Summary of the findings of the Second Review Committee for Social Work Education of the University Grants Commission

8.0.0.0   INTRODUCTION

The UGC appointed the first review committee for social work education in 1960 and the present committee in 1975. This report has been prepared with the perspective in view that any profession must review its past and must look ahead to its future so that it may be able to equip its educands for practice.

 The issues faced by this Committee are :

1. The need to ensure a systematic development of social work in terms of its geographical distribution, and affiliation to recognized boards of education and universities.
2. The need to provide a holistic framework for the development of a ladder programme of education where there are several termination points related to job functions in the country, but, at the same time, also relate each phase of education to the next, so that there are no dead-end training programmes and no dead-end jobs.
3. The need to develop standards, the means by which institutions could be assisted to develop and to maintain such standards; and the identification of structures for enforcement of standards.
4. The need to relate output of trained manpower to employment opportunities, to examine the problems of recruitment of trained social workers, and to make social work training at various levels as a requirement for deifferent levels of identified job positions in the community; the problems of pay scales, personnel requirements, and promotions for attracting suitable candidates in the profession, and, therefore, the quality of manpower available to man its services; and the need for increasingly recruiting students from those levels of society which, in fact, it seeks to serve and influence.
5. Closely related to the type of manpower which is attracted to the profession, is the need to examine the question of the type of teachers, their qualifications and practice experience, and on-going development of their knowledge and skills as teachers and practitioners.
6. The need to increase effectiveness of the profession dependent on the quality of preparation of its practitioners. The factors which determine adequacy of preparation, and, which therefore, require a thorough examination, are the courses and their relevance to the social realities, the need to develop a conceptual and operational design of field work, the examination system, extension services and research, and the development of interdisciplinary character with a holistic view of man and its consequent implications for practice skills and the nature of service delivery.
7. The need to shift the emphasis from remedial to developmental functions in the training of social workers, and to widen it from a narrow urban to a wider rural and tribal base to meet the needs of the majority in our population.

8. The need to examine the question of the institution's relative autonomy, and its relationships to existing academic structures in orderto make it possible for institutions to be responsive to the changing realities and to participate in and promote change.

9. Lastly, the need to provide for an organizational structure which will assure the
Development of social work education, including the development of practice skills and research.

While the major issues facing the profession are outlined above, their sequential arrangement does not connote order of priority. In fact, a major problem of the profession lies with the governmental and non-governmental employing agencies. They also need to develop adequate personnel policies and salary structure. There is very little possibility for the profession to attract suitable candidates unless the employing agencies identify relevant tasks for which qualification in social work is regarded as necessary. Designing a relevant curriculum, or developing suitable educational administrative structures, is dependent on the definitions and descriptions of the tasks of the personnel in the agencies. Only then the investment will be commensurate to the quality of the desired manpower.

The above issues identified by the Committee, encompass its terms of reference which include :

1. Review critically the existing programmes of social work education-including courses, field work and research-in relation to education at the doctoral, post-graduate, under-graduate, under-graduate and para-professional levels; their relevance to the needs of the country; and the development of norms at each level to facilitate the establishment of equivalence.
2. Suggest changes with a view to making these programmes more meaningful and relevant , and ways of effecting these changes.
3. Study and suggest changes or modifications in such administrative matters as procedural problems, funding patterns, and relationship to the various academic structures in their respective universities.
4. Examine the present role of institutions for social work education in relation to the National Service Scheme, and suggest ways in which they could help, effectively, in accomplishing the objectives of this scheme.

The Committee sought to obtain the views and suggestions from a wide spectrum of persons-educators, university administrators, students and practitioners. With this objective in view, the committee met one representative from each institution for social work education in one of three regional meetings, to cover all the institutions. At every regional meeting, the Committee took the opportunity of visiting the institutions to discuss the specific problems; it met the students or their representatives and university administrators, including the vice-chancellors. The Committee also met representatives of the Indian Association of Trained Social Workers. A survey was also undertaken, and responses obtained from 33 out of 35 existing institutions. Eventually, the Committee decided to delete one of these institutions from its total count because its primary emphasis, from the very first year, was on labour welfare and personnel management. Institutions of the latter type were wholly excluded from the study.

8.1.0.0. **SOME FACTS ABOUT INSTITUTIONS FOR SOCIAL WORK**
            EDUCATION : TRENDS AND PROBLEMS

8.1.1.0   *A Profile of the Institutions*

8.1.1.1   **Programmes**

There were 34 institutions for social work education. Of these, 11 offered the Ph.D. (one additionally had a D. Litt.), 28 offered the master□s degree, of which 5 also had a bachelor□s degree programme. Of the two institutions that offered a post-graduate diploma of two years□ duration, one was affiliated to a university and the other was a private institution. In addition, there were 5 other bachelor□s degree programmes which did not offer a master□s degree. Additionally, one offered a B.A. degree, wherein, social work was a compulsory subject with other options and students were placed for field work. Excluding this B.A. programme, there were only 10 bachelor□s programmes and 30 institutions at the post-graduate level. There are 3 one-year post-graduate diploma courses (one offered by an university), and four certificate courses of one-year duration at the post SSC level in these 34 institutions.

8.1.1.2 **Location**   (2.2.3.0)

While Maharashtra (8) and Tamil Nadu (6) has a cluster of institutions, there were none in states in the extreme north and east, such as Punjab, Jammu and Kashmir, and the Himalayas and the north-eastern hill states. The four states in the south had 14 out of 34 institutions. Twenty-six , out of 28 locations, were in urban areas. Thus, rural and tribal areas remained grossly underserved. There were only four institutions with a rural bias.

8.1.1.2   **Organisational Pattern**

a.   *Affiliation* (2.1.2.0)

These institutions showed six types of patterns of affiliation to universities. This resulted in varying degrees of autonomy and budgetary allocations, with far reaching implications on their functioning. All, except one institution, were affiliated to universities. Two institutions were in central universities, three were in deemed universities. Twenty-one institutions were located in state universities-12 were single-faculty colleges, 9 located in multi-faculty colleges, and only 7 were departments of state universities (one of the latter was constituted as a Faculty of Social Work). Twenty-two, out of 34 institutions, were under private managements.

b.   *Organisational Pattern*   (6.3.1.1. and 6.3.1.2.)

The problem of autonomy of professional education for social work within the university framework, came up for discussion in regional and committee meetings. As long as an institution was constituted as a department within a college or a university and placed on a part with other departments, problems were likely to arise for a professional training programme which has distinctly different requirements. There was also the problem of placing social work under a different discipline such as sociology. None of these arrangements were satisfactory. They affected the programme adversely as differential inputs were not recognized. It is, therefore, necessary to study the manner in which other professional courses in the university such as medicine, law and business are constituted with their separate Faculties. Furthermore, Faculty affiliation affected the degree both in its nomenclature and in the imposition of academic regulations on social work such as a set pattern of marks and the evaluation system.

c.   *Board of Studies*   (6.3.1.4)

Not in all cases was a separate Board of Studies constituted for social work. A body which has very important academic functions such as the development of syllabi, and appointment of examiners in its own discipline, should therefore be constituted of persons drawn from that specific discipline and knowledgeable in its subject matter. This is obviously not possible when Board members are drawn from disciplines other than social work. In some cases it was found that the Chairman of the Board of Studies in social work was not from that profession. Such a person could never give professional direction to the work of the Board.

8.1.1.3 Lack of Designated Centres of Advanced Studies (6.3.1.5)

Social work education has no institution of advanced studies. None of the existing programmes are recognized for their areas of expertise. Whether it is for faculty improvement, the development of teaching materials or for testing educational/training models and developing relevant publications, such institutions are required.

8.1.2.0 Students

8.1.2.1   Enrolment and Graduation (2.2.1.0)

Complete information in respect of the master□s and bachelor□s degree levels in the institutions was not available. However, in spite of the limitations and gaps in the data, it is observed that the average enrolment went up from 24.5 in 1970-71 to 31 in 1974-75. With drop-outs and failures, wastage and stagnation in social work education is estimated at about 15 per cent. The total enrolment for five years for 23 institutions (master□s degree) was 2,875 and the total number that graduated was 2,407 giving a percentage of 83 of successful candidates. The total enrolment in the bachelor□s programmes, for the same five year period, was 426 and the number graduated was 361, giving 84 per cent who passed. The drop-out rate in certificate courses ranged from 27 to 44 per cent.

The figures show a very limited output of front-line workers at the para-professional and bachelor□s levels. Between the bachelor□s and the master□s programmes, the total number of students graduating is estimated to be no more than 800, or 900 at the most. Of these, the bachelors□ level graduates would be less than 150.

8.1.2.2 **Sex Ratio in Enrolment** (2.2.2.0)

Enrolment of men was 1,977 as against 898 women in the last five years for the MSW programme. Enrolment for female students was thus 45 per cent. The same trend was visible in the BSW, diploma and certificate courses. Enrolment figures for labour welfare showed a heavy bias towards male students. And, even in subjects related to social work, the trend is the same (15 per cent of women in 1974-75). There were 3 institutions, of which one, at the master□s level, was exclusively for men (Madras), and there were two which were exclusively for women, one at the master□s level (Madras) and one at the bachelor□s level (Nagpur).

8.1.2.3. **Availability of Seats and Actual Enrolment** (2.2.3.0)

Before 1970-71, a majority of the institutions enrolled less than 30 students. By 1973-74, less than half had such low enrolment. By 1974-75, three institutions enrolled 51 to 60 students, and four over 61, whereas, only three institutions enrolled less than 20 students. Most of the institutions functioned at their actual capacity. A few (mostly bachelor□s) were underutilized (altogether, between 5 and 8 institutions in the last 5 years at the bachelor□s and master□s levels). About 4 enrolled more than their actual capacity.

8.1.2.4. **Students from Scheduled Castes and Tribes** (2.2.4.0)

The bulk of the enrolment of students from the scheduled castes and tribes was in the bachelor□s programme-because of a major contribution made by three institutions in Nagpur, where 95 to 99 per cent of enrolment was of scheduled caste students on government scholarships. Also, in Gujarat Vidyapeeth, 60 per cent of the students were from the scheduled tribes, 30 per cent from the scheduled castes, and only 10 per cent from other communities. Enrolment of the scheduled caste/tribe students for the master□s programme in the last 5 years, was only 6 per cent. The general stagnation rate of these students in the MSW programme was 16 to 23 per cent while it was only 6 per cent for the other students.

