

P.UGC. 18 (N)
2,000

**SOCIAL WORK EDUCATION
IN INDIAN UNIVERSITIES**

**UNIVERSITY GRANTS COMMISSION
NEW DELHI**

1965

Price Rs. 2.50 ; Sh. 5/10 ; 90 Cents

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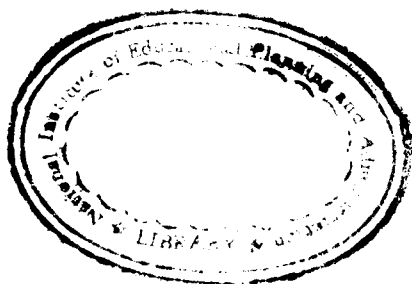
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FOREWORD

The Review Committee on Social Work Education was jointly appointed by the University Grants Commission and the Ministry of Education, Government of India in March, 1960. It consisted of the following members:

Dr. Radhakamal Mukerjee — *Chairman*
Director, J. K. Institute of
Sociology & Human Relations,
Lucknow University.

Prof. A. R. Wadia, M.P., and
Member, University Grants
Commission.

Shri S. N. Ranade, Director
Delhi School of Social Work,
Delhi.

Shri P.C. Sharma, Assistant
Educational Adviser, Ministry
of Education.

Dr. V. Jagannadham, Professor
of Public Administration,
Indian Institute of Public
Administration, New Delhi.

Dr. P. J. Philip, Jt. Secretary, — *Member-Secretary*
University Grants Commission.

The Commission is most grateful to the chairman and members of the committee for their work and assistance in undertaking this review and assessment. They have devoted considerable time and energy in the preparation of this report and I have no doubt that the report would be of real value in the advancement of teaching and research in the field of social work.

The report emphasizes, among other things, the need for developing an integrated approach to the formulation of courses of study in social work and re-orientation of field work programmes. It contains several useful suggestions for improvement of social work training in the universities and non-university institutions in the country.

New Delhi
June, 1965.

D. S. KOTHARI
Chairman
University Grants Commission.

INTRODUCTION

In 1936 Dr. Clifford Manshardt of the Marathi American Mission advised the Trustees of Sir Dorabji Tata Trust to start a school for the training of graduates as social workers. Thus was born Sir Dorabji Tata Graduate School of Social Work in the premises of the Neighbourhood House in Nagpada, Bombay. Later, the institution was renamed the Tata Institute of Social Sciences and in 1954 was shifted to its own premises in Devnar, Chembur, a suburb of Bombay. It was the first institution of its kind to be established not only in India, but in the whole of Asia. For eleven years it continued to be the only school of social work in India. Its products were mainly absorbed as labour welfare officers. This was but natural in view of the fact that in an industrial city like Bombay large number of labourers created problems that needed trained men to deal with. Though labour welfare does not come within the purview of social work as understood in America, in Bombay, as a matter of historical accident, labour welfare has come to be looked upon as social work par excellence. This has continued to be the experience of many other schools and departments of social work that have come into existence since 1949, especially the Delhi School of Social Work, the Faculty of Social Work in the M.S. University of Baroda and the Madras School of Social Work. Five institutions that cater mainly to the training of labour welfare officers have also come into existence at Bombay, Calcutta, Jamshedpur, Bhagalpur and Patna.

In recent years a number of schools of social work have sprung up. While they are marked by enthusiasm, they do not have adequate financial resources and qualified personnel. The Advisory Board on Social Welfare had expressed their concern regarding this situation. This fear came to be shared by the Ministry of Education and the University Grants Commission. They therefore resolved to set up a committee to review the work of these schools and university departments. On 2nd March, 1960 the following committee was appointed:

Dr. Radhakamal Mukerjee *Chairman*
 Director, J.K. Institute of
 Sociology & Human Relations,
 Lucknow University.

Dr. M. S. Gore, Principal,
 Delhi School of Social Work,
 Delhi.

Dr. V. Jagannadham,
 Professor of Public Administration,
 Indian Institute of Public Administration,
 New Delhi.

Dr. P. J. Philip, Jt. Secretary,
 University Grants Commission.

The Ministry of Education appointed two more members:

Prof. A. R. Wadia, M.P.,
 Director of the Tata Institute of Social Sciences,
 Bombay.

Mrs. V. Mulay,
 Assistant Educational Advisor, Ministry of Education.

Soon after Dr. Gore went to U.S.A. and his place was taken by Shri S.N. Ranade of the Delhi School of Social Work. In 1961 the place of Mrs. Mulay was taken by Shri P. C. Sharma of the Ministry of Education.

The following meetings of the committee were held:

- | | |
|---------------|-----------------------|
| 1. New Delhi | 9th August, 1960. |
| 2. Ootacamund | 16th May, 1961. |
| 3. Lucknow | 17th November, 1961. |
| 4. Banaras | 18th November, 1961. |
| 5. New Delhi | 27th November, 1962. |
| 6. New Delhi | 8th March, 1963. |
| 7. New Delhi | 3rd April, 1963. |
| 8. New Delhi | 8th May, 1963. |
| 9. New Delhi | 16th September, 1963. |
| 10. New Delhi | 4th October, 1963. |
| 11. New Delhi | 7th December, 1963. |
| 12. New Delhi | 5th February, 1964. |

Dr. Radhakamal Mukerjee attended the meeting of the committee held at Lucknow and Banaras. All other meetings were presided over by Prof. A. R. Wadia. The list of the institutions visited by the committee will be found in Appendix I.

The committee had wide terms of reference and was free to determine its own programme and procedure of work. The committee was particularly asked to consider the following:

- (a) to review the present position of teaching, training and research in social work, particularly at the postgraduate level;
- (b) to examine the existing inadequacies in this regard and suggest methods of improvement, and
- (c) to suggest minimum standards of social work education in the country.

The report and the recommendations of the committee will be found in the succeeding chapters. The present chapter attempts to give a general survey of social work in India and the problem of training social workers.

The Concept of Social Work

Since man is a social animal every activity of his is bound to have an effect on society, directly or indirectly. In this sense all human activities have a social implication. But in course of time social work came to be identified with service to the poor and the suffering without any remuneration. It is a tribute to human nature that without any expectation of reward men and women have been found in every clime and every epoch to render such service. Such were for instance John Howard, who befriended the criminals in prisons, Elizabeth Fry who worked for the hospitalised and the insane, Josephine Butler who strove to reclaim prostitutes and Florence Nightingale, who served the wounded in the Crimean War and became the founder of nursing as an honourable profession. Life with all its tragedies caused by sickness and death, by human fraud and negligence would have been unbearable without some good Samaritans that every community has had.

In the course of the nineteenth century, with the expanding needs of industrial society, voluntary social workers did not suffice to meet these needs. It also came to be realised that mere goodwill or a kind heart was not enough to solve intricate domestic or social problems. An intimate knowledge of human psychology and the play of complex motives working in society was considered necessary. This meant training of social workers in special techniques of dealing with human beings. A solution of social problems also required a large number of such trained workers. They had to be paid and social work became a profession. The virtues that go to build up a good man are necessary in every profession, but in the profession of social work they are more pressingly required. To win the confidence of the suffering, the social worker must have a sympathetic heart and a gentle approach. It requires patience too to work in slums and a

squalid atmosphere. Good health to bear the strain of work, which has no fixed hours, is another necessity.

The rise of the professional social worker has not however ousted the voluntary social worker, who with his impassionate outlook and moneyed leisure can rouse the philanthropic instincts of his social circle, cultivate public opinion against existing evils and help to eradicate them.

No society is perfect. All social maladies are not removed simultaneously. New problems are constantly created. Even if poverty can be eradicated, as it has almost been in U.S.A., there are other evils which dog the steps of society. The eternal struggle between good and evil continues and so does the battle of humanity against social evils. The nature of social problems that demand solution may vary from country to country and from period to period. India offers an interesting study of some of these problems.

Social Work in India

In the course of centuries social organization in India has produced various evils. The most prominent of these were *sati* or the immolation of the widow on the funeral pyre of her husband, the prohibition of widow remarriages, child marriage, and above all caste orthodoxy. For centuries these were taken to be divine dispensations. Neither the society at large nor the victims raised any protest against them till the impact of western education began to raise a spirit of critical revolt. The most eminent representative of this revolt was Raja Ram Mohan Roy, who sowed the seed of reform in varied directions. Since these evils had religious sanctions behind them Raja Ram Mohan Roy had to challenge them on religious grounds. He was profoundly influenced by the New Testament, the Vedas and the Upanishads. These religious writings provided sufficient justification for his reformist activities. He founded the Brahmo Samaj, which though never numerically strong, included many members noted for their education and religious zeal, such as the scions of the great Tagore family who made it the spear-head of progress and placed Bengal in the front rank of nineteenth century India. Even when the Samaj was affected by the spirit of schism, as is so common in the history of religions, the secession of Keshab Chandra Sen and the establishment of the New Brahmo Samaj marked the vitality of the movement. The reforming zeal reached its climax when Swami Vivekanand, inspired by the teachings of Ramakrishna Parmahansa, founded the Ramakrishna Mission.

The inspiration of Bengal began to affect other provinces in India also. In western India the Prarthna Samaj came into existence as a replica of the Brahmo Samaj, though as an independent organization. Gujarat

produced Dayanand Saraswati, but he found his real home in the Punjab and founded the Arya Samaj. Like Brahma Samaj, it repudiated various religious abuses, but it was far more assertive. Through a network of schools and colleges it roused public conscience and threw open its gates to new converts.

As a result of this religious revival *sati* was abolished in the days of Lord William Bentick as Governor-General. Widow remarriage was permitted by the Hindu Widow Remarriage Act, in 1856. Though it did not popularise such marriages, a great reform was achieved. As Hindu orthodoxy was sufficiently strong to resist reformers, they found it necessary to start movements for different specific reforms. On the Bombay side, eminent Maharashtrians like Mahadeo Govind Ranade, Ramakrishna Bhandarkar and Narayana Chandavarkar, Kolhatkar and others found it necessary to go beyond the old religious texts and to start a secular liberal tradition to carry through reforms on rational grounds. They discovered colleagues in other parts of India, S. Subrahmanya Iyer, Veeresalingam Pantulu, R. Venkateratnam Naydu and Chintamani in South India, Narendranath Sen and Ram Kali Chowdhury in Bengal, and Lala Baij Nath in the Punjab. Women too came forward and set up such organizations as the Women's Association of India, the All India Women's Conference and the National Council of Women. They sought to rouse the women of India against the disabilities imposed on them by men. The revolt of Pundita Ramabai was particularly significant. Born a chitpavan brahmin, she was highly educated both in Sanskrit and English and was a persuasive orator. She had the courage to marry a Bengali. Unfortunately she soon lost her husband and became all the more conscious of the disabilities of Hindu women in general and of Hindu widows in particular. She sought to rouse her fellow-women but found the response painfully slow. She became a powerful voice and her social work in different directions has left her memory a permanent inspiration.

No history of social work movement in India would be complete without a reference to the great impetus given to it by Gandhiji. Though Gandhiji never aspired to be associated with the social reformers, there was hardly a sphere of social reform which he did not make his own. He had no inhibition about inter-dining or inter-caste marriage. He was friendly with Muslims, Christians, Parsis and Hindus alike. He loathed the very idea of untouchability and brought up an untouchable girl as a member of his own family. His life was dedicated to the liberation of India from the British yoke and he was conscious that his championing the cause of the untouchables had a great political significance, for he knew he could not ask for freedom or democracy without demanding freedom and equality for the untouchables

as citizens in a free democracy. Gandhiji loved freedom and was apprehensive of the growing power of the modern state. He wanted the political power to be divided among the villages of India, so that each village could be a self-supporting unit.

Gandhiji made himself responsible for four important organised activities: (1) Harijan Sevak Sangh to grapple with the problems of the untouchables by raising their social status and guaranteeing to them their right to temple entry, use of wells and roads and all public institutions like schools and colleges (2) Adivasi Seva Mandals for the uplift of the Adivasis. The Adivasis were never in close touch with Hindu Society. They were left to themselves in their forests and hills. Through long centuries they had been neglected by the rulers whether Hindu or Muslim or European, except that under the British, Christian missionaries had got into some contact with them. With independence the Government became responsible for the welfare of these Adivasis. Under the leadership of Thakkar Bapa, one of the most eminent social workers produced by India, they are now under the fostering care of the Government. Gandhian workers have played an important part in contributing to their importance and making them conscious of their rights. (3) Production and marketing of Khadi with a view to tackling the economic solution of India's poverty especially in the rural areas. No country is so dependent on the vagaries of monsoons as India. For several months in a year the agriculturists are without employment. Gandhiji discovered in the Charka an instrument for the utilization of this enforced leisure and providing for the clothing of the family and earning some money by selling the surplus. In the days of the political struggle Gandhian economics played a decisive role in reducing the sale of foreign cloth and seriously affecting the cotton mills of Lancashire. In the days of independence it has had its sincere votaries but it is no more looked upon as a solution of India's poverty. In Gandhian organization the Khadi work still continues to be an important part of a social worker's duties. (4) The Kasturba Gandhi National Memorial Trust, which has rightly given a fillip to the cause of women. The training of women as social worker for the villages is carried on Gandhian lines i.e. with simplicity and austerity, hard work and devoted service. India is now dotted with numerous such training centres.

While Gandhian economics is to a point encouraged by the Government, the main economic policy of the Government has been to industrialise India on western lines. Maximum importance has been given to the establishment of heavy industries and the development of electric power to subserve the interests of factories producing all types of consumer goods. Industrialization may be said to be the dominant economic policy of the Government of India. The importance of labour welfare officers as social workers has grown as a result. Industrialization and concentration of

industries in a few towns and cities in particular, gives rise to a variety of problems that call for special treatment by social work agencies and professional social workers.

For half a century the role of the social worker in India was that of the social reformer. During this period a curious rift developed between the social reformer and the politician. Many political leaders believed that the main business of the Indians was to achieve political freedom and that once this was achieved social reform would follow more or less automatically. History has proved that they were right in their approach, for after independence the Government has gone ahead with social reform and recent legislation has transformed Indian society beyond the dreams of the social reformers of the nineteenth and early twentieth century. It would not however be true to say that all the social evils have totally disappeared. Caste feeling has not wholly disappeared and child marriages are not unknown. Prejudice against the remarriage of widows still lingers and untouchability has not lost its edge. It would, however, be true to say that legislation has done all that it could be expected to do, but mere legislation without the support of the public is not enough.

Now that the main aims of social reform have been achieved, the task of the social worker has taken a different form. True, he does not have to preach social reform as understood earlier, but he has to look after the needs of children in orphanages, to rehabilitate unmarried mothers and to save children from the stigma of illegitimacy. There are homes where they could be brought up such as the Shradanand Mahila Asram of Bombay, to mention but one example, where children could be educated, taught crafts, given in adoption to suitable families and even be married if acceptable suitors come forward as they frequently do.

With independence has developed also the consciousness of other evils in society: poverty, insanitation, prostitution, drunkenness. These evils are beyond the capacity of individual social workers to remove. They have to be solved by Government and Local Authorities. It is, however, admitted that trained personnel are required to deal with these problems successfully. Today the field of social work coalesces more or less with the field of the social worker in the West. Now that the social worker has ceased to be the social reformer in the old sense, it has become possible to benefit from the experience of social work training institutions in other countries. But mere imitation is neither possible nor desirable. We have to frame our courses in accordance with the needs of our society. We are still far too dependent on foreign text-books. The time has come for Indians to write books based on their Indian experience.

This task poses its own difficulties. The objective of the social worker has to be rooted in the objective of the society in which he lives. Society

in India is in a transitional stage. Though we have become conscious of the limitations of religious orthodoxy it still persists. Politically we are democratic but caste feeling with its sense of superiority and inferiority continues to affect our practice of democracy. Economically we are becoming industrialised and we have to face problems of industrial societies: slums, strikes, the drain of people from villages and the overpopulation of our cities. Though we are committed to the achievement of the socialistic pattern of society under our Constitution, the goal is still far away.

In India today the idea of social work is inspired by different ideals. In this context the task of the social worker has become by no means easy. Nor is a cut and dried solution of his work possible so long as our society has conflicting trends of thought.

Fields of Social Work

Fields of social work may be briefly summarised as follows:

1. Labour Welfare

In the west the interests of industrial labour have been looked after by well-managed powerful trade unions. In India such unions have not been very strong. The well-being of workers has been lost sight of and this task has been assigned to Labour Welfare Officers by legislation. Their main function is to understand the grievances of the workers and represent them to the employers. They have thus to function as liaison officers. The main problems afflicting workers are illiteracy, bad housing, lack of medical facilities and paucity of various amenities. Partly under the compulsion of labour legislation and partly through the enlightened self-interest of the employers, attempts have been made to overcome some of these difficulties. Schools have been established, canteens and *creches* have been brought into existence. Dispensaries and hospitals have helped to solve the problems of health. Housing schemes have been initiated. In all these matters the work of the trained labour welfare officer has been of great importance.

It has to be recognized that labour welfare officers often suffer from a sense of frustration. They complain that all the high ideals taught to them in schools of social work come to nothing in the face of unsympathetic employers and managers. It is a matter for gratification that their numbers are dwindling and many employers and managers have been developing a new sense of values in this regard. It is however necessary to stress that the training of management executives has become as much important as the training of labour welfare officers.

2. *Rural Work and Community Organization*

It is a moot point what type of training a rural social worker should be given. With the emigration of rural people to urban areas and the consequent impact of urban areas on rural areas it is only a matter of time when the present rigid distinction between 'rural and urban' is bound to disappear. However in the uncertainty prevailing at the present the task of the rural worker and his training has become difficult.

It has been a trite observation that India is a land of villages and there can be no progress for India except in terms of rural welfare. This is the task that the Government of India has taken upon its shoulders by bringing into existence, at first the Community Development Administration and, later on, a full-fledged Ministry of Community Development. It is a herculean task to grapple with the problem of improving five lakhs of villages scattered far and wide all over India. Indian villages generally suffer from a lack of good drinking water, chronic under-employment, insanitation and lack of sufficient food. After the decay of the old panchayats during the days of the British Government the old community life had eroded and factions had made any improvement almost impossible.

The Community Development Programme, which aims at the individual and collective welfare of India's vast rural population, was launched on October 2, 1952, in 55 selected projects, each project covering an area of about 500 sq. miles with about 300 villages and a population of about 2 lakhs. It is understood that the whole country has now been covered by the programme. A bold attempt has been made to revive the old idea of the Panchayat and Panchayati Raj has come into being in many states. Criticism of its achievement is not lacking but on the whole it has done a good deal.

3. *Tribal Welfare Work*

The remarks made in connection with the rural welfare worker apply equally to tribal social workers. With the rapid means of transport today and the continuous contacts of the tribals with the other sections of Indian community the process of acculturation is bound to set in and we see the effect of it in Jamshedpur where the tribals supply the majority of labourers. In the secluded areas where the tribals live the social worker has to develop an intimate knowledge of the tribal language concerned and the tribal customs.

