	—	—	
7. Public Welfare Administration	—	—	—	—	—	—	—	—	—	
Total	42	13	12	—	1	29	25	1	3	

TABLE XVII

Graduates' (group—A) Opinions Concerning Competency for their First Job—Last Job and Overall Field of Social Work

Adequacy of field work experience in preparing for a beginning competency for	Graduates who held 1st/last job in the field of their specialization	Graduates' Opinions Group (A)			Graduates' Opinions Group (A)			
		Percentage			Percentage			
		Yes	No	Not Answered	Yes	No	Not Answered	
First job after graduation	31	80.6	19.4	—	58	63.8	31.0	5.2
Overall field of Social Work	31	67.7	22.6	9.7	58	74.1	19.0	6.9
Jobs the graduates were holding at the time of the survey	43	67.5	27.9	4.6	46	47.8	39.2	13.0*

* The responses of those unemployed graduates are included under 'not answered' category.

TABLE XVIII

Graduates (group—B) Opinions Concerning Competency for their First Job—Last Job and Overall Field of Social Work

Adequacy of field work experience in preparing for a beginning competency for	Graduates who held 1st/last job in the fields in which f. w. experience was offered	Graduates' Opinions Group (B)			Graduates who did not hold 1st/last job in the field in which f. w. experience was offered	Graduates' Opinions Group (B)			
		Percentage				Percentage			
		Yes	No	Not Answered		Yes	No	Not Answered	
First job after graduation.	13	.69.2	23.1	7.7	29	41.4	51.7	6.9	
Overall field of Social Work	13	67.7	22.6	9.7	29	92.3	—	7.7	
Jobs the graduates were holding at the time of the survey	11	90.9	9.1	—	31	35.5	51.6	12.9*	

* The responses of those unemployed graduates are included under ' Not-answered ' category.

CHAPTER IV

GRADUATES' OPINIONS CONCERNING TRAINING PROGRAMME

In this chapter an attempt is made to study the graduates' opinions on the adequacy of training for preparation for a particular field, and/or for social work field in general. The table given below indicates the graduates' opinions on the integration of theory courses and the field work training.

TABLE XIX

Graduates' Opinions Regarding Integration between Theory Courses and Field Work

Graduates	No. of graduates	Graduates opinion			Total	
		Percentage				
		Yes	No	Not answered		
Graduates with specialization	89	51.7	47.2	1.1	100.0	
Graduates with generic training	42	64.3	33.3	2.4	100.0	
Graduates who gave no details	19	57.9	36.8	5.3	100.0	

A study of the opinions of the whole group of 150 graduates, shows that 54 per cent of the graduates felt that the schools satisfactorily integrated theory courses with field work training. A comparatively higher percentage of graduates from group (B) felt positive about integration in the training programme. However, further analysis of graduates' comments relating to this question points to the lack of integration between theory and practice in certain fields. The graduates also pointed out the reasons for the lack of integration.

The first reason the graduates pointed out was the lack of co-operation from the field work agency in the training programme of the students. Secondly, while the theory courses in certain fields were well organized and comprehensive, the practical experience offered in those fields was very elementary. For example the theory courses in Rural Welfare, Labour Welfare and Personnel Management fields, were adequate; but the field work placements in these fields suffered from many limitations, hence the students' learning experience was adversely affected. Some of the graduates pointed out that the gap between class room work and practical training was abridged by the field work supervisor or by the subject teacher through the discussion of field work problems in the class.

The following comments are typical:

"In the field of Labour Welfare and Personnel Management, there was more of class room work. No field work experience was provided in Personnel Management and Industrial Relations."

"There was proper integration in some areas, not so in others. For example in the labour welfare field the practical experience in handling labour disputes

should be provided. But no agency will offer the facility of associating with the Labour Officer in this work."

"There was integration as far as Psychiatric social work placement was concerned. But there was a gap between class room work and field work in case of rural welfare placement. The class room work in the latter was more theoretical and less related to actual conditions in rural areas. However, the supervisory conferences filled the gap partly."

"There used to be follow up between class room work and field work by class room discussion method, which helped us in enhancing our enlightenment."