8.1.2.5 **Students□ Fees/Scholarships** (6.2.4.3.)

The fees paid by students were related to the general fee structure of university education, especially in the liberal arts faculty. The fee bears no relationship to the higher costs of social work education primarily because the nature of training involves a low ratio of students to faculty of at least 10:1. Fees probably do not exceed 20 per cent of the budget, and in some cases may be only between a fifth and a tenth.

However, the cost of social work education for the student is very high, because, unlike liberal arts/science students, he incurs additional, and considerable expenditure on such items as transport to and form field work placements, visits connected with his field work assignments, typing of the research project, camps and study tours.

For 16 institutions at the master□s level, from the available information, such consolidated costs worked out from Rs. 1000 to Rs. 1,400 and more (for items such as tuition,library fees, camp expenses, research project, and caution money). The highest consolidated cost of education was Rs. 3,350 in one deemed university, while the third highest was Rs. 1,680 in a private institution which subsequently became affiliated to a university. Generally, the costs were higher in older institutions. Actual tuition fees ranged from the class interval of Rs. 300 to Rs. 400 to that of Rs. 900 to Rs. 1,000. There was a scatter between the entire range with 10 institutions costing the students Rs. 600 or less, and 7 institutions over Rs. 700.

The fee structure of under-graduate education was less heavy. A majority of the colleges charged between Rs. 200 and Rs. 300 as tuition fees. The financial cost of research project was also non-existent for most institutions at this level of training. However, expenditure on field work, camps/study tours, library, students□ union and examinations fees remained.

Because of the high cost of social work education and the full-time nature of the programme-which does not allow for part-time work, external/private study, or correspondence courses-it is necessary to locate funds, which will assist students from groups with economic disabilities to enroll in the programme. It was found that between 1973-74 and 1974-75, 1,594 (50 per cent) were able to obtain some type of aid, mostly for tuition fees. The bulk of the scholarships (1380) were from the government tribes (a majority of whom were concentrated in three institutions in Nagpur and one in Ahmedabad, largely at the BSW level) were the largest recipients. The economically backward students, whose parents earned less than Rs. 1800 were next. University and UGC scholarships helped only 94 students, while the institutions assisted about 61 from their own resources, and private funding assisted another 31 students. Female students received 38 per cent of the total number of scholarships awarded. (They constitute 45 per cent in the student population.)

8.1.3.0.   **Personnel**

8.1.3.1.   **Faculty**

a.   Faculty positions (6.1.1.1.)

The total number of faculty in the 33 institutions which sent in their questionnaires, was 356. Of these, 284 were full time and 72 served part time. The male/female distribution for full-time faculty, was 49 and 23 repectively. The majority of the teachers were lecturers. There

were 27 positions of professors, of which, only 3 were held by women. The senior positions-professors, readers and senior lecturers-accounted for only 23 per cent of the teaching faculty.

b.   Faculty size and workload (6.1.1.2.)

Institutions established before 1950 had more than 11 faculty members. Of the 14 institutions established prior to 1960, 7 had between 11 and 15 and one had as many as 25 faculty. Among institutions established after 1960, only one had a faculty size of about 15, 12 had between 6 and 10, and 7 had less than 5. Departments of state universities and affiliated colleges did not have enough faculty members. It was difficult to obtain visiting lecturers for inter-disciplinary subjects because honoraria for TA/DA were not sanctioned.

The work-load of faculty in institutions for social work education, includes class-room teaching , guidance of research projects/term paper; field instruction and liaison with field work agencies; administration of field service activities and projects run by the institution; administrative responsibilities in the institution; conducting research; development of teaching materials; extension lectures; short-term courses and seminars; attendance at conferences, reading papers, participation and responsibility in professional organizations; consultation; writing papers, monographs, reports, books, editorship.

At the regional meetings, work-load emerged as thesingle most problematic area for the faculty. Most universities blindly equatint social work teachers with those of other disciplines, without giving recognition to the other teaching responsibilities, such as field instruction, a substantial component, and non-teaching work which contributes to the total academic programme and field extension activities in the community.

c.   Faculty qualifications (6.1.1.3.)

A majority of the 323 faculty (n = 356), from whom information was obtained, had only one degree at the master□s level-124 in social work and 54 in other subjects. About 65 per cent of the faculty had a degree in social work, while others were drawn from social sciences and personnel management. Twenty-two per cent had an additional master□s degree in a subject other than social work. Only 56 had Ph.D. and one had a D.Litt. Only 17, out of 34 institutions, had faculty with Ph.D. degrees majority of these post-graduate institutions have very few faculty with degrees beyond the master□s resulting in the lack of development of research.

d.   Relevance of subjects to degree obtained (6.1.1.4)

A majority of the teachers handled social work/social science subjects relevant to their degrees. Eighteen teachers had social work degrees and taught social science subjects, and 7 teachers had social science degrees but taught social work subjects. We do not favour this for obvious academic reasons.

e.   Teaching/professional practice experience (6.1.1.5)

The largest number of teachers (102 out of 356) had between 2 to 5 years of teaching experience-both among social work and social science teachers. The next group (74) in order of experience, had between 6 and 10 years. Only 71 teachers out of 356, had taught for more than 10 years. This explains why fewer positions in the higher academic categories were filled. It also brings out the need for systematic faculty development programmes in these institutions.

Only 54 teachers were stated to be in direct practice; of them, 13 were in clinical practice and 10 in community work, while 31 teachers, unfortunately, did not state the nature of their practice. In view of the fact that social work faculty teach subjects which have practice implications, it is very necessary to examine the means by which faculty can have on-going field practice experience.

f.   Need for additional faculty (6.1.1.6)

Lack of finances to attract suitable faculty was the single major factor, cited by 15 institutions for not filling needed positions. Nine other institutions said such persons were actually not available. Two institutions felt that their location was a hindrance to attracting competent faculty. Persuading the university to permit specialized persons from other disciplines/professions, as visiting lecturers, was another difficulty. Persons with Ph.D., could not be found by these institutions to conform to the UGC requirements. The total number required was 72, of whom, 55 were needed for full-time work, 11 part-time and 6 as visiting lecturers. A majority required social work faculty for field instruction and class teaching. The lack of adequate number of faculty over-loads those in position and leads to a deterioration in the quality of the training.

g.   Faculty development (6.1.1.7.)

As a majority of faculty had little teaching experience and even less practice experience, the need for faculty development was voiced persistently by participating institutions at regional meetings. This merits serious consideration. Implementation of any newly designed curriculum will be inadequate without properly developed faculty. Teaching techniques also need to be improved.

h.   Faculty exchange; exchange of faculty and practitioners/administrators/policy makers; special lectureships by eminent social work professionals (6.1.1.8.)

The lack of experienced faculty, is further aggravated by the absence of faculty exchange between institutions (it is not done even when they are located in the same area). We need to infuse stimulation and bring in the knowledge and skills of experienced educators, practitioners, administrators and policy makers in the training programme, especially in view of the relative inexperience of faculty.

i.   Faculty recruitment and promotions (6.1.1.9.)

In their first appointments, there is a need to place greater emphasis on practice experience of faculty rather than on academic credits. In promotion to the Readers☐ and Professors☐ posts, adequate emphasis on publications and research. This trend will eventually undermine the importance of practice in the profession.

j.   Faculty selection committees (6.1.1.10.)

These are not always established in a way that standards of social work education will be safeguarded. It is necessary to consider the manner in which such committees should be constituted.

8.1.3.2.   **Library Staff** (6.1.2.0.)

The position in relation to the library staff is related to the size of the library. In several institutions, the library is managed by designated faculty and students. This position is very unsatisfactory from the point of view of students.

8.1.3.3.   **Administrative Staff** (6.1.3.0.)

The type of staff employed included office superintendent, assistant, accountant, clerks, stenographers , and support staff such as the cleaning persons, peons, watchmen, gardeners and drivers. The highest number employed in any one institution was 32. Nine institutions had less than 5 persons on their administrative staff, 11 had 6 to 10, 4 had 11 to 20, and 3 had 21 and above.

One institution had no administrative staff and 2 shared it with the main college office. Five did not respond to this item and it may be concluded that they may not have had any administrative staff, making such institutions a total of eight out of 34. The bulk of the rest (26 institutions) had 10 or administrative staff, especially typists, has adverse effects on the training programme in which considerable documentation of field records and case studies has to be prepared . Where indigenous teaching materials are lacking, the role of the institution in preparing necessary teaching materials, which have relevance to local conditions, situations and events, is very important.

8.1.4.0   **Continuing Education, Research, Publications And Extension Facilities**

8.1.4.1.   **Continuing education** (2.4.1.0.)

These institutions have several continuing education activities. In the last 5 years, 23 institutions reported that they conducted short-term courses and seminars. In a majority of these courses, the duration was one to two weeks. The participants for these courses included staff from various institutions of social welfare and defence and the National Service Scheme, trained social workers, students and labour welfare officers. The organization of these courses is on an *ad hoc* basis and lacks a systematic plan to provide in-service training, staff development, and continuing education programmes to various groups such as policy makers, administrators, educators, researchers, practitioners and volunteers.

8.1.4.2. **Research** (2.4.2.0)

About 18 institutions undertook research studies, ranging from 1 to 5, in the last 10 years.
Four institutions had studies ranging from 6 to 10. The oldest institution in the country had 88 studies. The paucity of studies is due to the emphasis on practice, rather than the development of the knowledge base. A considerable expenditure of time on students□ field work, a lack of adequate staff (time and/or expertise), and inadequate finances to provide a continuing core unit. The Planning, Research, Evaluation and Monitoring Division of the Department of Social Welfare, Government of India is making commendable efforts to stimulate research in these institutions through the funds made available by the Planning Commission.

8.1.4.3. **Publications** (2.4.3.0.)

Of the 34 institutions, 14 had no publications to their credit. A majority of the remaining had a very small number of publications and teaching materials except in the case of two institutions, which had over 31 such publications. Those in the regional languages were negligible. The need for educational materials, which ahd relevance for India, was stressed considerably at regional meetings. This area of concern needs our urgent attention.

