

Block

4

PROFESSIONAL SOCIAL WORK IN INDEPENDENT INDIA

UNIT 1

Growth of Social Work Education and Training	5
---	----------

UNIT 2

Social Work Literature	15
-------------------------------	-----------

UNIT 3

Involvement of Social Workers in National Development	25
--	-----------

UNIT 4

Career Prospects in Professional Social Work	37
---	-----------

EXPERT COMMITTEE

Prof. Surendra Singh (Late)
Former Vice-Chancellor
Kashi Vidyapeeth, Varanasi

Prof. Sanjai Bhatt
Delhi University
Delhi

Prof. Anjali Gandhi
Jamia Millia Islamia
New Delhi

Prof. Thomas Kalam
St. John's Medical College
Bangalore

Dr. Joseph Xavier
Indian Social Institute
Bangalore

Dr. Leena Mehta
M.S. University
Vadodara

Dr. Mukul Srivastava
Dr. B. R. Ambedkar
University, Agra

Dr. Usha John
Loyala College
Trivandrum

Prof. Archana Dassi
Jamia Millia Islamia
New Delhi

Prof. Jyoti Kakkar
Jamia Millia Islamia
New Delhi

Prof. Ranjana Sehgal
Indore School of Social
Work, Indore

Dr. Beena Antony
Delhi University
Delhi

Prof. Gracious Thomas
IGNOU, New Delhi

EXPERT COMMITTEE (Revision)

Prof. Gracious Thomas
School of Social Work
IGNOU, Delhi

Mr. Joselyn Lobo
Roshni Nilaya
Mangalore

Delhi University

Dr. D.K.Lal Das
R.M College
Hyderabad

Prof. Ranjana Sehgal
Indore School of Social Work
Indore

Dr. Rose Nembiakkim
School of Social Work
IGNOU, Delhi

Prof. P.K.Ghosh
Department of Social Work
Visva Bharti University,
Shantiniketan

Dr. Asiya Nasreen
Department of Social Work
Jamia Millia Islamia
University
Delhi

Dr. Saumya
School of Social Work
IGNOU, Delhi

Prof. C.P.Singh
Department of Social Work
Kurukshetra University

Dr. Bishnu Mohan Dash
B.R.Ambedkar College

Dr. G.Mahesh
School of Social Work
IGNOU, Delhi

Dr. N.Ramya
School of Social Work
IGNOU, Delhi

COURSE PREPARATION TEAM

Unit Writers

Dr. Tushti Bhardwaj
Prof. Sanjai Bhatt
Prof. R. Nalini

Block Editor

Mr. V.V. Devasia
MSS, Nagpur

Course Editor &

Programme Coordinator
Prof. Gracious Thomas

COURSE PREPARATION TEAM (Revision)

Unit Writers

Dr. Tushti Bhardwaj
Prof. Sanjai Bhatt
Prof. R. Nalini

Course Editor

Prof. P.K. Ghosh
Visva-Bharati
Santiniketan

Programme Coordinator

Dr. Saumya

PRINT PRODUCTION

Mr. Kulwant Singh
Assistant Registrar (Publication)
SOSW, IGNOU

February, 2019 (Revised Edition)

© Indira Gandhi National Open University, 2008

ISBN-978-81-266-3539-9

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

Further information, about the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

Printed and published on behalf of the Indira Gandhi National Open University by Director, School of Social Work

Laser Typeset by : Graphic Printers, Mayur Vihar, New Delhi

BLOCK INTRODUCTION

The previous blocks of this course clarified concepts related to evolution of social work practice in India, Religion and social work and Gandhian concepts of social work. In this block “Professional Social Work in Independent India” you will be introduced to the growth of social work profession in India, related literature to social work developed in India, policy making mechanism in India and the role of a social worker in policy making and development and career prospects in professional social work.

The **first unit** “Growth of Social Work Education and Training” describes the historical development of social work education in India, growth of social work educational institutions in the country and various social work professional organizations in India.

The **second unit** “Social Work Literature” further explores the development of various types of social work literature that are available in India. The trends in literature in social work are also introduced to you in this unit. We also discuss about the availability of indigenous literature in social work and recognizes the gaps in generating high quality literature in social work.

The **third unit** “Involvement of Social Workers in National Development” will introduce you to the concept and meaning of policy, process of policy formulation and functioning of central and state level apex institutions in policy formulation and development. The unit will also explain to you the importance of planning vis-a-vis India’s development, role of policies in advancement and participation of social workers in policy making and development.

The **fourth unit** “Career Prospects in Professional Social Work” discusses social work as a career, social work settings and fields of social work practice and career options in social work.

These units will help you to understand social work education and training, related literature, career prospects in social work and how social workers are involved in national development. The study of these four units will enable you to understand the basics of professional social work in the Indian context.

UNIT 1 GROWTH OF SOCIAL WORK EDUCATION AND TRAINING

*Tushti Bhardwaj**

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Historical Development of Social Work Education
- 1.3 Growth of Social Work Educational Institutions
- 1.4 Professional Organizations
- 1.5 Critical Issues
- 1.6 Let Us Sum Up
- 1.7 Further Readings and References

1.0 OBJECTIVES

In this Unit, you would study the growth of social work profession in India. You would know the development of social work educational institutions and the spread of social work training in the Indian context. After reading this Unit, you would be able to:

- understand the historical development of social work education in India;
- appraise the profile of social work educational institutions in the country; and
- learn about various social work professional organizations in India.

1.1 INTRODUCTION

While social welfare was not unknown in India through the centuries, social work education is not indigenous in origin. It was greatly influenced by the pattern of development of social work education in the USA. During the nineteenth century, social sciences increasingly used scientific methods to conduct inquiries. Social work was also influenced by the scientific methods. It began to base itself on new knowledge and skills. Unlike the older charity movements, the Charity Organization Society (COS) practiced scientific charity which demanded knowledge, skills and as well as good intention. Therefore, the importance of perfecting the skills and knowledge was stressed. Paid agents conducted investigations and a volunteer 'friendly visitor' was appointed to bring about changes. Mary Richmond, who was the leader of Baltimore COS, played an important role in initiating conferences and training programs. Gradually the need for training social workers was felt in other areas, and training programs were initiated in various cities in US. In 1898, six week summer training program was started by New York Charity Organization Society to train a cadre of social workers. This was probably the first formal social work education program in the world. It was then called the New York School of Philanthropy. From 1904 this school began to offer a one year course and got itself affiliated to Columbia University and known as the New York School of Social Work since 1910. Social work gradually became a program of study in several colleges and universities around the world. In India social work education and training began in 1936 in Mumbai.

*Dr. Tushti Bhardwaj, Dr. B.R. Ambedkar College, New Delhi

1.2 HISTORICAL DEVELOPMENT OF SOCIAL WORK EDUCATION

History of social work in India is as old as the settlement of civilized society. Social work in our country began as an activity aimed at providing relief to individuals and groups at the level of basic physical needs of food, clothing and shelter. In ancient India during Buddhist period and later in the Gupta period, the welfare programmes for the handicapped and destitute were organized. A number of health and sanitation measures were taken up by King like Ashoka who organized social services as well as showed concern for a clean and beautiful environment. During the Delhi Sultanate, a specialized department called *Dîwan-e-Khairât* (Department of Charity) was established by King Firoz Shah Tughlaq to look after the organisation of charities and public welfare.

The philanthropic and religious charities of Kings and elites notwithstanding, the very structure of Indian society has provided the means for taking care of the needy and the destitute through the institutions of family, caste and community. The structure of Hindu society was such that the joint family used to look after the helpless members and the caste feelings created a strong bond of kinship. The institution of *Panchayati Raj*, apart from building up infrastructure, provided support system to the village community.

Joint family system served as a useful social institution for taking care of the needy and destitute members; it protected child widows, the physically handicapped, mentally retarded, disabled persons and unemployed members of the family without any consideration of individual contribution.

The caste system as an institution has grown and developed through many centuries and is firmly rooted in the Indian social structure. As caste values were based on the ideals of service, caste played a significant role in looking after the interests of its own members and in promoting their welfare. It has developed its own organizational structures, and provided social security to people belonging to 'own *birâdarî*'.

Another solid pillar of Indian social structure has been the village community, which, in the past, has enjoyed local autonomy through the 'Village *Panchayat*'. It had both executive and judicial powers and its members were treated with respect by the king's officers. The *Panchayat* also distributed the land, collected taxes out of the procedure and paid the government's share on behalf of the village.

Other religious communities like Muslims and Jews had the system of *Zakat* and *Tithe* respectively for providing the welfare services to the needy. In Hindu religion too, *daan-dakshina*, doles, construction of institutions like *bridhashrams*, *dharamshalas*, and the like were considered as religious obligations which were reinforced in myriad of ways.

During the British period, Christian missionaries initiated the wave of social reform. The serampore missionaries were the first evangelical Baptist missionaries in India, who identified the need of a series of reform measures necessary within the Indian social structure. They opposed child marriage, polygamy and female infanticide, Kulinism, self-torture and Ghat murder. They worked for the abolition of sati and advocated for the widow remarriage.

Further, a few Indians like Raja Ram Mohan Roy, Ishwar Chand Vidhya Sagar, also emerged as great champions of the reform movement. The initiatives of Raja Ram Mohan Roy in abolition of sati system, Ishwar Chand Vidhyasagar in Widow remarriage,

Sashipada Banerjee and Kesab Chand Sen in women's emancipation from exploitation and discrimination along with M.G. Ranade, Jyoti Rao Phule, D. K. Karve, Gopal Hari Deshmukh and Tilak in addressing a variety of issues crippling the then Indian society, have been some of the efforts that led to social reform movement in India which later on converged with political freedom under the leadership of Gandhiji, about which you already have read in other blocks.

The 19th century was not only the time of individual actions and protest, but it also saw the birth of movements of great vitality. Brahmo Samaj, Arya Samaj, Ramkrishna mission and the theosophical society were founded by the efforts of the then social reformers. While all of these were religious movements but they were also deeply interested in social reform. In the early part of the 19th century, social reform was linked firmly with religious change. But as the century progressed, reformers took a more liberal, intellectual and humanitarian approach. In late 19th and early 20th century, the social work approach was largely ameliorative. The main focus of welfare activities was on relief to the poor, care of the blind, the deaf and the dumb, and the establishment of charitable dispensaries, hospitals and institutions for widows and orphans. During the 19th century much of the leadership for improving the lot of women was provided by men. In 1917, two British women Dr. Annie Besant and Ms.

Margaret Cousins were influential in establishing the Women's Indian Associations in Madras. This was followed by the establishment of the National Council of Women in 1925.

In the 20th century, Mahatma Gandhi ushered in a social revolution, *Sarvodaya movement* to achieve the political transformation of rural India by initiating constructive work in the villages. He focused his attention on the problems of the total rural community as well as on specially disadvantaged groups like women and the untouchables. These programs gave large segments of the population their first introduction to organized social activities. Gandhiji emphasized upon the '*Nai talim*' to educate, aware and mobilize people for building up the self-sufficient communities.

Added to this, with the changing social ethos and social structure, the family ties and community belongings started getting weak. The needs of the individuals were no longer fulfilled and taken care within the family structure. Gradually the need of the third party intervention was required and we started looking forward to the western countries and opened up new vistas of learning from their experiences.

All these social reform interventions have set the stage for collectivism and people's participation in the welfare and development of their own-selves. It may be noted that till this period, social work has more often than not been related to voluntarism and not as a profession or a discipline to be learnt in a formal educational setting. Hence there was no need for training people in the same.

In India, the professional training in social work was started with the efforts of Dr. Clifford Manshardt, an American Protestant missionary, who had graduated in theology from the University of Chicago. He came to India in 1925 through the American Marathi mission, a Protestant Christian organization. This organization decided to undertake work in slums and with that objective founded the Nagapada Neighborhood House in 1926 headed by Dr. Clifford Manshardt as its first Director. The agency was similar to Settlement House in its objective and activities. It was located in an area, which had many social problems including poverty, gambling and prostitution. Such problems were the result of the fast changing social structure, which weakened the family bond and

community togetherness. Dr. Manshardt mooted the idea of developing a school of social work to meet the need for trained manpower to work in Indian conditions. With finance from the Sir Dorabji Tata Trust, the first school founded in 1936 was known as Sir Dorabji Graduate School of Social Work later renamed as Tata Institute of Social Sciences in 1944. Because it was founded on the basis of American experience, it had three major characteristics of the same – it required bachelor's degree for admission, was of two years duration, and it was called as 'school' much as in the American pattern.