The fourth point which the graduates brought out was that the field work placements in certain fields were provided much earlier than the theory courses. An example of this quoted by one of the graduates is that the field work placement in the labour field preceded the theory course in social legislation a knowledge of which was necessary to understand the legislation relating to labour. It is found that some of the graduates who brought out this point had graduated from the earlier batches. However, this defect was recognized by the schools, and at present the legislation relating to labour is included as part of the course in Personnel Management and Industrial Relations.

The next two tables on the following page show the graduates' opinions of the value of the total training programme—i.e., the class room work, field work and research experience taken together—in preparing them adequately for beginning competency for (a) the field of their interest, (b) the fields in which they had field work placements, (c) the field in which they held the first job, and (d) their current job and (e) any of the fields of social work.

TABLE XX

Opinions of the Graduates with Specialization Concerning Adequacy of Total Training Curriculum

Adequacy of total training curriculum for acquiring competency	No. of graduates with specialization	Graduates responses			Total
		Yes	No	Not answered	
(a) For the field of your special interest	89	65.1	31.5	3.4	100.0
(b) For the field in which you had field work placements	89	66.3	27.0	6.7	100.0
(c) For your first job	89	65.2	30.3	4.5	100.0
(d) For your current job	89	63.0	30.3	6.7	100.0
(e) For a beginning competency in any of the field of social work	89	83.2	15.6	1.2	100.0

TABLE XXI

Opinions of the Graduates with Generic Training Concerning Adequacy of Total Training Curriculum

Adequacy of total training curriculum for acquiring competency	Group (B) graduates	Graduates' responses			Total	
		Percentage				
		Yes	No	Not answered		
(a) For the field of your special interest	42	57.2	33.3	9.5	100.0	
(b) For the field in which you had field work placements	42	62.0	28.4	9.6	100.0	
(c) For your first job	42	52.4	40.5	7.1	100.0	
(d) For your current job	42	52.4	35.7	11.9	100.0	
(e) For a beginning competency in any of the field of social work	42	88.1	4.7	7.2	100.0	

Tables XX and XXI show that a slightly higher percentage of the graduates from group (A) than the percentage of the graduates from group (B) opined that the training they received in the schools had prepared them adequately for a beginning competency for: the field of their interest, the fields in which they had field work placements, their first job and the job they held at the time of the survey. But statistically there is no significant difference in the opinions of the graduates from both the groups with regard to adequacy of training for preparing them for general social work field.

A study of the opinions of the whole group of 150 graduates indicates that the number of graduates who felt that they were adequately prepared for their first or for their current job, is lower than the number of graduates who felt competent to work in any of the fields of social work. The following table shows the opinions of 150 graduates relating to the adequacy of the total training programme.

TABLE XXII

Graduates' Opinions on the Total Training Curriculum

Adequacy of the total training curriculum for acquiring competency	Graduate opinions			Total	
	Percentage				
	Yes	No	Not answered		
(a) For the field of your special interest	62.7	30.0	7.3	100.0	
(b) For the field in which you had field work placements	64.7	26.0	9.3	100.0	
(c) For your first job	62.0	31.3	6.7	100.0	
(d) For your current job	60.6	28.7	10.7	100.0	
(e) For a beginning competency in any of the fields of social work	83.3	6.0	10.7	100.0	

The above table shows that 83.3 per cent of the graduates thought that the training prepared them adequately for a beginning competency in any of the fields of social work. This percentage is higher than the number of graduates who felt adequately prepared for their first job, or for their current job. Only 6 per cent of the graduates clearly stated that the training did not prepare them for any field. Further, of the 31.3 per cent of the graduates who expressed negative opinions about part (c) of the question, nearly two thirds (70.2 per cent) stated that they were competent to work in any field of social work. Similarly, of the 28.7 per cent of the graduates who gave negative opinions about part (d) of the question, about four fifths (83.7 per cent) felt competent to work in any field of social work.