4. *Medical and Psychiatric Social Work*

This is a new field of work in which trained personnel are appreciated by the heads of hospitals and the medical profession generally. Their main function is two-fold: firstly, to serve as liaison officers between the doctors

and nurses on the one hand and patients on the other. Doctors are far too few and busy in the hospitals to form intimate human relationships with all patients. But this is a necessity if the patients are to be kept in a healthy and co-operative frame of mind. A patient, for example, unwilling to undergo an operation has to be persuaded and transformed into a co-operative patient. This is best done generally by a trained medical and psychiatric social worker. Secondly, the patients themselves have their own problems like poverty, malnutrition, domestic disharmony etc. It is the medical and psychiatric social worker's function to help the patient to tide over these difficulties. A normal wholesome and contented mind helps in bringing about a speedy recovery, as emotional difficulties and anxieties retard it. Broken homes can be mended. A patient who has no home to go to, can be found shelter or helped to return to his village.

In the beginning the hospital authorities did not take kindly to this new kind of workers, but it is a tribute to their excellence and zeal that hospitals are now eager to make full use of them. Every major hospital in Bombay has medical and psychiatric social workers and hospitals all over India are eager to have them. The supply, however, falls far short of the demand.

5. *Correctional Work*

In recent years, the problem of rehabilitation of certain mal-adjusted groups in society has become important. This is reflected in the fact that the Government have started taking an interest in this field and promulgated a number of Acts for the furtherance of preventive measures in respect of immoral traffic in women, juvenile delinquents, beggars etc. Steps have been taken also to set up rescue homes, borstal schools, probation hostels and other institutions.

In the circumstances, training in the field of correctional work assumes special importance. There is a growing realization in the country that the work of reclaiming and reforming criminals and of dealing with maladjusted individuals and groups can be done more effectively by trained social workers. Habitual offenders, fallen women, juvenile delinquents, beggars, criminal tribes, all these have to be treated with sympathy and understanding. For the proper study of criminal problems, it is necessary to train specialists in many areas such as anthropology, sociology, law, education etc. It is, therefore, encouraging to find some schools of social work taking an interest in the subject.

6. *Family and Child Welfare*

We look upon the child to-day as a pivot of the family and the hope of the future. But human history has a different tale to tell. In the early

history of humanity marked by an acute struggle for existence, infanticide was quite common and it has lingered on even in our times in backward communities. The art of bringing up the child was left to nature. The child was often looked upon as an economic asset in agriculture, so that even parents did not accept his right to education. Compulsory education was barely in existence even in the most advanced countries till just a century ago. But it was left to the famous Swedish feminist Ellen Key to look upon the 20th century as the century of the child. Today the right of the child to be educated and to play, to enjoy good health and to grow up to a healthy manhood is universally accepted. It is in his interest that ante-natal care has come into being and post-natal care is looked upon as an absolute desideratum. Thus the importance of the family as the very basis of society has come to be recognized. It can at once be seen that family and child welfare represent an important field of social work.

While nothing can supplant a mother's natural love, it has come to be recognized that the love of an ignorant mother may ruin the future of her child. Even such elementary activities as bathing and feeding the child have their own technique which has to be learned. Thus the social worker in the field of child and family welfare has to be an adept in dealing with mothers and children who are by nature more or less recalcitrant. Luckily child psychology has come to be studied extensively and gives us an insight into the difficult and complex working of a child's mind.

7. *Work for the Aged*

The need of dealing with the old is not so acute in India as in the west where remarkable homes for the aged have sprung up. In India the joint family still survives, though it has crumbled in urban areas, but even here the old family love still lingers and the aged are generally looked after by their children. Unfortunately there are families where the individualism of the west has corroded family life and the neglect of the old has been not uncommon.* The time is not too far off when the problem of the old will become more acute and is bound to figure as an important field of social work.

8. *Welfare of the Handicapped*

The welfare of the handicapped involves considerable expenditure, but the Government in spite of its restricted resources is willing to do what it can, for help to the handicapped has been the legacy of India from ancient times. Now that the rehabilitation of the handicapped has become possible, no Government can shirk the duty of doing what it can for those that need most to be assisted.

*This sad aspect of life is beautifully brought out in a short Tamil story by Janaki Raman. An English translation of it appeared recently in the Illustrated Weekly of India under the title 'The Unwanted'.

It has to be mentioned to the credit of the present Government of India that the problems of social welfare have engaged their attention and in the three Five Year Plans that we have had so far, large amounts have been earmarked for social services. The Five Year Plans have drawn a distinction between social service and welfare services. Education, health and housing constitute the general fields of social service. "While social services constitute an investment in the betterment of human resources in general, the welfare services are designed to enable the underprivileged or handicapped sections of the community to rise as close to the level of the normal community as possible".*

Thus welfare services would include looking after the socially mal-adjusted like the beggars, prostitutes, delinquents and the physically or mentally handicapped. The huge population of normal people, most of whom are oppressed by poverty, constitutes an enormous problem by itself.

With the policies adopted by the Government, it is clear that there is a great need for trained social workers, and hence there is ample room for schools of social work. Social work education has to be organised to fulfil the needs of the various types of social work required. If the social policies of the Government are to succeed, it can only do so through the efficient and devoted services of the trained social workers.

While the Committee is fully alive to the importance of having trained social workers at all levels of social service, it would like to place on record, its keen and sincere appreciation of the great pioneering work done by honorary social workers in the last century. We are fully appreciative of the large number of honorary social workers who are still devoting their time and energy to the alleviation of human suffering in a spirit of absolute devotion. In fact without their active cooperation the work of trained social workers would remain incomplete.

The need for trained social workers is, however, paramount in the present situation. This implies a network of efficient social work schools. The main business of the committee appointed by the University Grants Commission and the Ministry of Education was to focus their attention on the quality of training imparted in these institutions. The results of the visits to these institutions and our subsequent deliberations and recommendations are to be found in the succeeding chapters. We hope that our recommendations would receive serious attention from the institutions concerned after they have been duly considered by the University Grants Commission and the Ministry of Education.

*Renuka Ray's Report, p. 19.

TRAINING INSTITUTIONS—HISTORICAL BACKGROUND

Departments and Schools of Social Work

Tata Institute of Social Sciences

The first training course for social workers to our knowledge was organized by the Social Service League in Bombay in 1920. This was a short term course meant for voluntary workers engaged in welfare work. The first professional institution which provided training for a career in social work was established in 1936 in Bombay. This was the Sir Dorabji Tata Graduate School of Social Work, subsequently, came to be known as the Tata Institute of Social Sciences. The school admitted mainly graduates (though a few undergraduates were also admitted) and awarded the Diploma in Social Service Administration after a two year course of training. Till 1942 the Institute admitted students only every alternate year. The staff consisted of a Director and two Social Scientists trained in the United States. The Institute did not seek any affiliation with the University of Bombay "as its sponsors felt that such a tie would deny it the freedom to experiment"* During the 27 years since its existence the Institute has rapidly expanded. It has a staff of 12 teachers and takes nearly 60 students every year, the largest number admitted to any single school of social work. It still functions as an independent institution without any relationship with the Bombay University. University status has been conferred on the Tata Institute of Social Sciences under section 3 of the U.G.C. Act.

Delhi School of Social Work

For 11 years the Tata Institute was the only institution imparting professional education in social work. In 1947-48 the Delhi School of Social Work came into existence under the auspices of the National YWCA of India with assistance from the Foreign Division of the American YWCA. In 1949 it was granted affiliation by the University of Delhi. This was the first institution offering a two-year postgraduate course leading to a Master's Degree affiliated to a University. Its sponsors felt that "the University was the best body for maintaining standards in a field that was still in its infancy in India".** In April 1961 the management of the School was taken over directly by the University of Delhi. The School is now maintained as a postgraduate institution of the Delhi University.

*Publication Division; Social Welfare in India, Moses Dorothy, Leadership Training and Social Research, 1955 p. 560.

**op. cit. p. 560.

Kashi Vidyapeeth

Also in 1947 the Kashi Vidyapeeth—an institution that came into existence during non-cooperation days in 1920—decided to institute a programme of training in social work in response to the needs of the time. A separate institute called the Institute of Social Sciences was established within the Vidyapeeth and a curriculum, more or less similar to the one at the Tata Institute of Social Sciences was adopted. The Vidyapeeth awards Master's Degree in Applied Social Sciences to students graduating from the Institute. Medium of instruction in the Vidyapeeth is Hindi. This Institution has also been recognized under section 3 of the U.G.C. Act.

J.K. Institute

Two years later (in 1949) training in social work was started at the Lucknow University under the auspices of J.K. Institute of Sociology and Human Relations which was established under the direction of Dr. Radha Kamal Mukerjee. A beginning was made with a one year diploma course open to candidates possessing a Master's Degree in Economics or Sociology. In 1952 a two year course for graduates leading to the degree of Master of Social Techniques was started. After a year the name of the degree was changed to Master of Social Work. Social work as an optional subject is also taught at the B.A. level.

M.S. University of Baroda—Faculty of Social Work

The M.S. University of Baroda decided to have a separate faculty of Social Work in 1950. This implied a recognition of the special requirements of social work education and an independent status within the university. It was possible for the faculty to adopt a pattern of programme markedly dissimilar from the programme for the Master's Degree in Arts. The examination system introduced by it was also different from that of other departments of the university. The university instituted a separate degree of Master of Social Work (M.S.W.) for students graduating from the faculty.

Madras School of Social Work

The first institution in South India offering professional training was established in Madras in 1952 under the auspices of the Madras State Branch of the Indian Conference of Social Work. Known as the Madras School of Social Work, the School offers a Diploma in Social Science Administration to graduates after a two year programme of training.

From 1955 onwards, after the planned programmes had gained momentum many other schools came into existence. The Renuka Ray Committee in its report published in 1960 mentioned 13 graduate schools of social work, with an estimated annual out-turn of 400-500 workers. In

addition there were five institutions offering training only in the field of Personnel Management and Labour Welfare.

Admission Requirements

All the schools, being postgraduate institutions lay down that the candidates applying for admission should have a Bachelor's Degree from a recognized university. Some institutions like the Tata Institute and the Baroda School also accept candidates who have a Diploma in Rural Services from the Rural Institutes. A few institutions like the Department of Social Work, Andhra University and the Labour Institute, Bombay, Institute of Social Sciences, Agra do not admit graduates in physical and biological sciences. Most schools give preference to graduates in social sciences though they do not completely exclude graduates in physical and biological sciences.

Two schools, Delhi and Banaras, lay down a certain minimum level of performance at the B.A. level for admission. At Banaras a candidate must have obtained a minimum of 45% marks at the B.A. examination. For admission to the Delhi School of Social Work a candidate should have obtained either 45% marks in the aggregate or 50% marks in one of the social science subjects at the B.A. examination. Other schools do not lay down any such requirements.

Some schools lay down the minimum requirements in terms of age. At Delhi the minimum age is 19, at Baroda 20 and at the Tata Institute, Bombay 21. Generally, schools prefer to have students between the ages 21 to 35. Many schools look for personal qualities like emotional balance, maturity, genuine interest in people and good character in candidates.

Admission Procedures

Most of the schools have their own application forms for admission suited to their requirements. These ask, among other things, about the employment experience of the candidates, their participation in social and cultural life and family background. Along with the application the candidate is also required to submit a short biographical sketch which along with the interview is used to assess his personal qualities. There are a few schools, all of them departments of the universities, which use the same application form as is used for admission to the other departments of the university and do not ask for an autobiographical sketch or any supplementary information from the candidates.

Some schools require candidates to take a written examination. The weightage given to the examination, however, differs from school to school. In the case of the X'avier Labour Relations Institute candidates are selected

entirely on the basis of a written examination. In the case of the Department of Social Work, Lucknow University, 80 per cent marks are allotted to written examination and 20 per cent to interview. At Delhi and Madras, however, the written examination forms only a small part of the total selection procedure.

All schools use interview as a method of selecting students. At Delhi and Madras each candidate for admission is interviewed by a member of the faculty on an intensive basis. This is in addition to a general interview by the selection committee. The Delhi School arranges for the interview of candidates residing beyond 350 miles from Delhi at places close to their residence. Such candidates are usually interviewed by the alumni of the School.

Two schools use psychological tests—the X'avier Institute and the Baroda School. The X'avier Institute administers an intelligence test and the Baroda School gives T.A.T. (Themetic Apperception Test) and sentence completion tests.

A few schools use group discussion as a part of the procedure for selection of candidates. At the Delhi School, for instance, candidates are called in small groups to discuss a selected case record. Each candidate is rated on his comprehension, his ability to pick up and present relevant issues and capacity to present his point of view.

Training Programme

The training programme in a School of Social Work generally provides for classroom instruction for about 15 hours per week. The courses are broadly divided into:—

- (a) Pre-professional or background courses in social and behavioural sciences.
- (b) Methods courses comprising Case Work, Group Work, Community Organization, Social Welfare Administration, Social Research.
- (c) Courses on fields of social work, such as Family and Child Welfare, Rural Welfare, Tribal Welfare, Labour Welfare and Medical and Psychiatric Social Work, Institutional Services, Correctional Work etc.

Field work experience is offered concurrently with classroom instruction. Students are placed in selected Welfare Agencies and their work is supervised by the members of the teaching staff. A student, generally, has two to three placements during the two year period.

In addition to concurrent field work two schools also provide for block field work on a compulsory basis for a period of 2-3 months at the end of two academic years.

A small dissertation based on the field study of a problem is undertaken with the guidance of a teacher. Some schools permit students to take up group projects though each member of the group is required to submit a separate report. Most of the reports involve field study and collection of data through schedules and questionnaires.

There are 10 schools of social work which provide for specialization in three or four different fields of social work; other schools have a generic programme. The areas of specialization usually are:

1. Labour Welfare and Personnel Management.
2. Rural Welfare and Community Development.
3. Tribal Welfare.
4. Medical and Psychiatric Social Work.
5. Correctional Administration.
6. Institutional and After-care Services.
7. Family and Child Welfare.

The Tata Institute of Social Sciences also provides for specialization in Social Research.

In the schools offering specialization the first year is devoted entirely to generic courses. In the second year the emphasis is on specialization, though some generic courses may also be offered. In addition to having courses in the area of his special interest during the second year the student is also placed for field work in the same area. Usually the topic of his project report is related to his specialization.

The programme that obtains in institutions devoted exclusively to training in labour welfare, personnel management, industrial relations is somewhat different from that of a school of social work. The courses relate almost exclusively to the field of labour. There are a few courses on social problems, social welfare, social institutions etc., but there are hardly any courses on methods of social work. The Labour Institute at Bombay does offer some instruction in methods of social work but this is of a very elementary nature. The field work programme in these institutions also differs from that of a school of social work, field work

being confined to observation and study. Their students do not acquire any experience of working directly with the people.

Examination System

At the Faculty of Social Work, M.S. University of Baroda and the Institute of Social Sciences, Kashi Vidyapeeth, each of the four terms during the two academic years is treated as a unit for the purposes of examination. Lucknow also followed this system but has abandoned it recently in favour of one examination at the end of each year. The Tata Institute of Social Sciences also has a comprehensive examination at the end of each year. In some other schools, like the Delhi School of Social Work the practice is to have one final examination at the end of two years. There are however, house examinations at the end of each year. Institutions run by or affiliated to universities generally follow the same system of examination as exists in other postgraduate courses. With regard to theory papers, the university institutions with the exception of the Baroda School, have the practice of having some papers, usually 50 per cent, set and examined by external examiners. Amongst the non-university institutions, some, like the P.S.G. School, have external examiners while others like the Madras School do not have external examiners at all; the subject teachers concerned evaluate the performance of students. In all the schools field work performance of students is evaluated entirely by the teachers supervising the work of students.

The one institution that has adopted a pattern of examination which varies substantially from what generally obtains in a university is the Baroda School. As at the Tata Institute the performance of students is evaluated entirely by the subject teacher concerned. However, at the end of two years, the students at Baroda have to appear at a *viva-voce* with which external examiners are associated. Some of the other schools like Delhi, Madras and Coimbatore also have *viva-voce* in addition to formal examinations. At the Baroda School and the Tata Institute the performance of students is rated in terms of grades and not in terms of marks. All the schools except the Tata Institute and the Madras School classify the successful students in three groups. At Baroda the classification is in terms of grades A, B and C. The Tata Institute and the Madras School give certificates specifying the grades obtained by students in each subject.

Recognition of Schools

The schools of social work, as well as institutions offering courses in the field of labour have sought recognition for their degree or diploma from the Government of India and the State Governments for purposes of employment to labour welfare posts. In terms of the rules made under the Factories Act it is mandatory for industrial concerns employing a prescribed number

of workers to have a welfare officer qualified from one of the recognized institutions. All the institutions recognized by the Central Government are not necessarily recognized by all the State Governments. On the other hand the State Governments have recognized institutions that have not been recognized by the Central Government. There is thus no uniform policy regarding recognition of these institutions.

Besides the posts of Labour Welfare Officers, the qualifications laid down by the Central and the State Governments for several other welfare posts include degree or diploma in social work. In most cases, however, this is not a 'required' but only a 'desirable' qualification.

Advisory Board on Social Welfare

In 1950 the Ministry of Education set up an Advisory Board on Social-Welfare. The Board prepared a uniform syllabus for a two year social welfare course at the postgraduate level. The syllabus consisted of as many as 11 subjects and was heavily weighted in favour of the social sciences. A list of subjects suggested by the Board is given in Appendix II.

Conference of the Heads of Schools of Social Work

In 1957 at a conference of the Heads of Schools of Social Work called by the Advisory Board this syllabus was revised and it was decided that the following subject areas should be the minimum which should be covered in a professional programme of social work education at the postgraduate level.

1. Introductory Sociology and Anthropology.
2. Psychology for Social Workers.
3. Social Economics.
4. Nature and Scope of Social Work.
5. Fields of Social Work.
6. Case Work.
7. Group Work.
8. Community Organization.
9. Social Research and Statistics.
10. Social Administration including Social Legislation and Social Security.
11. Family and Child Welfare.

In addition it was suggested that the schools could develop one or more of the following fields of special interest for their students.

1. Industrial Relations and Personnel Management.
2. Rural Welfare and Community Development.
3. Correctional Services.
4. Medical Social Work.
5. Institutional and After-care services.
6. Tribal Welfare.
7. Psychiatric Social Work.

Most schools have based their curriculum on these recommendations.

Study Team on Social Welfare

In 1959 the Study Team on Social Welfare of backward classes submitted its report. The Committee, *inter-alia*, assessed the personnel requirements in the field of welfare and surveyed the existing training facilities. They observed that there was an acute shortage of trained personnel specially in fields other than Labour Welfare. They recommended the strengthening of the postgraduate training programmes and institution of undergraduate programmes. They suggested the reorganization of the Advisory Board on Social Welfare with necessary executive machinery to undertake the following functions:

- (1) Organization of a system of recognition for training institutions in the different fields of welfare;
- (2) Approval of the syllabi of these institutions and definition of minimum standards for educational practice;
- (3) Development of text-books and teaching materials based on Indian conditions; and
- (4) Development of field work programmes under the supervision of trained staff as an integral part of the various training programmes*.