In the education of social work much emphasis is laid on practical training of the students apart from giving them theoretical inputs. As Social work is the human service profession, so the curriculum of social work has drawn heavily from a number of social sciences and humanities courses like psychology, sociology, political science, economics and management. Students are required to develop the sound skill base and appropriate attitude through the educational inputs. With the introduction of social work education, the concept of social work has undergone a change. The previously conceived notion of relating social work with charity, welfare and unorganized services on voluntary basis started diminishing and social work was seen as professional activity with specialized knowledge and skill base.

Though social work in our country was started as postgraduate programme, but now a days we have institutions offering degrees in social work at graduation, post graduation, M. Phil, Ph. D and D. Lit level. At graduation level Social Work is mainly offered as Hons. Degree, but in few institutions it is also offered as part of B.A. programme. The initial syllabus was based on the curriculum of American Schools of Social Work with British pattern. In fact, several pioneers in social work education in India had their orientation to the profession in American establishments. Therefore, there was little initiative to develop an India based curriculum for theory and practice. The whole efforts were directed towards trying and fitting the western content by adapting the curricula to suit the Indian social conditions. Prof Desai has mentioned that the first curriculum introduced in 1936 by TISS included methods of Social Casework, Administration and Research. Subjects related to sociology, economics, psychology and human development were also offered. Subject matter on target groups included the child, the family, juvenile delinquents and medical and psychiatric information. All these courses were compulsory and no provision for specialization was available.

For ten years, the curriculum did not change and the subjects continued to be pretty much the same. Around the time of independence pressure grew on TISS to prepare personnel for specific agency related jobs, which paved the way for the introduction of specialization in medical and psychiatric social work for hospital based service providers, criminology and correctional administration for those involved in juvenile courts, probation field and other correctional settings and labour welfare and personal management for addressing the industrial concern, particularly to meet the growing need of personal managers and labour welfare officers.

Today, Social work education in our country do not follow a uniform pattern, rather few institutions provide generic course in social work whereas others offer specialization in different fields. Let us have a look at the growth of social work educational institutions in India in some more detail.

1.3 GROWTH OF SOCIAL WORK EDUCATIONAL INSTITUTIONS

The Tata Institute of Social Sciences (TISS) established in 1936 is the first ever institute of postgraduate school of social work of national stature. The institute has been engaged in a continuous study of Indian social issues and problems and imparts education in social work to meet the emerging need for trained human power. This development set the tune further for social work education and social research in India. For almost a decade, TISS was the only institute to offer the social work educational programme and there was no other programme of social work education in the country.

Delhi School of Social Work, now known as the Department of Social Work, is the second school of social work to be established in India. It was first to be recognized by a University for offering a program of instruction leading to Master's degree in social work. The school was first founded as the National Y.W.C.A. School of Social Work at Lucknow. In the beginning, the school offered social work courses of varying duration. From 1950 onwards it started a two-year programme of training at the post graduation level. It was taken over by the University of Delhi in April 1961 as a post graduation Department in the Faculty of Social Sciences. The School now offers M.A., M.Phil and Ph.D degrees in social work.

In 1947, Gujarat Vidyapith, Ahmdabad, and Kashi Vidyapith, Varansi established such programme. Gujarat Vidyapith was founded by Mahatma Gandhi on 18th October 1920 to literate Indian youths to make them skilled and be self-sufficient from the shackles of British colonial rule. Until 1930, Vidyapith imparted graduation level courses in languages as well in social sciences. The Vidyapith stopped functioning temporarily during the civil disobedience movements of 1930 and 1932 and the Quit India movement of 1942. The students and the faculty members participated actively in the freedom struggle, many of them courting arrest. The Vidyapith started functioning afresh from 1945 and in June 1947 the Mahadev Desai College of Social Work was established. The government of India declared the Vidyapith as a deemed university in 1963. The institute seeks to promote Gandhi's ideals of social service – oriented education and seeks to inculcate a sense of commitment in its students for the reconstruction of the country.

Likewise, Kashi Vidyapith was founded in 1920 during the Non-Cooperation Movement to provide alternate education arrangement. It soon became a center of national education. In 1947, Kashi Vidyapith started educational programme in Social Work.

Subsequently several other schools came in including one in Baroda in 1950, Chennai and Lucknow in 1954 and Nirmala Niketan in 1955. The Maharaja Sayajirao University of Baroda was the first institute to have gained the faculty status (in 1951, the institute was elevated to the faculty status). The M.S. Uninvestiy of Baroda offers post graduation degree and Ph.D in Social Work.

The Madras School of Social Work was founded in 1952 by Mary Clubwala Jadav, under the auspices of Madras State Branch of the Indian Conference of Social Work (renamed as Indian Council of Social welfare) and the

Guild of Services. The school offers MSW, M.Phil and Ph.D degrees. At the post graduation level the school offers specialization in Urban & Rural Community

Development, Family and Child Welfare, Medical and Psychiatric Social Work, and Labour Welfare.

In Lucknow University teaching and research in social work was started in the first phase of the development of professional social work education in India. J.K. Institute of Sociology, Ecology and Human Relations was established in 1948 under the inspiring leadership of the doyen of social sciences in India, Late Prof. Radha Kamal Mukerjee. As Director of the Institute, Prof. Mukerjee started the Diploma in Social Service in 1949. This was superseded by a two-year Master's Programme in 1952. In 1954, the degree of Master of Social technique (MST) was awarded. In 1955, the nomenclature of MST was changed to Master of Social Work (MSW). In 1956, a composite Department of Sociology and Social Work was constituted by taking out Sociology from the erstwhile Department of Economics, and Social Work from the J.K. Institute of Sociology, Ecology and Human Relations. The composite Department was again bifurcated in 1972 to create an independent Department of Social Work. The Department of Social Work, Lucknow University offers a full sequence of Social Work courses from Bachelor to D.Litt. level. It has also the distinction of being the first Department in the country to start Ph.D. and D.Litt. degree programmes in Social Work,

The College of Social Work, Nirmala Niketan was founded in 1955 by a band of valiant women known as Daughters of the Heart of Mary, whose mission was to readily respond to the felt needs of people according to the signs of the times. In the years following Independence in India, the founders realized that the nation's struggle for development would be serviced not so much by sensitive social concern as by insightful committed action. This led to the conceptualization of a programme of Social Work education to prepare young people to understand and assist in resolving the existing social problems: widespread poverty, ill health, unemployment, illiteracy and social inequalities. The academic programme was built on a vision of human dignity and social justice especially with regard to the underprivileged. The college offers Bachelor, Masters, Ph.D and Diploma programmes in Social Work.

Till 1950s during the first 14 years of social work education in India only very few institutes were established. The result of the social work educational institutions made the government to recognize and realize the importance of social work profession. The first such initiative was in 1952, when under the leadership of Pt. J. L. Nehru community development programmes were initiated with the idea of mobilizing support of the people in the development process and building up self-sufficient communities. The undergraduate programme in social work was first introduced at the Department of Social Work, Visva-Bharati, Sriniketan in 1963. Till then only Masters degree in social work was offered across the country but BSW (Hons.) course was not introduced. Jamial Millia Islamia was the second university to offer undergraduate programme from 1968. At present there are hundreds of Departments and Institutes offering Bachelor of Social Work programme and some universities have introduced 5 year integrated programme of social work across the country.

The Second Review Committee of the University Grants Commission on Social Work Education (UGC, 1980, p. 153) reported that there were 34 Schools / Departments of Social Work in India in 1975. India witnessed mushroom growth of Schools / Departments of Social Work during the last decade of twentieth century and during the first couple of years of 21st century. By the end of 2004, it is estimated that there are around 200 Schools of Social Work – most of them in the states of Maharashtra and the four south Indian states namely, Andhara Pradesh, Tamil Nadu, Kerala and

Karnataka. In Maharashtra, district Nagpur alone has around 25 institutions for social work education. The North east of the country comprising eight states including Sikkim has only two Departments of Social Work, one at Silchar with Assam University and the other at Aizwal in Mizoram with Mizoram University. Similarly, in Jammu Kashmir and Himachal Pradesh, Departments of Social work have been established only recently: one at Jammu and the other at Shimla. With these developments only the state of Bihar now remains without any School of Social Work. Though we have so many Social Work educational institutions but the irony is that we do not have the uniform curriculum and modalities of teaching. Further majority of social work institutions are in urban areas, only very few are catering to students in rural areas.

The discussion about the social work educational institutions in India will be incomplete without the mention of the initiatives taken by the Indira Gandhi National Open University (IGNOU), New Delhi. IGNOU began to offer the Bachelor Degree Programme in Social Work from 2004. The IGNOU has designed an indigenous curriculum, reading material, audio – video programme as well as use satellite communication network including teleconferencing sessions as teaching aids. Just as the TISS Programme had its origin from a Protestant missionary, the IGNOU programme too was initiated by the apex body of Catholic Church in India, namely, the Catholic Bishops' Conference of India (CBCI).

Check Your Progress I

Note: Use the space given below for your answer.

- 1) Name some of early institutes of social work education in India.

.....

.....

.....

.....

1.4 PROFESSIONAL ORGANIZATIONS

With the rising growth of social work educational institutions, the need of professional organizations was felt. In this section, we would be discussing about some of these professional organizations:

The Indian Society of Professional Social Work (ISPSW)

The Indian Society of Professional Social Work (ISPSW) is the oldest association of professional social workers in India. It has been geared towards the goal of Empowering Society for Social Development. The Society was formally known as Indian Society of Psychiatric Social Work. It was established in the year 1970 as the Department of Psychiatric Social Work, in Central Institute of Psychiatry, Ranchi. Later, it has been constantly upgraded to reach the current status of professional identity and recognition by the Department. of Psychiatric Social Work, National Institute of Mental Health and Neuro Sciences, Bangalore. The present name of the Society was considered in the year 1988, because of an increased representation of the trainers, practitioners and researchers of all specialization of Social Work. The association primarily focuses on uniting the professional social workers to debate, discuss and develop conceptual frameworks and feasible indigenous interventions of social work for practice in India.

In order to facilitate this purpose, the Society has so far conducted 24 annual Conferences and many seminars and symposia on various social issues, all over India. Many of the life members of this Society are representing various reputed National and International organizations, Universities and other agencies all over the World. The Society has regularly identified and felicitated many esteemed personalities from the Social Work and its related fields.

Associations of Schools of Social Work in India (ASSWI) was established in 1959 at Baroda. The Schools of Social Work collaborated together to form the Association of Schools of Social Work in India. Few Individuals also took the lead and formed the Association of Trained Social Workers in India. This association is functioning through its state branches. However, its membership is voluntary and therefore, very few (less than one-fourth of the existing Schools / Departments of Social Work) became a part of it.

National Association of Professional Social Workers in India (NAPSWI)

NAPSWI is a non profit, non-political, national level organization dedicated to the promotion of standard and status of social work profession. The association received legal status as a society under the Society Registration Act XXI of 1860 on 9th September 2005. This national association comprises social work educators and practitioners from every state in the country. NAPSWI intends to fulfill twin purpose of promoting the social work profession across the country with the aim of improving the quality of services in the social welfare and social development sectors on one hand and to protect interests of social work professionals on the other hand.

NAPSWI aim to advance excellence in education, training and practice of professional social work through — Education, Research, Training, Networking, Advocacy, Resource Development. **Objectives of NAPSWI are as follows:**

- Increase awareness about social work profession at various levels.
- Promote the highest professional standards and ethics in the practice of professional social work.
- Advance the knowledge and practice base of social work interventions that enhance quality of life and standard of living of persons, their family and environment.
- Faster communication and foster support among professional social workers.
- Promote social change, empowerment and liberation of people to enhance their well being adhering to the principles of human rights and social justice.
- Promote research, action and other forms of continuing education for knowledge up- gradation of members.
- Advocate for programmes and policies to meet the needs of social work fraternity and its various clientele groups.

There are a few other regional associations namely –

- Bombay Association of Trained Social Workers (BATSW)
- Maharashtra Association of Social Work Educators (MATSWE)
- Karnataka Association of Professional Social Workers (KAPSW)
- Professional Social Workers Forum, Chennai (PSWFC)
- Kerala

The activities of such regional organizations are limited to local level meetings, seminars and they have hardly any authority.

Although the Second Review Committee of UGC on Social Work recommended the setting of a National Council for Social Work Education in India almost three decades back, it still has to see the light of the day.

Check Your Progress II

Note: Use the space given below for your answer.

1) What are the objectives of NAPSWI?

.....

.....

.....

.....