The question arises: why did some of the graduates who felt competent to work in any of the fields of social work, feel less adequately prepared for their first jobs or the jobs they were holding at the time of survey? A reference to table XXIII which shows the employment positions of these graduates will indicate why some of the graduates felt in this way.

Table XXIII shows that of this group 83.9 per cent did not have their first job in the fields in which they were offered field work placements. Of the 28.7 per cent of the graduates who felt that they were not prepared for the fields in which they were holding jobs at the time of the survey, nearly four fifths (83.9 per cent) felt that they were adequately prepared for a beginning competency in any of the social work fields. Further analysis of the data reveals that the majority of them were not holding jobs in the fields in which they had obtained specialization. The table given on the following page shows the field work placements of these graduates and the fields in which they were holding jobs at the time of the survey.

TABLE XXIII

Field Work Placements and the Fields in which 30* Graduates held their First Job

Fields in which field work placements were offered	Total number of graduates	Fields in which first job held									
		Labour	Medical & Psychiatric Social Work	Family, Child & Youth Welfare	Community Development	Correctional Adminn.	Public Welfare	Tribal Welfare	Research	Non-Social Work	Unfinished
1. Labour Welfare and Personnel Management	15	3	—	2	1	—	2	1	3	2	1
2. Medical Social Work	6	2	—	—	3	1	—	—	—	—	—
3. Rural Welfare and Community Welfare	5	—	1	1	2	—	—	—	1	—	—
4. Crime and Correctional Administration	3	1	—	—	—	—	—	—	2	—	—
5. Family and Child Welfare	1	1	—	—	—	—	—	—	—	—	—
Total	30	7	1	3	6	1	2	1	6	2	1

* Two graduates who were from group (C) are not classified in this table.

TABLE XXIV
Field Work Placements and the Fields in which 34* Graduates held Jobs at the Time of the Survey

Fields in which field work placements were offered	Total number of graduates	Fields in which the graduates held jobs at the time of survey							
		Labour	Medical Social Work	Rural Community Organization	Education		Public Welfare	Non-Social Work	
					Professional schools of Social Work	Other training Institutions			
1. Labour Welfare and Personnel Management	14	10	1	2	1	—	—	—	—
2. Medical Social Work	7	1	2	1	3	—	—	—	—
3. Family and Child Welfare	2	—	—	—	—	—	—	—	2
4. Rural Welfare and Community Organization	7	2	1	—	—	4	—	—	—
5. Crime and Correctional Administration	4	1	—	—	1	1	1	1	—
Total	34	14	4	3	5	5	1	2	

* Two graduates who were from group (C) are not classified in this table.

Of those who felt that they were not adequately prepared either for their first jobs or for the jobs they held at the time of the survey but felt competent for overall field of social work, a high majority of them had taken jobs in fields other than the fields for which they had shown preference while they were students.

Table XXIV shows that out of the 34 graduates only 12 graduates were holding jobs in the fields in which they were provided field work training, and more than 50 per cent held jobs in other fields. Some of the graduates who were offered field work experience in the labour welfare field did not hold their first jobs in the same fields.

Although these graduates changed their jobs and came back to the fields of their interest, they still felt that the training did not prepare them for a beginning competency for their jobs. But they however, felt that they were adequately prepared for social work field in general.

Graduates' Fields of Employment

Many students who seek social work training are interested in getting jobs as soon after graduation as possible. The majority come to the schools with well-defined ideas about their field of interest, yet, as has been seen, many do not get jobs in the fields of their interest.

The table given below shows the first positions of the 150 graduates:

TABLE XXV

Fieldwise First Job Positions of the Graduates

Sr. No.	Fields of Employment	No. of graduates who held 1st job in the field	Percentage
1.	Labour Welfare	34	22.7
2.	Medical and Psychiatric Social Work	17	11.3
3.	Community Development	21	14.0
4.	Research	16	10.7
5.	Family, Child and Youth Welfare	13	8.7
6.	Juvenile Delinquency & Correctional ministration	9	6.0
7.	Social Work Education:		
	(a) Post-graduate schools of Social Work	9	6.0
	(b) Under-graduate or short term training courses in allied fields	10	6.7
8.	Public Welfare	4	2.6
9.	Tribal and Scheduled Castes Welfare	2	1.3
10.	Non-Social Work Positions	8	5.3
11.	Unclassified	7	4.7
Total		150	100

Table XXV shows that the highest percentage of graduates held their first jobs in the labour welfare field. The number of graduates who held their first jobs in the fields of labour welfare, community development, medical and psychiatric social work, education, research, and family, child & youth welfare, constitute 73.7 per cent of the whole group of 150 graduates.