Association of Schools of Social Work in India

In December 1959, following the annual session of the Indian Conference of Social Work, a meeting of the heads of Schools of Social Work was held under the chairmanship of Prof. A. R. Wadia. At this meeting it was decided to form an Association of Schools of Social Work in India. The first meeting of the Association was held at Baroda in 1960 and the

* Committee on Plan Projects: Report of the Study Team on Social Welfare and Welfare of the Backward Classes---Vol. I, p. 258, 1959.

constitution of the Association was adopted. The objectives laid down in the constitution are:

- (a) to maintain proper standards in professional social work education and to promote professional social work on scientific lines;
- (b) to provide opportunities to teachers of schools of social work, to meet in order to exchange ideas and experiences in their respective fields; and
- (c) to arrange seminars and refresher courses for teachers of schools of social work, to promote and co-ordinate research studies and encourage publication of literature on social welfare and social work problems from time to time.

The Association has adopted a statement of minimum standards (Appendix III) and has also evolved a procedure for accrediting the schools which meet the minimum requirements that have been laid down.

Seminar on Social Welfare

Social work education and training was a topic for deliberation at a seminar on Social Welfare in a Developing Economy held at the India International Centre under the auspices of the Planning Commission in September, 1963. The report of the group which discussed this topic emphasized the need for the assessment of manpower requirements in the field of social welfare and the proper planning of training programmes to meet the needs of welfare personnel at different levels. It suggested the establishment of a Council on Social Work Education and Training which would help to evolve a sound pattern of training programme in Social Work.

SOME GENERAL OBSERVATIONS

Need for Training

Since independence there has been a rapid expansion of social welfare services in the country. It has been realized that economic development itself depended, to a considerable degree, on the social well-being of the people and that welfare programmes have, therefore, to be undertaken side by side with measures for economic development. Our avowed objectives of establishing a socialistic pattern of society and a welfare state have also increased the need for expanding and improving the welfare services.

Traditionally social welfare has been considered as a function of voluntary service. In the past in small rural communities with the joint family and the caste system there was hardly any need for large scale welfare programmes. In the wake of industrialization and urbanization problems have arisen which can no longer be met effectively through traditional institutions. It is necessary to tackle these problems on a scientific basis, through well-organized services. While voluntary effort will continue to be important mainly in the area of mobilization of resources, community education and interpretation of programmes to the general public, the actual implementation of services has to be left to full time, trained personnel. Our knowledge regarding social problems and the ways of dealing with them is continuously expanding. Our understanding of human needs and our approach to people in distress have undergone considerable change. Rendering help and providing services to under-privileged individuals and communities has ceased to be a simple function.

Expansion of welfare programmes and consolidation and strengthening of existing services is mainly dependent on the availability of trained personnel. There has been in recent years a growing awareness of the need for trained personnel in the field of social welfare. The quality of service depends upon the quality of personnel. It is, therefore, important to ensure an adequate supply of properly trained personnel to man welfare services in the country.

Requirements of trained personnel

The Study Team on Social Welfare and Welfare of the Backward Classes indicated that in the existing context of welfare programmes, there are three major categories of welfare personnel required for the execution of institutional and non-institutional programmes in the urban and rural areas.

viz.

(a) Administrative and Senior Supervisory Category, *at the headquarters* for supervisory duties, research and planning e.g. Directors, Research Officers, *in training institutions* e.g. instructors, field work supervisors; *in large institutions* e.g., superintendents, medical psychiatric social workers, probation officers.

(b) Intermediate Supervisory Category, *in the urban areas* in medium and small-sized institutions e.g., superintendents, community organisers; and *in rural areas* for the direction and supervision of field staff in project centres e.g., social education organizers, chief welfare organizers (Mukhya Sevikas).

(c) Field Level Workers, *in rural areas* e.g., Gram Sevikas, *in urban areas* e.g., welfare workers, recreation leaders and assistants in welfare institutions.

The team recommended :

(1) that category (a) positions 'administrative and senior supervisory' should be filled by persons with minimum graduate qualifications plus two years' training in social work.

(2) that category (b) positions—'intermediate supervisory' should be filled by persons recruited at the intermediate level with two years' training in social work or in the alternative from among graduates with one year's training in social work.

(3) that category (c) positions—'field level workers' should be drawn from among matriculates with two years' training in social work.

The team estimated that on the basis of then existing personnel positions in the field of welfare the requirements under the above three categories would be of the following order :

Graduates	Undergraduates	Matriculates
4150	3550	8000

These appear to be very conservative estimates and do not include certain categories of personnel engaged in rural community development and in the field of labour. As already mentioned the figures are based on the then existing positions. The number of these positions will have to be raised several fold if the existing services are to be put on a satisfactory basis.

Some idea of the potential requirements for trained welfare personnel could be had by considering the requirements of such workers in certain fields. In 1945, the Health Survey and Development Committee

(Bhore Committee) recommended the appointment of trained social workers in hospitals. By the end of the Third Five Year Plan, it is estimated that there will be well over 14,000 hospitals in the country. The Family Planning Programme envisages the establishment of 8,000 clinics by the end of the Third Five Year Plan. The staffing pattern of these clinics provides for the appointment of two social workers in each clinic—one man and one woman. A sum of Rs. 3 crores has been provided in the Third Five Year Plan for the expansion of child welfare programmes. In the field of correctional administration during the Third Five Year Plan it is proposed to appoint 112 Probation Officers. In 1959 the Report of the Estimates Committee on the Ministry of Home Affairs had drawn attention to the “need for having trained personnel with necessary aptitude and devotion for social services in implementing such (welfare) programmes.”¹ The Committee had attributed the slow progress in the implementation of tribal welfare programmes to the shortage of trained personnel. The Third Five Year Plan states that ‘the requirements of personnel working in tribal areas, specially tribal welfare officers, technical specialists and field level workers have not been adequately assessed. There has been a chronic shortage of trained workers in the scheduled areas.’*

If in this context we consider the total output of trained graduates from the schools of social work, it is quite evident that it is totally inadequate to meet the personnel requirements in the field of social welfare.

Some concern has been expressed about the growing number of schools of social work in recent years. The Committee, however, feels that the requirements for trained welfare personnel justify the number of schools that have come up. It is true that these institutions need to be appreciably improved; there is no doubt, however, that they are needed. In fact, many more institutions will be needed if the potential demands for welfare personnel are to be adequately met.

Recognition to training

The Committee, would like to urge upon the Central and State Governments the necessity to give recognition to training by prescribing it as an essential qualification for new recruitment to all posts involving welfare functions. In the absence of such recognition an increase in the number of professionally trained workers may lead to unemployment.

The situation in respect of recognition is far from satisfactory. The only area in which social work training has statutory recognition is that of Labour. The rules made under the Factories Act, 1948, lay down training

¹ Forty Eight Report of the Estimates Committee on the Ministry of Home Affairs —p. 59— March 1959.

* Third Five Year Plan—p: 704.

in social work or labour welfare as an essential condition for employment as labour welfare officer. The rules also lay down the terms and conditions of employment. The salary scales in the field of labour are also quite attractive. It is not, therefore, surprising that most of the candidates joining the schools of social work aspire to become labour welfare officers. Commenting on this situation the Team on Social Welfare and Welfare of the Backward Classes had observed :

“It is evident that the general welfare fields have not drawn students in relation to the size of the development programmes drawn up by the Government and voluntary agencies. This evident bias on the part of students can easily be explained; it is only in the field of labour welfare that statutory recognition has been given to the role of trained workers with precise definition of minimum qualification for recruitment and minimum salary scales and service conditions. In the absence of a clear statement of opportunities available in general fields of social welfare, the majority of best students will continue to be drawn away to specialization in the field of Labour Welfare, Personnel Management and allied subjects.”*

In the field of rural community development, graduates from the schools of social work, even from schools which offer specialization in this area, have not found much scope for employment. The level at which the social work graduates specializing in rural welfare and community development could be employed is that of Block Development Officer. At present different State Governments follow different policies for the recruitment of Block Development Officers. In many States these officers are drawn from the Revenue or Agriculture Departments. In none of the States is training in social work an essential qualification for recruitment and in most of the States it is not regarded as a preferred qualification. The Block Development Officers selected by the State Governments received only short orientation-cum-training courses at centres run by the Ministry of Community Development.

In the field of juvenile correction there has been some recognition of training. However, many States continue to appoint Probation Officers who have had no training in social work. The Children's Act, 1960 passed by the Central Government does lay down that the rules made under the Act may provide for the qualification and duties of probation officers and the recruitment and training of persons appointed to carry out the purposes of the Act and the terms and conditions of their service. No rules have so far been made in this regard.

*p. 256.

In the case of appointments to senior supervisory positions, the policy of both the Central and the State Governments has been particularly unsatisfactory. The tendency is to separate functions of administration from the broad purposes that administration is supposed to promote. Thus Directors of Social Welfare without any training in social welfare are appointed presumably on the ground that their function is administration and not social welfare. There is at present no State which has a Director of Social Welfare qualified in social work. At the Centre, welfare programmes are the concern of the Ministries of Education, Home Affairs, Health, Community Development and the Planning Commission. According to the report of the Study Team the number of staff in position in these Ministries who require training in welfare is approximately 90. However, there are not more than six officers with social work training in these Ministries and the Commission. Even amongst the officials of the Central Social Welfare Board there are very few who are trained in social work. The situation in the States is perhaps worse.

Obviously this situation is not congenial to the development of high standards in schools of social work. In the absence of adequate recognition in fields other than labour and with the increase in the number of schools, the quality of graduates taking to social work education has, naturally, declined. Unless there are sufficient incentives good candidates will not be attracted to social work profession. At present, there are quite a few schools where the number and the quality of applications do not provide much scope for selection.

We would like to draw the attention of the authorities concerned to the recommendations made by the Study Team regarding the Constitution of Union and State Cadres for welfare personnel. It would be helpful if a body like the Council on Social Work Education, the constitution of which has been recommended elsewhere in this report,* through a systematic study undertakes to identify the various positions for which training in social work at different levels is essential or desirable. The qualifications for these posts could then be laid down in terms of the recommendations of the Council.

The Committee would like to emphasize that social work education is professional education and its pattern and development should be closely related to the requirements of the field and to the growth of employment opportunities. Recognition of training for purposes of employment and formulation of suitable terms and conditions of employment are important pre-requisites for strengthening training programmes and expanding them to meet potential personnel requirements.

*Co-ordination of training programmes, pp. 48-49

Expansion and Co-ordination of Training Programmes

It has been already indicated that if adequate recognition is accorded to training and proper employment policies are followed the existing number of schools of social work may not only be necessary but may actually prove insufficient to meet the potential demand for professionally trained workers. The nature of social work education precludes the possibility of providing training to a large number of persons through a few institutions. Supervised field work is an important part of social work education. It is difficult to provide suitable field work placements to a very large number of students even in large cities.

The other important limitation arises out of the need to have students who have a good understanding of the local language. In the absence of this condition field work instruction cannot be adequately given. The Committee, is, therefore, of the opinion that it may be advisable in course of time to have at least one postgraduate school of social work in each State. At present in some States, like Bombay, Madras, Uttar Pradesh, Bihar and Mysore there are more than one school or department of social work. The Committee feels that there should be greater co-ordination in the schools located in the same region in order to avoid wasteful duplication and to develop different areas of specialization.

The Committee would, however, like to advise against the hasty establishment of schools of social work without proper planning and adequate resources. To provide for adequate training programme in social work is something more than arranging for postgraduate instruction in another subject in a college. In the recent past schools and departments of social work have been established without taking into account the resources in terms of finance and personnel in field work agencies that are required to meet the minimum requirements of social work education. One of the important functions of the Council on Social Work Education would be to restrict the growth of spurious institutions.

The Committee has noted the existence of several short-term, *ad hoc* training programmes for preparing personnel for different fields of social welfare. Such programmes are of varying durations and are organized either directly by the government or through national or state organizations working in particular fields. While the Committee feels that such training programmes are essential, specially in the transitional period when an adequate number of trained workers from schools of social work may not be available, they should not be regarded as substitutes for full-time programmes offered by the schools of social work. It is also of the opinion that these programmes should be normally operated in close association with the schools of social work. This would ensure some similarity in the content of the

regular and the *ad hoc* training programmes and would also ensure better standards. We believe that in the long run it should be possible to meet all the personnel requirements in the field of social work through established institutions of training in social work.

In addition to taking responsibility for *ad hoc* training programmes to meet the special needs for personnel in a particular field the schools would also do well to start in-service and orientation training programmes for those already working in the field of social welfare. We would, however, like to state that it may not be possible yet for the new schools which have to consolidate their regular, two-year programme, to undertake these additional responsibilities.

CONTENT OF COURSES

The class-room instruction in a school of social work is broadly divided into the following areas.

1. Background courses.
2. Methods courses.

Background Courses

Background courses in social and behavioural sciences form an important part of the curricula of schools of social work. These courses attempt to provide an integrated picture of the social, cultural, economic and psychological aspects of human life. The training for every profession involves basic knowledge of related sciences. Every engineer should know some mathematics, but he need not be a mathematician. Similarly a social worker need not be a sociologist but he should know the significant concepts of different social sciences which would help him to understand the various social problems. His knowledge of various social and behavioural sciences need not be exhaustive; it needs, however, to be selective. This implies that the courses in these sciences in a school of social work may not necessarily be introductory. It is possible, for instance, that a social worker would need to acquaint himself with certain concepts from a social science which a beginning student in that subject may not necessarily know.

An attempt to pick out relevant concepts from different social sciences was made at the seminar of teachers of Schools of Social Work held at Mussoorie in 1960. It was suggested that the topics covered in background courses could be grouped under two main heads—(1) Man and Society and (2) Dynamics of Human Behaviour. It was felt that instead of having several courses taught by different persons, it would be more useful to have only two courses—one dealing with the social, economic and cultural conditions in the context of which social circumstances and individual problems could be viewed and the other with the psychological aspects of growth and development of human personality. Two detailed course outlines were prepared (See Appendix IV). Following the recommendations made at the seminar many schools revised their curricula and introduced these two courses.

The Committee endorses the recommendations of the seminar in regard to the background courses. It is of the view that the inter-relationship between the concepts from different social and behavioural sciences

could be more effectively brought home to the students if they were to be grouped together on the lines suggested at the seminar.

The Committee feels that if the various topics included in the two background courses are to be covered on a satisfactory basis the schools will have to provide sufficient time for the teaching of these courses. This is particularly important because at present many of the students admitted to the schools of social work do not have adequate basic knowledge of the social and behavioural sciences. The time allotted for the background courses differs considerably in different schools of social work. In some of the schools it is totally inadequate and cannot but lead to a very perfunctory and general acquaintance with the topics that are covered. A rough allocation of time between different courses has been suggested elsewhere in this report.* It may be mentioned here that if in course of time undergraduate courses in social work are instituted in the universities and the admission to postgraduate schools is restricted to graduates in social work or social sciences, it may be possible to reduce the time devoted to the background course. In the existing circumstances, however, it would be unwise to provide inadequate time to these courses on the ground that they are not professional courses.

The Committee feels that a degree or diploma in social work can hardly be an adequate qualification for teaching these background courses. A person must have a good postgraduate degree in one of the social sciences to be able to teach a course on Man and Society. In fact it would be desirable to have more than one person, specializing in different social sciences to teach this course jointly. For teaching Dynamics of Human Behaviour, a postgraduate degree in Psychology must be considered essential. In view of the fact that these courses cover a wide range of topics which have to be presented in an integrated manner the teaching of these courses must be entrusted to senior persons who in addition to having a good background in social and behavioural sciences should also have an adequate understanding of the requirements of the field of social work.

Methods Courses

Methods courses form the most important element in professional education for social work. The following courses are usually given :

- Case Work
- Group Work
- Community Organization
- Social Welfare Administration
- Social Research

* p. 34

In some of the schools adequate emphasis is not given to these courses. At one of the schools for instance, all the methods courses excepting Social Research are grouped together in one paper that carries only 50 marks.

The schools should regard the methods courses as the most important part of their curriculum. The methods courses cannot be given entirely on a theoretical basis. It is important to plan a close correspondence between these courses and field work so that students may have an opportunity of testing theories in the field and of bringing problems from the field to the class-room.

It is observed that the schools rely almost entirely on foreign, specially American books in teaching these courses. If teaching in this area is to be organised on a satisfactory basis it would be necessary to build up case records based on the experience of workers in India. Some attempt in this direction has been made at the Tata Institute and the Baroda and the Delhi Schools. Much more, however, needs to be done. The indigenous social and cultural factors must necessarily affect the nature and dimension of the problems faced by individuals, groups and communities and courses dealing with methods of working with people must take account of these. It may be useful for the Association of Schools of Social Work to take up this task. Necessary financial assistance in this regard may be provided by the University Grants Commission and the Ministry of Education.

The method of community organization is of particular relevance to the situation in India where a country-wide programme of rural community development has been in operation for more than a decade and urban community development programmes are being established in many large cities. The courses on community organization as given in schools of social work in western countries may not be wholly adequate to meet our needs and it may be desirable to modify the course contents to suit our requirements. Here, again, there is great need to develop case studies based on actual experience in rural and urban areas for teaching purposes. The Committee would like to mention in this connection some case records that have been prepared by the Department of Urban Community Development, Municipal Corporation of Delhi and the Delhi School of Social Work which the schools may find useful.

In view of the fact that most of the graduates of schools of social work are employed in positions involving administrative and supervisory work, the Committee is of the opinion that the courses on Social Welfare Administration given at these schools need to be considerably strengthened. An outline of a model course on Social Welfare Administration is given in Appendix V,

Reference has been made elsewhere in this report,* to the need and importance of teachers in schools of social work maintaining close contact with social work practice. In teaching methods courses, in particular, it would be extremely desirable to recruit teachers who have had field experience in addition to training in social work. Alternatively, as has been suggested in another section of this report, the teachers should be given opportunities to come in close contact with welfare organizations and programmes. The Committee has noted that in all schools of social work there is a course in Research Method. It is felt, however, that if research in social work is to develop specialisation courses in the field of Social Research may have to be instituted in selected schools of social work.

Field Courses

In addition to the background and the methods courses there are several courses which acquaint students with the various fields of social work such as Labour Welfare and Personnel Management, Correctional Administration, Rural Welfare and Community Development, Medical and Psychiatric Social Work etc. In schools that follow a generic pattern of training all courses are compulsory and a student is acquainted with all the different fields of social work. In schools that offer specialization each student has to select one field for specialization. In some schools a limited number of seats is allotted for different areas of specialization and students are assigned to specialization groups at the time of admission.

Generic courses vs. Specialization

In favour of generic courses it is claimed that the training for a professional career in social work should prepare a person to work in any field. The knowledge about a particular field in which a person may be placed can be best gained on the job itself. It is also contended that this permits a trained graduate in social work to seek job opportunities in any of the different fields of social work instead of confining him to one.

As regards providing for an arrangement whereby a student may specialize in one particular field of social work it is contended that this has become essential because the subject matter which needs to be covered in each area is quite substantial and within the limited period of two years a student can be given intensive knowledge of only one field. It is also argued that the employers in different fields expect the graduates seeking employment to have an intimate understanding of their particular fields.

It may not be possible for each student to cover all the fields except at a very elementary level. The subject matter to be covered in each area is sufficiently vast to warrant institution of specialization courses in different fields of social work.