1.5 CRITICAL ISSUES

Social work education in our country is about seven decades old. During this period it has attracted a large number of youth to complete their degree, develop human service values and work for the betterment of society. With the growing demand of students seeking the admission in social work course, we need to establish more institutes of social work especially in those places where we do not have any such institutes.

Next, we need to standardize the quality of education and training that are provided by numerous schools of social work across the country. These social work educational institutions differ from each other in terms of curricula, generic course vs. specialization offered, activities, focus, duration, training inputs of fieldwork components and so on. There should be minimum standard of education and fieldwork training inputs provided to students in these institutions.

It is also observed that most of the social work educational institutions are located in urban areas, students practice fieldwork in urban places and prefer jobs in cities and metropolis. However, social work professionals are most needed in rural areas as a majority of population lives in rural areas.

Further, we need to have national level council to maintain the uniform standards of education and give accreditation to institutions as well to practitioners. Efforts have been made to form National Council in the lines of Medical Council of India through discussions between eminent social work educators and practitioners at various fora.

Since social work literature, modes of practice, approaches, theories, have been heavily borrowed from western countries, so we need to develop the indigenous approaches too. This requires that the academicians and practitioners must document their experiences so as to facilitate the process of developing indigenous approaches.

With the change in social realities new client groups for social work intervention are emerging like People with HIV / AIDS, communities affected by displacement, SEZ, people losing opportunities of work because of global players coming into picture, social security, dealing with increasing violence and discontent, etc. As a result demand for the trained social workers is on rise so as to work with these areas with high sensitivity and appropriate attitude.

In the light of social change there is a fast emerging need to bring amendments in our curricula and training patterns, which requires updating at regular periods. Likewise, practicing social workers also need to be given refresher trainings from time to time.

Low salary and job stagnation, high turn-over, easy burn-outs are some of the crucial issues that would be resolved if we are able to bring standardization in the social work teaching, and practice and at the same time portray a desirable and advantageous image of social work profession in the country.

1.6 LET US SUM UP

In this Unit, you have studied the historical development of social work profession in India. Initially, social reform movements set the stage for voluntary social work in India. Religious norms and traditions also reinforced charity, donations, helping fellow-beings, 'shram-daan' in the form of social work. It, then, dealt with spread of social work education in India and pioneer institutions like TISS and DSSW. Various professional associations of social workers have been described in the unit. Lastly, some critical issues influencing social work education and training in India have been described.

1.7 FURTHER READINGS AND REFERENCES

Bhatt, S. & Pathare, S. (2005): Social Work Literature in India: A Critical Review. Supplementary reading material -, BSWE-002,IGNOU.

Desai, A.S. (1987): Development of Social Work Education, Encyclopedia of Social Work in India, Ministry of Social Welfare, Government of India, Delhi.

Patel C. (ed.) 1999: Social Work Practice – Religio – philosophical foundation. Rawat Publication, New Delhi.

Singh, S. & Srivastava, S.P. (2005): Teaching and practice of social work in India – realities and responses. New Royal Book Co, Lucknow.

Kumar H. (1994): Social work – an experience and experiment in India. Model DTP Systems Pvt. Ltd. New Delhi.

Pathak, S. (1981): Social Welfare. MacMillan India Ltd. Delhi.

Pathak, S. (2000): Social Work Educators as Scholars: Some Animadversions. Indian Journal of Social Work, Vol. 61 (2), 212-220.

Wadia, A.R. (1961): History and Philosophy of Social Work in India. Allied Publishers Pvt. Ltd. New Delhi.

UNIT 2 SOCIAL WORK LITERATURE

*Sanjai Bhatt**

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Stages of Social Work Education and Literature Development
- 2.3 Compilation of Literature
- 2.4 Indigenous Literature
- 2.5 Trends and Gaps in Social Work Literature
- 2.6 Let Us Sum Up
- 2.7 Further Readings and References

2.0 OBJECTIVES

This Unit would give you an overview of development of social work education in India and indigenous and borrowed social work literature available. The unit also analyzes the trends in the literature available and the existing gaps. After reading this Unit, you would be able to:

- acquire information about various types of social work literature available in India;
- apprise trends in literature in social work;
- understand the availability of indigenous literature in social work; and
- recognize gaps in social work literature.

In sum, this Unit would provide a comprehensive picture of literature available in the field of social work in India.

2.1 INTRODUCTION

Literature, in its widest sense, is a collective body of literary productions, embracing the entire results of knowledge and fancy preserved in writings including the whole body of literacy productions or writings upon a given subject, reference to a particular science or branch of knowledge, or of a given count period. In simple sense, the literature, as the body of written work produce scholars, researchers or practitioners in a given field, includes abstracts, articles, letters, biographies, books, brochures, classics, compositions, critiques, discourses, discussions, disquisitions, dissertations, documents, dramas, essays, exhibitions find history, humanities, information, leaflets, letters, literary work, lore, novels, observations, pamphlets, papers, poetry, reports, research, story, summary, theme, thesis, tree treatment, writings-creative or imitative written works, etc.

Generally, books, reports, thesis, dissertation are taken into account for review purpose, leaving various other forms of literature aside. Herlekar (1968) used the term ‘social work literature’ to include such literature which is related to or useful to social work. She has grouped this knowledge in three parts:

*Prof. Sanjai Bhatt, Delhi University, Delhi

- i) Knowledge provided by social sciences, an area, which is concerned with knowledge of man in the society, of human growth and behaviour and social problems.
- ii) Knowledge of fields and programmes of social work, concerned with the organization, administration and operational of social welfare programmes; and
- iii) Knowledge related to social work practices, concerning the philosophy, methods, processes and professional skills.

As issues concerning both the foci and purpose of social work education had numerous, complex and interwoven factors, thus it requires a serious introspection. Social Work has shifted from micro level issues to macro level issues responding to issues linked to oppressive realities, injustice, exploitation, deprivation and marginalization. In the present socio-political milieu, it is clear that social work has transgressed from status quoism to within the system change to anti system radicalism. Every profession, as a distinct specific body of knowledge, is created out of interaction processes linked to integration of theory and practice. There cannot be any practice without knowledge and knowledge cannot be proven without its practice. In this unit you would get an overview of social work literature in India.

2.2 STAGES OF SOCIAL WORK EDUCATION AND LITERATURE DEVELOPMENT

Social work is an interdisciplinary profession. Social work literature, in India, has, undoubtedly, adopted and adapted a lot from other countries, but it has a soul and a body of its own. Before we review existing literature on social work, a quick recapitulation on the emergence of social work educational institutions may be beneficial. Social work education can be categorized into various stages namely:

- 1) **Initiation/Inception** (1936-46): It is denoted by establishment of Sir Dorabji Tata Graduate School of Social Work established in 1936 and now called as Tata Institute of Social Sciences (TISS).
- 2) **Experimentation** (1947- 56): In this Phase, Delhi School of Social Work, Kashi Vidhyapith, Gujarat Vidhyapith and similar other institutions were established.
- 3) **Expansion** (1957-76): In this phase, many social work educational institutions in Maharashtra, Gujarat, Uttar Pradesh, Tamilnadu and other states were established and there was expansion in terms of number of institutions across the length and breadth of the country.
- 4) **Moderation/stagnation** (1977-86): Unlike expansion phase, in this period not seen many new social work educational institutions in the country.
- 5) **Explosion** (1987 till date): This phase crossed the 400 mark in terms of social work institutions in India.

Since, the beginning American model remained predominantly heavy in the curricula and practice of social work in India. There was not much of indigenous literature and social work education was modeled with help of American books. The decade of 1977-86 had marked stagnation as far as adding the number of schools/ departments is concerned (Bhatt, 1996) but the practice based literature was noticed by educators and students. Though this period had not witnessed any major changes, rather more complacency among social work educators and schools. After 1986, the country witnessed a boom in social work education programme with phenomenal quantitative

growth of schools/departments of social work in universities, crossing the figure of 400 social work educational institutions where 62 alone came in Maharashtra. The proliferation of many schools/colleges may be found because of liberal policies of UGC, such as self-financing courses, increasing employment opportunities in development sector, etc. In absence of any regulatory mechanism, which is must for any professional course, there was wild growth of social work schools/ departments cynically called *shops* (Srivastava and Singh, 2003:72).

The social work literature focusing upon development issues can be traced back to the late 1960s. Desai and Narayan stated that the profession needs to move away from too much dependence on the provision of services to organising people to promote change; from institutional to non-institutional programs; from remedial to those, which seek to affect the very causes, which create poverty; from private concerns to public issues; from research with problem focused to one of the action oriented studies. . . testing ways and means to solve out multiple problems, building models and testing processes and approaches. The profession had made a shift, but not significant enough (Desai and Narayan: 1998).

It will be appropriate to list a few important publications to indicate trends. In the first phase of initiation, a few writings appeared, especially those of J.M. Kumarappa

Social Work—Its Nature, Scope and Status (1941); Titmus—*From Charity to Social Work* (1941); Mansharaf C.—*Education for Social Work* (1941). Soon after independence, publication of social work professional literature halted in the second decade (1947-56) and there were a few good publications by Indian authors during the expansion stage (1965-77). The maximum numbers of books/articles were on social work origin and development; employment and human power; and professional. The next decade was comparatively less productive as number of publications on social work decreased. Desai (1987:157) reported that publications on social work profession drastically slowed down during 1977-86, which was characterized as the stagnation phase by Bhatt and Pathare (2004). Desai (1997:58) further mentioned that the other scholars who wrote and published books on various aspects of social work profession during 1977-86 were K.D. Gangrade, P. Ramachandra, H. Nagpaul, S.H. Pathak, Vera Mehta, M.S. Gore, M.M. Desai and others. Although the number of books published during this decade was little more, as compared to the previous decade, the total number of publications dropped mainly due to a drastic drop in the IJSW articles on social work.

The decade of 1987-96 seems to have again picked up the publication of social work literature. The second edition of the Encyclopedia of Social Work in India was published by the Ministry of Welfare in 1987 with 10 articles on the social work profession. Social work in India is field oriented rather than method or technique oriented, and consequently, social work literature is also mostly field oriented. In India, social work is the field practice comes first and knowledge base and development of social work education later. Prof. Drucker states that the need for the development of courses in Asian social work seems to put the cart before the horse. The most of literature came through generally recognized fields of social work in India like family and child welfare, youth welfare, medical and psychiatric social work, welfare of the weaker sections, tribal welfare, welfare of the physically and mentally challenged, industrial social work, etc.

Some of the publication in this category are: *Medical Social Work in India* by Pathak, *Social Welfare Work in Hospitals* by G.R. Banerjee, *Promotion of Mental Health*

with *Community Participation* by C.M. Francis and Others, *Mental Health in Classroom* by Mary Vinus Joseph, *Social Case Work* by Grace Mathew and R.K. Upadhyaya, *Mental Health in India* by Purnima Mane and Katy Gandevia,

Psychiatric Social Work by Ratna Venna, *Urbanization and Family Change* by M.S. Gore, *Community Organisation* by H.Y. Siddiqui, *Samudaik Sangathan* by A.N. Singh, *Street Children* by W.S.K. Philip as well as by R.M. Verma, *Socially Handicapped Children* by M.S. Bedi, *Handbook of Disabled in India* by D.S. Mehta, *School Social Work* by Anjali Gandhi, *Community Development in India* by B. Mukherjee, *Community Development* by K.D. Gangrade, *Social Action through Law* by P.K. Gandhi, *Social Movement: Old and New* by Rajendra Singh, *Field Work in Social Work* edited by R.R. Singh, *Field Work* by Rajbhanti, *Social Work Perspective* by M.V. Moorthy, *Labour Welfare and Social Security* by Surendra Singh, *Labour Welfare* by Baleshwar Pande, *Personnel Management in India* by K.K. Jacob, *Social Work and HIV/AIDS* by Gracious Thomas, Purnima Mane and Subhadra, *Scavengers in 21st Century* by Akash Gulalia, *Democracy in Trade Unions* by Sanjai Bhatt, *Occupational Social Work* by Sanjai Bhatt, H.Y. Siddiqui and Neelam Sukramani, and many others. The special volumes of *Indian Journal of Social Work* had also brought field based knowledge, research and practice outcomes.

Check Your Progress 1

Note: Use the space given below for your answer.

- 1) What are the various stages of establishment of various social work educational institutions in India?

.....

.....

.....

.....

