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Social work education in India : A Historical Review of last 76 years

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Abstract:

Social exclusion and inclusive arrangement are key concepts that are constantly discussed much around the world. Especially, in India, the strategy makers and planners have been giving a ton of significance to the multifarious issues identifying with 'inclusive development' in the late years. Indeed in the field of advanced education, these concepts are continuously considered all the more seriously these days with the UGC's convenient and fitting activity of setting up of various Centers for the Study of Social Exclusion and Inclusive Policy in about selected Universities from all regions of the nation. Professional social workers are enlisted to these centers in various capacities such as Lecturer cum Assistant Director, Reader cum Deputy Director, Professor and Chairperson/Director and even as Research Assistants. Professional social workers have adequate scope to help their strength in elevating poor people, underestimated and socially avoided groups of individuals for which they have to have a strong establishment in the hypothetical constructs of social exclusion, inclusive advancement, inclusive approach and related aspects. This paper highlights the requirement for an 'inclusive perspective' in social work instruction and practice in diverse fields.

Introduction :

Social work is a professional and scholarly discipline that seeks to enhance the quality and prosperity of individuals, groups, and communities through research, approach, group arranging, immediate practice, crisis mediation, and educating for the profit of those influenced by social disadvantages such as destitution, mental and physical illness or disability, and, social injustice including violations of their common liberties and human rights Social work profession started to incline intensely on the patterns and institutions created in the west and specially in the United States.

Professional instruction for social work in India started in 1936 when school of social work was set up in Bombay by the house of Tata, one of the largest private and business enterprises the primary inspiration for its establishment originated from America, For 11 years between 1936 to 1947, this institute was the main granting professional training in social work In 1946, the second institution was established in Lucknow under auspices of youngsters Christian association with a substantial terrific from its partner in USA It was shifted to Delhi and named Delhi school of social work After two years of experimentation, it started a structure a two year modified of social work preparing in 1949 and was subsidiary to as a doctoral level college to the university of Delhi for the master of arts degree. the institution was in the long run consolidated with

the university in 1979 and turned into one of its departments for an administrative matters under the staff of social sciences, In 1950 another institute was started as a workforce of social work under the university of Baroda somewhat on the general example of the American which was acknowledged prior at Bombay and Delhi During the following decade 1951-60 fourteen more institutions were started in 1971-80 By the end of 1980 thirty institutions were giving social work training and preparing at graduate level It is now reported that the number has gone to fifty or all the more in the mid -nineties The years somewhere around 1970 and 1980 also saw social work educators supporting more prominent requirement for pertinence of social work instruction. Several institutions embraced real survey of curricula and improvement of new courses with more advancement focus and focus on neediness. However by 1984 there was discrepancies and confusion that had seeped into social work that incited Armaity Desai to contend strongly that social work needs to move far from an excessive amount of reliance on provisions and services to arranging individuals to advertise change, from institutionalized to non institutionalized programs, from medicinal to those that confronts the cause of neediness, from private concern to open issues, from research with issue focus to one of activity arranged research. Social activity should not be seen just as a strategy yet as an overriding philosophy behind social work instruction and practice in India. Social work training in 1986 witnessed the setting up of the educational module improvement focus in TISS. This was trailed by an alternate significant educational module audit attempted by the UGC in 1988-1990 where social activity; arrangement and arranging and social clash were stressed. The report of the UGC educational program improvement which turned out in 1989 surprisingly noted the essential of caste in social work and the same got joined as a part in social work educational module under a course titled, "Issues and concerns of social work profession". As if to increase the incongruity further, M. S. Carnage turned out with a book titled, "Social Context of Ideology" which rotated around the ideas of Dr. B.R. Ambedkar.

This development was assisted by an interesting social occasion of social workers around a subject 'Towards People Centered Development' sorted out by the TISS that purportedly thought on fight and movements for strengthening of the minimized. In 1997 the Declaration of Ethics of Professional Social work turned out from the TISS published in the Indian Journal of Social work.