* p. 38

It has been sometimes argued that the duration of training at the postgraduate level should be two and a half or even three years instead of two as at present. In fact the Tata Institute of Social Sciences extended its training programme to two and a half years in 1949. They, however, reverted to a two year programme in 1952 to be in line with other schools of social work.

The Committee does not think it advisable to extend the present two year postgraduate programme. It will, in the first place, increase the cost of training which is already very high. It will also adversely affect the rate of availability of trained graduates. As it is, some of the employing agencies are reluctant to depute their officers as they consider a period of two years far too long. Also, what is sought to be gained by an extension of the two-year period can be achieved by the institution of undergraduate programmes in social work which would cover some parts of the curricula which have at present to be covered at the postgraduate level and thus provide for additional time for specialization. The argument for a generic programme appears to be based more on grounds of expediency than on merit. There seems to be some anxiety that candidates will not apply for admission to the schools unless they are assured training in the field of labour. This, however, does not conform to the experience of schools which do offer specialization courses. It may also be observed that even schools claiming to offer a generic programme of training attempt some specialization by permitting students to take up field work and write their project reports in the area of their special interest. This, however, is hardly sufficient to provide the type of intensive training that is necessary for taking up employment in a particular field.

The Committee, therefore, recommends that the general pattern of training should provide for a generic programme during the first year. During the second year the main emphasis should be on specialisation.

The Committee would, however, like to stress the dangers of extreme specialization which are manifest in institutions such as those offering training only in the field of labour. It is necessary to ensure that the schools do not equate intensive and extensive knowledge of a particular field with social work education. In some of the institutions preparing personnel for the field of labour it has been observed that the courses on social work methods receive scant attention. It is necessary to provide each student with a basic knowledge of all the important fields of social work. In other words while a person with a postgraduate degree in social work may be specially competent to work in a particular field, he should have an overall understanding of the functions of social work in different settings. In the absence of a strong generic base the schools will be only training functionaries for specific fields with a limited understanding of social work. It is

the view of the Committee that while the Labour Institutes need to strengthen the generic base of their curricula, the "generic" schools need to provide for some specialization instead of their present diluted programme which attempts to give equal acquaintance to all the students with all the different fields.

It is neither necessary nor desirable that the different schools should offer the same areas of specialization to their students. The Committee is of the opinion that areas of specialization offered by a school should be related to the resources of the school and the opportunities available for field work and employment. A school with limited resources situated outside tribal areas cannot adequately provide specialization in tribal welfare. Similarly a school situated in a non-industrial area cannot provide for specialization in labour. The Udaipur School, for instance, has excellent opportunities for offering specialization in tribal welfare, but none for specialization in labour welfare. Absence of a proper policy in this regard could lead to duplication and wastage. The Association of the Schools of Social Work would do well to advise the schools in this matter.

Distribution of Time

Reference has been made earlier to disparities in the time allotted to various courses by the different schools of social work. In all about 60 weeks are available for teaching during the two academic years. On the basis of 15 hours of classroom work the number of available class hours will be 900. The Committee suggests the following distribution of time between the different courses.

Man and Society	..	120
Dynamics of Human Behaviour	..	120
Fields of Social Work	..	90
History and Philosophy of Social Work	..	60
Case Work	..	60
Group Work	..	60
Community Organisation	..	60
Welfare Administration	..	90
Social Research & Statistics	..	60
Specialization	..	180
Total	..	900

Seminars and Tutorials

The Committee would like to stress the importance of seminars and tutorials in a programme of social work education. The students must be helped to think critically, to read widely and to keep abreast of the latest trends. At present most of the schools do not have any seminars or tutorials and rely almost exclusively on lecture method for covering the theoretical portion of the training programme.

Project Report

The Committee feels that the practice of having each student submit a Project Report is a good one. It gives some experience in the use of research methods to students, some of whom are employed on research projects after their graduation. Some of the projects contain useful material and it should be possible to publish them after suitably editing the text. The Committee would like to suggest that the topics selected for project reports should, as far as possible, be such as have a direct bearing on social problems and welfare programmes in the region. It may be desirable to consult welfare agencies regarding the problems that they would like to be studied. Also the possibilities of inter-school co-operation in the interest of more intensive and extensive coverage of problems studied, may be explored.

Research Fellowships

The Committee would also like to recommend that research fellowships should be made available to suitable graduates from the schools of social work in order to enable them to carry out research work in the field of social welfare.

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TEACHING STAFF

The Problem

One of the major problems facing the schools of social work is that of finding suitable teachers. The objectives of social work education not only include imparting a certain body of knowledge to the students, but also inculcating in them values appropriate to the profession. This demands, on the part of teachers a certain degree of maturity and field experience, in addition to good academic qualifications.

Schools of social work have found it difficult to recruit and retain adequately qualified teachers. The problem has become specially acute in recent years with the rapid increase in the number of schools. This has inevitably led to a lowering in the standards of instruction.

In most cases teachers of social work are recruited immediately on completion of their social work education. They do not have any work experience apart from the field work experience obtained during the period of training. This lack of experience makes them lean too heavily on books which have been written in the context of western culture. Apart from lack of experience the teachers do not always have a good academic background. Graduates with good academic and field work qualifications find more remunerative and secure positions on the field than in schools of social work.

The Committee recognizes that some of the difficulties in this regard are due to the youth of the profession and are of a transitory nature. These difficulties are also not unique to social work. The same situation, to a lesser extent, obtains in medical and engineering colleges. It may be possible, however, partly to overcome these difficulties by laying down minimum qualifications for teachers, by providing for staff development programmes and by ensuring reasonable terms and conditions of employment.

Qualifications of Teachers

While high academic ability may not be necessary for social work practitioners, it is certainly essential in the case of teachers of social work. Anyone who has graduated from a school of social work may not be necessarily qualified to teach. The number of graduates from schools of social work who can be considered suitable for teaching in postgraduate institutions will obviously be limited.

At this stage it would not be advisable to restrict teaching in schools of social work only to persons with social work qualifications. It may be possible for a person with qualifications in social sciences but with no social work education to teach background courses or courses on methods of social research. The Committee would, however, like to emphasize that a large majority of teachers in schools of social work should be persons with social work training. In course of time when it is possible to get sufficient number of social work graduates with good qualifications in social sciences, it may be feasible to restrict teaching in schools of social work to persons with social work qualifications.

In this connection it is not desirable to lay down any rigid proportion between the teachers of social sciences and social work, although the Association of the Schools of Social Work in its statement on minimum standards lays down that there may be one teacher without social work qualifications for every four teachers with social work qualifications. An institution which does not have a majority of teachers with social work training is not likely to develop a programme of professional training with its emphasis on practical rather than theoretical aspects.

The Committee would like to recommend that :

- (i) those recruited for teaching positions in schools of social work must have had at least a good second class as a basic qualification;
- (ii) those having a postgraduate degree or diploma in social work should have at least a second class Master's Degree in one of the social sciences;
- (iii) those not having any training in social work should have had some experience of research on topics relevant to social work in addition to postgraduate qualifications in one or more of the social sciences;
- (iv) experience of work in a social welfare agency in a responsible capacity should be considered as a preferred qualification.

Role of Teacher

A teacher in a school of social work is generally expected to perform the following functions :

1. Class-room teaching
2. Supervising field work
3. Guiding students in their research projects
4. Promoting welfare programmes and advising welfare agencies
5. Undertaking research in the field of his special interest

The Committee would like to emphasize the role of the teacher in a school of social work in promoting welfare programmes and offering guidance to welfare agencies. Social work educators have obviously a special responsibility for improving welfare programmes and services. The standard of social work education cannot be raised to any significant extent unless agencies are helped to improve the quality of service provided by them. The field work experience that the students obtain in welfare agencies forms an important aspect of their training programme. If these agencies are poorly organized, they can offer very little to the students. Some of the older schools have made significant contribution to the promotion of welfare services. The leadership that the schools may be able to give in this area is dependent on the quality of their staff.

The Committee would also like to have teachers in schools of social work engage themselves in researches relevant to the field of social work. Teachers in most schools have not taken much interest in research work notwithstanding, the resources that are available from the Ministry of Education, the Research Programme Committee of the Planning Commission, the University Grants Commission and the Central Institute of Community Development. This may be attributed chiefly to (i) lack of research facilities in many of the institutions (ii) heavy work load which leaves little time for research work and (iii) absence of suitable adoption of research techniques developed in other countries to the conditions and problems in India. While recognizing these difficulties the Committee is strongly of the opinion that full encouragement should be given for research by providing adequate research facilities so as to reduce the dependence on foreign text books and encourage an independent study of Indian problems. We would emphasize that the growth of social work education is very much dependent upon the expansion of research in the field of welfare for which responsibility will have to be undertaken by the teachers in the schools of social work.

Of late there has been an acute awareness of the lack of adequate elementary data on social problems. In the absence of such data it is difficult to plan welfare services. The Committee feels that the schools of social work can help a great deal in undertaking sample surveys and regional studies which may help in the formulation of welfare plans. The Committee would like to recommend the organization of research bureaus staffed by research assistants and statisticians in selected schools of social work. It will then be possible for teachers of different specializations to undertake research studies on a continuing basis with the assistance of a permanent core of a research staff. At present the only school which has a full-fledged research department is the Tata Institute of Social Sciences.

Staff Requirements

For the same number of students a school of social work will require a larger staff than a professional institution. As a statement of minimum standards it is suggested that there should be at least one full time teacher for every ten students. Allowing a minimum of 2 hours a week for field work supervision of one student, about an hour per student for research supervision and about 3 or 4 hours of lectures per week, this would mean a work-load of about 28 hours a week for a teacher. This is considerably more than that of a teacher in any other postgraduate department of a university. In view of the fact that many schools are yet far from even this minimum, the Committee would not like at this stage to suggest a higher proportion of teachers to students. It would, however, like to suggest that while calculating the minimum staff requirements for a school according to the formula laid down in the statement of minimum standards the post of the Director/Principal of the school should not be taken into account. Also in the case of schools offering specialization in rural and/or tribal welfare provision should be made for an adequate number of field work assistants.

There are a few schools which rely heavily on the services of part-time teachers. The Committee is strongly of the opinion that a school of social work whether functioning as a department of a university or as an independent institution should have a full-time staff. The assistance of part-time teachers can be obtained only for imparting instruction in such subjects as Medicine, Psychiatry and Law. It is impossible to develop an adequate programme in social work education with the help of only part-time teachers.

In order to ensure a close relationship between professional education and field practice many professions have taken recourse to the system of making use of the services of field practitioners for teaching purposes. The schools of social work may find it useful to have senior social work practitioners working in responsible positions in an honorary capacity. They could be used mainly in staff development programmes.

Training Programmes for Teachers

In order to improve the quality of teaching in schools of social work the Committee would like to recommend the institution of a one-year programme for teachers. This programme could be started, to begin with, at the Tata Institute of Social Sciences, Bombay. Later on some other schools may also be able to provide such a programme. Admission to the one-year course should be restricted to teachers in schools of social work with less than three years' standing who hold a postgraduate degree or diploma in social work. The programme could provide for advanced instruction in selected fields and methods of social work, in the theory and practice of supervision in research methodology and a period of internship in a social welfare

organization. Since instruction at this level would have to be given mainly, through seminars and individual guidance, the number of trainees for each course should not normally exceed ten. Necessary financial assistance may be made available to the Tata Institute of Social Sciences to conduct such courses. The schools deputing teachers may also have to be assisted to provide for the salary of the teachers during the period of training. Such an investment will go a long way in improving the standard of social work education in the country.

Salary Scales and Conditions of Service

The schools would have to provide better grades and conditions of employment if they are to attract good teachers. Except for institutions or departments directly managed by the universities and the Tata Institute of Social Sciences, the grades of teachers are very poor. Unless the schools offer better grades it will be impossible for them to recruit teachers with qualifications suggested by the Committee. It is not only a question of providing better grades. Some schools which have satisfactory grades are financially very insecure. This is bound to affect the quality of staff and also lead to loss of experienced and able teachers.

The Committee feels that the financial position of many of the schools will have to be considerably strengthened through grants-in-aid. It also recommends that the salary scales in a school of social work should correspond to the salary scales of postgraduate teachers in the universities in the region. While the university departments are aided by the University Grants Commission, the other institutions may be helped by the Ministry of Education after satisfying itself about the fulfilment of necessary conditions. (This is dealt with in Chapter 9).

FIELD WORK

Planning of Field Work

Field work occupies a very important position in the programme of training in a school of social work. It is through field work that a student absorbs the values and skills of the profession. In a well coordinated programme of social work education, class room instruction and field practice are closely related.

Field work in social work education must be distinguished from field work in social sciences directed towards collection of data for research purposes. Field work in the context of social work education implies direct experience of working with people and rendering some service within a defined welfare programme. This has not always been properly understood. Many a time field work done by students amounts to nothing more than collection of data or field visits to welfare institutions.

Field work programmes, if they are to be effective have to be carefully planned. They involve selection of suitable agencies, preparation of a work outline for the student, arrangements for supervision and guidance and laying down norms for the evaluation of the performance of the student.

All welfare agencies are not necessarily suitable for field work placement. Their programmes and mode of operation should be such as would provide positive learning experiences to the students. The number of such agencies in any city is likely to be limited. Also, no single agency can provide adequate opportunities for field work to a large number of students. The number of students that a school may admit must, therefore, be determined among other things, by the facilities for field work that may be available in the area.

In addition to utilizing welfare agencies in the community for the placement of their students some schools also run their own centres which are used for providing field work experience to their students. Thus, the Tata Institute of Social Sciences, the Baroda School, the Delhi School, the Calcutta Institute, the Kashi Vidyapeeth, have provided useful community services through the centres run by them in rural and urban areas. It is possible to provide more effective, on the spot, supervision to students at these centres than in other agencies. However, if these centres are to be run efficiently they require a full-fledged service agency with additional resources. Since, however, most of the schools would find it difficult to obtain these additional resources, they would have to depend entirely on established welfare agencies in the community for providing field work opportunities to their students.

As has been indicated earlier, field work should involve a student in the actual implementation of a welfare programme. He should not be a passive observer in an agency; he should be an active participant. The Committee recognises that the degree to which it is possible to give such an experience to the student to actually participate may be somewhat limited. It is felt, however, that in all settings it is possible to entrust certain tasks to the student without causing any serious damage to the agency or its clients. Mere observation can never be a substitute for actual work and a training programme that is meant for social work practitioners must have some practical content. The field work programme in this respect in some schools, specially those that prepare candidates only for the field of labour, is quite inadequate.

Frequent changes in field work placements of students should be avoided as they are likely to interfere with the learning process. A student is likely to learn more if he is given an opportunity setting. Frequent changes may provide only general acquaintance with a variety of programmes and little experience of social work. The number of placements should not normally exceed three. The last placement should be in the area of specialization of the student. The Committee also recommends proper coordination between the field work and courses on methods of social work.

Field Work Supervision

Field work can have little learning value without supervision. Most of the agencies for field work placements are unable to offer the kind of supervision that a student requires. The agencies do not always have qualified staff, their work-load does not often permit them to undertake supervisory responsibilities. In most cases, therefore, the responsibility for the supervision of the field work of students has to be borne by the teachers of the school. This raises certain difficulties. In many cases the teachers themselves do not have any training or experience in supervision. In some schools little importance is given to field work supervision and the tendency is to entrust it to the junior members of the staff.

The Committee would like to emphasize the inadvisability of considering field work supervision as a less important function than teaching. Field work supervision requires considerable maturity and experience. Any school which desires to improve and strengthen its programme has to provide for a continuous programme of training in supervisory practice specially for the junior members of the staff. It has also to provide them with opportunities of coming in close contact with welfare agencies and programmes. Elsewhere in this report the committee has suggested a one year programme for junior teachers in schools of social work. The programme will include instruction in supervisory practice and period of internship in a welfare agency.

The Committee is of the opinion that all teachers in a school of social work should be involved in supervision. It is not desirable to have an arrangement in which field work supervision and class-room teaching are entrusted to different members of the staff. Field work supervision will enable teachers to get acquainted with field problems and will help to make their teaching more realistic. It is obvious that in the teaching of social work mere theoretical knowledge is not enough. Unless a teacher can relate theory to practice he is not likely to inspire much confidence.

The Committee recognises that it may be necessary to have field work supervisors to assist the teachers in their supervisory responsibilities, specially in rural or tribal areas. Providing field work experience in such poses special problems. A lot of preparatory work may be needed before a useful placement can be built up. In these settings the members of the staff supervising the work of students may have to take considerable initiative in planning and sustaining a programme which may be of educational value to students. Merely sending students to those areas is obviously of little use.

Evaluation of Field Work

In view of the importance of field work training in the programme of social work education, the Committee feels that a student should be required to pass independently in field work in order to qualify for a degree or diploma in social work. The evaluation of field work performance of a student can only be done by the teacher supervising his student. It is important that the objectives of field work and the criteria for evaluating the performance of students should be carefully laid down.

It is obvious that no constructive purpose can be served by telling a student at the end of the training period that his field work has been unsatisfactory. Evaluation of field work performance is a continuous process. The student must, from time to time, be made aware of his shortcomings and given an opportunity to improve. It is important to keep detailed and systematic record of the work done by the student. The student should be helped to identify his own strengths and weaknesses. We would, in this connection, like to commend the practice followed in some of the schools, of asking each student to write a self-evaluation report which is discussed with the supervisor at the end of each term.

Organization and Administration of Field Work

The Committee recommends that all attempts should be made by the schools to develop close contacts with welfare agencies—specially those which provide field work placements to their students. This could reduce the gulf between social work educators and social work practitioners and

promote an identity of views which would provide for a more effective programme of field work for students. The close collaboration of the schools with welfare agencies may result not only in the improvement of the training programmes but also in the improvement of services offered by the agencies.

The whole area of field work merits careful consideration. Selection of agencies and maintaining a close contact with them, defining goals of field work in different settings, laying down norms of expectations in terms of student performance and training of staff in supervision are matters of considerable importance to each school of social work. It is doubtful if, in most of the schools, adequate attention is given to these matters. It may be helpful if matters pertaining to the organization and administration of field work programme in a school are entrusted to a senior member of the staff who may be designated as head of the field work department.

Block Field Work Placement

As has been indicated earlier some schools provide for a programme of block field work at the end of a two year training programme. This is in the nature of an internship. The student works with an approved welfare organization on a full-time basis and observes the normal rules and regulations applicable to full-time paid employees. The Committee feels that the system of block field work in addition to concurrent field work provides a useful experience to the student and helps to prepare him for employment in the field of social welfare. The Committee, therefore recommends that schools should explore possibilities of providing block field work placement to their students at the end of the two year period.

Study Tours and Observational Visits

In addition to field work many schools have programmes of observational visits and study tours and camps. Study tours are time-consuming and it may be difficult to provide for them in the already crowded schedule of a school of social work. However, these may be of great value in the case of schools which are located in areas where welfare services are yet undeveloped. A study tour may be of considerable help in acquainting the students of such a school with a wide variety of welfare services and programmes which may not be locally available.