2.3 COMPILATION OF LITERATURE

Social work literature has been surveyed at different intervals (Dudlani, 1967; Patru 1987; ASSWI: 1981; DSW, 1967; Desai M, 1997; Jacob, 2001). The University Grants Commission and Ministry of Education initiated first compilation as *Social Work Education and Indian Universities* in 1965. It was highlighted that many social work do not have adequate library facilities, as there are no text books, which they can purchase (1965;46-4 U.G.C). Dudlani conducted a survey of social work education in India in 1967 and reported the lack of literature for teaching and research, however he pointed out that the ongoing effort to produce literature are praiseworthy. There were significant writings on different aspect of social problems and social work by G R Banerjee, M S Gore, Kumaraappa and others. The need of cultural specific literature was felt and individuals and organizations made efforts to produce indigenous literature. The Indian Journal of Social Work in 1967 brought out a special issue titled *Thirty Years of Social Work in India*. T.K. Nair has edited a collection of papers organized by ASSWI in 1981, on *Four Decades of Social Work Practice and Education in India* at Madras School of Social Work. Prof K.K. Jacob edited papers presented in National Seminar on *Five Decades of Social Work Education in India-Retrospect and Prospect*, jointly organised by Udaipur School of Social Work and ASSWI. The

University Grants Commission appointed a *Second Review Committee* in 1980. It found that the majority of social work institutions had a very small number of publications and teaching material. Publications in the regional languages were negligent (1980:161 & 186).

On the completion of 60 years on social work in India in 1997, Murali Desai compiled contributions made by Indian Social Work educators under the title *Literature on Social Work Profession in India 1936-96: A Classified Bibliography* divided into ten major groups. She reported that the review of the literature of different aspects of the profession was undertaken with the following objectives:

- i) Study year wise trends in the type of literature development
- ii) Compare it with knowledge developed internationally to identify the components requiring indigenization in the Indian context;
- iii) Identify select Indian literature and organised them into a body of knowledge;
- iv) Draw consolidated implications for advancement of professionalism in current social work practice and education; and
- v) Identify gaps in indigenous social work literature and evolve directions for further knowledge development.

Bhatt (1991:129) reported that ASSWI has published a list of 43 books written by Indian authors on social work methods in India during 1970-89. Jacob (2001) has conducted a survey of social work literature produced by social work educators. As a sponsored research study by Ministry of Social Justice and Empowerment, Jacob has mentioned that books/articles written by social work educators are more on specific fields of social work rather than on social work philosophy, methods or applications. Singh and Srivastava (2004) also brought a fair reading on *Teaching and Practice of Social Work in India* by publishing national seminar papers held in Delhi.

Though social work profession has seen the rise and fall of its professional organizations, these organizations have created opportunity for professional encounters. At national level, two important professional organizations/ associations were concerned. For social work schools and social work educators, Association of Schools of Social Work in India (ASSWI) was formed in 1960 which made significant contribution on professional matters till 1986. It has brought out about a dozen books, seminar and conference proceedings. In 1979, sub regional workshop for social work educators and trainers on the development of indigenous teaching material for preparing social welfare personnel to work with rural and urban poor was organised by SWDCAP and ASSWI at Madras. Its report is an extremely useful contribution (ASSWI; 1979). A year later, Prof. R.R Singh (1980) edited seminar papers organised by ASSWI and Department of Social Work, Andhra University under the title *Social Work Perspectives on Poverty* in 1980. In 1984, H. Y.Siddiqui published *Social Work and Social Action* based on papers of ASSWI seminar under the title of Social Work Education in India.

The governmental agencies have made their contribution in social work teaching and research. The Ministry of Education and Social Welfare published the first *Encyclopedia of Social Work* in 1968 under the chairpersonship of Smt. Durga Bai Desmukh. After nineteen years, the second edition of the Encyclopedia of Social Work came in 1987. The Second volume comprises of 138 specially prepared contributions arranged alphabetically in three volumes. The forth volume presents an account of Government organisations, International Voluntary Organisations, National Voluntary Organisations

and UN agencies. In between, the publication of two Encyclopedias, problem of social welfare and development at national, state and local levels also attracted attention. The Central Hindi Directorate, under the aegis of the same Ministry, published a Dictionary of Social Work Terms in 1978. The PREM division of Ministry of Education and Social Welfare has sponsored series of research studies on varied themes related to social problems, granted by PREM division Ministry of Social Welfare in a three volumes under the title *Research in Social Welfare*, which is a compilation of the findings of researches conducted by distinguished social scientists in the discipline of social welfare, social services and allied fields. Social problems like beggary, unemployment, drug abuse, street and working children, child labour, disability, rehabilitation, displacement and rehabilitation, aged, etc. were the main focuses which were elaborately x-rayed.

As far as professional journals are concerned, the Indian Journal of Social Work has earned distinction of its continuous publication. It has been publishing a variety of articles on labour welfare, family welfare, rural welfare, child welfare, medical social work, methods of social work, etc. There are other articles related to allied social sciences and research studies that occupy a very prominent place in this journal. The journal has brought out special issues on Professional Social Work, Social Work Education, Social Development, etc. from time to time. Vijayalakshmi, Devi Prasad and Rao have analyzed trends in articles published in the Indian Journal of Social Work, 1971-1990, and concluded that almost 90 per cent of the articles are written by Indian authors and the remaining by authors from abroad. Men are found to be predominantly single authors and first authors. A majority of the articles are written by authors from academic institutions followed by persons from research and training institutions and practitioners. However, contributions by practitioners are less as compared to that of social work educators. The proportion of articles written by social science educators is more in the first decade as compared to the number of articles written by social work educators, though in the second decade, the reverse occurred. It is encouraging to see that a considerable number of social work educators contributed articles to the journal and more so during the second time period (1981-90).

The *Social Work Forum* started in 1962 but ceased its publication in 1974. There were other scanty efforts to bring out journal by schools and professional societies.

The '*National Journal of Professional Social Work*' was started to review, reflect and improve the theory, practice, teaching, and research bases of social work in the Indian context. The journal, by policy, is geared to publish all relevant and appropriate contributions addressing the various aspects of current social problems and issues, and the interventional strategies. On its tenth anniversary in 1957, Delhi School of Social Work began the publication of a series '*Studies in Social Work*'. This series of publication intended to promote the study of social problems and on the basis of such study, it aimed to foster the development of an efficient system of social welfare services, social work and social work education in the country. In this task, the practitioners and teachers of social work as also the policy makers, and those affected by their policy, must be brought together. The same school has initiated an annotated bibliography of articles/papers/books published on issues related to social work under the title *Welfare and Development Bulletin*. This bulletin had equal appreciation within and outside social work fraternity in the country and abroad. It has earned large amount of books/journals in exchange. The Department of Social Work of Lucknow University has started a journal known as *Lucknow University Journal of Social Work*, renamed *Contemporary Social Work*. The aim is to review new developments in social work theory and practice, examine the impact of development schemes, discuss the findings

of important research projects and scientific comments on governmental policies and programmes in relation to more pressing problems of policy and people. The College of Social Work, Nirmala Niketan, brings out a professional journal for the advancement of perspectives on social issues and social work intervention titled

Perspectives in Social Work which contains articles, reports of research based papers related to Social Work, social change, social research, social psychology, and current topics having bearing on effective social work practice. Some other social work educational institutions have also made efforts to bring out journals. The Department of Social Work, GNK College, Yamuna Nagar published a journal- *Social Reflection* in 1991, but its publication was stopped after two issues. The Department of Social Work of Visva-Bharati, a central university has been publishing the Journal of Social Work and Social Development since 2010 covering social work and development studies regularly.

Check Your Progress II

Note: Use the space given below for your answers.

1) Name four prominent Journals in the field of Social Work.

.....

.....

.....

.....

2) Enlist three Compilations in social work literature.

.....

.....

.....

.....

2.4 INDIGENOUS LITERATURE

Scholars like Kulkarni (1993), Majumdar (1994), Pathak (1997), A. Desai (2000) demonstrated the availability of indigenous literature of social work teaching and practice. 'It will be inappropriate to say that social work educators have not responded to the need of indigenous social work literature. Despite the fact that the first generation social educators had their training in American way and had their education in different disciplines of social sciences like economics, sociology, psychology and political science, many of them have extensively written on different aspects of social work. The pioneer social work educators like B. Mehta, M. Vasudevan Moorthy, M.S. Gore and G.R. Banerjee contributed considerably to the development of indigenous social work literature by frequently writing articles (Pathak, 2000:214). Further, an organised campaign for indigenous literature in Asian countries was initiated by Dr. Francas Ysas who was consultant to UN Social Welfare and Development Centre for Asia and Pacific (SWDCAP). She had strong conviction that profession like social work, which is based on human relationship, must have its literature truly reflecting values, culture, and problems of the society in which it has to be taught and practiced. In India, two

workshops were held in 1971 and 1978 at Bombay on the creative literature in English, Marathi and Gujarati.

ASSWI in collaboration with the Department of Social Work, Lucknow University had organised another workshop on *Social Work Education and Creative Hindi Literature* in May 1981. One of the objectives of the workshop was to analyse short stories written by Hindi writers in post-Premchand era with the intention to bring out case studies for teaching social work methods. The workshop had prepared case studies with adequate learning points from a dozen short stories like *Bodhi Kaki* by Premchand, *Roz* by Agney, *Pret Mukti* by Shilesh Bhatiani, *Parda* by Yashpal, *Apna Apna Bhagya* by Jainendra Kumar, etc. These short stories depict real life situations based on contemporary social realities, human relations and social institutions (Bhatt, 1982, mimeo). An analysis of publication titled as "*Social Work Educators in India: A Profile*" brought out in 1981 by T. K. Nair and Babu Daniel under the aegis of ASSWI speaks contrary to the common beliefs.

The demand for literature in regional language started with the expansion of undergraduate courses in different part of the country. As far as social work literature in regional languages is concerned, a few books are available in Hindi, Gujarati, Marathi, Bengali and Kannada. The Uttar Pradesh Hindi Granth Academy has played a crucial role as it has brought out about two dozen books on social work methods and fields of social work, which have been used by the students for the undergraduate and graduate degree courses in Hindi heart land. Punjabi University Patiala, has translated a few books in Punjabi for its population. Besides the original contribution, Uttar Pradesh Hindi Granth Academy has produced Hindi translation of few books written by foreign authors, such as *Introduction of Social Welfare* by Friedlander, *Fields of Social Work* by Fink, *Social Group Work Practice* written by Wilson and Ryland in Hindi on the invitation of Madhya Pradesh Hindi Granth Academy. Some of the notable publication in Telgu are: *History and Philosophy of Social Work* (1972); *Fields of Social Work* (1972), *Social Work and Social Change* (1975), *Field Work in Social Work* (1975), *Individual and Society* (1975), *Techniques of Social Work* (1975) and *Field Work in Social Work* (1977), *Man and Society* (1977), *Field Work in Social Work* (1973). H.M. Marulasiddai had written 18 books in Kannada, which includes *Samaj Karya* (1961-71), *Mana Samaja Evam Samaj Shashtra* (Essays in Sociology and Social Work, 1965, 197) *Samudaya Sangathana* (1966, 1970), *Samudaya Sanghathana* (1966, 1978). C.R. Madabhai has written a book on *Religion and Social Work* (1981) and also on social work in Marathi.

Prof. Raja Ram Shastri has written the first book on social work in Hindi. Prof. Mirza R. Ahmad has written the first book on social work philosophy and methods in Hindi *Samaj Karya Darshan Evam Paddhat* (1969). Besides, a few books in English, he authored probably first book in Urdu titled *Indian Social Problems in India*. Prof. Surendra Singh authored eight books in Hindi during 1973-77, which includes *Samajik Anusandha* (Social Research) in two volumes and *Bharat Evam Videsh Mein Samajik Surajha* (Social security in India and Abroad) and also on *Samaj Karya Kya aur Kyo* and *Samaj Karya Prakriya* (what is social work and social work process). Prof. P.D. Mishra had written books on primary methods of Social work like social case work and social group work.

Prof. S.P. Srivastava has added literature by contributing more than a dozen books ranging from social work to different areas of social work like, criminology, social problem, drug abuse, crime, punishment and correction in India. Prof Inam Shashtri and Prof. Kirpal Singh Soodan have written textbook on *Samaj Karya* in 1980 and

1991 respectively. There is enormous literature in regional languages emerged out of practice in various forms report, booklets etc which is difficult to compile due to its variety and vastness. It is important to mention that many books originally written in English have been translated into regional languages, but there is hardly any book originally written in any regional language sought translation in English.