8.1.4.4.   **Field Service Projects** (2.4.4.0.)

Of the 34 institutions, 17 had field service projects and a majority were community centers in urban areas. Balwadis, nutrition and health projects were organized in the community centers, as well as outside of them, as specific projects. Family welfare, including foster care and adoption, and school social work, were also reported. Very few projects had a cost of Rs. 5000/- or less. The mode was in the category of Rs.21,000 to Rs. 40,000 and four projects cost over a lakh of rupees. That as many as half the number of institutions have reported these projects, and tried to raise the necessary amounts through donations or government schemes, shows the importance attached by these educational institutions to the development of practice and to training for practice. This necessary investment was considerable, bearing on the necessary training infrastructure for social work education.

8.1.5.0   **Library** (2.5.0.0)

About a third (12) had less than 2,000 books. Eighteen had over 3,000 books. A majority of the institutions, established prior to 1960, had over 3,000 volumes; while those established after 1960, had comparatively more institutions with less than 2,000 books. Again, state university institutions had a poor showing with 11 out of 27 having less than 2,000 volumes. The situation with regard to library holdings today is very poor. Some institutions do not have a separate library as they share existing facilities and budgets of the multi-faculty college or the university. Social work, with a smaller enrolment, is likely to be allocated a low priority in the acquisition of books.

8.1.6.0.   **Campus Facilities** (2.6.0.0)

8.1.6.1.   **Institutional Premises** (2.6.1.0.)

Twenty-nine institutions were housed in their own buildings, 4 were rented and one did not specify. A majority had only 2 or 3 classrooms and 2 rooms for administrative purposes. Fifteen institutions had six or more faculty rooms, while the rest had less than 6. With individual requirements for field instruction and research, the number of faculty rooms, individually allotted, is poor. The number of class-rooms available is also meagre
Especially if programmes, at other educational levels, are to be introduced.

8.1.6.2.   **Hostel Facilities** (2.6.2.0.)

A majority of hostles and 40 or less seats. There were 13 hostels for men and 11 for women. However, 4 hostels for women accommodated less than 10 persons in each. The present hostel facilities will be found limited in the event of multi-level programmes being introduced.

8.1.6.3.   **Faculty Housing** (2.6.3.0.)

Sixteen institutions provided housing while 14 provided none. Only 2 provided it to most of their faculty. Among institutions established before 1960, a majority provided such housing. In contrast, among the institutions established after 1960, a majority did not provide such housing. Among state supported institutions, over 50 percent provided no housing, and all of them were single-faculty, affiliated colleges.

8.1.7.0   **Funds** (6.2.0.0.)

A major factor in the organizational problems of these institutions, was the availability of funds-especially to employ an adequate number of faculty, to provide better library facility and infrastructure support such as the administrative staff. All, except one institution (33), are now a part of the university. Public expenditure on social work education has thus increased. However, the pattern of funding and the actual

financial support received varied, depending upon the relationship of the institution to the university : whether an institution was an affiliated college or an university department, or whether it was an affiliated college or an university department, or whether it was a state or a central university. The operating ministry for single-faculty, affiliated colleges also differed. In some cases, the institutions may be under the Ministry of Education, and in others, the Ministry of Social Welfare. The percentage of budget sanctioned varied from 33 to 99 per cent (6.2.1.0.).

Out of 23 institutions, there were 20 with budgets of less than Rs, 2,00,000 in 1972-73 and there were 15 such institutions by 1974-75. The expenditure rose from year to year and reflected the increased costs. A majority of the institutions, which had expenditures over Rs. 1,50,000, were those established before 1960. Those with budgets of less than
Rs. 1,50,000, were generally those established after 1960. They generally had small enrolments and greater difficulty in ensuring an adequate flow of funds to support the programme (6.2.2.0.).

Eight institutions had deficits ranging from Rs. 20,000 to Ts. 40,000 and 10 others had deficits below Rs. 20,000. Two institutions had a deficit of over Rs. 1,00,000 for 1973 and 1974. Without adequate outlay on funds, both at the central and state levels, the institutions cannot ensure either an adequate quality or quantity of social welfare manpower (6.2.3.0).

8.1.8.0 **Organisations Associated with Social Work Education**

8.1.8.1   **Areas of Concern For the Development of Social Work Education**

The major areas of concern for the development of social work education are to :

a.   Ensure a systematic development of social work education in terms of its geographical distribution and affiliation to recognized boards of education and universities.
b.   Provide a holistic framework for the development of a ladder education programme of education with several termination points related to job-funtions in the country, and to relate each phase education to the next, so that there are no dead-end training programmes and no dead-end jobs.
c.   Develop syllabi which are under constant review for relevance and which provide a career ladder from one academic level to the next.
d.   Develop field work and field service projects.
e.   Publish books/case studies related to social work/social welfare/social development for all academic levels from the para-professional upwards.
f.   Develop teaching materials for social work education at all academic levels.
g.   Develop research expertise and funding of research projects.
h.   Provide stable funding sources related to the cost of social work education.

i.   Specify the relationship of these institutions to their affiliating organizations to ensure responsiveness of social work education to the realities.

j.   Relate man-power training to existing job positions, and identify job positions which require professional training and specify them as social work positions.

k.   Develop the role of social work education in NSS programmes.

For such development we need to identify orgnisational structures for effecting change, development and stability in growth. The following two sections deal with this problem in terms of existing and the required organizational structures.

8.1.8.1.a.   The University Grants Commission (6.4.2.1.)

The UGC has had a Panel on Social Work Education on the same lines as has been done for other disciplines. This matter is noted with satisfaction. Adequate staff will, however, be required to carry on the activities of the Panel for the development of social work education.

The criteria and policies of UGC schemes do not suit the small professional programmes where enrolment is small and controlled by various factors which do not generally affect the general arts and science colleges. Hence, the UGC Schemes require suitable modification.

8.1.8.1.b.   The Department of Social Welfare, Government of India (6.4.2.2.)

It is a matter of considerable satisfaction that the Department of Social Welfare has constituted a separate Division for Planning, Research, Evaluation and Monitoring (PREM). A professional person has also been appointed as its first Director. This is likely to have far reaching implications in raising professional practice. The work of this Division in the field of sponsorship of research studies and compilation of statistics, with the necessary support of the Planning Commission, has considerably improved the position in regard to data availability. The utility of these functions, especially for teaching, planning and implementation of programmes, cannot be over-emphasized.

However, the Department does not have a well-defined programme for training and development of manpower in social welfare. The establishment of a Training Cell within PREM, for the development of social work education, might plug this lacuna. Its present functions involve some aspects of social work education. Those functions which are dealt with by other departments/sections, could be transferred to this Department. This need is felt because the Department is concerned with social work education at the para-professional level as well as at the degree levels where maintainance grants are not channeled through the UGC. It has an important role to play in assessing the manpower needs of social welfare and designing suitable training programmes to meet such manpower needs.

8.1.8.1.c.   Planning Commission (6.4.2.3.)

The Planning Commission has a very important role to play in the formulation of policies and programmes and in the utilization of research relating to social welfare and social work. However, we feel the Commission could play a much bigger role in social work education with regard to its funding. The Planning Commission, at present , does not appropriate special funds for this purpose at the degree level to enable the Ministry of Social Welfare to function as the operating ministry for educational programmes in social work. This gap is acutely felt especially by institutions which do not receive their maintenance grants from the UGC.

8.1.8.1.d.   Association of Schools of Social Work in India (ASSWI)
              (6.4.2.4)

Only 12 out of 26 master□s degree courses (and 2 year post-graduate diploma courses) which were surveyed, stated that they had such membership. At that time, the Constitution did not permit affiliation to the courses at the bachelor□s level. It has, now, been suitably amended. While the Association is composed of □schools of social work□, only 5 out of 34 retain that appellation today. The Association□s name is a legacy of American and British education in India, and needs to be changed to □Association for Social Work Education in India.□

The Association has performed very important functions, since its establishment in 1959, in organizing seminars forstaff development and in publishing their proceedings. It has worked on syllabi and periodically reviewed some course content. It has also attempted to establish standards but being an association by voluntary affiliation, it has not been possible to review institutions periodically and to enforce standards.

8.1.9.0.   **Need for the Establishment of A Council for Social Work Education**
(6.4.3.0.)

As indicated above, there are 4 organisations which have overlapping concerns for institutions providing social work education. It is very necessary to develop a structure which will have joint planning, funding, and programming functions to upgrade social work education and to maintain standards at all levels-from the para-professional to advanced levels of training. It would lead to a more rational utilization of manpower and resources.

8.1.10.0   **Need for Setting UP Independent Review Committees** (6.4.4.0)

There is an urgent need for these committees because of the varying levels of the quality of education, the facilities available, management-faculty relations and other factors so vital to the maintainence of standards in social work education. Standards cannot be maintained without periodic intervention of review committees and it is likely that certain circumstances in institutions can also lead to variations in achievement of standards.

8.2.0.0.   **MULTI-LEVEL PROGRAMMES OF PROFESSIONAL EDUCATION**

8.2.1.0.   *A Critique of the Present Curricula* **(**3.1.7.0.,4.1.1.0.,4.2.1.0.,5.1.1.0.,5.2.1.0.,5.3.1.0.**)**

Our curricula are derived from the residual/remedial/rehabilitative model or practice borrowed largely from the west-mainly the U.S.A.. For example, a maj0rity of our curricula place emphasis on social and individual problems of pathology rather than on the problems of the individual and society in the context of poverty and development. The curricula similarly show an urban than a rural bias, derived as they are, from a western, technologically oriented society. There is a concentration of curricula at the master□s degree level when what we need in India actually are large numbers of lower level workers.

Field work faces another set of problems when it comes to recognizing it as a valid component of the professional curriculum. Universities do no sanction adequate number of faculty, for this, because they do not take into consideration the amount of time spent on field instruction by each faculty responsible for it and the proportion of the educational time spent by the student on this activity. There is also a lack of involvement of agencies in the students□ training. The agencies are poorly developed and do not provide adequate opportunities for the student□s learning. The design of field work of syllabi to back them as the class-room instructors have with them. There is a lack of linkage between class-room theory and field practice. Expected hours of field work also vary.