Observational visits can, of course, be arranged without difficulty by all the schools. They would help the students to acquire a broad knowledge of programmes other than those with which they may come in contact during the course of their field work. In order to be fruitful, these visits have to be carefully planned and opportunities have to be provided to students to discuss their observations with members of the staff.

Rural Work Camp

Some schools provide for a 7-10 day camp during the first year of the training programme. The camp is generally held in a rural area, and in some cases is organized round a work project. The idea behind the work seems to be to provide to the students experience in organization and planning of camps and manual work. It is also intended to bring them some understanding of village life and its problems. An experience of living and working together also helps to develop closer relationship between the students and members of the staff.

The Committee feels that a work camp experience in a rural setting is relevant to social work education and the schools should attempt to provide for such experience to their students. The students should be closely associated with the planning and administration of such camps. The work project should be such as would involve the rural community.

LIBRARY FACILITIES

The Present Position

Many of the schools of social work do not have adequate library facilities. In one of the departments of social work of a university, the library is located in the room of the head of the department. This arrangement, obviously, cannot be at all satisfactory. In another school which is not affiliated to any university, the library consists of a small collection of books—most of them received as gifts from foreign agencies—kept in the class-rooms. The total number of books in many of the schools does not exceed 500. The number of journals subscribed is also very small. Primary source material for reference and research is inadequate in most institutions and in some it is totally lacking. In the case of some institutions which function as departments of colleges or universities there is no separate budget for the acquisition of books on social work. Some books on social work are purchased by the college or the university library. Some of the schools which do not have satisfactory financial resources depend almost entirely on acquiring books as gifts from foreign, specially American agencies. The schools generally do not have any library staff. The usual practice is to employ one person in the clerical grade to attend to all library work. It is not, therefore, surprising that the system of classification of books and cataloguing that obtains in many of these institutions is very unsatisfactory.

Need for Adequate Facilities

It is obvious that the library is an important part of any educational institution. In case of schools of social work it is specially important to have a good library as there are no text-books which they can purchase. The topics covered in different papers are dealt in different books and journals to which a student has to refer.

The Committee, therefore, recommends that each school should have an independent library which is easily accessible to students. The library should be under the charge of a full-time qualified librarian with at least one or two assistants. It would be necessary to provide for an annual expenditure of at least Rs. 3000/- on the purchase of books and periodicals. While schools of social work should have independent libraries, university departments would be dependent on central library organization for the bulk of books and may have a small departmental library.

The Committee recognises that the implementation of the above recommendation would at best provide minimum facilities required to support a sound programme of training. It will not be possible for many schools

to provide in the near future for library facilities that would be adequate for purposes of research in social work. It is generally recognised that lack of a documentation and reference service is a great handicap for research workers, planners and administrators in the field of social work. It would be extremely useful if topicwise bibliographies on social problems and social and welfare services could be prepared and revised from time to time.

The Committee feels that a beginning can be made in providing documentation and reference services on subjects related to social welfare by strengthening the staff of the libraries of some of the developed schools of social work which have a good collection of reference material.

CO-ORDINATION OF TRAINING PROGRAMMES

There is an urgent need to ensure the development of a sound programme of professional education in social work on the one hand and proper utilization of trained personnel on the other. This implies laying down minimum standards of social work education, accrediting institutions that fulfill minimum requirements, promotion of programmes of research and publication of teaching material. It also implies identifying jobs for which social work training is necessary, securing recognition of training for recruitment to these jobs, assessing personnel requirements in different areas of social work and generally ensuring a responsive relationship between the needs of the field and social work education. As has been indicated in this report there is considerable gap between the potential employment opportunities for professionally trained social work personnel and the existing positions available to them. On the other hand many institutions offering professional training are not adequately equipped and there are considerable disparities in the programmes of training.

In the opinion of the Committee it would be desirable to set up a National Council on Social Work Education for the purposes of co-ordinating the training programmes in the institutions of social work. Mention has been made earlier of an Advisory Board on Social Work Education appointed by the Ministry of Education. As pointed out by the Study Team on Social Welfare, the Board met infrequently and was generally quite ineffective. It has now been dissolved. The Association of Schools of Social Work has undoubtedly done good work and made useful suggestions for improvement of standards and may continue on a voluntary basis. The Committee, however, feels that the Association by itself cannot accomplish much unless it is adequately backed by a body that has a wide representation.

The Committee, therefore, recommends the establishment of a Council on Social Work Education. The Council should have on it the representatives of the Association of the Schools of Social Work, Indian Conference of Social Work, the University Grants Commission, the Ministries of Education, Health, Labour and Employment, Home Affairs and Community Development and Cooperation along with social work educators. The Council will concern itself with programmes of social work education at all levels. One of the functions of the Council will be to coordinate and integrate all programmes of training for social workers. It will also assess personnel requirements for different categories of jobs and advise training institutions in regard to the needs of the field. It will attempt to ensure absorption of trained workers in jobs suited to their training and will advise

employing agencies in regard to the terms and conditions of their employment. Through the Association of Schools of Social Work it will strive to secure requisite standards of instruction and field work in the schools. The Council will have a continuing function and will need a full-time secretary with adequate office staff.

ORGANIZATION OF SOCIAL WORK EDUCATION

Universities and Social Work Education

In view of the fact that the first postgraduate school of social work in India—namely the Tata Institute of Social Sciences has been recognized as an institution deemed to be a university by the University Grants Commission, the question, whether the universities should provide for education in social work is only of academic interest. Another institution, the Kashi Vidyapeeth, with an extensive programme of social work education has also recently been recognized by the Commission in a similar way. It is also a fact that a number of universities which have departments of social work have received grants from the Commission for their development. Since, however, sometimes doubts are expressed regarding the propriety of universities going in for training programmes in social work, the Committee would like to stress that in its opinion there is nothing incongruous about universities providing for such programmes. On the other hand, it is felt that in the interest of proper standards it is desirable if such programmes are undertaken by the universities. Social work education is education for a profession and as such has a definite claim for support and recognition from the universities. The view that universities should not concern themselves with other than purely academic programmes has long been given up and universities have taken to programmes of professional education even in countries which tend to be relatively conservative in deviating from their traditional functions. In a developing country like India the universities have a contribution to make to the understanding of social problems and the expansion of welfare programmes through research and training of personnel. It may also be mentioned that the academic content of professional education for social work—especially its reliance on social sciences—fully justifies its inclusion within the field of university education.

The Delhi University was the first to institute a Master's Degree in social work. Subsequently, many other universities started or accorded recognition to postgraduate programmes of training in social work. Social work education in India has thus mainly developed within the framework of university education. At present there are three schools of social work namely, the Madras School, the National Institute of Social Sciences at Bangalore and the Nirmala Niketan at Bombay which are not connected with any university. All the three, however, are quite keen to obtain university affiliation.

While universities have accorded recognition to training programmes in social work they have not always recognized the professional nature of these

programmes and treated them as distinct from academic courses. The Baroda University is the only university which has a separate Faculty of Social Work. The Delhi School of Social Work is a postgraduate institution maintained by the Delhi University. For academic purposes it falls within the Faculty of Social Sciences and is governed by the same regulations as apply to academic postgraduate courses of instruction. In some universities social work is tagged to the Department of Sociology as in the case of Andhra and Lucknow Universities or with Anthropology as in the case of Karnatak University. There are a few schools of social work which exist as departments of colleges affiliated to universities. Thus the Loyala and Stella Maris College in Madras and the P.S.G. College in Coimbatore offer courses in social work leading to the M.A. Degree of the Madras University. On the other hand, the Madras School of Social Work which is the oldest school in South India has been refused recognition by the Madras University on the ground that it does not offer undergraduate courses in Arts or Science subjects.

Organization of Social Work Programmes

The organization of social work education programme within a college offering courses in liberal arts and sciences or as a university department organized on the same basis as other departments offering non-professional courses of study is not quite satisfactory. The nature of the programme, specially, its emphasis on field work, its close association with a large number of agencies both public and private working in the field of welfare, the demands that such a programme makes on both the teachers and the students, make it quite different from an academic course. The special needs of such a programme cannot be adequately met in an organizational set up that ignores its professional character.

In the opinion of the Committee the needs of professional education in social work are more likely to be met within an institutional framework. An institutional set up also provides a better atmosphere for the inculcation of professional disciplines. The Committee would, therefore, recommend that organization of social work education should be on the same lines as education for other professions such as teaching, law, nursing, medicine or engineering.

The Committee would also like to suggest that the degree awarded at the end of a two-year, postgraduate course in social work should indicate the professional nature of education obtained. While a few universities like Lucknow and Baroda award M.S.W.—Master of Social Work—most of the universities award M.A. degree. For a variety of reasons it is desirable to have a common nomenclature indicating the nature of the professional training.

It is important to ensure adequate financial support to schools of social work. In the case of many of the institutions—specially those which exist outside universities and those which exist in colleges affiliated to universities, the financial resources are inadequate and uncertain. Institutions that do not have any university affiliation depend almost entirely on fees, donations and *ad hoc* grants from the Central or State Governments. Even schools which function as university departments do not always get adequate financial support, since they are treated on the same basis as other departments giving non-professional courses. They get only as much as other departments and very often much less because they are small and are regarded as of a lesser order, not being sufficiently 'academic'.

Social work education has suffered because of lack of due recognition. It must be recognized that social work education is indispensable for the development of the country. The Committee recommends that the schools of social work should be treated on par with other professional institutions for purposes of grant by the University Grants Commission and by the Ministry of Education. In addition to recurring grants, non-recurring grants will also be necessary to meet capital expenditure—specially on buildings. Most of the schools of social work do not have suitable and adequate accommodation. The recurring grants should primarily cover staff salaries and expenditure on libraries. The grants should be disbursed to the schools of social work by the University Grants Commission. Ministries which want to have the services of welfare personnel like the Ministry of Health and the Ministry of Home Affairs may earmark funds for the training of such welfare personnel and route these grants through the University Grants Commission or the Ministry of Education.

UNDERGRADUATE PROGRAMME IN SOCIAL WORK

Need for Undergraduate Programme in Social Work

Professional education for social work in this country has derived its inspiration from the United States, and, as in that country has developed mainly at the postgraduate level. There is, however, a growing feeling that the need for trained personnel to man the expanding welfare services cannot be met only by postgraduate institutions. The need for personnel on the field and at intermediate levels of employment is very large and the salaries offered for these are not such as will prove attractive to persons who have undergone a two-year postgraduate training in schools of social work. In the absence of regular courses in social work at the undergraduate level many *ad hoc* training programmes are organized from time to time. Such programmes are of limited value and at best succeed in orienting the trainees to the routine requirements of specific jobs.

The Study Team on Social Welfare and Welfare of the Backward Classes, in its report, had emphasized the need for undergraduate programmes and had observed as under:

“It should be possible to link the undergraduate and graduate training programmes together on a regular basis so that the graduate schools can select from among the better prepared students and the students who have undergone a course of undergraduate training can look forward to improving their qualifications for higher responsibilities on the completion of graduate training programme”.

The Present Position

At present there are three Universities—Andhra, Lucknow and Saugar—which offer social work as an optional subject for the B.A. examination. The course is planned in the same manner as any other liberal Arts courses. Generally, it is an amalgam of an introductory course on sociology and psychology with some information about social work principles, policies and programmes. There is no field work and the course is not recognized for the purpose of employment. It cannot in any sense be regarded as an undergraduate programme of professional education in social work.

Outside the universities, there is a three-year programme offered by the Rural Institutes leading to the Diploma in Rural Services. The diploma is organized by the Government as equivalent to the B.A. Degree. Some universities admit candidates holding this diploma to postgraduate courses of study. Designed to meet the need for trained personnel in programmes

of rural community development, the diploma course in rural services provides for both class-room instruction and practical training. A post diploma course of two years' duration has also been recently instituted in some of the Rural Institutes.

Scope

Social work educators have been divided in their programmes of training in social work. Some feel that an undergraduate course would adversely affect the postgraduate institutions as their graduates would have to face more severe competition in the employment market. There are some who do not think that professional education in social work can be given at the undergraduate level at all. It is also felt that professional education should have a good grounding in general education. Professional courses at undergraduate level may also cut into academic courses. On the other hand, it has been pointed out that if the background courses, that are at present given in schools of social work, are covered at the undergraduate level it will be possible to devote more time to professional courses.

The Committee is of the opinion that there is considerable need and scope for undergraduate programmes in social work. Such programmes will not only meet the need for trained personnel on field and at intermediate levels but will also help to strengthen the existing training programmes at the postgraduate stage.

The curriculum followed in schools of social work is quite heavy. As the students admitted to these schools do not have any background in social work or in the case of quite a few students, even in social sciences, the courses have to cover elementary ground. One way of improving this situation would be to extend the period of training at the postgraduate level beyond two years. As has been indicated elsewhere in this report the Committee is not in favour of such an extension except in the case of such graduates as wish to take up teaching or research in social work. It is felt that it will be more advisable to provide an undergraduate base to the existing training programmes at the postgraduate level.

Courses of Instruction

In formulating an undergraduate programme it will be necessary to ensure that the students obtain a sound foundation in general education and a good background in social sciences. On the other hand, such programmes should not merely aim to provide the student with peripheral acquaintance with the field of social work but prepare him to assume professional responsibilities. The Committee feels that an adequate undergraduate programme in social work will include courses on sociology, economics and

psychology. Besides these social science courses, it will be necessary to include instruction in the following areas related to social work.

1. Historical background of social work
2. Philosophy of social work
3. Social welfare policies and programmes
4. Methods of working with people.

In a three-year undergraduate programme the emphasis during the first two years should be on the languages and social sciences. In the third year the programme should primarily focus on social work training.

The Committee thinks that no undergraduate programme in social work can be considered as adequate unless it includes field work. The field work at the undergraduate level should consist of an organized programme of observational visits to welfare agencies. During the last year it should provide students with opportunities of working with people in rural areas, in urban welfare centres and in institutions for the handicapped. It may also be possible to use one or more summer vacations to give intensive practical training.

In view of the needs of rural areas it may still be necessary to provide for training workers at a still lower level. There already exists a two-year post-matric programme of training for Gram Sevaks which is geared to the needs of rural community development. We may similarly have post-matric, two-year programmes for child welfare workers—such as Bal Sevikas—and for other fields which require large personnel at the field level in small towns and villages. It should be possible for suitable workers in this category to take a Bachelor's Degree in social work after putting in an additional period of training for two years.

There is no doubt that an undergraduate programme in social work, like other professional courses will be heavier than the usual B.A. programme. The Committee does not, however, feel that the students taking up this course will have to work more than students who take the B.Sc. course. As can be easily inferred from the programmes of the schools of social work, postgraduate courses in social work are, in terms of the workload of students, far more exacting than postgraduate courses in liberal Arts.

The Committee recognizes that since the undergraduate programmes will be generic in nature, it may be necessary to provide field orientation programmes for those seeking employment in particular fields of social work. Such programmes, however, could easily be covered within a period of four to six weeks as they would mainly aim to provide the factual information

regarding the nature of programmes and problems in a particular field. Such short pre-employment training courses could be instituted for persons with undergraduate training in social work seeking employment in the field of institutional care of children, family planning, urban/rural community development or correctional work or in any of the other areas which offer opportunities of employment to graduates trained at the undergraduate level.

Employment Opportunities and the Need for Recognizing Training

While the Committee considers that an undergraduate programme in social work is both possible and desirable, it recognizes that it may lead to large scale unemployment of trained persons unless it is accompanied by a policy of giving preference to trained persons in all jobs with a welfare component. It would, therefore, like to urge upon the authorities concerned the necessity of identifying social work positions for which personnel trained at the undergraduate or postgraduate level is necessary and ensuring that fresh recruitment in these positions is entirely confined to persons who have received the requisite training. Any professional programme of training in social work can be sustained and improved only on the basis of recognition given to it for purposes of employment.

The number of institutions providing undergraduate training in social work and the outturn of persons trained from these institutions will have to be related to the existing and potential employment opportunities. The Council of Social Work Education, the establishment of which has been proposed in this report, may be able to give guidance in this regard. The Committee, however, would like to point out that the needs of professional programmes are different from a programme in general education. It will not be possible to give adequate training to very large numbers of students in one institution. It will be necessary to evolve selection procedures for candidates recruited for this programme. Finally the staff requirements for institutions providing this course will have to be assessed keeping in view the professional nature of this programme. It will be advisable to start undergraduate programmes only in selected institutions with a small number of carefully recruited trainees.

The Committee feels that postgraduate instruction in social work will be required only for a relatively small number of positions which involve administration and planning of large programmes or work of highly specialized nature. The bulk of positions in social welfare can be manned by persons who have received training at the undergraduate level. If the recommendations of the Committee are implemented it should be possible in course of time, for the postgraduate schools to confine their admissions to only

those who have taken undergraduate training in social work and have done well and, in addition, have acquired work experience for one or two years. For such a group of trainees it will be necessary to provide a programme of training that is substantially at a higher level than the programmes that now obtain in schools of social work. In the absence of an undergraduate base, however, it will not be possible for these schools to upgrade their programme to any significant extent.

SUMMARY AND RECOMMENDATIONS

Importance of Social Work Training

Social work as a profession is of comparatively recent origin. As community life in the past was organized in small self-sufficient units such as joint families, caste organizations and village communities, the need for providing welfare programmes on a large scale was not felt. A limited section of the handicapped and destitute also received some help from charitable institutions and philanthropists. The situation has changed with the coming of independence and the establishment of a democratic Government in India. It is no longer possible to tackle welfare problems through voluntary effort alone. In the circumstances, the training of social workers has acquired a new importance and urgency.

Requirements of Trained Welfare Personnel

It would be useful to have some idea of our requirements for trained personnel in the field of social welfare. The Study Team on Social Welfare and Welfare of the Backward Classes estimated the requirements to be of the following order:—

Graduates	..	4150
Undergraduates	..	3550
Matriculates	..	8000

These appear to be underestimates. There is no doubt that our present output of graduates is inadequate to achieve the physical targets laid down in the Third Five Year Plan for trained welfare personnel in fields like hospitals, family planning clinics, child welfare programmes, correctional administration and tribal welfare. It would be desirable to expand the present facilities but such expansion should not lead to hasty establishment of schools without adequate resources. The short term *ad hoc* and inservice training programmes which are in operation in the country may continue in the transitional period but they should evolve their programmes in consultation with the schools of social work. The schools may also start similar programmes provided they have the necessary facilities.

Recognition of training

The only area in which social work training has been given statutory recognition is that of labour. Similar recognition should be extended to

other fields of training also by both the Central and State Governments by making training a necessary qualification for recruitment to all posts involving welfare functions. This would help in raising the quality of social work education.

Content of courses

(a) *Background courses*: It is necessary for the social worker to have a basic knowledge of the social sciences as a background to social problems. The background courses thus form an important part of the social work curricula. These courses are at present not properly integrated. They should attempt to bring out clearly the inter-relationship between the different social and behavioural sciences. These can be grouped under two broad heads (1) Man and Society and (2) Dynamics of Human Behaviour as suggested by the Mussoorie seminar. Sufficient time should also be allotted for teaching the background courses. Teachers of these courses should have a good postgraduate degree in at least one of the social sciences.