2.5 TRENDS AND GAPS IN SOCIAL WORK LITERATURE

One of the major limitations, which has been often quoted by insiders and outside univocally, is lack of indigenous literature, while some scholars accuse social work academics and practitioners of not being able to produce requisite relevant literature for teaching and practice, others blame for the non availability of indigenous literature.

The major contribution in the production of knowledge and publication of literature in any discipline is made by the academics. In the case of professions like social work, field practitioners have also made significant contribution especially on practice aspect of social work. In India, for various reasons, practitioners have contributed much but very little is being classified, organized and produced as professional literature.

The available literature relevant to social work teaching, practice and profession also reveals that the knowledge building exercise takes place at both the macro and micro level and there are different actors, stakeholders and consumers. Therefore, it is proposed to discuss the contribution of different stakeholders — students teachers, researchers, practitioners, professional associations, government agencies, alumni; also the position of literature in regional languages and professional journals.

A review of literature by Pathak (1997) shows that social work authors have made substantive and pioneering contribution to the emergence of developmental perspective in social welfare, both nationally and internationally. Prof. R.R. Singh (1995) argues against prosperity for some, and deprivation of multitude. He favors austerity for posterity under a global social charter which would not only map the priority areas of social renewal, both material and moral — but would also balance vital human concerns with those that are ecological in a just and evolving plural and global social order. There should be concern for professional fraternity in human service and others who are concerned with social development and international social work. He opines that social work should respond to new challenges posed by goals of social development.

The literature in every discipline has its own vastness and varieties. Prof Mazumadar (1994) has enlisted various categories of indigenous literature such as creative literature, project reports, studies and term papers, annual reports, audio-visual aids, idioms, proverbs and quotations, songs, folk songs, stories, cartoons, leaflets, reports of Voluntary/ Government agencies etc. The literature created and developed in India by field practitioners has not been successfully disseminated. Similarly, the exchange of knowledge taken place in various seminars and conferences are not documented. The most important missing link is the catalytic relationship between availability, accessibility and affordability of literature.

The other important problem in creation, sharing and dissemination of literature is attitudinal including financial. Most of the time the students/teachers find it difficult to come out with their fixed mind sets of the text books comfort zone and they do not look for the literature available in various forms. Now a days, students as well as readers have easy going attitude. They want easy access and do not want to take pain. As far as

other forms of literature are concerned, it is difficult for many to assimilate them in their teaching and practice. In formal system of education, we face mental block to accept that literature is existing in various other forms; Social Work education and practice is engaged with field level organisations, but we often do not enjoy their rich grass root experiences. In the era of knowledge society where information explosion is taking place, there is need to tap and streamline scattered literature.

Check Your Progress III

Note: Use the space given below for your answer.

- 1) Mention three salient reasons for gaps in social work literature.

.....

.....

.....

.....

2.6 LET US SUM UP

In this Unit you have got detailed information about literature available in the country in social work discipline. You understood what constitutes 'literature' and then adoption and adaptation of American model of teaching and learning social work. You came to know the relevance and existing status of developing indigenous literature in social work in India. You gathered information about Indian authors who wrote theory/basic books on various areas of social work practice. Further, you gained insight into the trends and gaps in social work literature.

2.7 FURTHER READINGS AND REFERENCES

Bhatt, Sanjai and Pathare Suresh (2004), Social Work Literature in India: A Review, Proceedings of National Seminar on Gender, HIV/AIDS and Social Work, Published by NIPCCD, New Delhi.

Dadlani, G.G. (1961), A Survey of Social Work Education in India, M.S. University of Baroda, Baroda.

Desai, A.S. (1987), The Foundation of Social Work in India, The Indian Journal of Social Work in India, Ministry of Social Welfare, Government of India, Delhi.

Desai, M. (1997), Literature on Social Work Profession in India: 1986 – 1996: An Overview, The Indian Journal of Social Work, 58 (2), 149-160.

Government of India (1968 and 1987), Encyclopedia of Social Work in India (2 volumes), Ministry of Social Welfare, Published by Ministry of Information and Broadcasting, GOI, New Delhi.

Mohan Brij (2002), Social Work Revisited, Xlibris Corporation, USA.

Pathak, Shankar (1987), Forty Years of Social Work Education in India. In Forty Years of Social Welfare in India, Indian Council of Social Welfare, Bombay.

UNIT 3 INVOLVEMENT OF SOCIAL WORKERS IN NATIONAL DEVELOPMENT

*R. Nalini & Tushti Bhardwaj**

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Social Policy
- 3.3 Policy Development in Five Year Plans
- 3.4 Process of Policy Formulation
- 3.5 Role of Social Workers in Policy Formulation and Development
- 3.6 Let Us Sum Up
- 3.7 Further Readings and References

3.0 OBJECTIVES

This Unit aims at highlighting the policy making mechanism in India and the role of a social worker in policy making and development. On reading the Unit you must be able to:

- understand the concept and meaning of Policy;
- recognize the process of policy formulation;
- Know the functioning of central and state level apex institutions in policy formulation and development;
- understand the importance of planning vis-a-vis India's Development;
- comprehend the role of policies in advancement; and
- appreciate the participation of social workers in policy making and development.

3.1 INTRODUCTION

National development is possible only by meticulously drafting a policy which would provide the direction for planning, organizing, implementing and evaluating various components necessary for development.

Social policy in India has drawn heavily upon the Constitution. The part IV of the constitution on the Directive Principles of State Policy is the main source of Indian social policy. Specific provisions under Article 38 and Article 46 are often cited as the relevant sources of social policy.

Article 38 (i) states “the state shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice social, economic, and political shall inform all the institutions of the national life.”

Article 38 (ii) states “the state shall in particular strive to minimize the inequalities in

*Prof. R. Nalini, Pondicherry University, Pudducherry &
Dr. Tushti Bhardwaj, Dr. B.R. Ambedkar College, New Delhi

income and endeavour to eliminate inequalities in status, facilities and opportunities not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.”

Article 46 provides for the promotion of educational and economic interests of schedule castes, scheduled tribes and other weaker sections. It reads as “the state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustices and all forms of exploitation”.

The second important source, which throws some light on the social policy of India, lies in the documents of the successive Five Year Plans – which have been introduced as the chief instruments for translating the constitutional directives into reality. Since national planning was chosen as the main instrument of development, the working of various Constitutional provisions on social policy can best be seen in the actual programmes planned and implemented.

3.2 SOCIAL POLICY

A **policy** is a deliberate plan of action to guide decisions and achieve rational outcome(s). Policies can be understood as political, management, financial, and administrative mechanisms so arranged to reach explicit goals. A policy specifies the goals, the resources and the manner of their utilization to the attainment of these goals. The word ‘policy’ can be taken to refer to the principles that govern action directed towards given ends. Public policy consists of political decisions for implementing programmes to achieve societal goals. Stated most simply, public policy is the sum of government activities, whether acting directly or through agents, as it has an influence on the life of citizens. The most simplest and literal meaning of policy according to concise Oxford Dictionary is a “settled course of action adopted and followed by a government or a political party.”

According to William Jenkins (1978), “a policy is a set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified situation where those decisions should, in principle, be within the power of those actors to achieve”. Thus, Jenkins understands policy making to be a process, and not simply a choice.

Policy can be broadly categorized in two divisions –

- Economic policy
- Social policy

Economic policies focus on the economic development of the country. It deals with strengthening the economic resources, national income, improving Gross Domestic Product, and Gross National Product. Social policy refers to the policies of the government with regard to action having a direct impact on the welfare of citizens. Kulkarni has defined social policy as strategy of action indicating the means and methods to be followed in successive phases to achieve the declared social objectives. Prof. Kulkarni has highlighted that the adjective ‘social’ does not mean ‘sociological’ but it means ‘non economic aspects’ i.e. though not aiming at the economy of the country but it has humane perspective and so concerned with the life of people. Social policy is an interment for bringing structural and functional changes in the society so as to reach desired goals. The underlying spirit in social policy is the concern for social justice.

Social policy aims at reduction and eventual limitation of inequalities through redistributing justice, change and social development.

Social policy is defined as a deliberate intervention by the state to redistribute resources amongst its citizens so as to achieve a welfare objective. Health and educational services for example are primarily designed to raise general standards of health and learning. Policies for these services become social in the sense that they deal with the allocation of resources and opportunities between potentially competing groups. The elements of distribution and redistribution remain crucial to the concept of social policy. Social policy is largely about people's welfare.

To summarize, policy:

- is a dynamic process that occurs over time;
- is ideologically informed;
- is culturally determined;
- occurs at many institutional levels;
- occurs in arenas of conflict;
- is constituted by language deployed as tactic; and
- is informed by practice or technique.

3.3 POLICY DEVELOPMENT IN FIVE YEAR PLANS

Planning is the base of all policies. Since Independence, our five-year plans have been emphasizing on planned development. In a planned development, the policies enumerate from the planning itself. The central objective of planning in India is to raise the standard of living of the people and to open to them opportunities for richer and more varied life.

After Independence our major goals of development were self-reliance, industrialization, modernization and social justice. Since 1951, India has completed eleven five Year Plans and is currently in the process of implementing the Twelveth Five Year Plan.

The guiding principles of India's Five-Year Plans are provided by the basic objective of growth, employment, self-reliance and social justice. Apart from these basic objectives, each five-year plan takes into account new constraints and possibilities faced during the period and attempt to make necessary directional changes. In this unit we shall limit our discussion only to the First Five Plan and the 11th Five Year Plan briefly. Those of you who are interested in knowing more about each Five Year Plans may kindly read "Twelveth Five Year Plans" of Government of India. However, the present government which came in power in May 2015 has discontinued the Planning Commission of India.

First Five-Year Plan (1951-1956)

At the time of the First Five-Year Plan, India was confronted with three major problems viz. influx of refugees, severe food shortage and mounting inflation. India was also required to correct disequilibrium in the economy caused by the Second World War and partition of the country. So the First Plan placed highest priority on the increase in agriculture production, irrigation and power. It was also because of the realization that without a substantial increase in the production of food and raw material needed for

industry, it will be impossible to sustain a higher tempo of development in other sectors. To handle the problem of food insecurity, the planners came up with the food policy, which provided for the minimum supply of food grains at reasonable prices.

Land reform policy adopted since Independence aimed at restructuring agrarian relations and abolition of Zamindari system. It emphasized upon distribution of wasteland to the landless rural poor and modernization and updating of land record system.

After Independence, there was some rethinking on the issue of forest policy. The British forest policy was mainly based on commercial interests and it aimed at supplying timber and other resources to colonial forest based industries. The British Forest Policy had strong grounds for exploitation of forests at the cost of forest dwellers (adivasi) in the name of greater national interest. Considering these dynamics, the new National Forest Policy was issued as a Government of India Resolution in 1952. It was declared that the forest policy should be on permanent national needs. The new policy made certain concession and safeguards for the forest dwellers whose major source of livelihood was dependent on the forest, but it uphold the preservation of the forests as the main goal.

Tenth Five Year Plan (2002-2007)

The Tenth Five Year Plan was formulated with the major objectives of achieving average growth rate of GDP by 8 per cent, reduction of poverty, providing gainful high quality employment, education for all and reduction in maternal mortality rate. “Education for All” was one of the primary objectives in 10th plan. The Sarva Shiksha Abhiyan was launched to this objective. The plan made sufficient grounds for restructuring of existing health care infrastructure.

We have seen that there is a shift from economic to socio-economic development in the successive plans. But our trend in planning strategy has changed enormously since 8th plan onwards as it was launched against the backdrop of momentous change which was taking place in India and in other parts of the world. In 1991 economic reforms of far reaching character were introduced associated with change in the development perspective with major focus on achieving the goal of sustainable development.

Check Your Progress I

Note: Use the space given below for your answers.

1) What is a policy? Summarise.

.....

.....

.....

.....

2) What are the provisions of Article 38 of the Constitution?

.....

.....

.....

.....

3) Write a note on annual plans framed in 1990-1991 & 1991-1992.

.....

.....

.....

.....

3.4 PROCESS OF POLICY FORMULATION

Policies are directed to the specific goals to be achieved for the development of a country. Policies are formulated considering the existing socio-economic conditions of a country. The primary responsibility for formulating policies rests with some specific part of the central or state administration. However, the government relies on a number of resources for the same. They need expert advice on the subject matter for which the expert panel is formulated. Such panel includes academicians, thinkers, special interest groups, mass organizations, political parties, worker's unions and professional social workers.

The first step in the process of policy formulation, as shown in the diagram below, is to capture the values or principles that will guide the rest of the process and form the basis to produce a statement of issues.