We question the prescription of a research project as compulsory for all students at the master□s level, in terms of students□ competence and utilization of research skills on his job. The heavy demand on faculty time which compulsory research makes is not commensurate to actual outcome in preparing research personnel for the profession. There is also a need to move away from studies which only describe a problem, to research which tests the validity of our knowledge, as also to alternative strategies of intervention and administrative arrangements for service delivery or evaluation of practice. The following is a critique of programmes at each level.

8.2.1.1.   **Para-professional/Auxiliary Training Programmes** (4.1.1.0.)

Since independence in 1947, there has been a rapid growth in the delivery of services, both in the developmental and welfare sectors. There were only 5 institutions providing social work education before 1950, and 9 more were added in theentire decade of the fifties. As a result, much of the initiative for preparation and training of para-professional workers was undertaken by the government or given over to existing institutions for rural reconstruction such as the Kasturba Memorial Trust. The demand for instant manpower led to the development of *ad hoc* training courses of short duration. These continue to exist although it is now almost 30 years since independence. The reasons for such an ad hoc approach are the lack of cohesive social policy, frequent change of programmes and personnel form plan to plan; lack of identification of job positions requiring training in social work and the lack of an adequate manpower policy.

This situation has led to several deleterious effects. The training given to para-professional staff is so narrow-based that the frequent changes in plans results in unemployment of previously employed persons, further resulting in considerable expenditure incurred on retraining. The

best candidates are not attracted. There is a lack of upward mobility because of dead-end training and jobs. Candidates are first selected and then trained. This results in huge expenditures on the protection of their salaries during training. Additionally, the provision of stipends has to be made for the duration of their training. Moreover, because such training is confined to the governmental sector, there is a lack of trained para-professional/auxiliary manpower for the voluntary sector.

8.2.1.2   **Bachelor□s Degree Programmes** (4.2.1.0)

There appears to be considerable ambivalence in recognizing the professional focus at the bachelor□s level. This is due to a lack of clarity in perceiving objectives for training at this level.

The content of the bachelor□s level courses is as varied as it is stereotyped in the master□s programmes. Not having any specific western models, and no associational structure for promoting inter-change (the Association of Schools of Social Work in India excluded them till recently), these courses had greater scope for experimentation, and in a few cases, did relate themselves to the local realities. Except in one institution, no linkage was planned between the bachelor□s and the masters programmes-even where both existed in the same institution. The bachelor□s programmes did not, therefore, affect their master□s programmes in any way. Out of 9 bachelor□s programmes, from which information was available, 5 were fully generic. Of these, one provided electives in an area of interest.

The order of utilization of the settings for field work placements, reported for 1974-75, showed health and medical (68), rural (41), social defence (34) and family and child welfare (29). Unlike the master□s programme, a proportionately larger number was placed in rural welfare because of 2 BSW institutions being rural in their orientation (Gujarat Vidyapeeth and VishwaBharati). While most institutions had 8 to 12 hours of field work, one had as low as 4. This is hardly desirable since BSW workers mainly perform direct service functions.

Only one institution at the BSW level required its candidates to do research. At this level, the goal is to prepare persons to function in a team as investigators, coders and tabulators, rather than to prepare them as independent researchers. A research project is not, therefore, generally seen as a requirements forthis stage of learning.

The BSW courses have, generally, between 1,300 and 1,500 aggregate marks based on the three □year curriculum. The papers are either less than 500 marks per year, or vary between 500 to 700, and field work is either 100 marks or less, or ranges between 101 and 200 marks.

8.2.1.2.   **Master□s Degree Programmes** (5.1.1.0.)

Out of 27 programmes at the master□s level, only 6 were fully generic. Yet, an examination of the specialization curricula show that they lack basic principles of curriculum organization such as providing uniformity in the core concepts of a specialization (which need to be includede), and giving adequate weightage to the specialization papers in the total courses undertaken in the two years.

An examination of the courses offered showed that they were very stereotyped, especially those offered in the first year. The majority opted for labour welfare as a specialization rather than for social work specialization rather than for social work specilaisation, the latter, even when offered, were generally the traditional ones. A greater number of specializations were included in the syllabi than were actually available at a number of institutions which catered for specializations. The number of specializations actually offered were: labour welfare and personnel management (16), community organization/development (14), family and child welfare (12), medical and psychiatric social work (10), correctional administration (10), social welfare administration
(5), social research and statistics (1), and, tribal welfare and welfare of backward classes
(2). A number of reasons offered by institutions for not being able to provide more syllabi were as follows : lack of suitable staff in the concerned specialization (9), lack of student response to the course (3), lack of funds to employ additional faculty (2), lack of employment opportunities in the specialization (2) or low salaries.

The distribution of the total number of courses offered, in the first and second year, was very varied ranging from 5 to 10 with an average of 7. Specialisation subjects generally ranged from 1 to 3. Ten institutions offered 2 papers only, five offered 3 papers, one offered 5 papers, and one offered as many as 9 papers. Generally, one paper was offered in the first year. There was also a mistaken notion that the term generic connotes that all students take the same courses, or the students offer one paper in each field and this is erroneously supposed to make the course generic.

Forty-four per cent of the students in institutions offereing specializations, belonged to labour welfare and personnel management. Of the total of 1,632 students in 22 institutions which offered specialization, the break-up by specialization of the total enrolment in the three years of 1972, 1973 and 1974, was as follows : labour welfare/personnel management/industrial relations (727), family and child welfare (234), medical and psychiatric social work (209), correctional administration (102), rural development (93), community development, rural and urban (63), administration (58), research (55) and tribal welfare (10). We conclude from the above, that students are interested in the specializations that carry greater salaries and benefit-viz. the labour and management settings. The choice is further tilted in favour of urban than rural/tribal work; more remedial and rehabilitative than developmental and change-oriented (e.g. community, rural or tribal) activity.

The time allocated to social work methods, which are the core of practice skills, was minimal (as indicated by the number of terms in which they were taught and the marks allocated). In their enthusiasm to orient social work to new fields or activities, the institutions offered courses that were only descriptive and had no theoretical/conceptual base, or courses for which, the theoretical content could be provided in its present curriculum structure.

The majority of courses had 4 terms. Seven institutions followed the semester system. The number of weeks in a term/semester varied from 15 to 20. The time devoted to course work varied form 21 periods of 45 minutes to less than 20 periods of 60 minutes.

The total number of marks for each year was 500 or less, in 15 institutions; 501 to 700 in 6; 701 to 1,000 in 2; and 1,001 to 1,300 in one. These distributions are likely to place unequal demands on students in the different institutions. For field work, most programmes allocated between 100 and 200 marks per year. A majority allocated only 100 marks for research.

8.2.2.0 *Some General Considerations Regarding The Academic Programme*

8.2.2.4 **Language** (3.3.5.0.)

Instruction, by and large, was imparted in English, although some teaching was being given in regional languages in a few institutions. This pattern was prevalent both at the under-graduate and graduate levels.

8.2.2.7 **Core Bibliographies** (3.3.8.0.)

These need to be prepared for teaching at each level-para-professional, bachelor□s and master□s. We also need to evolve mechanisms for updating them. A core bibliography for the master□s degree was subsequently, prepared.

8.2.2.1. **Admission Procedures** (3.3.1.0.)

The procedures utilized by some universities were not suitable for admission in social work education programmes where individual interviews are essential for assessment of motivation and capacity for social work. Mere academic qualification and marks, as criteria, are not adequate.

8.2.2.2. **Orientation Programme** (3.3.3.0.)

This was recognized as essential by all institutions for neophytes, because social work as a profession is unfamiliar to the newcomer in terms of roles, methods used, and service delivery systems.

8.2.2.3. **Study Tours and Camps** (3.3.4.0.)

These were means for training and were recognized as essential elements of the programme. Proper financial underwriting was required for these study tours and camps.

8.2.2.4. **Examinations** (3.3.6.0.)

The examination, at the moment, was the main method of evaluation. However, internal assessment, even partial, was utilized by some institutions. (In fact, internal assessment for field work was utilized by most institutions). Very few institutions had internal assessment also for course work.

8.2.2.5.   Part-time, External/Private Study and Correspondence Courses
(3.3.7.0.)

Concern was voiced against private/external studies, or correspondence course, because the nature of social work education demands the development of not only knowledge, but also of skills and attitudes. However, part-time study, through the accumulation of credits, was recognized as useful, especially for those social welfare staff who have no training and for those already employed, and other who cannot devote attention to full-time studies.

8.2.2.0.   *Recruitment Rules for Jobs* (3.3.10.0.)

No amount of curriculum work and manpower training will have the desired effect on social welfare and development programmes in the absence of a national manpower policy for social welfare designating specific posts in the government/voluntary sector as requiring special training in social welfare/development at a specific level. The role of government departments and the Union/State Public Service Commission, in designating such positions, cannot be underestimated. Work needs to be taken up urgently in this matter. This was voiced at all regional meetings.

8.3.0.0.   **NATIONAL SERVICE SCHEME**

8.3.1.0.   *Rationale*   (7.0.0.0.)

Involving student youth in the programme of national development., has engaged the attention of the government since independence. All the Education Commissions have stressed the desirability of involving youth in community work. In pursuance of this recommendation, the Government of India, Ministry of Education and Social Welfare, launched the National Service Scheme in 1969, the Gandhi Centenary year. The scheme covered 113 universities and 265,000 students in 1976-77.

8.3.1.0.   Responsibilities of the Educational Institutions of Social Work for NSS
(7.1.0.0.)

In order to meet the needs of orientation of university staff to the method of implementation of the scheme (social welfare activities of an institutional and non-institutional nature, and also to meet the needs of consultancy, and publications, the Government of India and the University Grants Commission selected various institutions for social work education to shoulder these responsibilities. The first Honorary

Adviser, to the Government for NSS, was the principal of one of these institutions. In addition, two institutions, the Tata Institute of Social Sciences, and the Delhi School Work, were appointed to offer consultancy services to the institutions for social work education (which were entrusted with the responsibility for NSS), to the central and state governments, and the universities. They were also expected to prepare literature on different aspects of the Scheme.

8.3.2.0. *Achievements* (7.2.0.0.)