(b) *Methods courses*: The methods courses cannot be properly conducted without being closely related to field work. The courses have so far remained unrealistic as the schools mostly rely on foreign sources and have not been able to build up case records based on the experience of workers in India. Students hardly get an opportunity of testing theories in the field. In the absence of field experience on the part of teachers, instruction tends to become entirely theoretical. This factor should be borne in mind at the time of recruiting teachers to schools of social work. Alternatively, the teacher should be given opportunities to come in close contact with welfare agencies. The fields which need particular attention in the context of our present requirements are those of community organization and social welfare administration.

(c) All the fields of social work cannot be covered adequately in a two-year training programme. It does not, however, seem feasible to extend the duration of the course as it will increase the cost of training and also affect the supply of trained graduates. The best solution under the present circumstances would, therefore, be to provide for a generic programme during the first year of training and specialised courses during the second year. The labour institutes which offer only a specialised course need to strengthen their generic base. Similarly the generic schools have to provide for some specialised courses. In each case the areas of specialization should be selected keeping in view the resources of the school and the opportunities for field work and employment.

(d) The following distribution of time between the different courses

may be found suitable:—

Man and Society	..	120
Dynamics of Human Behaviour	..	120
Fields of Social Work	..	90
History and Philosophy of Social Work	..	60
Case Work	..	60
Group Work	..	60
Community Organization	..	60
Welfare Administration	..	90
Social Research & Statistics	..	60
Specialization	..	180

		900

Most schools rely on the lecturing method for covering the theoretical content of the courses. It is necessary to supplement lectures by tutorials and seminars. This will encourage students to have a good practice in writing and thinking. It will also be desirable to give them some training in research methods. This can be done by asking them to prepare a project report on a theme which may be of interest to the social welfare agencies or which may have some bearing on social problems in the region. For further encouraging research some fellowships should be made available to suitable graduates from the schools of social work.

Teaching Staff

One of the problems facing the schools of social work is that they are not able to attract and retain highly qualified teachers. There are many teachers who have neither sufficient experience nor adequate training. This difficulty, however, is not unique to social work education as a more or less similar situation prevails in other professional courses.

For raising the present level of training it is necessary that teachers employed by schools of social work possess high academic ability. Although a large majority of teachers should be persons with training in social work, persons from the related social sciences with some background of social work may also have to be employed during the transitional period. The following minimum qualifications are suggested for teachers in schools of social work:—

- (i) They must have at least a good second class as a basic qualification.

- (ii) those having a postgraduate degree or diploma in social work should have at least a second class Master's Degree in one of the social sciences
- (iii) those not having any training in social work should have had some experience of research on topics relevant to social work in addition to postgraduate qualifications in one or more of the social sciences
- (iv) experience of work in a social welfare agency in a responsible capacity should be considered as a preferred qualification.

There should be at least one full time teacher for every 10 students. This provision does not include the post of the Director/Principal. Schools offering specialization in rural or tribal welfare will require a sufficient number of field assistants in addition to normal staff. While schools may find it useful to have honorary social work practitioners helping them in their developmental programmes it is necessary that the teaching staff should be employed on a full-time basis. This applies to all schools whether functioning as a department of the university or as independent institutions.

Provision should also be made for the training of teachers. The training programme may be of one year's duration. Admission to the course should be restricted to teachers of less than three year's standing. All candidates selected for training should have a postgraduate degree or diploma in social work. It will be necessary to provide financial assistance to schools conducting such training programmes and also to other schools for reimbursing the salaries of deputed teachers.

The salary scales in schools of social work should correspond with those of postgraduate teachers in the universities of that region.

It would be desirable for teachers of social work to engage in researches relevant to their field, particularly those which have a bearing on Indian social problems. There are a number of factors such as heavy workload of teachers, lack of adequate facilities, dependence on foreign textbooks and lack of adequate elementary data on social problems which are responsible for the present lack of interest in research. Some of these difficulties can be met by organizing research bureaux having a regular staff of research assistants and statisticians.

Field Work

Field work is an integral part of social work training and needs to be planned carefully. It requires selection of agencies, preparation of work outline, supervision arrangements and careful evaluation of performance. As most of the schools are not in a position to provide field work

opportunities to their students, they will have to develop close contacts with social work agencies in the area.

It must be emphasized that field work as part of social work education implies not only collection of data but actual experience of working with people. In this sense it is different from field work done in other social sciences. In order to make field work more effective, it has to be properly supervised. The responsibility of guiding students will have to be borne by the teachers themselves as the agencies are generally not in a position to do so. The work should not be entrusted to junior teachers only. It should be supervised by the teachers concerned with that particular field. It may be necessary to appoint field work supervisors to assist teachers in the conduct of field work especially in rural or tribal areas.

Students should be required to pass independently in field work. Field work performance should be evaluated on the basis of a detailed and systematic record of the work done by a student. The student should also have an idea of his day to day progress and should be given every possible opportunity to improve. It does not serve any educational purpose if the student is informed at the end of the training period that his field work has not been up to the mark.

Schools which have the necessary facilities may arrange study tours, observational visits, concurrent field work and work camps. The work camps may be particularly useful in a rural setting.

Library Facilities

Library facilities in schools of social work are generally inadequate. For proper development of library facilities, each school should have an independent library with an annual provision of at least Rs. 3,000 for the purchase of books and periodicals. University departments of social work which depend on the central library for the bulk of their books may have a small departmental library. As schools of social work do not have well-qualified library staff, it has not been possible for them to provide documentation and reference services. It would be useful if a beginning is made in this direction in some of the more developed schools.

Co-ordination of Training Programmes

It would be desirable to set up a National Council of Social Work Education for the purpose of co-ordinating the training programmes in institutions of social work. The Council should have on it the representatives of the

Association of the Schools of Social Work, Indian Conference of Social Work, the U.G.C., the Ministries of Education, Health, Labour and Employment, Home Affairs and Community Development and Co-operation along with social work educators. It will be the function of the Council to co-ordinate and integrate programmes of training, assess personnel requirements, ensure absorption of trained workers and advise on maintenance of adequate standards of training.

Organization of Social Work Education

It is not in the interest of development of social work education to organize it along with other courses in liberal arts and sciences. Social work has become a full-fledged profession and its needs cannot be adequately met if the schools do not function as independent units.

The financial position of the schools of social work needs to be considerably strengthened. They should be treated at par with other professional institutions for purposes of grant by the University Grants Commission and by the Ministry of Education. All grants should be channelled through the University Grants Commission.

Undergraduate Programme in Social Work

Welfare services in the country are expanding so rapidly that our needs in respect of trained personnel cannot be met by postgraduate institutions only. We have, therefore, to recognize the need for undergraduate programmes for training of workers at the lower levels. Many such training programmes are organized on an *ad hoc* basis. A few universities offer social work as an optional subject for the B.A. Degree. The Rural Institutes conduct a three-year training programme leading to the diploma in rural services. Such programmes are useful and may continue but they should not be regarded as substitutes for the training offered by the schools of social work.

Social work education at the undergraduate level should provide an adequate base for training programmes at the postgraduate level. It should include courses on Sociology, Economics and Psychology besides instruction in the following areas: (1) Historical background to Social Work, (2) Philosophy of Social Work, (3) Social Welfare policies and programmes, (4) Methods of working with people.

Field work must be properly emphasized. It should consist of observational visits to welfare agencies. Opportunities should also be provided to students of working with people specially in rural areas and in urban

welfare centres. It may be necessary to give field orientation programmes to trained persons before they are employed in a particular field. The number of institutions providing undergraduate training will have to be related to our requirements of trained workers for lower positions.

Sd. Radhakamal Mukerjee	..	<i>Chairman</i>
„ A.R. Wadia		
„ S.N. Ranade		
„ P.C. Sharma		
„ V. Jagannadham		
„ P.J. Philip	..	<i>Member-Secretary</i>

Appendix I

LIST OF INSTITUTIONS VISITED BY THE COMMITTEE

<i>Name of the Institution</i>	<i>Date of visit</i>
1. Bombay Labour Institute, Bombay	8th August, 1961.
2. Tata Institute of Social Sciences, Bombay	9th August, 1961.
3. Nirmala Niketan, Bombay	10th August, 1961.
4. Delhi School of Social Work, Delhi	5th October, 1961.
5. Deptt. of Sociology and Social Work, Lucknow University	17th November, 1961.
6. Institute of Social Sciences, Kashi Vidya- peeth, Varanasi	18th November, 1961.
7. Indian Institute of Social Welfare & Busi- ness Management, Calcutta	27th January, 1962.
8. St. X'avier Labour Relations Institute, Jamshedpur	28th January, 1962.
9. Department of Labour and Social Wel- fare (Patna University)	29th January, 1962.
10. Madras School of Social Work	27th October, 1962.
11. Loyola College, Madras	27th October, 1962.
12. P.S.G. Arts College, Coimbatore	28th October, 1962.
13. Sacred Heart Institute of Social Work, Thevara, Ernakulum	29th October, 1962.
14. National Institute of Social Sciences, Bangalore	1st November, 1962.
15. Andhra University, Waltair	24th & 25th June, 1963.
16. Institute of Social Sciences, Agra Univer- sity, Agra	12th September, 1963.

Appendix II

UNIFORM SYLLABUS FOR SOCIAL WELFARE COURSES

(Prepared by the Advisory Board on Social Welfare, Ministry of Education)

DURATION

The Social Welfare course will be of two years' duration, including practical work and only graduates of a recognised Indian University will be admitted to it.

PRE-PROFESSIONAL OR ORIENTATION COURSES

DESCRIPTION

Introduction to Sociology: This course should emphasize the dynamic aspects of social life and institutions which will be useful for the students in the field of social work. It should cover the following topics: Individual and society, cultural variability and personality, socialisation process and personality development; heredity and environment, population, geographic factors influencing social life; folk-ways social codes, customs, mores, and social control, major forms of social structure, groups crowds, herds, masses, family, community, city, country, region, social class and caste, races, associations, political organizations, economic organizations, educational organizations, cultural organizations, religious organizations, dynamics of social organization—interaction, associative process, co-operation, accommodation, assimilation, integration; social change—biological social change, disorganising processes—conflict, competition reorganising processes, social progress and planning.

Social Origins: This course should deal with a study of how particular social structures have come into being and evolved and should assist the social workers to understand the causes and nature of changes as well as modifications of these structures. The course should deal with the relationship between the social structures and physical environment including the origin and development of most important aspects of social life, such as language, religion, the institution of marriage and social organisation, the evolution of social authority, etc. Through this study the social worker should come to realise the important role played by ideals, fundamental social concepts, beliefs and practices as they become the roots of social action. He should thus understand the causes and origins of human behaviour as well as institutions in various periods of social development, and study how changes in their structure and function can be brought about.

General Psychology: This course should be designed to cover the basic facts, concepts and principles of psychology with *emphasis on experimental data*, and should include the following topics: the nervous system, psychological growth, learning, remembering, thinking, attention, sensation, perception, feeling and emotion, motivation, frustration, conflict and adjustment, individual differences, intelligence and aptitude, personality, heredity and environment. At the end of the course, a brief indication of the various branches of psychology should also be given.

Social Psychology: A study should be made in this course of the processes by which man acquires through social experience those behaviour patterns which make him a socialized human being. The course should include the following topics: Development of human nature through social interaction, social influence on personality development, social factors in motivation, beliefs, attitudes and their formation, prejudices, social control, social change, social conflicts, mechanisms of adjustment to social demands, status, role, class consciousness, class struggle and social mobility.

Social Economics: The purpose of this course should be primarily a consideration of those areas in which economics and social work meet, and not a mere study of classical economics. The course should deal with the social implications of the economic structure and the economic factors involved in social change. The topics covered should be: social foundation of economics, the scope of economics of welfare, theories of welfare economics, economic welfare and total welfare, human desires and satisfactions, population and natural resources, human desires and satisfactions, national product and working population, social and private products, productive means and social ends, theories of wages and methods of payment, wage structure in welfare economics, the economic process and organisation of society, an appraisal of alternative economics and connective social institutions, the public economic process toward a Gandhian concept of economic welfare.

Social Pathology : This course should deal with the theory of social organisation and disorganisation. While interpreting the processes through which individuals, groups and institutions become disorganised, greater emphasis should be laid on the constructive process of group organisation, institutional growth and personal social adjustment.

Child Psychology : This course should deal with modern trends and findings regarding the development of the young child. Some of the major topics covered in the course should be: methods of child study, heredity and environment, factor influencing development, the role of maturation and learning, significance of family life, physical, intellectual, social and emotional growth of the child.

Medical information : This course should give information for social workers regarding major courses, symptoms, and treatment of those diseases which have important social consequences such as tuberculosis, common infectious diseases, venereal diseases, cancer, leprosy, diseases of childhood, rheumatic fever and poliomyelitis. It should also deal with various mechanisms of adjustment and adaptation employed by the individual in the effort to maintain equilibrium and functioning capacity. Various social problems associated with illness should be briefly reviewed.

Fields of Social Work: This course should give a general historical background of social work in the world during feudal times with special reference to European countries and especially England, and in America after the seventeenth century. It should also trace the origin and development of social work in India, and the difference between European and Asian social problems and the different ways in which the problems are approached in both the continents. The course should deal with the general nature of poverty and maladjustment and handicaps of individuals, families and communities and how these should be dealt with by social services organised by private agencies and the State. Some reference should also be made to the development of social work and its methods.

Indian Social Problems : Social problems arising out of maladjustments in domestic relationships and those arising out of maladjustments between the individual and the social structure should be discussed with special reference to conditions in our country. The student should be introduced to a scientific approach to these problems as well as the modern techniques of attack.

Indian Working Classes : This course should be designed to give an outline of the various characteristic problems of the Indian working classes engaged in primary, secondary and tertiary industries. It should include discussion of such major problems as the allocation of the working classes, tendencies of employment disequilibrium, methods and machinery of recruitment and contract labour, employment of women and children, earnings and standard of living, health and housing, labour movements and workers' organisations and welfare services concerning workers engaged in agriculture, plantations, mining, manufacturing industries and transport. Special attention should be given to problems of welfare and security, the development of a welfare state where human labour is measured in terms of social values created rather than material effects produced.

Applied Psychology : This course should deal with applications of psychology in the following areas; Law and administration of justice, estimation of testimony, falsehood, crime-detection and crime-prevention; treatment of offenders; mental health; effective speaking, writing, reading

and studying, improving memory; politics, public opinion and its measurement; propaganda, the press, the radio, and the cinema; vocational guidance; and other social service activities.

Psychiatry for Social Workers I: The subject matter should cover the biological, psychological and social foundations of human behaviour. Emphasis should be placed upon the emotional and environmental factors which operate in developing personality trends in childhood and later in adult life. Various periods of personality development, viz., oral, anal, phallic, latent, puberty etc. should be discussed.

Psychiatry for Social Workers II: This course should cover dynamics of behaviour in the neuroses and in functional and organic psychoses with emphasis upon abnormal behaviour in the light of the physical, psychological and social factors which have contributed to the mental illness. Also treatment aspects of neuroses and psychoses should be discussed.

Social Case Work I: This course should include a review of the philosophy and basic concepts underlying social case work; its relation to other forms of social work; generic processes in case work practice; various agencies or settings in which it can be practised; understanding the individual who presents the social problem and consideration of the community resources to be utilised in helping him. (Select case records should be studied.)

Social Case Work II: Emphasis should be placed on case work analysis to enable the students to understand the psychodynamics of a case and to begin to develop treatment skills. Focus should be upon deeper understanding of the individual himself and his dynamic relationship with his family and community.

Social Group Work I: An introductory course should be designed to help students to understand the significance of group life and appreciate the values of group experience for personal growth. It should deal with the social, psychological and cultural implications of the patterns of group life for the individual, factors determining the individual and the group behind and the group worker's responsibility for improving and enriching the quality of group experience of the individuals and the groups he serves. This area naturally should include teaching about the process of group function, structure, decision-making, group control, interpersonal relationship in the group, the individual member and his needs, interest and motivations as they are expressed through his behaviour, how these affect the group and how they are met and modified by group experience. Sufficient emphasis should be placed on the role of the group worker and democratic leadership. The records prepared by the students during their field work should be used to teach various aspects and functions of the leader such as

determining the needs, interests and capacities of the individuals and helping them to meet these through the group experience and use of programme as a tool in group work setting.

Social Group Work II: In this course, areas mentioned in Social Group Work I should be dealt with on an advanced level. Social action, inter-group relations, helping the groups and individuals outside group meetings, analysis and evaluation of group processes and various settings such as hospitals, clinics and camps and other institutions where group work methods are applicable, should be dealt with intensively with a view to deepening the students' understanding of the conscious use of self. The student should acquire skills in various creative activities suitable to various age groups. This course is to be offered on two hours a week basis with the co-operation of specialists in playground, arts, crafts, dramatics etc. The group work teacher will emphasise the inherent values of these activities in the workshop as well as in the classroom.

Community Organisation: This course should introduce the student to a study of community organisation as one of the basic processes of social work. Topics discussed should include: the nature, characteristics and historical development of community organisations, aims and methods of rural and urban community organisations with special reference to social disintegration and integration, and the facts and problems of community life. A social worker should know and understand, relation to case work, group work and community organisation methods; organisation of community life, leadership and resources for the prevention of social abnormalities and for the treatment of social ill health, a study of the agencies primarily concerned with this process etc. The course should illustrate the usefulness of community programmes which include housing organisation and management, health welfare and physical fitness, women and child welfare, family counselling and aid, community recreation, social education, training of community leadership, organisation of community life, and the development of co-operatives and the co-operative way of living. Illustrative community organisation, situations and problems should be considered together with possible methods of approach to the solution of community problems.

Administration of Social Work: This course should detail the various aspects of leadership including qualifications and preparation of both determinative and directive leadership, emphasising the plan of ideals, characters and abilities for leadership in social work. It should further deal with the theories and principles of biological, social and mechanistic work through the proper planning and execution of functional details. In this course also should be included a survey of some of the administrative problems confronting the social work executive, formulation of policies, personnel management and staff organisation, the executive and board, his relations

to the staff, office organisation and equipment, finance including budgets and budget control.

Social Legislation: This study should cover the problems involved in the enactment of legislation related to social work objectives, the formulation and promotion of legislation, the importance of bill drafting, administrative and constitutional limitations, the validity of State action as compared with other methods of dealing with the problems involved and the role of social workers in all these processes. Legislative acts should be critically examined as to their origin, purpose and probable effect and from the standpoint of social policy.

Public Relations: This course should include: definition and scope of the subject; history of Public Relations and the importance of the subject to the social workers; aims of Public Relations, policies and activities; examples and discussions of Public Relations of Government, semi-Government and non-industrial and industrial bodies; means of human communications such as house magazines, photographs, films, visual aids, press, radio and broadcasting, exhibitions, conferences, etc, public relations personnel, counsels and their functions.

Family Living Studies: In this course the social, economic and psychological factors which determine the standards of living in India and abroad should be critically analysed. Various inherent and related problems including consideration of changes in cost of living and wage adjustments should be discussed. The standards of living as affected by the national income and factors related to personal and social disorganization should be examined. Budget plans adapted to income, food, customs, health etc., should be considered in the light of certain budgetary studies made in India. Problems of the low income family and methods of raising levels of living through social control should also be treated.