Diagram: The Process of Policy Formulation



The statement of issues involves identifying the opportunities and constraints affecting the particular issue under consideration. The statement of issues will provide the basis for the formulation of a set of goals and objectives, designed to address the problems identified and to explore the opportunities which present themselves.

The next step is to identify and analyze the various policy options, which can be applied to achieve the set of goals and objectives. The options available to each local government will depend on local circumstances as much as the broader context and each local authority will have to develop its own unique approach to address the existing needs.

An implementation program for realizing the policy recommendations must then be prepared, addressing budgetary and programming requirements, and allocating roles and responsibilities.

Finally, the implementation of the policy strategy needs to be systematically monitored and evaluated against the stated goals and objectives, and the various components of the strategy modified or strengthened, as required.

At each step of the way, each component of the strategy needs to be discussed and debated, and a public consultation process engaged in. The extent of consultation and the participants involved will vary with each step.

The government in power wants the development process to take place in accordance with its stated policies and this is given effect through the mechanism of five-year plans. Well before the beginning of a five-year plan period, the planning commission and the state government initiated the planning exercise. The initial exercise began with a critical review of the state of economy, the problems facing it and the outstanding development problems (social and economic). The approach strategy and main issues (growth rates, resource mobilization, social justice consideration etc.) are discussed within the planning commission through a series of internal meetings. The planning commission also invites eminent economists, social workers, academicians, and public figures for their views and holds meetings with the key figures. At the highest policy making level, the Planning Commission meets under the chairmanship of the Prime Minister. This body approves the Approach Paper to the Plan. Approach Paper is then presented before the **National Development Council (NDC)** for its consideration. The National Development Council is the highest policy making body, which provides the opportunity for plans to be formulated and implemented throughout the country as a unified development effort. Its Chairman is the Prime Minister, and the members comprises of Cabinet Ministers, Chief Ministers of all the States and members of the Planning Commission. The central ministries begin their planning exercises on the basis of the guidelines given by the Planning Commission. On some key issues of inter-sectoral nature, the Planning Commission constitutes Steering Groups/Task Forces. There is close interaction between the ministries and the subject Division concerned of the Planning Commission. Based on the reports of these groups, the draft plan proposals are prepared by the Ministry concerned. These are then sent to the Planning Commission where a further round of discussions takes place between the Ministry concerned and the Planning Commission after which the sectoral plan is given a shape. These are then reviewed, modified and integrated within the overall frame of the Central Plan.

Functions of the Planning Commission

The Planning Commission was set up by a resolution of the Government of India in March 1950. The organization of the Planning Commission facilitates its role as an advisory body functioning at the highest policy level without further being involved in the responsibilities of day-to-day administration. The Prime Minister is the Chairman of the Planning Commission. The Commission has a Deputy Chairman and six or more full time members. The finance Minister and a few other Ministers of Cabinet rank are ex-officio members. At times, the Deputy Chairman is also the Minister of Planning. A full-

time Secretary coordinated the technical and administrative activities. The Planning Commission functions through a series of divisions and sections. It has eight general divisions and eighteen subject divisions. Its functions are:

- To make an assessment of the material, capital and human resources of the country, including technical personnel, and investigate the possibilities of augmenting such of these resources as are found to be deficient in relation to the nation's requirements.
- To formulate a plan for the most effective and balanced utilization of the country's resources.
- To determine priorities, define the stages in which the Plan should be carried out and propose the allocation of resources for the due completion of each stage.
- To indicate the factors, which tend to retard economic development and determine the conditions, which in view of the current social and political situation should be created for the successful execution of the Plan.
- To determine the nature of machinery, which will be necessary for securing the successful implementation of each stage of the plan in all its aspects,
- To appraise from time to time the progress achieved in the execution of each stage of the Plan and recommend the adjustments of policy and measures that such appraisal may show to be necessary and
- To make such interim or ancillary recommendations as appear to it to be appropriate either for facilitating the discharge of the duties assigned to it, or on a consideration of prevailing economic conditions, current policies, measures and development programmes or on an examination of such specific problems as may be referred to it for advice by Central or State Governments.

The Planning Commission plays an integrative role in the development of a holistic approach to the policy formulation in critical areas of human and economic development. In the social sector, schemes which require coordination and synthesis like rural health, drinking water, rural energy needs, literacy and environment protection have yet to be subjected to coordinated policy formulation. It has led to multiplicity of agencies. An integrated approach can lead to better results at much lower costs.

The key to efficient utilization of resources lies in the creation of appropriate self-managed organizations at all levels. In this area, Planning Commission attempts to play a systems change role and provide consultancy within the Government for developing better systems. In order to spread the gains of experience more widely, Planning Commission also plays an information dissemination role.

Check Your Progress II

Note: Use the space given below for your answer.

1) What is National Development Council?

.....

.....

.....

.....

3.5 ROLE OF SOCIAL WORKERS IN POLICY FORMULATION AND DEVELOPMENT

Policy formulation as you have already learnt in the earlier sections is a tedious exercise, which involves a team of experts from various professions. Let us reflect that formulation of social policy include planners, bureaucrats, voluntary organizations, academicians, politicians etc. Social workers are one among such experts who by virtue of their experience bring various issues in the limelight. Social workers work very closely with the people and so they are in a position to understand societal issues in depth. They are one of the best agents to bring the ground realities to the focus of concerned authorities. Several Schools of Social work have been involved directly or indirectly in policy formulation concerning developmental schemes in the country. Reputed Institutions have been represented in many of the bodies or committees that have been responsible for policy formulation in various fields, such as education, housing and slum improvement, adoption and child development, family welfare and women's development, youth programmes, matters related to the police and communal riots, and rehabilitation of the displaced people. For the formulation and development of social policy social workers placed in government or Non government organizations (NGOs) contribute in various capacities be it –

- identification of issues
- advocacy
- consolidation of expert opinion
- implementation
- monitoring and evaluation

Identification of Social Issues

The first stage of policy formulation requires the identification of issues. A number of voluntary organizations have taken up the lead at this stage and social workers are the backbone in this process. Social workers through voluntary organization work at the grass root level, they work directly with the people involving their participation. Research project undertaken by social workers bring out new dimensions to the issues and highlight the scope for the much-needed provisions for the welfare of the masses. Research study on “Accessibility of Buses and Bus Shelter”, conducted in 2006 by *Samrathya, National Center for Promotion of Barrier-free Environment for Disabled Persons* highlighted that the existing public road transportation system i.e. buses, terminals, and operations are either full of obstacles or are impossible to use by the disabled persons. The findings emphasized that this limits the productive contributions of people with disabilities (PWDs) to the development process. Every individual including Persons with Disabilities (PWDs) has the right to travel and to use public transportation with dignity and independence. It should be regarded as the fundamental right of all citizens regardless of their abilities and disabilities, since travel is usually a necessity for education, employment, medical attention, tourism etc.

The findings of *samarthaya* brought new perspective to the government and low floor high capacity buses were introduced by the Delhi Transport Corporation. *Samarthaya* has promoted the concept of Universal Design i.e. “Design for All” in the making of Dilli Haat (recipient of National Award by the Hon'ble President of India on promotion of

Barrier Free Environment), Delhi Metro Rail Corporation (DMRC) and High Capacity Bus System (HCBS)/Low Floor Buses.

Social workers in academics are also important agents in identification of issues. Research studies taken up by them either for their academic degree or as sponsored projects highlight nature of the issues under study. For example the recent study carried out by the Social Welfare Department (Delhi government) and Delhi University's Department of Social Work revealed that many beggars are able-bodied and educated, forced into beggary by unemployment or to augment their professional incomes. The findings underscore the absence of a cohesive and humane national policy for beggars in India.

The research studies from a social work perspective are applied in nature putting forward a number of recommendations which in one way or the other contribute to policy development.

Advocacy

In a number of instances social workers have not just left the highlighted issues to itself. Social workers by virtue of their professional expertise know that mere identification of issues is not going to make any change in the current scenario – mainly due to apathy and unwillingness of the concerned authorities to any desirable action on social issues. What is needed most in such situations is building up the pressure group on authorities. In such situations policy development becomes the long drawn process as it involves the divergent opinion and controversy from varied classes of people and concerned authorities. The most popular strategy to the social workers in such situations is the use of Advocacy.

Advocacy implies measures taken for the upliftment of vulnerable and weaker sections of the society. While social work practitioners in the field level also practice advocacy, those professionals at the policy making and planning arena are predominantly engaged in the process of influencing the decisions of law makers, ministers and significant other top level officials. Thus it requires lots of tact and a good knowledge of the issue in concern for which the social worker is advocating. The social worker has to remember that advocacy is a political strategy and has to be used wisely.

Advocacy, in order to be victorious calls for appropriate use of power and more importantly strength of mind. Always remember power is never given, but has to be won over. Dedication to the cause and the determination to see through difficulties are important sources of power at the disposal of the social worker. By demonstrating moral fiber a social worker can gain strength for advocacy.

For example the efforts of noted social activist Medha Patekar for Resettlement and Rehabilitation of displaced people led to the consideration for the first ever National Resettlement and Rehabilitation Policy in our country. On the occasion of World AIDS Day a number of organizations have joined hands together to appeal to the Prime Minister of the country to initiate the second line of ART government hospitals so as to make the full treatment accessible even to the poor sections of the society.

While using advocacy one of the most serious errors one can make is to act impulsively. If you do so, those who oppose you can more easily discredit your organization. Unity of the team is another crucial source of power. By a strong comradeship the social worker and his team may exert pressure on the decision makers and legislators for a successful advocacy.

Consolidation of Expert Opinion

Planners, administrators, social workers, academicians, politicians are not independent agents contributing to policy development; rather development of policies requires the consolidation of the opinion from experts of different fields. As you have learnt in the earlier sections that for formulation of policies the expert committees are formed and after a series of discussions and dialogues policy statement papers are brought out. For example the Planning Commission appoints social workers as expert group members for preparing programmes and policies related with social welfare. Each five year plan allocate separate budget for different fields of social welfare like health, education, employment, rural development and environment.

Professionals with expertise in these fields are appointed as members of expert group. Eminent social workers have served as advisors to the Planning Commission in the social welfare field. Social workers have also been members of the advisory group in University Grants Commission (UGC) curriculum development reports.

Implementation

Social workers job does not end with the formulation of policies rather the next category of major task i.e. bringing the provisions in concrete realities starts only after that. Mere formulation of provisions does not serve any purpose until the fruits of same reach to the general population. Social workers are the key agents for implementing the policy provisions. At the implementation level, social workers have two fold tasks–

- Information dissemination
- Accessibility of policy provisions to public

Social workers have a responsibility to help the public fully understand the availability of programmes for their welfare and impact of human services on the quality of life of all persons. Social workers need to work with the media in providing this information.

In India, much information is spread through appropriate use of the mass media. With the television and Radio – especially the news channels in vernacular languages, reaching hitherto unreachable remote areas, information can be spread faster. In the given context, the social worker at policy making and planning quarters may utilize the press, advertising agencies, to propagate policies and programmes to prospective beneficiaries. The use of Information Education and communication strategies needs to be appropriately used by the social workers for spreading the message among the masses.

The social worker by being proactive in disseminating such information gains in two fronts (i) acknowledgment and encouragement to the public that they have a right to be aware of relevant policies, programmes and agencies maintained by government funds. (ii) Preventing spread of gratuitous and negative information.

Social workers through voluntary organizations are engaged in implementing a variety of programmes directly benefiting a number of people e.g. social workers are employed as “Development officers” in ICDS programmes. Juvenile Justice (Care and Protection) Act, 2000 specifies the provisions for setting up of the Child Welfare Committee for dealing with children in need of care and protection. The Committee shall have at least one professional with expertise on matters concerning to children, social workers find a place in this position. Voluntary organizations which are mainly backed by social workers may also be authorized by the state government for setting up the children home and

shelter home as provided under the said Act. The Immoral Traffic Prevention Act (1956) also has provisions for appointment of an advisory body consisting of at least five social workers to advise the special police officers on concerning matters. The social workers may also find place to be appointed as probation officer under the Probation of Offenders Act (1955). As the Probation Officer he/she is required to prepare a social investigation report so as to facilitate the court to decide about the best suitable method of dealing with offender. The social workers also have the responsibilities of supervising the probationers and to advise them in matters related to payment of compensation. Under the Protection of Women from Domestic Violence Act, 2005, the social workers are eligible to be appointed as protection officers and counsellors. The social workers are also appointed in prisons to look after the welfare measures in the custodial institutions in the capacity of welfare officers.