These institutions had so far trained 1,725 university/college teachers as NSS Programme Officers, and assisted directly in the implementation of university level NSS programmes. The content of training has been periodically revised in the light of experience and relevance to need. Their functions have included training, consultancy, research and evaluation, organization of demonstration projects, dissemination of information, on-the-spot guidance to local units, liaison among the governmental and voluntary organizations, colleges and NSS units and rural and urban communities. The NSS units, in these institutions for social work education, are provided grants for the appointment of a full-time NSS coordinator in the Reader□s scale, one stenographer and Rs. 2,000 as contingency allowance.

8.3.3.0. *Problems In Implementation* (7.4.0.0.)

Problems in the implementation of the scheme related to transfers of trained teachers to colleges/universities where there was no NSS or they already had adequately trained staff so that there was considerable wastage of trained manpower. All institutions for social work education do not have a developmental orientation. Therefore, they were unable to play an adequate role in the type of activities envisaged by NSS. The ad hoc nature of the Scheme has resulted in some reluctance on the part of institutions for social work education to take on this responsibility. The continuing investment of institutions for social work education needs to be considered.

8.4.0.0. **CONCLUSION**

This chapter has highlighted the findings of the Second Review Committee on Social Work Education. They were based on questionnaire responses, analyses of syllabi, discussions at three regional meetings of representatives from institutions for social work education, and on meetings with faculty,students, and administrators of some universities where the committee held its meetings. The committee also had a meeting with the representatives of the Indian Association of Trained Social Workers in Delhi. The material thus obtained, included the various factors pertaining to the infrastructure of social work education; the education programmes at various levels, their objectives, content, field work and factors related to curriculum administration; and the supporting organizations (governmental and voluntary) for social work education. The role of these educational institutions in the National Service Scheme was also analysed. The next chapter will summarise the recommendations based on these findings.

Summary of the Recommendations of the Second Review Committee for Social Work Education of the University Grants Commission

9.0.0.0. INTRODUCTION

In the introduction to the summary in Chapter 8, the tasks confronting social work education were briefly outline. The recommendations of the Committee, as stated in this chapter, encompass these indentified tasks. In the first major section we will consider organizational and administrative aspects of social work education and in the second major section we will consider the academic programme.

9.1.0.0. INFRASTRUCTURE OF SOCIAL WORK EDUCATION : GENERAL RECOMMENDATIONS ON THE FUTURE DEVELOPMENT OF SOCIAL WORK EDUCATION

9.1.1.0 *Organisational Structure*

9.1.1.1. Distribution of Programmes at Various Levels (2.1.1.0.)

Several academic levels are suggested. They are based on the academic terminal points with related job opportunities. The need today is forfrontline workers in nation-building tasks. It is, therefore, recommended that special emphasis be given to increasing training for workers at lower levels through existing institutions, or in those newly started ones in other locations which can provide the necessary experience.

(10) + 2	= 1 + 1 years at HSC level for para-professional/auxiliary training. The two years may provide such capsule courses that termination is possible at the end of each of the two years. (The gram or balsevika training may fall into this pattern).
Bachelor□s	= 3 years (Could be made into 1 + 2 years providing a point of termination at the end of the first year e.g. for mukhya sevikas).
Master□s	= 2 years.
M.Phil./Post-Master□s Certificate	= 1 year to a year and a half.

Ph.D.   = To be completed within a maximum period of 5 years.

9.1.1.2. **Location** (2.1.3.0.)

a.   Special efforts should be made to locate new institutions in the extreme north and north-east, wherever there are job opportunities.
b.   Because of the type of jobs available at lower and middle levels, they should be located in rural/tribal areas. This will give them the bias required for work in these years.
c.   Where there is more than one institution in a location, e.g. in a city or town, each should preferably develop distinctly different academic programmes(such as by changing the emphasis in their curricula).
d.   The needs of an area, and availability of job positions, must be carefully examined before locating the institution.

9.1.1.3.   **Organisational Pattern** (6.3.0.0.)

a.   New programmes may be started under any auspices, provided they are accredited by the authority recommended in this report and they are a part of the pattern of social work education suggested in 9.1.1.1. All programmes should fall into the educational pattern in the country-they must provide opportunities for further academic advancement, they must prepare workers already trained (and with job experiences preferably at lower levels) to higher levels (6.3.1.0.)
b.   In view of the special needs and the nature of the programmes of the institutions, the First Review Committee had already emphasized thed need for autonomy. The Second Review Committee strongly endorses this view. All institutions which now function as departments of universities/colleges should become separately constituted programmes and no new programmes should be started without first according them such separate identity (6.3.1.1.).
c.   The courses should not only be instituted as separate degrees from other disciplines, but should be constituted into a separate Faculty of Social Work.(6.3.1.2.).
d.   They should have a separate Board of Studies which is largely made up of people in the profession-both from the institution and from outside (6.3.1.3.).
e.   Examiners appointed by these Boards of Studies for the subjects of social work should be persons with professional background, whether they are academicians/practioners/administrators/policy makers (6.3.1.3.).

9.1.1.4.   **Expansion and Development**

a.   Emphais should be placed on qualitative improvement of the programmes.(2.1.4.0).
b.   No new institutions should be affiliated to universities, or otherwise recognized for   support, unless basic requirements (norms as stated in this report), and infrastructure   such as professional competence, academic standards, financial and organizational viability, established (2.1.4.0.).

c.   Certain institutions may be selected for their particular areas of strength. Sufficient inputs must then be provided to further strenthen these areas e.g. research, community work, social work education, or service to one of the target groups, e.g., criminology or children (6.3.1.4.).

d.   The UGC has now a new programme called □Departments of Special Assistance□ which may be implemented (6.3.1.4.).

9.1.2.0. **Students**

Enrolment in professional institutions should be based on adequate manpower planning which in turn is based on identification of society□s needs, the goals to be achieved, and., the tasks for accomplishing these goals. Training should be so designed that the personnel meet the identified needs of society. Appraisal of the manpower required at all levels should be undertaken for social work personnel.

9.1.2.1.   **Enrolment and Graduation** (2.2.1.0.)

a.   We need to increase the facilities for training, at the bachelor□s level. Similarly, training at the para-professional level needs to be instituted in these institutions for social work education. A special group must be appointed to look into the instituting of para-professional programmes on a planned basis, to cover the states and union territories. The new programmes in social work education should be started, if not for the para-professional training programme, at least at the bachelor□s level and later developed to the master□s degree.

b.   Before para-professional and degree programmes are instituted, a dialogue needs to be initiated with the state government departments which employ social workers at levels below the master□s degree (social welfare, corrections, backward class welfare, tribal welfare, rural development, labour, and home). A list of job positions in the voluntary sector needs to be prepared.

c.   All ad hoc courses run by governmental and semi-governmental bodies should be gradually phased out. The purpose of ad hoc training courses is to give refresher courses or continuing education rather than as a substitute for training of manpower. Such ad hoc, short duration courses are inadequate for persons who have no professional background.

9.1.2.2. **Sex Ratio**   (2.2.2.0.)

The ratio of women to men is at present 4:6. Although it can be exceeded in favour of women or even maintained as it is, it should not decrease in favour of men; for women have considerable contribution to make in this field. As special incentive, scholarships may be instituted to encourage women in this profession especially at more advanced levels in places where women are not enrolled in adequate numbers.

9.1.2.2.   **Students From Scheduled Castes And Tribes** (2.2.4.0)

a.   Their enrolment needs to be substantially increased. The Association of Schools of Social Work in India could consider advertising and conducting four regional centers during vacations for students who may be interested in seeking admission to these institutions. A

preliminary selection could be made at such centers and a training programme-of at least six week□s duration, from the middle of May to the end of June-could be organized. The students selected should obviously possess motivation and potential for social work, otherwise, the training will be wasted. The number of those trained will depend upon the indication of requirements given by the institutions. Thev students should be equipped with basic knowledge useful for entering the field of social work, and also language skills. The final selection may be made by the institution where the candidate has made an application.

b.   Some new institutions require to be located in tribal areas in the north-eastern hill districts. In Madhya Pradesh, Gujarat, Rajasthan, and Maharashtra-in places with large tribal populations. The existing social work education programmes could also be strengthened to take up tribal-based work.

c.   Unless social work education programmes are started at the para-professional and bachelor□s levels, there will be no increase of enrolment form these groups at higher levels. Unless opportunities for training at lower levels (para-professional) is provided first to these groups, it will not be possible for them to be recruited to higher levels of education and job positions. Secondly, even when scholarships for education are made available for students, their families still need them to earn as soon as they have achieved some training. The lower level training will thus open up job opportunities quite early for such students. Indeed, there is scope for such graduates in the tribal development schemes.

9.1.2.3.   **Student Scholarship** (6.2.4.3.)

In view of the problems of attracting, or retaining students from the disadvantaged sections to higher education, we recommend that a further increase in scholarships be made to include maintenance grants. The grants must include both tuition and maintenance to make education possible for such students. These scholarships may be instituted at the bachelor□s, master□s, M.Phil., and Ph.D. levels on consideration of merit and need. Such a programme, if centrally administered, would facilitate awards on a need-cum-merit basis to all the schools. It would also provide a better means for scrutiny and selection based on the criteria laid down for such scholarships. It is also recommended that the UGC and ICSSR specially provide talent scholarship for social work students to continue from the under-graduate to the post-graduate programmes.

9.1.3.0.   *Personnel*

9.1.3.1.   **Faculty**

a. *Faculty Positions* (6.1.1.1.)

Social work educational programmes at the degree and post-degree levels should have only three categories of postions-Professor,Reader and Lecturer. It is recommended that at least one-fourth of the positions should be those of Professors and another 25 to 33 per cent in the category of Reader. The rest, about 40 to 45 per cent, should be at the level of Lecturer. Because of the current emphasis of the UGC on

college and universityh teachers acquiring the M.Phil. and Ph.D. degrees, a higher ratio of Professors and Readers is considered necessary. Where a new programme is started, the seniormost position should be held by someone at the level of a Professor, and failing that, a Reader.

b. *Faculty Size And Work-Load* (6.1.1.2.)