Social Statistics and Research: This course should cover the following topics; Reflective thinking and scientific method in social research; quantitative and qualitative methods in social sciences; objectivity; experimentation; collection; classification and interpretation of data; planning of research; methods of social survey; the questionnaires; the interview; the schedule. The course should also include an elementary knowledge of the basic statistical concepts which are applied in social research—viz., tabulating frequency distribution statistical tables, curves, mean, median, mode, quartiles, deviation, skewness, correlation, sampling, reliability, and statistical errors. It should further deal with the measurement of attitudes and opinions and of institutional behaviour (with reference to one or more of the scales like the Bogardus Scale, the Thurstone Scale, the Likert Scale, the Guttman Scale, the Chapin Scale, the Dodd Scale, etc.).

Concentration Course—Project Report or Thesis

During the concentration course, research project or thesis should form an essential part of training and students should be required to submit a project report or thesis according to the available specialised guidance from experts in social research. The major consideration in this requirement should be its educational value to the student, which should afford him an opportunity to engage himself in research project under the advice of his guide. It should also familiarise him with modern methods and techniques of social investigation as well as interpretation of data and bring him into close contact with the problem of his study.

It is suggested that during the Specialization Course in Industrial Relations and Personnel Management, the following subjects should be covered in detail.

1. Personnel Management.
2. Labour Seminar.
3. Labour Study Workshop.

Amendment Accepted on the Suggestion of the Ministry of Labour

The para under the caption “Concentration Course Project Report or Thesis” to be substituted by the following:—

“It is suggested that during the concentration course in Industrial Relations and Personnel Management, the various problems relating to Industrial Relations and Personnel Management should be studied with particular reference to practical aspects of the work.”

It is also suggested that during the concentration course in Industrial Relations and Personnel Management, the following subjects among others should be covered in detail:—

- (i) Indian Labour Problems.
 - (ii) Indian Industries.
 - (iii) Labour Union—History, Structures & Functions.
 - (iv) Labour Legislation.
 - (v) Industrial Disputes & Collective Bargaining.
 - (vi) Labour Welfare Administration.
 - (vii) Human Relations in Industry.
 - (viii) Personnel Management.
 - (ix) Industrial Psychology.
 - (x) Industrial Health and Hygiene.
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Appendix III

MINIMUM STANDARDS OF SOCIAL WORK EDUCATION

(Postgraduate level)

(Association of the Alumni of Schools of Social Work)

The Association has watched with great interest the growing recognition of the need for training in social work for various types of jobs that are increasingly available under the successive plans. The rising demand for trained workers has led to the emergence of a number of training institutions at different levels of jobs requiring training at varying standards. In the absence of a proper definition of minimum standards at each level, there is a degree of avoidable confusion, with regard to the equivalence of several courses. This situation leads to bewilderment on the part of the candidates who wish to enter the field of social work and also causes confusion in the minds of prospective employers.

In the interest of promoting minimum standards and the establishment of proper equivalents, the Association considered it necessary to attempt to draft a statement defining minimum standards of social work education. A beginning has been made in the following draft with social work education at the postgraduate level. This is for the consideration of the training institutions which offer training at the postgraduate level.

The draft has been drawn up by a Working Group constituted by the Delhi Branch of the Association. The group studied in detail the prevalent conditions of education in the existing schools of social work and has tried to place the minimum at a level considered realistic. The minimum represented under various heads or aspects of education do not represent a mere average of the existing levels nor do they indicate the ideal. They have been placed somewhere in the middle, with due regard to the general calibre and performance expected of social workers trained at the postgraduate level and the specific requirements of the jobs that they are called upon to perform.

The following is an outline of the aspects that have been taken into account in determining minimum standards:

1. Eligibility for admission:
 - (a) Educational qualifications.
 - (b) Age limit.

- (c) Personality qualities.
- (d) Academic performance.
- 2. Admission procedure.
- 3. Duration of the training programme.
- 4. Broad Division of the courses :
 - (a) Orientation in Social Sciences for Social Work.
 - (b) Human Growth and Development.
 - (c) Philosophy of Social Work and Fields of Social Work.
 - (d) Methods of Social Work.
 - (e) Field of special interest.
- 5. Field Work.
- 6. Research Project.
- 7. Qualifications of the teachers, Teacher-student ratio.
- 8. Evaluation and examination procedure.

1. ELIGIBILITY FOR ADMISSION

- (a) Graduate of a recognized university

At present, since the universities do not offer courses in social science subjects at the undergraduate level in an integrated manner to serve as a base for social work education, it is not considered necessary to give any preference to graduates who had offered one or more courses in pure social sciences. However, in future, when a suitable integrated course in social sciences such as sociology, psychology, economics, political science and anthropology is introduced at the undergraduate level, preference may be given to graduates who have taken that course. It also needs to be emphasized that while considering this subject it would be desirable to keep in mind the distinction between undergraduate social science courses which are meant as preparatory to the graduate courses in social work as against undergraduate training in social work itself.

- (b) *Age limit* 20 plus

While prescribing the lower age limit, the age at which students can graduate (after eleven-year higher secondary and three-year graduate course) should be kept in mind. To avoid any undue break between graduation and admission to a postgraduate school of social work, it is proposed that

the lower age limit may be kept at 20 plus. At the same time, it is necessary to recognise that students with greater maturity and some work experience prove more receptive to the training programme in social work education. It is not considered necessary to prescribe an upper age limit.

(c) *Personality qualities:*

- (i) Interest in people and their welfare;
- (ii) Capacity to get along with people;
- (iii) 'Emotional balance' and maturity, (The candidate should have balance between interest of his self and the interest in helping others; balance between the assertive tendencies and the receptive ones. He should have a capacity to be sensitive to the feelings and needs of people, He should have the strength to face problems and difficulties in personal and professional life. He should have a capacity to be sensitive to the sufferings of people and also have the ability to do something in alleviating it.)

(d) *Higher academic performance :*

Other factors being equal, preference may be given to second class graduate and above.

2. ADMISSION PROCEDURE

Although each institute should work out its own procedure for admission, it may be ensured that the personal qualities, as mentioned above, are objectively assessed. For this purpose use of the following aids and methods is suggested:

- (a) Personal history-sheet also indicating hobbies and interests should accompany the application form.
- (b) Group Test (e.g., group discussion among the applicants on a given subject).
- (c) Group and individual interviews.
- (d) Written tests.

3. DURATION OF THE TRAINING PROGRAMME

The academic years—A period of two full years including both the long vacations in order to provide adequate time for conducting research studies in the vacation at the end of the first academic year.

4. BROAD DIVISION OF THE COURSES

Course I—Orientation in Social Sciences for Social Work

An integrated course in sociology, social psychology, social economics, political science and anthropology should be offered to give such background in social sciences as would provide adequate orientation in social work.

It is necessary to give such a course in the first year of the training programme until an integrated course in social sciences is given at the undergraduate level as a preparatory course for professional training in social work (Cf introductory paragraph).

Course II—Human Growth and Development

This course should prepare the students to understand the development of human personality from conception to old age. It should include physical, intellectual, cultural, social and psychological factors with primary emphasis on the psychological aspects, which influence the development of personality. It should point out the needs and problems of human organisms through different stages of development. It should trace the maturation process in human personality.

Course III

A. *History and Philosophy of Social Work:*

B. *Introduction to the Fields of Social Work, including :*

- (a) Family and Child Welfare.
- (b) Medical and Psychiatric Social Work.
- (c) Correctional Administration.

N.B. Teaching in subjects such as child, youth and family welfare should be suitably integrated both in the Method as well as the Field Courses.

- (d) Institutional and after-care service.
- (e) Social Education.
- (f) Rural Community Development (Rural Welfare).
- (g) Urban Community Development.
- (h) Tribal Welfare.
- (i) Labour Welfare and Personnel Management.
- (j) Social Research.

Course IV

Methods of Social Work.

- (a) Social Case Work
- (b) Social Group Work
- (c) Community Organization
- (d) Social Research and Social Statistics
- (e) Social Administration.

It is necessary to relate the method courses with fields of social work with a view to giving a proper understanding of the application of the method of social work in various fields.

Course V—Field of ‘Special Interest’

One of the courses mentioned in Course III may be given to the students as a “special interest” course in the final year. The study in the field of special interest should be supported further by encouraging the student to select the subject for the research project and to relate Block Placement to the same field.

5. FIELD WORK

- (a) Supervised field work should be an integral part of the training programme. It is to be distinguished from the research project based on field investigation. Every student should get adequate experience through field work in application of the methods of social work taught in the class. The students should be progressively given a certain amount of responsibility for organizing the programme under the supervision of a trained worker. The field work should include in addition to concurrent field work:
 - (i) Observational visits (restricted to the first term),
 - (ii) work-camp and
 - (iii) block placement.
- (b) It is necessary to provide a minimum of 15 hours of concurrent field work (excluding the time spent in transport) per week. Out of these 15 hours at least 8 hours should be spent in actual work with people. This does not include the time spent in block placement and in the work-camp.
- (c) Every student should be assigned to a Faculty Member who should have individual and group conferences once every week to discuss the experience gained through field work.
- (d) Care should be exercised in the selection of social welfare agencies for placing students for field work. Such institutions may be

selected as have (a) a well-defined field work programme; (b) willingness to give facilities for training; and (c) a policy of maintaining minimum standards of welfare services, as recommended by the Central Social Welfare Board and like authorities. If there are no such agencies available, the Schools should take initiative in organizing suitable welfare services and utilising them for field work.

6. RESEARCH PROJECT

The subjects for research projects should be so chosen as to have some topical significance and may cover areas having a practical bearing on the subject of special interest offered by the student. There should be wider consultation in this matter with the field work agencies and the employers. Projects which facilitate group research on different aspects of a problem may be encouraged. The research project is expected to give to the student an opportunity for practical experience in research methodology.

7. (a) QUALIFICATIONS OF TEACHERS

There should be full-time teachers for both social work as well as social science subjects.

Essential qualifications for teachers of social work subjects should be:

- (a) Degree or Diploma in social work from a two years' post-graduate training institution.
- and (b) Advanced training and/or experience of social work.

Essential qualifications for teachers of social sciences:

- (a) Postgraduate studies in one of the social sciences.
- and (b) Research experience based on field investigation and/or teaching experience at postgraduate level.

There should be one trained social work teacher for every 10 students.

The services of the visiting lecturers can be profitably utilized in strengthening the teaching programme to focus attention on the problems and difficulties in the actual organization and administration of welfare services and to acquaint the students with the latest developments in the field.

(b) TEACHER-STUDENT RATIO 1:10

As education in social work at professional level requires continuous guidance and supervision to enable the students to acquire the right type of

attitude for working with people, it is necessary to limit the teacher-student ratio to 1:10. The teacher, in addition to his class-room work should be entrusted with the responsibility of supervising students in field work and research projects.

8. EVALUATION AND EXAMINATION PROCEDURES

These should include

- (a) Term-wise evaluation of class work,
- (b) Term-wise evaluation of field work by teacher supervisor,
- and (c) Final examination in which external examiners should be associated.

The minimum standards of social work education as suggested above are intended to be the first phase in developing higher standards of social work education in India. It is hoped that with the passage of time, this minimum would be gradually raised. It is in the maintenance of high standards of social work education that sound foundations of the profession of social work can be laid. It is the responsibility both of the schools of social work, and of the professional body of social workers to ensure that, in the first phase of the development of the training programmes in social work these minimum standards are implemented.

Appendix IV

COURSE OUTLINE

(Prepared by Mussoorie Seminar)

HUMAN GROWTH AND DEVELOPMENT

This is an integrated course taught in such a way that the student sees a human person emerging—a person who grows and develops physically, intellectually, psychologically, and emotionally at the same time and according to his own rhythm. The student is taught that growth will take place regardless of external factors, but that development can be inhibited or fostered by experiences which the person has. Since this is a basic course the emphasis is on normal growth and development but the effect of stress on human functioning is also taught. Man does not develop in a vacuum and consequently culture, illness and health, family economic situation, community, etc., etc., have an influence on development.

The objectives of the course are as follows:

1. To help the student understand the maturation process,
2. To help the student know, recognize and understand basic human needs,
3. To help the student understand the basis of behaviour,
4. To help the student develop self awareness,
5. To help the student appreciate human differences.

All the goals refer to the physical, intellectual, emotional and psychological components of man.

The cultural influence on all periods of development is consistently taught as affecting the development and personality of the child, and questions needing research are raised.

Content :

A. Conception:

1. Brief discussion of reproductive systems
2. Brief discussion of fertilization

B. Prenatal period:**1. First five months—**

- a. Period important because fetus complete in all its parts during this period
- b. Effect of certain maternal illness on the fetus
- c. Nutrition
- d. Fetal blood
- e. Rate of growth

2. Last four months.**3. Importance of maternal health—implications for the social worker.****C. Delivery**

1. Effect of labour on the infant
2. Child's endowment at birth
3. Child's needs at birth
4. Implications for social worker

D. Important Developmental periods:**1. Birth to approximately 18 months:**

- a. Physical characteristics, needs and changes
- b. Intellectual characteristics, needs and changes
- c. Emotional characteristics, needs and changes
- d. Psychological characteristics, needs and changes
- e. Normal stresses, adaptation to these stresses, minor illnesses
hunger, discomfort, culture
- f. Reactions to unusual stresses
- g. Task to be accomplished—Basic trust or basic distrust

2. Eighteen months to three years (Approximate)

- a. Physical characteristics, needs and changes
- b. Intellectual characteristics, needs and changes
- c. Emotional characteristics, needs and changes

- d. Psychological characteristics, needs and changes
 - e. Normal stresses—adaptive patterns—growth in child's ability to handle stresses
 - f. Unusual stresses—adaptation to unusual stresses
 - g. Task to be accomplished—Autonomy versus shame and doubt
 - h. This period is inter-related with former and future developmental period
 - i. Implications for social worker
3. Three years to six year—approximately:
- a. Physical characteristics, needs and changes
 - b. Intellectual characteristics, needs and changes
 - c. Emotional characteristics, needs and changes
 - d. Psychological characteristics, needs and changes
 - e. Normal stresses—(these are related to child's increasing demands, increasing awareness of world around him and increasing complexity of his inter-relationships because his world enlarges as he grows older, and as his intellectual and psychological capacity develops)
 - f. Unusual stresses, anxiety as a result of these and the individual's pattern of managing the anxiety and adapting to the stresses—normal or unusual
 - g. Task to be accomplished—Initiative versus Guilt
 - h. Period as related to past and as preparation for the future
 - i. Implications for the social worker
4. Six to ten or twelve years:
- a. Physical characteristics, needs and changes
 - b. Intellectual characteristics, needs and changes
 - c. Emotional characteristics, needs and changes
 - d. Psychological characteristics, needs and changes
 - e. Normal stresses (School with its separation from parents a major stress though normal; normal stresses may reactivate former unresolved conflicts i.e. sibling rivalry)

- f. Unusual stresses (Special attention is paid to defensive and adaptive mechanisms since this is the period when character formation of later life usually takes place. The child tends to become what he will be in his adult life)
 - g. Task to be accomplished
 - h. Implications for social worker (Special attention given to child's needs during this period as this is the period when many children come to social agencies—both group work agencies and casework agencies can plan programme to help children in this period)
5. Thirteen to Eighteen years:
- a. Physical characteristics, needs and changes. (This is important because many changes take place in this component growth, glandular changes, maturation etc.)
 - b. Intellectual characteristics, needs and changes
 - c. Emotional characteristics, needs and changes
 - d. Psychological characteristics, needs and changes. (c and d are both important here and are closely related to a Cultural factors play an important role in this period)
 - e. Normal stresses—(a, c and d as these relate to child's maturation and striving for own place in life and taught as normal stresses. Culture taught as a normal stress and also as a support to child of this age)
 - f. Unusual stresses
 - g. Task to be accomplished, Sense of Identity versus role Diffusion.
 - h. Inter-relatedness of this period with past and as preparation for the future
6. Eighteen to Twenty-four:
- a. Physical characteristics, needs and changes
 - b. Intellectual characteristics, needs and changes
 - c. Emotional characteristics, needs and changes
 - d. Psychological characteristics, needs and changes
 - e. Normal stresses (These mainly relate to taking on new adult roles and responsibility that accompanies this)
 - f. Unusual stresses

- g. Task to be accomplished—Sense of Intimacy versus Isolation
 - h. Implications for social worker
7. Twenty-five to forty-five:
- a. Physical characteristics, needs and changes
 - b. Intellectual characteristics, needs and changes
 - c. Emotional characteristics, needs and changes
 - d. Psychological characteristics, needs and changes (Climactic and menopausal changes of later part of period taught to show inter-relatedness of physical, emotional components)
 - e. Normal stresses (Parenthood, job demands, marriage responsibilities main stresses)
 - f. Unusual stresses (Illnesses, separations etc.)
 - g. Task to be accomplished—Sense of Generativity versus stagnation
 - h. Implications for social worker
8. Over forty-five:
- a. Physical characteristics, needs and changes
 - b. Intellectual characteristics, needs and changes
 - c. Emotional characteristics, needs and changes
 - d. Psychological characteristics, needs and changes. (Aging process with resultant changes in all areas inter-related)
 - e. Normal stresses—Prime period followed by lessening responsibilities taught as a normal stress
 - f. Unusual stresses—illnesses, loss of spouse, etc., poses special adaptation as necessary
 - g. Task to be accomplished—Sense of Ego integrity versus Despair
 - h. Implications for social workers

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MAN AND SOCIETY

A. OBJECTIVES

1. To give the student an understanding of the structure and dynamics of society and its institutions.
2. To show the interaction that exists between man and these institutions. Among them are the family, the tribe, the caste, village council, the religious systems etc.
3. To explain the society and the institutions in terms of sociological, anthropological, economic, political and legal theories, policies, programmes and practices, historically and currently, and the

impact they have or have had on the development of social welfare and social work.

4. To provide a body of knowledge concerning man in society as a background for teaching the methods courses in social work.

B. AN OUTLINE OF A SYLLABUS FOR THE COURSE

(Note: This is primarily a listing of the topics that need to be covered. It is not intended that teachers should necessarily follow the sequence laid down below.)

- I. *Introduction*: Man as a Social Being; Society and Culture.
- II. *Facets of Social life*
 - (a) Social Institutions: Group, association and community; marriage and family. Social and economic aspects of family; unilateral descent groups and kinship systems.
 - (b) Economic Institutions: Economic life of the Primitive Tribes; Features of Feudal economy; Indian Jajman system; Main characteristics of modern industrial economy; Basic concepts in Political Economy—Production, Consumption, Exchange and Distribution; Supply and Demand; Market and Price Mechanism.
 - (c) Political Institutions: Evolution from tribe to State; State as the great association; Government—its main divisions and functions. Individual liberty versus State Authority; Democratic ideal of State.
 - (d) Religious Institutions: Origin of religion. Role of religion in Society.
- III. *Dynamics of Population*: National health and income, Cost indices and Standard of Living.
- IV. *Social Stratification* : Status and rank: Caste & Class.
- V. *Social process*: Competition, Conflict, Cooperation, Accommodation and Assimilation.
- VI. *Social Stability and Social change*: Social control and authority; Customs and modes; Law as a form of social control: propaganda

and crowd behaviour, Public opinion and leadership. Dynamics of social change—theories of social change; concept of cultural lag.