Monitoring and Evaluation

Monitoring is an important tool for ensuring proper implementation of a project or programme. It is well recognized that the success of programmes largely depends on the effective delivery system and efficient implementation so that the desired results could be achieved. In order to ensure this, the policy making authorities lay great emphasis on monitoring and evaluation of development programmes. Regular monitoring of the programmes is done to assess the physical and financial progress in implementation of the Schemes and to disseminate the information regarding progress. Evaluation of the programmes is intended for periodic assessment of their impact and to know their strengths and weaknesses so that necessary steps are taken to streamline and improve the process of implementation.

Transparency in implementation is a major objective of the monitoring and evaluation mechanism. It helps to identify the loopholes in the system as well to ensure the appropriate allocation and utilization of the budgets. Monitoring and evaluation is conducted through professional agencies, which employ a team of experts for the job.

The comprehensive system of monitoring and evaluation employed by the Monitoring authorities includes various mechanisms such as Progress Reports, Financial Returns/Audit Reports, Intensive Inspections by Officers Review by various Committees, Concurrent Evaluation Reports and impact research studies of the programmes. Evaluation studies also help to a great extent in devising proper policies and redesigning concerned programmes to ensure that the intended benefits reach the target groups.

For example, the Ministry of Rural Development lays great emphasis on monitoring and evaluation of rural infrastructure development programmes in general and poverty alleviation and employment generation schemes in particular being implemented in various States. In order to ensure this, the Ministry has evolved a comprehensive system of monitoring and evaluation for the poverty alleviation and the infrastructure development programmes.

The Inspection Committee appointed under the section 35 of the Juvenile Justice (Care and Protection) Act, 2000 also has social workers as team members for evaluation of the services available in children home. The social workers appointed as consultants in national or international level funding organizations such as UNICEF, UNDP, NACO also have the responsibility (i) to ensure that the services are reaching appropriately to the target systems and (ii) to prepare reports to evaluate the effectiveness of the policy provisions..

Check Your Progress III

Note: Use the space given below for your answers.

- 1) Mention the four major roles of a social worker in policy formulation and development.

.....

.....

.....

.....

- 2) What is advocacy?

.....

.....

.....

.....

3.6 LET US SUM UP

The key role of a social worker in policy formulation and development involves positive influence over the lawmakers and bureaucrats to facilitate accessibility of resources to the weaker sections of the society. The entire process shall be done in a social work perspective with the social worker understanding the thin line of difference between facilitation and manipulation.

They shall work with the realization that (i) appropriate plans, policies and programmes bring in a sea change in the lives of millions of people, and (ii) they represent the masses and has the responsibility of voicing the needs and problems of the weaker sections of the society. In this unit we have defined social policy, examined briefly the 1st and 10th five year plans and elaborately discussed the role of social workers in policy formulation and development which one are highly useful to students of social work.

3.7 FURTHER READINGS AND REFERENCES

Kulkarni, P.D. (1987): Social Policy. In Encyclopedia of Social Work, Vol. III. Publication Division, Ministry of Social Welfare, Govt. of India, Pg. 94-101

Jacob, K.K. (1989): Social Policy in India. Himanshu Publication, Udaipur.

Titmus, R.M. (1974). Social Policy: An Introduction . Taylor & Francis, USA.

[http://planningcommission.nic.in/aboutus/history/ func.htm](http://planningcommission.nic.in/aboutus/history/func.htm)

UNIT 4 CAREER PROSPECTS IN PROFESSIONAL SOCIAL WORK

R. Nalini*

Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Social Work as a Career
- 4.3 Social Work Settings and Fields of Social Work Practice
- 4.4 Finding a Placement, Employment and Salary
- 4.5 Let Us Sum Up
- 4.6 Further Readings and References

4.0 OBJECTIVES

In this Unit you would be able to know various career options available to social work trainees. After successful completion of reading this Unit you should be able to:

- empathize with social work as a career;
- evaluate yourself in the light of a professional social worker;
- enumerate the career options in social work; and
- equip yourself to the needs and requirements of the workplace.

4.1 INTRODUCTION

“Whoever accepts evil without protesting against it, is really cooperating with it”
– Martin Luther King

Welcome to the social work profession. These words of Martin Luther King, in a way, spell out the job expected of a social worker. We need to stand up for social causes, strategize, and organize people to become self-reliant. In the following pages we shall understand social work as a career and the expected roles of professional social workers in their workplace.

4.2 SOCIAL WORK AS A CAREER

Many a times one hears of opinions that social work is a voluntary service, done out of one's free will. You will find famous personalities, their spouses, retired personnel etc., saying that they love to do 'social work'. However, social work from the general notion of 'pyjama-kurta clad' is slowly changing with the efforts of various social work professionals. A large number of people have realized that social work is not just about doing good deeds and helping the under-privileged. On the contrary, with social problems of disability, drug abuse, poverty, mental ill health, problems of elderly, adolescents, disaster management etc. rising constantly, social work has become a vital need of our Nation today. This profession offers immense soul satisfaction and though the general idea is that social work jobs are not lucrative, the trend is towards higher pay packages and well defined career paths.

*Prof. R. Nalini, Pondicherry University, Pudducherry.

Social work is a career in a very different sense, far away from the conventional definition of a career. A social worker's professional responsibilities and his or her personal life are intertwined. Most social workers cannot simply go to work, do their job, and then leave their thoughts and feelings about work at the office when returning home. They try to keep professional concerns separate from their roles and responsibilities but the nature of the work makes this difficult.

Social work professionals view the client, as a *whole person* with various dimensions, including the physical, spiritual, emotional, psychological, social and intellectual. They also appraise the client with a situational and ecological context. These same concepts apply to the individual who takes on the roles and responsibilities of a social worker. The social workers respond to the challenges of practice with his or her whole being; therefore, the worker's beliefs, values and physical and emotional well-being, spirituality, family relationships, friendships and all other facets of living will both influence and be influenced by the day-to-day experiences of social work practice. There must be good fit between the person and his or her occupation and job. A mismatch can be destructive to one's health and emotional well-being.

A social worker works towards the interests of the community and ensures that its most susceptible/ vulnerable citizens receive protection and care in the most responsive way possible.

Those in their first social work job realize that there is seldom enough time to do all that needs to be done.

Most entry-level jobs are ones involving the provision of services directly to clients. Many are angered when they recognize that in far too many agencies, social work values and principles and a concern for clients have taken a backseat to the forces of political pressure, administrative fiat, budget limitations, the fear of lawsuits, and the day-by-day struggle. Within such an environment, it can be a challenge to maintain one's professional ideas and standards.

Some important requirements for success in this profession are:

- Observation and Analytical skills
- Ability to view other people's problems objectively
- Capacity to take initiative
- Capacity to work alone and also as part of a team
- Committed to human rights and social justice
- Being non-judgmental in attitude
- Patience in dealing with people
- Taking up responsibility
- Being emotionally mature
- Sensibility in determining priorities
- Sensitivity to the needs of people
- Effective and appropriate crisis interventions

- Conflict resolution skills
- Reflective learning abilities

Thus, interest in the psychological and emotional aspects of people's behaviour, patience and persistence are a few of the characteristics that one must possess to be in this field. Also one needs to treat everyone as equals and should not hold a bias or prejudice against any section of the society.

4.3 SOCIAL WORK SETTINGS AND FIELDS OF SOCIAL WORK PRACTICE

An organization that utilizes social work principles, methods and techniques for interventions towards betterment of quality of life is known as a social work setting. There are primary and secondary settings. Primary settings are those settings where social work objectives form the focal objectives of the agency and service delivery is directly aimed at ameliorating the distress of the client population. Social welfare departments, Non-governmental organizations, and Community based organizations working in the field of social welfare would come in the category of primary settings of social work intervention. On the other hand, secondary settings are those wherein realization of social work objectives do not form part of the organization's main goals. For example, in an industrial setting profit is the main motive with employee welfare as a tool towards achieving it.

Social work is a very vast field with numerous areas, issues and groups to work with. It offers diverse opportunities for intervention at various levels because of complexities and multiplicities of problems faced by individuals and groups in changing social situations, as we observe in the present context. There are socially marginalized sections of society like children, adolescents, girl child and women, youth with specific problems, elderly and the like. Each of these categories may face countless problems with in the family, at work place, in other systems of the social environment and may require help of social work professionals. Below are some of the common fields of social work practice, that would offer you job opportunities and may become your workplace for social work intervention.

Social Work in Education

Though traditional school of thought views that social work in education setting primarily involves social work practice in schools, the scope outside the school boundaries is vast. In India, school of social work (not to be confused with social work) in education setting, is a huge field for intervention. As trained social work professionals you may seek jobs in schools as school social worker with the prime objective of inculcation of values of social justice, democracy, empathy among school children as well as improving cordial relations between school, family and community as a system.

Counseling students and teachers is an important part of this job. However, it is not the only function a social worker shall do. Conducting home visits, preventing school drop outs, examination stress, etc. are other tasks. Creating awareness on social evils such as substance abuse, sexual abuse, child labour and similar issues is an important aspect in this field. Other functions include facilitating school-community relations and providing a variety services to students in special education programmes.

It is necessary to understand that the social worker in educational settings is neither a teacher nor an administrator but acts as a bridge between the two. He/she has to assert

ones position as a human service professional so that the job in question is well understood by the school authorities, students and staff members. At the current context, it calls for innovation and creativity on the part of the social workers.

School social workers may be the first to spot difficulties a child is confronting at home or in the community and the first to intervene. They often provide services or find services in the areas that prevent more serious problems developing from and within.

Further, problems like high drop out rate, retention problems, education of girl child, inclusive education, infrastructure problems, availability of teachers, quality of education, etc., are some of the areas of concern where you as social work professional can intervene.

Medical and Psychiatric Social Work

Psychiatric social workers work with disturbed individuals with behavioural problems. They assess and diagnose their problems and help in facilitating a treatment process. Social workers, who venture into this area, help patients and their families in coping with stress and other personal and economic problems. Any hindrances that restrain recovery are dealt with by medical social workers. Services for home care after discharge from the hospital, economic help for poor patients and long term care facilities are all provided by them. Also, they help health professionals in treating the patients by providing them with information concerning the social, emotional and economic status of the patient.

Criminology and Correctional Social Work

Social work in remand homes and prisons to prevent crimes and anti-social behaviour is also carried out by social workers. In correctional facilities, the focus is on rehabilitation. Social workers can be probation and parole officers, arranging for services after an offender is released, finding a group home residence, remedial classes, job training, addiction treatment, counseling, child care, and transportation. These activities generally help raise a client's independence and self-esteem.

Social workers may help with domestic disputes or provide trauma and critical incident services to enforcement officers. Social work activities in corrections are diverse, as are the clients, affording the chance to develop and use a broad range of skills. Corrections and justice is a field where a social worker can focus on rehabilitation and the constructive use of authority.

Allied lines of work include corrections, probation, forensics, youth services, parole and domestic violence. Employers are mostly the Government Departments, NGOs, prisons, courts, police departments, victim services programs and similar others.

Urban and Rural Community Development

In the Indian context, organizing communities towards empowerment is one of the prime goals of social work profession. Urban slums and resettlement colonies are communities that the social workers may need to work within cities. Social workers work towards solutions to problems of specific communities. They deal with problems like lack of housing, unemployment, local services etc. They help in distribution of resources and implementing social policies.

Industrial Social Work

Social workers help ensuring employee well-being in industries and commercial units. They take care of human resource development (HRD), employee welfare, industrial

relations etc. of the enterprise. Some also work as industrial social workers. The most recent addition to the list is Corporate Social Responsibility (CSR) and Employee Assistance (EA).

Research

One of the most absorbing roles in professional social work involves expanding the profession's knowledge. Social work researchers achieve this by investigating the effectiveness of approaches, methods or programs in assisting clients. Social work researchers also help agencies provide services more effectively and contribute to efforts to support and promote social change. Research points the way for improved social policies or legislation and can be the underpinning of successful social policy advocacy.

Many researchers begin their careers in direct services and program development, then return to a university to get a doctoral degree to pursue a research career. Others work in agencies or organizations, including government departments.

Aging/Gerontology

This means working with older adults, providing counseling, disbursement of social security measures like pension, ensuring affordability, availability of health care system, helping them with medical treatment, improving inter-generational relationships, organizing recreational activities and support groups, and generally improving their quality of life. Further, it would also involve management of old age homes, ensuring proper enactment of legislations like Welfare and Maintenance of Senior Citizens and Parents Act, 2007, Cr.PC sec. 125 and the like.