The work, requiring the presence of the teacher in the institution, should not exceed 25 hours per week and the entire work-load, including all assignments besides direct work with students, should not exceed 35 hours. No social work training programme can provide qualitatively high standards, unless standards are maintained in computing faculty work-load and teacher-student ratio. This is especially so for an educational programme in which field work is as important a component as lectures.

i.   The faculty-student raio should aim at 1:8, and should not normally go beyond   1:10 (excluding the head of the institution).
ii.   A newly established programme (40 to 50 students) must have a minimum of 4 faculty (excluding the Director) all of whom (5) must hold suitable qualifications in social work.
iii.   A teacher should teach no more than 3 courses on an average. He must spend only 3 to 4 class hours per week and give direct field instruction to about 6 students, and guide 3, or, at the most 4 others, for research. In addition, he may have 2 or 3 students who have instructors in the field, but for whom he is responsible as a faculty adviser. This teaching load per week-of 3 to 4 hours of class teaching, 9 hours offield instruction, and 2 to 4 hours of research □is considered as optimum. Additionally, such teachers will carry responsibilities of an administrative nature-for staff development, or for short-term course. It is important to give credit to faculty by allocating a certain number of hours for work done in the community in the capacity of consultant/chairmaen of committees in organizations/and for providing leadership as office bearers in professional organizations or for undertaking responsibilities of a professional nature. Similarly, teachers who are involved in research should have their teaching programme (as outlined above) suitably modified.

c. *Faculty Qualifications* (6.1.1.3)

A considerable number offaculty need to be assisted in meeting the academic attainments for higher education laid down by the UGC. A planned approach towards assisting them to obtain M.Phil./Ph.D. is required.
i.   *Ph.D.* : The institutions may provide leave for faculty with at least 3 years of service with them. They must obtain the Ph.D. within a specified period-such as five   years-and maximum leave with ay in accordance with the faculty improvement schemes   of the UGC should be granted.
ii.   *M.Phil.* : Recommendations same, as above, are applicable except that the period of completion should be two to two and a half years. Leave with pay should be granted as per faculty improvement schemes of the UGC.
iv.   *Additional Master□s* (Multi-disciplinary emphasis) : the faculty appointed in institutions for social work education should primarily consistof persons holding degrees in social work because substaintial teaching is required in subjects which have professional

content. However, it is very enriching for social work faculty to pursue any particular social science discipline at the master□s level, which is related to the social work subjects they teach. Opportunities, similar to those made for the M.Phil., should be given to faculty to work toward such an additional degree.

d.   *Relevance Of Subjects To Degree Obtained* (6.1.1.4.)

Social science teachers cannot give the necessary social work perspective to subjects like Indian Social Problems or Research . Such subjects should therefore, be taught by social work teachers.

Social science should be taught by those with a post-graduate degree in that subject. It is valuable to have social scientists drawn form theirrespective disciplines as Visiting Lecturers. Since their primary identification is with their own discipline, they are likely to have more up-to-date knowledge and trends in their field. If a rich variety of social science disciplines has to be provided, it is better to associate competent persons with the programme as Visiting Lecturers because it is neither feasible to appoint so many persons on a full-time basis, nor can they be easily integrated into the full-time programme. Alternately, special incentive could be given to enable social work faculty to obtain a master□s degree in a social science discipline. In all subjects taught by instructors belonging to another discipline, it is essential that one social work faculty person be also assigned to the subject. This would enable the instructor to relate to the particular content required for social work students and assist students with the integration of inter-disciplinary knowledge. It is found that the students are otherwise apt to miss the significance of such knowledge for social work. Some subjects could be better taught by the seminar rather than the lecture method where an inter-disciplinary team of teachers participates.

e.   *Professional Practice/Teaching Experience* (6.1.1.5.)

Practice experience should always underpin teaching. It can be provided through the following :

i.   On-going practice experience in field service projects of the institution.
ii.   On-going practice experience in other governmental and voluntary programmes.
iii.   Periodic exchange between faculty and practitioners/administrators, so that each can bring a new dimension to the exchanged position. The difference in salary should be made up by UGC. Relaxation in educational qualifications should be permitted to practitioners who have made a contribution to the filed. Benefits should be protected, during absence from the parent institution, including housing.
iv.   For recruitment to teaching position, due regard should be paid to practice experience instead of relying exclusively on higher academic qualifications
and /or only teaching experience.
v.   The institution may draw on the field practitioners to do some team teaching to enrich the academic programme.
vi.   New institutions should have a good proportion (at least 50 per cent) of persons with a minimum of five years of teaching experience.

f. *Need For Additional Faculty* (6.1.1.6.)

i.   Little attention has been paid to the problem of recruiting faculty systematically from the practiotioners. Such candidates vshould be given adequate opportunities by providing them necessary training for becoming academicians. And they should be placed in suitable positions. We need a national talent search and a systematic programme for recruitment and preparation of such faculty. Short courses may initially be provided to persons willing to take job leave from practice positions. Subsequently, they could be placed when a position mutually satisfactory to the employer and the recruit is found. This is a task which the Association of Schools of Social Work in India may consider as its special service to the institutions.
ii.   Visiting Lecturerships should be encouraged for special subjects, especially from other disciplines, and a suitable honorarium provided to the lecturers.

g. *Faculty Development* (6.1.1.7.)

Without proper faculty development, no implementation of any newly designed curriculum will be adequate. The teaching techniques need to be improved and training provided for the same. Some of the faculty development programmes are :

i.   Providing leave for pursuing a higher degree, or a degree in an allied discipline, and study leave for practice experience, are the measures already cited. It is also necessary to institute a leave plan for professional growth of faculty. Such leave may be granted after six or seven years of full-time teaching. The salary must be protected, preferably by an UGC scheme which underwrites such leaves. Prior to santion, the faculty concerned must provide a plan to further his academic competence. Senior faculty could utilize the opportunity for writing, research or consultation/teaching at a newly developing institution and to carry out staff development programmes for such institutions. Interchange of faculty between institutions is a worthwhile method of providing for special expertise as well as stimulating new ideas. This could be done most easily when several institutions are in the same area and could share faculty for teaching, field instruction, research, consultation and staff development.
iii.   The role played by the Association of Schools of Social Work in India in organizing regular seminars for faculty, held almost every year since the late fifties, has been widely recognized. The Association accomplishes this is spite offinancial constraints. The UGC should recognize the Association for organizing summer institutes as well as for undertaking longer term training (such as of newly entering faculty). Such programmes can always be offered in conjunction with social work training institutions in the universities, or with those institutions which have the necessary expertise for the type of subjects to be taught by the new faculty recruit. With the two decades of experience built up by it, the Association has the necessary expertise for promoting faculty development on a planned, annual basis.

h. *Faculty Exchange; Exchange of Faculty And Practitioners/Administrators/Policy Makers; Special Lectureships By Eminent Social Work Professionals.* (6.1.1.8).

i.   Exchange of faculty between institutions, should be considered, particularly to assist newly established programmes. Fellowships may be established by UGC for this purpose. Short-term exchanges (of less than an academic year) should be encouraged as it is much more difficult to work out programmes of longer duration.

ii.   Exchange between teachers and practitioners/administrators/policy makers should be promoted.

iv.   Fellowships on the same lines as national professorships may be instituted. The institutions can then invite eminent social work persons with experience as policy makers, administrators, those in the international field, or academicians. (Such persons may include those who have retired).

i.   *Faculty Recruitement And Promotions* (6.1.1.9.)

ii.   Equal emphasis should be given on practice experience, as on academic degrees /research, for the lecturer□s posts. Paid, full-time professional practice experience is the minimum desirable.

iii.   Promotions to Readers□ and Professors□ posts should also give due weightage to practice.

j.   *Faculty Selection Committee* (6.1.1.0.)

Such committees should be composed in a manner prescribed by the university for the selection of faculty. However, it is recommended that two to three experts with professional training in the area of the faculty position to be filled, should be on these committees. Where specializations are offered, the departmental head of the specialization to which the faculty is being recruited, should also be present besides the Head of the institutions. The UGC Panel on Social Work Education must prepare and maintain an up-to-date list of persons considered to be subject-matter specialists, who should be invited to sit on the selection committee.

9.1.3.2. **Library Staff** (6.1.2.0.)

The library staff recommended, in proportion to the size of the library, is given below. Only the most essential minimum needs are specified here Institutions may make additional provisions.

a.   *Less than 3,000 books*

      1 Librarian
      1 Peon
b.   *3,000-5,000 books*
      1 Librarian
      1 Assistant Librarian (Professional)
c.   *5,000-10,000 books*
      1 Librarian
      1 Professional Assistant
      1 Library Assistant
      1 Peon/Typist Clerk
d.   *10,000-15,000 books*
      1 Librarian
      2 Library Assistants
      1 Typist Clerk
      2 Peons
e.   *15,000 and above*
Suitable additional Staff may be provided.

9.1.3.3. **Administrative Staff** (6.1.3.0.)

Administrative support is necessary for the faculty in carrying out various functions such as correspondence, report writing, paper writing, preparation of case studies and records, research, activities related to field work and community service, and the organization of short-term courses.

The minimum staff recommended for a newly established programme (about 40 to 50 students) is as follows :

      1 Office Superintendent
      1 Accountant
      1 Steno-typist
      1 Clerk-typist
      1 Filing Clerk
      1 Peon

The staffing pattern above is only a nucleus and any programme that goes beyond 40 to 50 students, will need additional staff such as typists. Where the number of students is at least 70, the appointment of a Registrar or an administrative head, becomes very essential. In

addition, an institution needs such support staff as cleaning staff, watchmen (3 for 24 hours),gardener (where applicable) and driver (where applicable). Institutions which run their own hostel, should have the necessary supervisory and support staff.

9.1.4.0. *Continuing Education, Research, Publications And Extension Facilities*
9.1.4.1. **Continuing Education** (2.4.1.0.)

To make this programme more effective, the UGC should initiate it in various states. The concerned state governments should also undertake such courses in collaboration with the training institutions. A few selected institutions could cater to the needs of a group of states and adequate finances for administrative expenses, training costs and for TA/DA for the participants for could be provided. One institution in each state should be assisted in carrying out such programmes for its own area. The position of a co-ordinator of such programmes may be provided for in the budget of the insitution. The profession has several needs to fulfil in such extension education especially for the following target groups for whom it should be designed.

a.   A backlog of untrained staff.
b.   Volunteers at the policy and planning level and field level persons.
c.   Orientation on social aspects of development to policy-makers (legislators, members of parliament, corporators/zilla parishad, panchayat samiti/gram panchayat elected member); and planners (at central,state and district levels); and administrators (official and non-official).
d.   Re-tool/re-orient its graduates in newly emerging theories and their practice implications.