The table given below shows the fieldwise distribution of the graduates and also the number of graduates who held their first and if the current jobs in the same field:

TABLE XXVI

Fieldwise First and the Current Job Positions of the Graduates

Sr. No.	Fields	No. of graduates who held first job in the field	Graduates whose current job in the field	Graduates whose 1st and the present jobs are in the same field
1.	Labour Welfare	34	50	29
2.	Medical and Psychiatric Social Work	17	18	11
3.	Community Development	21	9	5
4.	Research	16	10	3
5.	Family, Child and Youth Welfare	13	5	3
6.	Juvenile Delinquency & Correctional Administration	9	5	3
7.	Social Work Education:			
	(a) Post graduate schools of Social Work	9	19	7
	(b) Under graduate for short term training courses in allied fields	10	12	5
8.	Public Welfare	4	4	—
9.	Tribal and Scheduled Castes Welfare	2	3	1
*Total		135	135	67

Table XXVI shows that 49.9 per cent of the graduates stayed in the same field in which they first found employment. Of the 34 graduates who held first jobs in the labour field, 29 remained in the same field, only 5 changing to other fields. But the number of graduates who were holding jobs in the labour field at the time of the survey had increased to 50, and the majority of them came

* Of the fifteen graduates who are not classified in this table, seven held non-social work positions and the positions held by the others could not be classified.

to this field from the fields of family, child & youth welfare, research, social work education and community development. The recent legal provisions for the employment of trained social workers as welfare officers in industry have obviously stimulated graduates' interest in this area.

The second field in which mobility is high is the field of research, where sixteen graduates held their first job. But only three were still employed in this field at the time of the survey. Thirteen graduates who were employed in the research field in the beginning went over to other fields, and seven graduates changed over from other fields to the field of research.

The number of graduates employed in the professional social work schools and other training institutions rose by twelve. A large majority of those who held their first jobs in community development and medical social work fields went to the education field. The employment chart given on the following page will further clarify the above points.

The mobility of graduates from one field to another is evidently determined by the changes in the fields of practice—as employment opportunities increase and better service conditions are offered in other fields, the graduates will tend to move out of their present fields of work. Therefore, the schools of social work have to shoulder the responsibility of offering a programme to suit the present and future needs of this rapidly expanding field. Conscious efforts have to be made to evaluate the field requirements in order to meet the growing demand of the social work field. The schools must take care to frame their curricula so as to reflect the field needs.

Fields in which the Graduates held Jobs at the Time of the Survey

Fields of employment	No. of graduates who held 1st job in the field	Fields in which the graduates were holding jobs at the time of survey												
		Labour Welfare	Medical S. W.	Family and Child Welfare	Community Development	Juvenile Delinquency & Corr. Admn.	Public Welfare	Tribal and Sch. Castes Welfare	Research	Post-graduate schools of S. W.	Short term courses	Non. Prof.	Unemployed!	Undefined
1. Labour Welfare and Personnel Management	34	29	3	—	—	—	—	—	1	—	—	—	1	—
2. Medical and Psychiatric Social Work	17	—	11	—	1	—	—	—	2	3	—	—	—	—
3. Family, Child and Youth Welfare	13	5	—	3	1	2	—	—	1	—	1	1	—	—
4. Community Development	21	3	1	—	5	—	—	1	2	4	4	—	1	—
5. Research	16	4	2	1	—	3	—	1	3	1	1	—	1	—
6. Juvenile Delinquency & Correctional Admn.	9	2	—	1	—	—	—	—	—	2	—	1	—	—
7. Social Work Education:														
(a) Post-graduate schools of social work	9	—	—	—	—	—	—	—	—	7	1	1	—	—
(b) Under-graduate or short term training courses in allied fields	10	3	—	—	—	—	—	1	—	1	5	—	—	—
8. Public Welfare	4	1	1	—	1	—	—	—	—	—	—	—	—	1
9. Tribal and Scheduled Castes Welfare	2	—	—	—	1	—	—	1	—	—	—	—	—	—
10. Non-Social Work Positions	8	2	—	—	1	—	2	—	—	—	—	3	—	—
11. Undefined	7	1	—	—	—	—	—	—	1	1	1	1	3	5
Total	150	50	18	5	9	5	4	3	10	19	12	6	4	5