Social Advocacy

This includes addressing various social issues including gender concerns, caste-based discrimination, employment, working conditions, environmental protection and the marginalization of various people. Advocacy for social movement on the issues of environment, corruption and discrimination is needed on the part of professional social workers.

Disability

The disabled, now called the 'differently abled' are a disadvantaged section of the society in India. Though the Government has initiated many policies and programmes for the differently abled, there are lots of bottlenecks in its implementation. Apart from physical disabilities, there are also developmental disabilities, which can include mental retardation, cerebral palsy, autism, epilepsy, and other conditions. Working in this field calls for a thorough knowledge of various kinds of disabilities, needs and problems of the disabled and schemes/facilities that could be availed by them. The objectives of social work interventions are to bring the differently abled to mainstream and integration with the society.

Policy and Planning

"Social workers in this field address problems such as child abuse, homelessness, substance abuse, poverty, violence, unemployment, women issues, mental illness etc. They work to improve systems to better conditions for the people affected. On a daily basis, this often means analyzing census data and legislation, drafting position papers, testifying at public hearings, working with the media, talking with policy makers, and lobbying elected and appointed officials. Their tasks may also involve raising funds,

writing grants, or conducting demonstration projects. Work on one issue may take many months or years and change is often incremental. But work in the policy and planning field earns social workers the satisfaction of knowing they are pressing our society to improve the quality of life of all its members”.

Counselling

Social workers perform counseling in almost all the jobs they undertake, irrespective of the setting. But, many of them are employed as full time counsellors, in non-profit organizations, educational institutions, mental health settings, hospitals, community development projects – the list is not exhaustive only suggestive.

Counseling is a skill that has to be applied appropriately in accordance to the setting and client in question.

The objective of counseling is to help clients improve their social functioning by helping them better understand their feelings, modify their behaviours and learn to cope with problematic situations. In order to perform this role, the social workers need knowledge of human behaviour and an understanding of how the social environment impacts on people. The key job responsibilities include psychosocial assessment and diagnosis, ongoing stabilizing care, social treatment, practice evaluation etc.

Management and Administration

Social work administration includes many elements common to administration in other organizations. But the difference emerges from the fact that social work administration also demands knowledge of human behaviour, social problems, social services and values. This job calls for planning, organizing, staffing, directing, co-coordinating, recruitment and budgeting. Depending on the size of the organization the social worker may be called upon to do all or some portions of these functions.

Check Your Progress I

Note: Use the space given below for your answers.

- 1) What are some of the important qualities required for a social work career?

.....

.....

.....

.....

- 2) What is a social work setting?

.....

.....

.....

.....

4.4 FINDING A PLACEMENT, EMPLOYMENT AND SALARY

Once you have completed your social work degree, the job hunt begins. Sources of employment could be varied beginning from advertisement in Dailies, Internet access or through the most common ‘word of mouth’. On locating a vacancy, a covering letter

and a bio-data needs to be prepared. Added to this, you may send application with your CV attached, to organizations where you are willing to work as most of the organizations now-a-days have data bank where your profile would also find a place and at appropriate time, you would be called for an interview. The covering letter should focus on the particular job being applied for and should stress the applicant's qualifications for that position. It should be approximately one page in length and must be carefully written with no spelling, punctuation, or grammatical errors. The letter should clearly indicate the position applied for, and specify why the applicant is interested in that job. The covering letter is not the place to discuss salary expectations or reasons for leaving past jobs.

There is no prescribed format or style for a bio-data. However, it should at least include the following information:

Personal data: comprises of the applicant's name, date of birth, sex, address, email id and phone numbers.

Qualification: Details of examinations passed beginning from the school leaving, mentioning the name of the institution/university, degree conferred, year of passing, percentage and distinctions obtained, special skills such as computer literacy, language proficiency in those other than your mother tongue and English, etc.

Experience: As a beginner, you may mention your experience in fieldwork agencies, involvement in any development activity for instance; experience in freelancing for social issues. If employed (as part time or full time employee) list employment in reverse order, i.e., beginning with your current or most recent job, giving the job title, name of the organization, dates of employment and job duties. It is also helpful to list any volunteer experience that might have contributed to your social work competencies.

Hobbies and other interests: Identify your professional interests as well as those that extend beyond social work. Note membership in professional organizations, your participation in various sports, clubs or organizations and any offices held and any hobbies of special interest.

References: In general, the persons selected as references should be able to remark on the individual's professional abilities. It shall be your teacher, field instructor, and/or superiors in your previous jobs. Complete contact details of the referee including name, position held, address, email id and telephone/mobile numbers need to be specified. The concerned individual has to consent that he or she be quoted as your referee. A relative cannot be your reference as his remarks about you might be considered as nepotism.

If short listed, you may be called for an interview. In the interview a panel of experts (relevant to your job profile) has a face to face professional interaction with you. The interview is a two-way process and what is important for you is to communicate to the panel precisely your capacities, convictions and values – as a person and a prospective employee. Some organizations also require the candidates to take up a written examination. There could be two or more interviews as well in the selection process.

You need to be well equipped with professional knowledge required for the job you are being interviewed. Collect information about the organization in detail – as to its functioning, objectives, reputation and their future plans. This could be done by discussing with other professionals, visiting the organization's website, reading through informational material available with them etc. This task, well completed shall enable you to relate

and answer better the questions posed before you in the interview.

Do remember that personal grooming is very important in creating the right impression. Wear clean, formal, not very expensive clothes in soothing colours. Be sure your hair, nails etc. are well kept and your body is free from odours.

Given below are questions that could be expected in interviews:

Tell us something about yourself

What are your strengths/positive points? What are your weaknesses/negative points?
Why do you want this job?

Where do you want to reach in your career five years from now?

As a social worker, how would you handle the following situation?

Employment and salary

Social work profession has growing employment opportunities with both governmental and non-governmental organizations as key employers. The following are the employers, largely of social work professionals:

Government Departments

Non-government organizations working on various issues Funding organizations – national and international Educational institutions

Business houses Research organizations Media

Hospitals

Mental health institutions

Though it is very difficult to specify a fixed amount as a beginner's salary it could range from Rs.10,000/-to Rs.20,000/-. Salary obviously depends on the practice setting and the type of employer. As one goes up the career ladder, salaries are bound to increase. However, social work being a career with a difference, opportunities for career advancement also differs from one setting to the other. If you are appointed by corporate body salary may range from 40,000/- to 60,000/- per month.

Conducting yourself at the Workplace

Do not force your values, political preferences, religious beliefs, or life-style on others be it colleagues, friends or clients.

Do not indulge in substance abuse.

Do not misuse your authority

Be assertive in your behaviour. Extreme shyness or submissiveness may end up in you being used as a puppet.

Be properly groomed and follow the dress code (implicit or explicit) in the workplace. This will enable clients to approach you without hesitation.

Do not indulge in behaviour that is disrespectful and unexpected of a professional social worker such as cracking ethnic jokes, being caste oriented, use of unparliamentary words, mockery etc. Also be cautious of your mannerisms such as snapping of fingers, clearing of throat, excessive body gestures etc.

Avoid all irritating personal habits such as fidgeting, nail biting, cleaning of ears/nose, playing with the hair, smoking, chewing gum, eating supari, cracking the knuckles etc.

As a social worker you need to grasp information quickly and apply complex principles. It is crucial that you possess a flair for abstract thinking.

The social worker's verbal communication must be understandable to clients and other professionals. Do not speak too fast, too slow and pause appropriately. Do not mumble or scream and be cautious to alter your vocabulary in accordance to the listener's profile and capacity.

It is very important to possess good written communication skills since a social worker's job involves frequent report writing, drafting messages etc. for both internal and external dissemination.

Be punctual and well prepared for all your work-related appointments, in meeting deadlines, record keeping, assignments and tasks.

Your conduct outside the work sphere is also very vital since any negative behaviour calls for public attention and could endanger your organization's and the profession's image.

Relating to your Organization

Develop a thorough understanding of your organization, its history, mission, aims, constitution, traditions, policies and programs. An in depth knowledge of all the above also needs meticulous updating in terms of facts and figures such as number of beneficiaries, new projects on the pipeline etc. Remember, information is power.

Try to match your effectiveness as a person and a professional with the needs of the organization appropriately. This may bring you job involvement and resultant job satisfaction.

Maintain direct contact with agency clients even as you rise to a supervisory or administrative level, for, this provides you, with a constant reminder of the agency's purpose and what needs to be changed to improve service to clients. Respect the chain of command. Any attempt to go around or over the head of your immediate superior is a risky move.

When frustrated by a specific rule or procedure, seek answers to the question of why it exists. Many rules, procedures and policies come into existence as a reaction to some problem and remain in force even when no longer necessary.

As an agency employee, you need to respect and cooperate with your colleagues, departments and units. Do not bring in your personal likes and dislikes to the workplace.

Maintain a balanced perspective and a sense of humour about your job and your place within your organization. Work hard and be a responsible employee, but do not take yourself or your agency too seriously.

Social Worker's Image

In India there are lots of misconceptions about the social workers and their job profiles. Though media's portrayal is a significant contributor to the above, individual social workers also have an equal role to play. Many of them hesitate to use the title 'social worker' and prefer to be addressed as officers, counselors, managers etc. Social workers need to change their outlook towards their profession and facilitate change in the mindset of the general public.

This requires that all of us take up ownership for improving the profession's image, offer the best of our services, be totally professional in approach and most importantly, inform, wherever possible, that you are a trained social worker.

We need to associate ourselves with professional entities and work together for educating the people about our profession, roles, scope and relevance.

All too often, social workers come to believe that no one, except another social worker is capable of understanding their concerns and frustrations. This role-centeredness in the selection of friends limits exposure to differing points of view and constricts opportunity for personal growth. In some cases, it leads to an "us against them" type of thinking. In addition to friendships with colleagues, the social worker needs to cultivate friendships with people who are from outside the work setting and profession.

Constant learning and updating of knowledge is required. Be in touch with the new ideas, latest developments in the field through participating in seminars, academic exercises, writing articles and concept papers.

Important Points to Ponder

As a profession, social work requires individual to be mature and resilient. What is important is to know where to draw the lines lest people read you as low in self-esteem and indecisive.

We, for most part of our work deal with problems and individuals affected by those problems. We need to stay focused that we do not get entangled in emotions but guide individuals out of these problems and reinvent meaning in their lives. There is no doubt that social work is a challenging, stressful and at times dangerous occupation. What is essential is that a social worker must be able to maintain a proper boundary in professional relationships. Moreover, the social worker needs to stay healthy physically and emotionally.

Here are some points to remember in the workplace

Understanding does not mean agreement

Humility is not compromising on one's self-respect

Goodness does not mean weakness

Simplicity is not complacency

Check Your Progress II

Note: Use the space given below for your answers.

State whether the following are true or false:

1) A social worker's beginning salary could range from Rs. 6,000/- to Rs. 8,000/-

.....

2) Social workers should force their political preferences on clients.

.....

3) Social workers should maintain direct contact with agency clients even as they rise to a supervisory or administrative level.

.....

4.5 LET US SUM SUP

In this Unit you have gained understanding about various career options that would be available to you after successfully completing the course. The unit described the settings, primary as well as secondary, for social work intervention, talked about the roles and responsibilities of social work professionals in these settings. The unit also mentioned about the process of finding a suitable job, tips for preparing curriculum vitae, conduct in interview and behaviour expected from a social worker at the work place.

4.6 FURTHER READINGS AND REFERENCES

Sheafor, B., & Horejsi, C. (2003). Techniques and Guidelines for Social Work Practice. USA: Allyn & Bacon

Websites

[http://www . socialworkers . org/pubs/choices/ choices2.asp](http://www.socialworkers.org/pubs/choices/choices2.asp)

<http://www . socialworkers . org/pubs/choices/ choices1.asp>

<http://www.webindia123.com/career/studyabroad/subject.asp?action=Social+Work> Canada/

[http://www.utexas.edu/student/careercenter/careers/ social _work.pdf](http://www.utexas.edu/student/careercenter/careers/social_work.pdf)

<http://www.swfs.ubc.ca/index.php?id=2963> [http://www.timesjobs.com/timesJobWebApp/tj/ common/social.jsp](http://www.timesjobs.com/timesJobWebApp/tj/common/social.jsp)

<http://www.uq.edu.au/careers/index.html?page=33999&pid=0>

[http://www.sitagita.com/ SubCategory.asp?CatID=42&L1=42&L2=6&L3=1&L4=0](http://www.sitagita.com/SubCategory.asp?CatID=42&L1=42&L2=6&L3=1&L4=0)

<http://www.lawentrance.com/careerindex.htm>