9.1.4.2. **Research** (2.4.2.0)

Research is essential in building up an indigenous base for social work education and also in developing concepts, theories and tools of measurement for social work. It could be undertaken both by the institutions and the faculty. Appropriate measures would have to be initiated separately in increasing the research output for these two types. Following are the recommendations :
a.   The existing staff should be strengthened at the institutional level for enhancing research capabilities.
b.   Separate budget allocations could be made for initiating major research projects on problems of national importance and areas of key interest to the profession.
c.   Where such research competence is adequately built up, it is necessary to develop Research Units in the institutions by providing a continuation budget to them. Such persons include a Professor/Reader in charge of the Unit, one Research Officer, a stastistician-cum-programmer and four Research Assistants. They must function as the consultative unit to other faculty who should be encouraged to undertake research.
d.   To reduce the time lag between data collection and analysis, the institutions should be aided in acquiring data processing machines like calculators, punchers, sorters, tabulators, data tapes.

e.   Incentives like special allowances and leave, should be offered to the faculty for research studies, or for training in research. A few institutions could be strengthened for providing regular advanced courses in research to faculty.

f.   Institutions which are already bringing out periodic annotated bibliographies on books and journal articles related to social development and welfare, should be given financial support to recruit the necessary staff to continue the service to the profession.

9.1.4.3. **Publications And Teaching Materials** (2.4.3.0.)

Without the development of an indigenous base, educational programmes of social work will continue to rely heavily on western textual material. We need to give top priority for producing materials which are indigenous in their refernce and relevant to local situations. If a majority of the faculty members prefer to write in English, the publications can be translated later into the regional languages. Similarly, regional language publications could be translated into English.
The following suggestions pertain to the development of such indigenous literature.

a.   *National Level*

The University Grants Commission, the Department of Social Welfare, the National Council for Social Work Education (proposed) may select persons and provide grants, equivalent to their salary, for a period of one year. They must be relieved from teaching responsibilities to concentrate on writing. In addition, a certain amount may be given as honorarium and at least one-third of the royalties on the books. A systematic approach to bring out such publications is required.

b.   *Institutional Level*

At the institutional level, typing and mimeographing facilities should be provided.

c.   *Funding Journals*

As the first step towards developing an indigenous base, existing professional journals should be subsidized by the UGC, so that the persons commissioned to write the articles can be paid. A systematic programme can thus be developed for publication of indigenous literature.

9.1.4.4. **Field Service Projects of Insitutions** (2.4.4.0.)

Projects organized by training institutions need sustained inputs. Token grants would not suffice for their maintenance. These inputs include staff salaries, building and equipment, and the necessary expenditure on the services. Each of these centers should be staffed by a person as the head, who is at least at the level of a lecturer, capable of directing the projects, giving field instruction and preparing teaching materials.

Both the UGC and state governments need to pay special attention to the development of such infrastructure for training. The state government will benefit especially as these centers can be utilized by them for testing, demonstration and research and for pilot projects and field training of personnel.

The training institutions have always had much difficulty in raising the financial support for such field service projects. Yet, the very fact that so many of them have tried to raise the necessary finance shows the importance of such projects to the institutions. It is recommended, therefore, that such field projects be included in the budget of all training programmes as necessary expenditure (on the analogy of grants for laboratories to science colleges). Training institutions should not be put into the situation where they are compelled to raise funds-the faculty already have numerous demands on their time.

9.1.5.0. *Library*

9.1.5.1. **Newly Established Institution**

Considering the importance of a library to academic institutions for meaningful studies at the post-graduate level and for research, it is recommended that a newly established institution must start with a minimum of 1,500 volumes in the library. It must start with 2,000 books if it offers more than one programme, e.g. bachelor□s and master□s. In addition , the library must subscribe to at least 20 journals. The stock of books should be enhanced, within the first few years, to 10,000 volumes which include social work, social science and behavioural science subjects.

9.1.5.2. **Continuing Budgets**

For addition to the library, the minimum financial assistance suggested is Rs. 20,000 per 100 students or at least 50 major titles a year plus journals. When an under-graduate programme is added to a graduate programme, the budget should be provided for at least 800 titles a year and 40 journals.

9.1.5.3. **Library Development Grants**

Similar to the UGC pattern, five year development grants should be given to libraries of colleges which receive state government grants. We note that state institutions need special inputs, both for development grants for libraries and for enhanced expenditure on the recurring library grants.

9.1.6.0. *Campus Facilities* (2.6.0.0.)

9.1.6.1. **Institutional Premises** (2.6.1.0.)

As building facilities are inadequate, it is necessary to expand them before any additional programmes, at various educational levels, are offered.

9.1.6.2. **Hostel Facilities** (2.6.2.0.)

Special UGC funding requires to be made available on a 75 percent basis for these institutions. This is especially so for single-faculty, affiliated colleges, which could gradually build up the required minimum basic amenities. (Such colleges generally do not have a share in the university student□s housing).

9.1.6.3. **Faculty Housing** (2.6.3.0.)

The nature of social work professional education demands that the faculty members live on the campus. Lack of sufficient housing facilities on the campus causes organizational and administrative inconvenience. Besides, paucity of housing hampers the institutions in attracting talent from outside their location. The institution should, therefore, be substantially aided for housing, especially the single-faculty, affiliated colleges.

9.1.7.0. **Funds** (6.2.0.0.)

Institutions which are central and deemed universities and the departments of universities, generally get UGC/State education department funds as development and maintainence grants. It is the single-faculty affiliated institutions that face the major problem of funding source. They receive very small maintainance grants and rarely any developmental grants. There is a large number of institutions under this pattern.

9.1.7.1. **Maintenance Grants**

It is recommended that all social work education, from para-professonal to the Ph.D., should be placed under the UGC for the purpose of grants and maintenance of standards. If UGC statutes do not permit this, it is suggested that the Department of Social Welfare be the operating Department for these single-faculty, affiliated colleges. (This will be similar to the practice followed in the case of other professional institutions such as medicine and agriculture.) Where a well established pattern of funding already exists in the state Department of Education, and is operating without difficulties, the practice should not be discontinued. The pattern suggested applies to that large majority of institutions where funding position has been generally unsatisfactory. The state level directorates of social welfare education and the Ministry of Education and Social Welfare, Government Of India, should together be responsible for 90 per cent of the expenditure on the approved items, while the remainder of 10 per cent may be raised by the institution through its fees and other sources.

Where the college has a good trust endowment as income, the percentage reimbursed would depend on the deficit incurred. Such sharing of costs between the state and the centre is also a recognition of the fact that
Several social work educational institutions serve students from many states besides their own. These grants should be made available for existing institutions, each on merit, and for new institutions after they are accredited. A lack of such a funding pattern shows little recognition of the need for developing manpower for social development and welfare.

9.1.7.2. Development Grants

Besides maintenance grants, the central/state governments (through the operating ministries) should also make development grants available to these institutions on lines similar to those made by the UGC. The minimum strength stipulated by the UGC for an institution to qualify for the development grants, as well as grants for special schemes (book bank, student aid fund) need to be modified. The present qualifications demanded of the institutions by the UGC do not reflect the usual size of these institutions which is related to job opportunities, availability of trained faculty, financial resources, field work facilities, and other factors which are beyond the control of individual institutions. The minimum required strength should be as follows :

a. Post-graduate institutions :   50
b. Under-graduate institutions :   75
c.Institutions with an under-graduate and
 continuing post-graduate programme :   100

9.1.7.3. Admissible Items Of Expenditure
The Committee has recommended in detail the items of expenditure which can be taken into account for purpose of grants by the state and central governments on the basis of 90 per cent of shared responsibility. In the case of institutions which are departments of their respective universities, one hundred per cent grant should be admissible for these items since the fees are collected centrally.
The admissible items of expenditure include:

a.   Salaries, allowances,benefits,ex-gratia payment, and honoraria.
b.   Establishment expenses, rent, taxes maintenance and repairs; purchase and maintenance of equipment; stationery, telephone, postage, telegrams, conveyance and transport; advertisement; insurance, and such other recurring expenditures.
c.   Library
d.   Field service projects.
e.   Research cell.
f.   Continuing education, seminars, short-term courses.
g.   Faculty development.

h.   Professional affiliation.
i.   Subsidy for the hostel.

9.1.8.0. *Organisations Associated With Social Work Education*

a.   *Appointment Of A Full-Time Officer*

The panel on Social Work Education should be served by a full-time officer appointed by the UGC. The person should be in the Professor□s grade, and must have at least ten years of experience in social work education. He must also have held a position of some responsibility in the administration of the academic programme in his own institution. The person must be capable of gaining the confidence of the heads of institutions with whom he will directly work on the programme. The service of this person may be provided on loan by institutions for a period of three years. His work would include ;

i.   Convening meetings of the Panel and serving as its Secretary; convening meetings   of all sub-committees appointed by the Panel, serving as the Secretary of these sub-committees and the responsibility for related matters such as implementation of decisions taken, follow up of the recommendations with concerned bodies; and finalisation and production of reports.

ii.Planning and execution of all summer seminars, short-term courses, etc. in   collaboration with either the Association of Schools of Social Work in India or individual institutions.

iii.   All matters pertaining to the UGC fellowships sanction of research projects of the UGC, implementation of the UGC schemes and bringing about modifications in policy (where indicated) to suit the needs of smaller professional programmes as in social work education. Sometimes minimum requirements for grants to special projects are tied to the size of the institution i.e. the number of beneficiaries.

iv.   Reviewing frequently the norms for professional training.

v.   Planned development fo publications, research, field service projects and teaching aids for social work education in collaboration with other relevant organizations such as the Association of Schools of Social Work in India and with the Training Cell proposed for the Department of Social Welfare, Government of India.

vi.   Co-ordinating, as an ex-officio member, the activities of the UGC with over all training in social work, in the major policy committees of the Association of Schools of Social Work in India and the Training Cell in the Department of Social Welfare, Government of India.

vii.   Organising visits of lecturers to social work training institutions such as field experts and national professors.