CHAPTER V

CONCLUSION

In this report an attempt has been made to present briefly the development of social work education in this country as evidenced by the training programmes of five selected schools of social work, and the graduates' opinions regarding the adequacy of training as preparation for work in the field. This is only an initial step. For a thorough going analysis of training programmes for social workers a periodic assessment of both the field needs and the training programmes of workers who are called upon to meet the expectations of this growing field, is essential. The trained social workers today have a vital and important role to play in the community which in its efforts is realizing the 'Welfare State' through the democratic approach.

A study of the training programmes of the schools reveals that all the schools from time to time have initiated various changes in the curriculum, which shows their concern to evaluate the training programme in the light of the changing needs and demands of the field.

The schools are showing increasing concern about the admission procedures because they are convinced that the education alone cannot develop well-integrated and potential workers for the field. Certain personal qualities and characteristics of the individual are basic necessities for one who undertakes professional training in social work. Today all the schools are not at the same stage of development, hence the same degree of importance is not attached to this aspect. The problem of selection needs the serious attention of the schools because this is one of the important factors which would affect the standard of practice in the field.

In order to ensure the selection of the right type of candidates, it is desirable that all the schools periodically test the adequacy of their selection methods. The basis for the evaluation of admission methods would be the periodical assessment of students' performance in field work and class room in relation to the estimation of the students' potentialities evaluated at the time of admission. This means the schools not only should assess each student's ability to receive training, but also continuously watch the progress of the student and the use he makes of what he receives as a learner in the school. Besides this, there should be a plan to make use of whatever knowledge regarding the student and his abilities can be obtained from various sources, in deciding the nature of field work placement, the type of supervision and the supervisor. An intelligent planning of the student's training programme on the basis of his personality structure and his aptitude would provide the best possible learning experience to the student.

The class room curriculum of the schools can be divided into four main sequences: (a) Pre-professional courses which includes the study of social science courses, and other basic courses, (b) courses in fields of social work, (c) courses in processes of social work, (d) courses in dynamics of human behaviour, psychiatry for social workers and psychology. The basic curriculum of the first year introduces the student to the range of social welfare problems and to the study of varieties of human behaviour with which social work is

concerned. During the same year the student learn about the social work methods. At the end of the year the student is expected to have acquired a sense of professional responsibility and basic understanding of the field in general and to have developed the ability to receive advanced knowledge of certain fields, conscious use of himself and his knowledge purposefully in the field. In the second year the curriculum is planned so as to continue the kind of learning already begun.

The number of courses under each sequence vary from school to school. Some schools have grouped courses in social sciences under one course, in other schools the social sciences courses such as Social Economics, Social Psychology, and Sociology, are offered as separate courses. Under these circumstances the number of courses offered to students during each academic term is quite large. Besides this, when these courses are taught separately, the possibility of integrated approach to the study of these courses is limited. Secondly, there is danger of overlapping of material because of the inter-relatedness of these courses. Hence, the schools need to have a clear conception of the value of these courses and should determine the number of such courses that should be given to students of social work.

The graduates' opinions on the class room curriculum indicate that 44 per cent of them felt that there was an overlapping of certain courses; but 72.7 per cent of the graduates felt that the theory courses were offered in an orderly sequence. The graduates' comments relating to the theory Courses as presented in the preceding chapters need attention from the schools. Even when the curriculum content is well planned, the graduates may still feel that they did not receive a well integrated knowledge of the social work field in general.