By 2003, a National Seminar on Standards for Assessment of Quality in Social Work Education was sorted out by the Tata Institute of Social Sciences, and sponsored by the National Assessment and Accreditation Council (NAAC), on November 11-13, 2003. The Seminar went for creating least and quality standards in social work instruction, for the NAAC criteria of assessment and accreditation. Twenty-four resource persons were distinguished to seat the distinctive sessions and plan papers on standards for specific rule or sub-measure. They were recognized from the University Grants Commission (UGC)/ NAAC experts and officials; previous members of the UGC Panel for Social Work Education; Presidents of social work professional associations; Heads of institutions for social work training, licensed by NAAC with Five Stars; select expert accountable for field activity projects at institutions for social work instruction; and those who were also social work educators. By 2005 restructuring of the first school of social work started. The new social work programs were taken off in 2006 just inside the TISS. Post restructuring of the first school of social work in the nation, new distinct fields of rehearsed has developed in social work training which includes Dalit and Tribal Social Work, Women Centered Social Work and Disability Social Work (Bodhi S. R). While restructuring had happened trends has not gotten social work training across the nation,

while efforts towards the same is occurring at a fast pace. There is the establishment of a Government upheld Network of Social Work Education headed by the Tata Institute of Social Sciences in 2012, which is constituted by one senior representative from each social work institute in the nation towards transforming social work courses, revision of curricular and redesigning the same in tuned with contemporary and future needs.

Social work training is chiefly composed at the masters level because the American model which it duplicated was fundamentally at the graduate level till the end of the sixties. Since then institution for ender graduate social work instruction in America have increased yet in India less than twelve institutions offer the bachelors degree in social work even today. Just as in, social work instruction started outside the established university training system in India

In India out of 200 universities which cover around 5000 colleges, just fifteen universities have separate division of social work, two universities are considered to be universities and all other social work institutions are associated to universities.

Major components of social work education

The system of instruction has basically three components : class room courses research extend and field work .The courses offered are by and large isolated into four groups. The first gathering consist of courses about Indian history, social structure, history and philosophy of social work and social problems; the second gathering relates to the study of human development and advancement; and the third gathering includes methods of working with individuals such as social case work ,social gathering work group association and group improvement ,social welfare administration and social research; and the gathering is composed of specialized courses

The requirement for job of professional social workers in various posts both in the deliberate sector and government arose with the presentation of several national programs of social welfare and improvement during five time plans.

The starting stage of social work training, the Scholl of social work which were dispatched for the most part by the non-government organizations were in close touch with rehearsing agencies in the field.

In the starting stages ,social work methods were principally used in the field of social welfare through the years, social started working in diverse field, in the same way as country improvement ,youngster advancement, social improvement and so on the significant emphasis of social work training is to give preparing to students to addition livelihood in medicinal and service situated and deliberate and social work introduction. The perfect focus would be to prepare students towards aggressive social work that is towards social change or change.

A pattern of setting up units for educational program advancement in ministries or in university departments universally come later. India excessively has a similar history. Two survey board of trustees one in 1960 and an alternate in 1975, were set up by the university award commission. Commission is a body set up by administration of India in 1953 the principle capacity of the commission is advancement and coordination of university instruction and the determination and support of standards of educating, examination and research in universities.

In keeping with worldwide trends of educational program activities, the university fantastic commission welcomed some university departments to carryout educational program survey reforms for various disciplines. An educational program advancement place for this purpose was set up in September 1986. The significant task for this educational module improvement focus were, (i) the exploring the existing curriculum,(ii) planning new curriculum,(iii) suggesting showing learning resources, iv

suggesting ways and means of setting up these and (v) suggesting instructor advancement programs.

Conclusion

The requirement for indigenous elements of social work instruction in terms of its philosophy, approaches, principles, theories and study materials can't be over emphasized because working with individuals, studying social problems and administering social welfare programs call for indigenous introduction and skills. On the off chance that social work has to move towards professionalism in society has to wind up powerful, it must have indigenous foundations joining overwhelming social philosophies, from one viewpoint, and anticipated goals which are, no doubt advertised on the other.

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