VII. *Nature of underdeveloped economy*: Impact of industrialization.

VIII. *Social Disorganization with special reference to India*: Crime, Poverty, Unemployment etc.

IX. *Principles of Planning*: The concept of social planning; Economics of growth; Present day rural society in India and Community Development; Role of Cooperation in Indian Society; Emergence of Welfare State. Some features of the Five Year Plans.

C. EXPLANATORY NOTE

The teaching of this course will require a great deal of thinking and effort on the part of the teacher. It is easy to break down the course in different segments such as social, economic, political and psychological but such a treatment would fail to serve the objectives of the course. It is extremely important that a synthetic picture is presented to the students. The task is to weave a meaningful pattern with strains of knowledge drawn from different disciplines. Each teacher will have to work out a pattern of presentation for himself. The following suggestions are only in order to give some indication of the way in which it can be done.

Nature of social life

An effort may be made to convey to the student the importance of social life to the individual, especially how his growth and development is affected by the nature, quality and organization of social relationship. In turn the impact that an individual has on society may also be brought out. The biological, environmental, cultural and social factors which condition social life may be discussed and their inter-relationship shown.

Social Institutions

It could be pointed out that social relationships occur within the context of social institutions, but these social institutions arise in order to fulfil certain needs. Some of the important social institutions such as marriage and family, caste and religion may be discussed in terms of their origin and functions and their impact on the life of the individual. It may be shown how social institutions give stability to society and provide security to individuals.

Economic life

It may be possible to point out that there is a close relationship between social life and the nature of economic organization. It may be shown that economic life is a part of social life. The nature of social and economic organization during different periods such as the gathering, hunting, pastoral, and agricultural stages may be pointed out. The nature of production, consumption and distribution during these periods and their effect on society and the individual may also be indicated.

Industrialization and Urbanization

The implications of the industrial revolution and its effect on social institutions may be discussed. The process of urbanization, the change in the institution of family and the caste, the nature of social relationship in industrial society, diversification of function, multiplication of needs, all these may be discussed from the point of view of their impact on traditional social patterns and life of the individual in society. The nature of social stratification in industrial society may be indicated. Lastly, it would be important to bring out the important values in the industrial society, their implications, and how they differ from values of an agricultural society.

State and Government

The origins of State and its social functions may be shown. The expansion of State functions in an industrial society may be indicated. The concept of democracy may be examined and some attention may be given to a discussion of rights and duties of the individual vis-a-vis the community and the State. The various ways in which society controls and regulates the behaviour of the individual and the role of law may be brought out. The role of the State in regulating the economic life—especially in the area of distribution of national wealth may be discussed. Finally, the concepts of democracy and Welfare State need to be examined.

Social change and Planning

It may be pointed out that society is not static and changes always occur. The pace and direction of change may depend upon various factors. The factors promoting and impeding change may be discussed. It may be pointed out that social change generally creates stresses and strains and social problems are closely interlinked with social change. The concept of cultural lag may be examined and illustrated by examples from contemporary Indian society. The possibility of controlled social change and the principles of planning may be discussed. It may be pointed out that social planning involves acceptance of the principle of integrated development.

Appendix V

SOCIAL ADMINISTRATION COURSE IN SCHOOLS OF SOCIAL WORK

NOMENCLATURE

There is no uniform terminology applied for the course. Some call it social welfare administration and some call it social administration; some others call it administration of social services. This diversity in terminology is common in western countries also. It is, therefore, desirable to think of uniform terminology and adopt it so that the course content and the recruiting agencies are clear.

COURSE CONTENT

There are wide variations in the course content also. There are differences as between degree and diploma courses. Even among these courses, there are differences arising out of the emphasis laid in each course on different background subjects such as politics, economics etc. There are also differences arising out of the presence or absence of reference in other subjects to matters like social policy, social legislation, comparative government and administration etc. Differences also arise out of the presence of optional subjects like labour welfare including industrial relations.

For the L.S.E. Diploma in Economics and Social Administration, besides Economic Analysis and Policy and Theory and Practice of Government, there is a subject called Social Structure and Policy which contains the following:

- (a) Forms of social structure and the levels of economic development associated with them
- (b) Industrialization and urbanisation as processes of social change; the emergence of social problems
- (c) How societies identify their social problems. The measurement of standards and levels of living
- (d) Forms of social provision in different social structures. The development of social policy and administration in industrial-urban societies.
- (e) Values underlying approaches to problems of social development in different countries.

For the course in Public Administration for Overseas Government Servants, the University of Manchester has the following syllabus:

SOCIAL ADMINISTRATION AND THE SOCIAL SERVICES

A comparative study of social legislation and social services; in some countries of the west and the east; the problems associated with the administration of new social services; the objectives of social welfare; the role of government in welfare provisions; the choice of priorities in the organization of social services in newly developing countries. (13 sessions)

Administrative Case Studies: Group discussion based on these studies which illustrate basic problems confronting administration (10 sessions).

Administrative Practice: Closely related to the content of three other subjects in the course; Public Administration, Social Administration and Social Services, and Administrative Case Studies, and with particular reference to the work of the public administrator; this subject will examine what broad principles may underline the practice of effective administration. Among specific issues examined will be: departmental organisations; administrative methods; the selection, training, placement, and supervision of personnel, the function of the organisation and method unit. (10 Sessions)

The above subjects are prepared specifically for the students of this course. Each class-room session will be up to two hours in length, and will consist of a period of discussion to follow the presentation of the subject material by the lecturer.

The University of Birmingham has this syllabus under Social Administration:

Social Administration

A study of social structure and the impact upon family and group organization of welfare policies and social services in the modern state. The relationship between social needs and the objects and methods of social administration will be illustrated by an examination of the principal statutory and voluntary social services.

Practical Problems in Social Administration

A study of practical problems arising in the administration of social welfare provisions, with special reference to the incidence and treatment of handicapped, delinquent, maladjusted, homeless and other groups. Discussion of agency administration and practice in preparation for full-time practical work in the Spring Term. Visits of observation and discussion groups are arranged in conjunction with these lectures.

Social Administration and Policy Seminar

A study of the formation of social welfare policies and social legislation as an aspect of social action. This will include discussion of the principles and practices applied to the administration of public and voluntary welfare services, with detailed consideration of some selected administrative problems. The interpretation of social work, the tools of communication, and the financing of social services will be considered in a comparative study of current trends, especially in the British Commonwealth and U.S.A.

Practical Problems in Social Administration Seminar

A consideration of practical problems facing statutory and voluntary agencies today in various fields e.g., youth work, delinquency, educational services, training bodies, rehabilitation, general and specialised case work services, including practical problems of internal organisation and public relations.

The Tata Institute of Social Sciences has in the first year a subject called the Administration of Social Work the syllabus of which is as follows:

Initiation, organisation and development of social service institutions and programmes. Ideals, aims and objectives of social work. The concept of happiness, freedom, social justice, equality, social health, rehabilitation. Agencies for social welfare. The State, public endowments and charity, private institutions and associations. Community welfare agencies.

Leadership in social work. Nature, functions and qualities of ideological, ideational, executive and scientific leadership. Community and field leadership for social welfare activities.

Principles of scientific organisation. Comparative examination of natural, mechanistic and social organisations and their role in the development of social services and welfare programmes.

Chief factors of administration including the employment of personnel. Types of resources used in social work. Methods of fund raising and development of resources. Methods of systematic programming, recording and office management. Planning and evaluation of programmes. Role of planning and research in the organisation and management of institutions and programmes. Publicity and public relations in social work. Nature and methods of co-ordination of social services and programmes.

(Two hours per week during first term and one hour per week during second term.)

In the Tata Institute, there are also in special courses, subjects like Labour Welfare Administration, Organisation, Administration of Medical Psychiatric Social Work. Supervision, Administration and Execution of research principles and practice of Management in the certificate course in Correctional Administration. The syllabus for social Welfare Administration in the Andhra University is as follows:

Concept of social welfare and the welfare state, state and voluntary action in social welfare and their coordination—welfare legislation, principle and practice in India and other countries—Community organization for social welfare. Current social legislation in India relating to the welfare of women and children and backward groups and communities in India—Enforcement of legislation and the problems involved. Principles of social administration, Administrative procedure—Supervision and authority in administration—personnel and finance for the administrative agencies Finance and technical assistance to voluntary welfare agencies. Organization of welfare department at the three levels—Union, State and Local, and problems of coordination.

The Tata Institute of Social Sciences has in the first year a subject called the Administration of Social Work the syllabus of which is as follows:

Books for Study and Reference

Atwater Pierce	Problems of Social Work Administration
Steat Elwood	Social Process in Administration
Hillman Arthus	Community Organization and Planning
Beveridge W.	Voluntary Action
Blunt E.	Social Welfare in India
Central Social Welfare Board.	Social Welfare in India
Millspaugh A.C.	Public Welfare Organization.
Trocker H.B.	Group Process in Administration.

In view of the importance of the subject of administration of social services by the State and voluntary agencies for students of social work, the title of the paper may be "Social Administration". The course should be spread over one year with two lectures per week, or sixty lectures on the subject. The course content would be divided into three parts: (1) Social Policy; (2) Social Legislation; and (3) Social Administration.

To the twenty subjects given in the attached syllabus in Social Policy and Administration may be added:

- (1) Techniques of Inspection and Supervision.
- (2) Office Procedures, Methods, Boards and Committee Meetings.

- (3) Budgeting, Accounting and Auditing.
- (4) Report Writing, Publicity and Public Relations.
- (5) Evaluation, Research and Statistics.

On the subject of Social Legislation the following five lectures may be added:

- (1) Principles of Social Legislation.
- (2) Landmarks in Social Legislation in India.
- (3) Major areas of Social Legislation
 - (a) Labour and Social Welfare
 - (b) Social Reform
 - (c) Social Security.
- (4) Limitations of exclusive reliance on legislation in social matters.
- (5) Administrative Law, delegated legislation and procedural matters under social laws.

The ignorance of principles, practices and procedures under social laws exposes the social workers and social administrators to very awkward situations.

Appendix VI

SURVEYS BY THE DEPARTMENTS / SCHOOLS OF SOCIAL WORK

M.S. University of Baroda

1. Social Work education in India as preparation for work in the field.
2. A Study of working mothers in Baroda City.

Calcutta University

(Indian Institute of Social Welfare & Business Management)

1. Personnel Management and Social Work (by Prof. D.K. Sanyal).
2. A Socio-economic survey of Jute Labour (by Prof. K.D. Chattopadhyaya).
3. Impact of factory employment on the life of the workers (Ministry of Education, Government of India).
4. A critical evaluation of the labour welfare programmes and their impact on the life of labourers of the coal mines of West Bengal (Ministry of Education, Government of India).
5. Employment of Women Workers in Jute Industry (Planning Commission, Government of India).
6. Present and Future Durgapur—A study of planned industrialisation of a rural area (Planning Commission, Government of India).

Delhi School of Social Work

1. Some needs & Problems of Crippled Children (UNESCO)
2. Welfare facilities in Delhi (R.P.C.)
3. The beggar problem (R.P.C.)
4. Delhi Public Library (UNESCO)
5. Research-cum-Action Project in environmental sanitation (Ministry of Health)
6. Sample Survey of the Handicapped in Delhi (Ministry of Education)

Karnatak University

1. Social Change in Mysore Village.

2. Life and living in Mysore village (Census organization, Government of India).

Kerala University

(St. Teresa's College, Ernakulum)

To evaluate standard of living of the Catholic population for the Catholic Social Welfare Board of the area.

(Sacred Heart College)

"Socio-Economic Survey of the chothanikthana villages" for Khadi Commission.

Lucknow University

(J.K. Institute of Sociology & Human Relations)

1. Truancy and Basic Primary Education (Department of Social Welfare, U.P. Government)
2. Caste distinction and tension in an industrial community (UNESCO)
3. Incidence of Blindness and Prospects for the employment of the Blind in Rampur (Deptt. of Social Welfare—U.P. Government)
4. Causes of Juvenile Destitution in Kanpur (Department of Social Welfare, U.P. Government)
5. Survey of the incidence of blindness and prospects of the employment of the Blind in the cities of Gorakhpur and Lucknow (U.P. Government)
6. Research projects in grant-in-aid for Health Education and Welfare (financed by the Deptt. of Education, U.P. Government)
7. Research project in Matrimonial reliefs in India (financed by the Deptt. of Education, U.P. Government)
8. Research project on the changing family obligations and need for Social Security (financed by R.P.C.)

Tata School of Social Sciences, Bombay

1. Survey of the shopping habits and conveniences of the public (Bombay Municipal Corporation)
2. Survey of Drink Problem in Urban Areas of Bombay State (Govt. of Bombay)

3. Survey of Personal care (Tata Oil Mills, Bombay)
4. UNESCO Farm Forum Fundamental Education Evaluation Survey (UNESCO)
5. Survey of the economic conditions of the domestic servants in Chembur (St Vincent Paul Society Chembur)
6. Some economic aspects of drink problem in Vidarbha and Marathwada areas of Bombay State (Govt. of Bombay)
7. A Survey of Mithapur implications of industrialization and family budgets (Tata Chemicals)
8. A study of Labour Mobility in Bombay city (Ford Foundation, U.S.A.)
9. A Survey of absenteeism in Laxmi and Vishnu Textile Mills, Sholapur (Laxmi and Vishnu Textile Mills)
10. A follow up study of Tata Institute of Social Sciences graduates (Tata Institute of Social Sciences)
11. Women and Education—Attitudes of Tata Institute of Social Sciences—Lady Students
12. Intensive Survey of Rural Maharashtra (Central Institute for Research in Community Development)
13. A study of inter-community and inter-religious marriages in Bombay (Tata Institute of Social Sciences)

Madras School of Social Work

1. Beggar Problem in Madras City (R.P.C.)
2. Juvenile Delinquency in the slums of Madras (Ministry of Education)

X'avier Labour Relations Institute—Jamshedpur

1. Belur Project (Govt. of India)
2. Price Movement study (National Defence Committee, Jameshedpur)

National Institute of Social Sciences, Bangalore

Survey of the Physically handicapped in Bangalore (on a request from the Association for the physically handicapped in Bangalore)

Appendix VII

PUBLICATIONS BY THE DEPARTMENTS/SCHOOLS OF SOCIAL WORK

M.S. University of Baroda

1. Case work records for teaching purposes
2. A seminar on supervision
3. Report on identifying social work potentials through projective tests
4. Records of group work practice in India
5. Social work Review
6. Survey of Social work education in India

Calcutta University

(Indian Institute of Social Welfare & Business Management)

1. Gandhian outlook and teaching in industrial relations
2. Principles of Business finance
3. The new Issue Market

Delhi School of Social Work

1. Social Welfare Policy and Services for the Second Five Year Plan
2. The need for a Department of Social Welfare as a part of the proposed Corporation for Delhi
3. An Agency Executive and his Staff
4. Mental Hospitals in India and Social Work Services
5. Field Work Supervision
6. India Village Service
7. Organizing Social Service Leagues in Colleges
8. Field Work Practices in Schools of Social Work in India
9. Field Records in Group Work and Community Organisation
10. The Beggar Problem in Metropolitan Delhi
11. Labour—Management Relations in India
12. Village Level worker
13. Social Education Organizer
14. Medical Social Work in India
15. Growth and Practice of Trade Unionism

16. Problems of Rural Change
17. Community Chests
18. Night Shelters in Delhi

Karnatak University

1. International Journal of comparative Sociology
2. Essays in International Sociology and Anthropology

Madras School of Social Work

1. Report on Beggar Problem
2. Field Work Manual

Indian Institute of Social Welfare and Business Management Calcutta

1. 'First Report' of the Child Guidance Centre

Tata Institute of Social Sciences, Bombay

1. Survey of shopping habits and conveniences of the public
2. Survey of drink problems in urban areas of Bombay State (Cities)
3. UNESCO Farm Forum-Fundamental Education Evaluation Survey
4. Survey of the economic conditions of domestic servants in Chembur
5. Some economic aspects of drink problem in Vidarbha and Marathwada areas of Bombay State (Towns)
6. Women and Education—Attitude of Tata Institute of Social Sciences
—Lady students

Appendix VIII

TITLES OF DOCTORAL DISSERTATIONS

Institute of Social Sciences, Agra

1. Critical estimate of Social Welfare work in U.P. with special reference to Kaval Towns
2. Probation system in Uttar Pradesh
3. Peoples Participation in N.E.I.S. and C.D.P. Programme
4. Conciliation and Arbitration in U.P.
5. A comparative study of the impact of welfare programme on rural, urban and Harijan Community
6. An evaluation study of women welfare programme in U.P.

Andhra University

1. Labour Welfare in India
2. Juvenile Delinquency
3. Social Security Schemes in India

Karnatak University

Acceptance and Rejection of Innovations introduced by Community Development Project in Villages

Lucknow University

(J. K. Institute of Sociology & Human Relations)

1. Handicapped in U.P. Problems of their recovery and rehabilitation in a social work programme
2. Socially Deviant Children in U.P. A Survey in Lucknow and Kanpur
3. Urban Community Welfare and Development. A survey of the Kaval towns of U.P.
4. Invalidism and Social case work—A survey in Kaval Towns of U.P.
5. Development of welfare Services in M.P. since independence
6. Psycho-Social factors of Homicide in U.P.—A case study of adult male casual offenders convicted for culpable homicide committed in U.P.—undergoing sentence in the jail
7. Problems of Social Administration of Public and Government aided Private Social Agencies in the Kaval towns of U.P.

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8. Potentials of the application of Social Work techniques in a correctional institution—Model Prison Lucknow
9. Inter-caste and Inter-communal marriages in Kaval Towns in U.P.
10. Patterns of Juvenile recreation in the city of Lucknow
11. Evaluation of Government sponsored women welfare programmes in rural areas of U.P. under the U.P. Social Welfare and planning set up
12. Administration of Public Welfare Agencies in the Kaval towns of U.P.
13. Social study of Women in the shelter homes, protective homes and after care homes
14. Social mobility among leather industry workers of Kanpur
15. Impact of Social Education Programmes on the life and living of people in Block Areas
16. The dacoits of ravines of the Chambal Valley—An ecological study of major dacoities and dacoit gangs from 1857—1957
17. Family and its problems in a changing urban community—A study of the present conditions, needs and problems of families in the city of Lucknow
18. A study of the conditions and the problems of the aged in an urban community—Lucknow
19. Social work and the problem of mental disorder
20. Social work in the Hospital Setting
21. Family Planning in an urban community—A survey in the Kaval towns—A sample study of cases registered in Family Planning Clinics
22. Leisure pursuits of university students. A study of leisure time by the postgraduate students of the universities of U.P.
23. Labour participation in Management in India
24. A study of hospitalized leprosy patients in U.P.
25. Gandhian approach to Social Work

Patna University

1. Role of State in Labour Relations in India
2. Collective bargaining in Indian Posts & Telegraphs
3. The Workmen's compensation Act of 1923 as applied to Indian Coal Industry
4. Labour in Coal Industry in India



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