The manner in which the class teacher presents material also needs consideration by the schools. A comment of one of the graduates is reproduced below to illustrate this point:

" Personally I feel that in order to make the social work training most useful, it is very necessary that the course and manner of training be laid down carefully but what is still more important is who imparts this training. An incompetent staff will make a mess of a most carefully prescribed matter of discussions. I feel that the class room teachers should be well qualified and should have an idea that whatever they say is going to be put into practice shortly thereafter. The field work staff must be picked up from the field. A Supervisor should know the detailed practical problems of his field and also he should be a master of the theory. I place a greater importance on the work of a field work supervisor than the class room teacher. I wish simultaneously a study be made about the teaching and field work staff of various social work institutions in India."

Field Work Training

Supervised field work has been recognised by all the schools as an integral part of the training programme for social workers. Accordingly, due weightage is given to this aspect of training, in terms of the number of hours each student is expected to put in for field practice; and at present, nearly fifty per cent of the total training period is devoted to the practical training in the field. A study of the field work programmes of the schools reveals that this programme is conducted differently in each school. In some schools the first term or half of the first term is exclusively devoted to a programme of institutional visits, while in others, the students are offered an opportunity to practice in the field right

from the beginning of the first term. There is also considerable diversity in the nature of field work assignments given to the students during each stage of their training in the school.

The following are some of the points bearing on the field work programme, which the graduates feel need further study and clarification:

- (1) The assessment of each field work agency, on the basis of the quality of learning experience it provides to the students.
- (2) The assessment of students' assignment in the agency.
- (3) Schools' expectation of the agency.
- (4) The co-operation afforded by the field work agency in the training programme of the student.
- (5) Attitude of the agency staff towards the students and towards professional education in general.
- (6) The quality of supervision; frequency and nature of the supervisory conference; and qualifications of a supervisor. A majority of the graduates who were supervised by the agency staff felt that they did not learn much from the field work placements because of inadequate guidance from the agency supervisor.

Supervision needs serious attention from the schools because of its importance in the teaching programme in social work education. Since special skills are required for this work the question arises of whether a course in supervision should be included in the regular two years' curriculum or should be offered separately after the completion of the training. The training of qualified workers as supervisors in agencies also needs to be considered, so that teachers in social work schools do not have to assume the two uncompatible roles of teachers and agency supervisors any longer than is absolutely necessary.

Six per cent of the graduates were employed in post-graduate schools of social work, where they are expected to work as teachers as well as field work supervisors. These graduates would have to learn the supervisory skills under the guidance of competent senior members of the school staff, before they can feel competent to work as supervisors. Therefore, to promote better standards in training, the schools need to consider the development of the supervisory skills of their own teachers and also of the agency worker through the organization of special courses or seminars on supervisory processes.

The graduates' opinions on the total training programme indicate that the majority of the graduates from both the groups (*i.e.* the graduates with specialization and with generic training) felt that they were adequately prepared to take up a job in any of the fields of social work.

It is also found that of the graduates who felt negative about the training programme, a high majority held jobs in the fields which were neither the areas of their specialized study nor the areas of their interests. It is desirable that the schools take initiative in studying the scope and nature of the social work field in the country.

To have uniformity in the standard of training programmes there is great need for consultation and co-operation among the schools in standardising selection procedures, training curricula, and criteria for the evaluation of students. This would result in a greater uniformity in the training programmes than there is at present. However, each school should have sufficient scope to experiment with new methods and to evolve its own patterns within the framework of uniformly accepted standards.

APPENDIX A

Survey of Social Work Education in India as preparation for work in the field

22nd Dec. 1956.

To,

Dear Sir/Madam,

We are writing to you as an alumni of a leading School of Social Work to ask your assistance in conducting the research project which is undertaken by the Faculty of Social Work, M. S. University of Baroda. The project is sponsored by the Advisory Board of Social Welfare, Ministry of Education, Government of India.

The study is a survey of social work education in India, and partly it is to be done through contacting the graduates of schools of social work with the goal of ascertaining their views on the various aspects of professional training offered in the schools. We are also particularly interested in examining the training and the extent to which this training was helpful to you in meeting work responsibilities. As a professional social worker with some experience in the field we believe you will be able to evaluate your professional training with objectivity.

We recognize that you have many responsibilities but it will be only with your help and co-operation that we hope to make this survey a success and thereby to make contribution to social work education in India. Therefore we shall feel extremely grateful if you would be kind enough to fill in the enclosed questionnaire and forward it to us by _____ in the enclosed stamped envelope.

You will note that in the questionnaire, no identity has been called for. We would like you to express your opinion freely and we assure you of complete confidentiality.

Thanking you,

Yours truly,
Sd/- G. G. Dadlani.

(*Questionnaire used in this study*)

Questionnaire No.

1. Date of admission to the school of social work	2. Date of graduation from the school of social work
3. Date of birth	4. Post-graduate Degree/Diploma awarded.
5. Work experience prior to admission:	(a) In social work.....years. (b) In other areas.....years.
6. Did this experience help you in your training? If so, how? Please describe briefly.	Yes/No

7. Did you have a particular field of interest at the time of admission to the school? Yes/No

Did this particular interest change during the period of your training in the school? Yes/No

8. Did the school offer Specialization/Concentration? Yes/No
 If so, in what fields? (a) (b)
 (c) (d)
 etc.

9. What was your field of Specialization/Concentration, if any?

Class Work

10. Please indicate below the *number of courses* you had in each of the areas listed:

Area 1: Preprofessional courses in the Social Sciences (Economics, Sociology, etc.)

Area 2: Fields of Social Work Practice (Labour Welfare, Medical Social Work, etc.)

Area 3: Techniques of Social Work (Case Work, Group Work, Community Organization, Research, Administration).

Area 4: Human growth and Behaviour (Dynamics, Medical and Psychiatric Information, etc.)

11. Which *Area* of courses listed under *question 10* contributed the most to your learning in the school? Which the least?

12. Considering the different areas indicated under *question 10*, please check below those statement which indicate your opinion of the class work offered at the school.

(a) Too many courses in Areas

(b) Too few courses in Areas

(c) Too much emphasis on certain courses. Please specify.

(d) Too little emphasis on certain courses. Please specify.

(e) Overlapping of certain courses. Yes/No

(f) In general the total curriculum followed an orderly sequence. Yes/No

Please amplify your opinion on the above statements with an example.

13. What method of instruction was used primarily at the School?

(a) Lecture method (b) Discussion (tutorial) method.

(c) Combination of discussion and lecture method.

(Please strike off the statement not applicable in your case.)

In your opinion which method was most useful to you?

14. Did the school offer sufficient class work to:

(a) prepare you for employment in a particular field of social work.....

(b) enable you to acquire some competency to a social work job in any of the fields.....

Field Work

15. Was there an 'Orientation Period' prior to placement in the field work agency? - Yes/No
 If so, how was this conducted?
 (a) Through class room discussion.
 (b) Through actual observation in agencies.
 (c) Any other method. (Please describe)

16. After your admission to the school, when did you begin your actual field work practice?
 (a) First term after weeks.
 (b) Second term after weeks.

17. What were the minimum hours of field work *per week* required by the school? Hrs.

18. Using the table below indicate for each term: (1) the *field* in which you were placed (*i.e.* Labour Welfare, Rural Welfare, etc.) and (2) the techniques you were given an opportunity to practice (*i.e.* Case Work, Group Work, Community Organization, etc.)

Field of Placement Techniques practised	1st term	2nd term	3rd term	4th term	Any additional work
--	-------------	-------------	-------------	-------------	------------------------

19. Do you believe the *length of time* spent in each agency both in terms of number of weeks and hours per week offered you:
 (a) Adequate preparation in your field of interest while in school? Yes/No
 (b) Adequate preparation for your present job? Yes/No
 (c) Adequate preparation for general social work competency? Yes/No

Please amplify your answer with a comment.

20. During your field work placements were you supervised by a school staff member or an agency staff member? Please check below:

1st Term	2nd Term	3rd Term
School staff/Agency staff	School staff/Agency staff	School staff/Agency staff
4th Term	Any additional work	
School staff/Agency staff		School staff/Agency staff

21. Were supervisory conferences held on an individual or group basis?
 (a) Please indicate below how often these conferences were held?

Individual/Group/Both	Weekly/Fortnightly/Monthly/Other
1st Term	
2nd Term	

3rd Term

4th term

Any additional
Assignment.
(Specify)

22. Do you believe that the field work placements offered during your training period prepared you for a beginning competency in:

(a) Your field of special interest as a student	Yes/No
(b) The fields in which you had placements	Yes/No
(c) Your first job after graduation	Yes/No
(d) Your present job	Yes/No
(e) The overall field of social work	Yes/No

Please amplify your answer with a comment.

Research

23. Did the courses in Social Research add to your general knowledge about the field of social work? Yes/No

24. Have these courses been of assistance to you in your job as a social worker? Yes/No

25. Do you think the courses in research were adequate to equip you for employment in the research field? Yes/No

26. Approximately how much time was spent on collecting data for your research project?Clock hours.

27. In terms of your total training experience do you think this was a useful investment of time? Yes/No
Please comment if you have any other opinion to express.

Total Curriculum

28. Do you believe there was satisfactory integration between class room work and field work? Yes/No
Please amplify your answer with a comment.

29. Considering the overall curriculum of the school do you believe you received adequate preparation:

(a) In the field of your special interest.	Yes/No
(b) In the fields in which your placements were.	Yes/No
(c) For your first job.	Yes/No
(d) For your present job.	Yes/No
(e) For a beginning competency in any of the fields of social work.	Yes/No

30. In what areas, if any, have you felt particularly handicapped? Please comment.

Employment

31. At present are you: Employed...../Unemployed...../Doing voluntary social work.....
32. Please state the *type of agency* in which you are now working.
33. Your designation?
34. Please give a brief summary of your work in the agency you are now working.
35. Please list the jobs you have held following training:

<i>Type of agency</i>	<i>Position</i>	<i>Year</i>
	<i>From</i>	<i>To</i>
1.		
2.		
3.		
4.		

If the space under any of the items prove insufficient, please add on a separate sheet, giving appropriate reference to that item.

BIBLIOGRAPHY

Current Trends in Social Work in India, Bombay: Tata Institute of Social Sciences.

HERSEY, EVELYN W., *Voluntary and Private Welfare Agencies in India*, New Delhi: TCM, American Embassy, 1955.

—*Significant Developments in Training for Social Work*, New Delhi: TCM, American Embassy, 1955.

HOLLIS, ERNEST V. and TAYLOR ALICE L., *Social Work Education in the United States*, New York: Columbia University Press, 1951.

LEE, PORTER R., *Social Work as Cause and Function and other Papers*, New York: Columbia University Press, 1937.

Social Welfare in India, New Delhi: The Planning Commission, Government of India, 1955.

TUFTS, JAMES H., *Education and Training for Social Work*, New York: Russel Sage Foundation, 1923.

Training for Social Work, United Nations: An International Survey, Doc, E/CN.5/196/Rev. I—1950.

YOUNGHUNBAND E., *Social Work in Britain*, Carnegie U. K. Trust, 1951.

HOWARD, DONALD S., "The Common Core of Social Work in Different Countries," *Social Work Journal*, (October, 1951).

KING, ANNA E., "Education for Social Work", *Social Work Year Book* 1947, New York: pp. 161-164.

MOORTHY, M. V., "Social Work by College Students," *The Indian Journal of Social Work*, Vol. XII (June, 1951).

MOSES, DOROTHY, "University for Social Work," *The Indian Journal of Social Work*, Vol. XII (June, 1951).

TOWLE, CHARLOTTE, "Education for Social Work," *Issues and Problems in Curriculum Development*, *Social Work Journal*, Vol. XXX (April, 1949).

VAKHARIA, P., "University Education for Social Work," *The Indian Journal of Social Work*, Vol. XII (June, 1951).



00007282