He should, therefore, be given necessary support such a professional assistant on the level of a lecturer who can assist with correspondence and attending to all routine matters. Administrative staff such as a stenographer, a typist-clerk and a messenger should also be sanctioned.

b.   *Establishment Of NSS Cell In The UGC*

A permanent NSS Cell, consisting of the representatives of the social work educational institutions responsible for NSS in their universities, should be set up in the UGC. A full-time Special Officer on Duty in the Professor□s scale should be in charge of the cell.

9.1.8.2. **The Department of Social Welfare, Government of India** (6.4.2.2.)

A separate Division for Planning, Research, Evaluation and Monitoring, created by the Department of Social Welfare, has sponsored research studies and compiled statistics, with the necessary financial support of the Planning Commission. The utility of these functions for teaching, planning and implementation of programmes, cannot be over-emphasized. The Committee, therefore, strongly recommends that this Division should be considerably strengthened and documentation of information undertaken on a large scale.

The Department should have a full-fledged Training Cell which will deal with matters related to social work education. The activity of such a Cell should encompass :

a. Planning and development of manpower for social welfare. (Work with Department of Personnel of the Government of India, the Planning Commission, the various ministries employing social workers, and employees in the voluntary sector, for a planned development of social work manpower and to relate training to job opportunities.)
b. Deployment of training institutions in non-favoured areas, e.g. backward, rural and tribal.
c. Providing equivalence and recognition to non-degree programmes.
d. Development of syllabi for non-degree programmes.
e. Development of publications and teaching aids in both English and vernacular.
f. Development of Research Cells in the training institutions and non-teaching institutions engaged in research.
g. Administration of maintainence and development grants to the undergraduate and post-graduate degree institutions affiliated to the state universities, and for non-degree training programmes.
h. Grants to the Association of Schools of Social Work in India which would contract for execution of some of the schemes of the Cell.

The Department should recruit persons with necessary expertise for the work in the training cell. It may either draft persons from the existing training institutions and avail of their services for two or three years; or, it may employ a aqualified social work educator at the senior level, with at least ten years of experience and expertise in administration of training programmes and curriculum development. He should be supported by two persons in the position of Lecturer (equivalent to Research Officer).
This would assure some continuity, as well as bring fresh points of view and provide the Department expert assistance. The lien and salary of such persons, in their parent institutions, should be protected.

9.1.8.3. **The Planning Commission** (6.4.2.3.)

The Planning Commission has a very important role to play in the formulation of policies, programmes and the utilization of research relating to the field of social welfare and social work. It is therefore necessary to have a person at a senior level who in association with the training institutions and the Association of Schools of Social Work in India, will be responsible for establishing appropriate policies for funding social work education. The Commission, which has hitherto played a limited role, needs to formulate an adequate scheme for the purpose of assuming such responsibility for social work education. In formulating the Five-Year Plans for the nation□s social welfare sector, social work educators should be involved, both at the central and the state levels.

9.1.8.4. **Association of Schools of Social Work In India** (6.4.2.4.)

The Association is a voluntary, standard setting organ of the training institutions. It should be the spokesman of the social work educators and remain as a non-governmental organization. It should be responsible for constant reviews of the curricula and for retraining and retooling faculty and also for preparing new faculty, for research pertaining to social work education, and for preparing teaching materials. The Association should also publish a journal devoted to educational issues and must provide the necessary leadership to the training institutions through consultancy.

We recommend that the proposed training cell in the Department of Social Welfare and the UGC, assist the association with maintainance and development grants since the Association is an essential arm for their activity with the training institutions.

9.1.9.0. *Establishment of a National Council for Social Work Education (6.4.3.0.)*

9.1.9.1. **Rationale** (6.4.3.1.)

As indicated in the preceding section, there are four organizations which are involved with social work education. Each of these organizations has overlapping concerns (social work education) and addresses mainly the same audience (social work educators). Therefore, to upgrade social work education and to maintain standards, some joint planning, pattern of funding, and a programme of action are necessary. It becomes possible to make rational use of manpower and resources. The National Council for Social Work Education may be established to achieve this goal.

The role of the Association of Schools of Social Work in India, as an executing body for some of the activities of the National Council, should be recognized. The Association could be delegated to the ASSWI may be decided upon mutually and reviewed from time to time. The functions of the National Council are envisaged to be regulatory while that of the ASSWI to be representative.

9.1.9.2. **The Council Structure** (6.4.3.2.)

Such a council should be established by a joint resolution of the University Grants Commission and the Department of Social Welfare. It should essentially be autonomous and similar to other bodies created by the Government of India. The Department of Social Welfare should be the operating Department. The council should be flexible, innovative and must have a dynamic staff-it should not hamper change with bureaucratic structures.

The head of the Council should be an eminent social work educator. He should be assisted by staff who are capable of providing consultation to training institutions, preparing teaching aids and educational resource materials of use to institutions. They should also be capable of undertaking or commissioning research.

9.1.9.3. **Responsibilities** (6.4.3.3.)

a.   *Programme and Faculty Development*

i.   Develop educational policies and directions for relating social work education to social realities.
ii.   Perform standard setting and accrediting functions.
  iii. Develop an integrated programme of training from the para-professional to post-
         graduate level.
v.   Devise training courses to be run in colloboration with the Association of School
       of Social Work in India, and individual institutions.
vi.   Provide consultation to training institutions and faculty.

b.   *Teaching Aids and Publications*

Promote teaching aids and resources, publications and a journal of social work education.

c.   *Research*

Undertake or commission research on social work education; scrutinize all research projects and administer research grants on behalf of the Department of Social Welfare and the University Grants Commission; offer consultation services to such institutions undertaking research and develop research expertise of institutions.

d.   *Funds*

Provide funding to all institutions not directly maintained by the UGC, and to advise the state governments on their contribution to such training programmes. Also, to provide funds for the maintenance of the two professional associations-the Association of Schools of Social Work in India and the Indian Association of Trained Social Workers.

e.   *Manpower Development*

    i. Make statutory provisions for employing trained social workers in specified
       postions in both Government and the voluntary sectors.
ii.   Develop a manpower policy in collaboration with government and private organizations, to assess the requirements for trained manpower to be prepared by the training institutions.
iii.   Establish rules for recruitment.

9.1.9.4. **The Governing Board** (6.4.3.4.)

The Council should have a governing Board which frames policies and guides its activities. It should meet at least twice a year. The Constitution of the Board is as follows :

		Number
i. Chairman		1
ii. Member-secretary should be the Director of the Council	1	
iii.Representatives of Professional Associations :		4
The Association of Schools of Social Work in India-		
The President and the Executive Secretary (2)		
The Indian Association of Trained Social Workers-		
The President and the Executive Secretary (2)		
iv. Social work educators nominated by rotation		6
v. Representatives of students by rotation		6
vi. The Chairman of the UGC Panel on Social Work Education		
and the Officer in charge of social work education.	2	
vii. The representative of the Planning Division of the Planning Commission	1	
viii The representative of the Department of Social Welfare,		
Government of Indai in charge of research and training.	1	
ix. Directors of Social Welfare (State/Union Territories) by rotation.	5	
x. Representatives of national voluntary organization	2	
xi. The Central Social Welfare Board (1)		1

xii.	Representatives of national voluntary organizations.	2

a.   Association of Vice-Chancellors (1)
b.   Inter-Collegiate Board   (1)

xiii.	Nomination of eminent professional social workers (2)	2
xiv.	Members of Parliament (2)	2

Total   36

The Board should be responsible for over-all policy making and standard-setting. It should recommend curricula of relevance to the field realities. It should receive reports of the Director on work in progress and work executed.

9.1.9.5. **Funds**

Appropriate funding arrangement will be required to be made for the Council□s functions.

9.1.10.0 **Independent Review Committees** (6.4.4.0.)

The UGC should appoint independent review committees foreach of the institutions which is within the university system. The Panel on Social Work Education should name a group of persons, and this list may be utilized to appoint members of the Committee. Such Review Committees should, ultimately, be appointed by the National council and the review should be undertaken every five years. The institutions that do not come up to the specified norms, should be visisted by the Committee every two years, and only two such terms should given in which the institutions have to meet the required standards.

9.2.0.0. **RECOMMEDNATIONS FOR THE PROGRAMME OF PROFESSIONAL EDUCATION**

9.2.1.0. *Building the Social Work Curriculum (3.1.0.0.)*

The focus of an educational programme is the learner while the curriculum is designed to help the learner to achieve the objectives of the educational programme. The objectives of a professional curriculum is to prepare the type and quality of manpower capable of performing the tasks and functions which ultimately achieve the goals the profession has set for itself in the context of the particular society which it seeks to serve. Therefore, to recommend a social work curriculum which has relevance in the Indian context, we must first do the following :

a. State the social realities, and the goals to be achieved;
b. Relate these goals to the tasks and functions of social workers which will lead to their achievement.
c. It is then that the educator can define the educational objectives as the stated behavioural outcomes, which the student must achieve in relation to the tasks and functions for which he is being prepared.
d. Once such objectives or behavioural outcomes are specified, it is possible to select the content of the curriculum which will lead to the achievement of these objectives. This strategy has been elaborated in the report. It is stated here briefly because it provides the philosophical orientation, and the framework for building the curriculum as suggested in the report. Regional variation should be taken into account in developing such curricula. Only guide-lines are provided in this report.

9.2.1.1. **The Social Realities** (3.1.1.0.)

Poverty and population are interrelated problems which confront us and at the interface of these problems are illiteracy; malnutrition; poor habitat (sanitation, potable water, housing, communication and accessibility to services); low productivity; unemployment; under-employment; and the disabilities resulting from social and economic inequity, and the exploitation of the vulnerable and weaker sections of our society. Growth with social justice has not been achieved and the gains of development have yet to reach the economically vulnerable sections of society. A large proportion of this population is in the rural areas and poor. These then are the social realities to which social workers must respond. And social work must design a curriculum relevant to the type of manpower required to work in these conditions.

9.2.1.2. **The Tasks** (3.1.2.0.)

The tasks of social workers are largely developmental but they may also be remedial. The tasks of the social workers, envisaged in relation to these social realities, are those of the catalytic agent for developing and/or modifying current policies/service/institutional structures; educating the people to recognize their inherent capacity, for action, and, to identify the policies/institutional and socio-political structures that exploit them, or, identify structures which do not achieve social goals for all; to assist the micro-action which services the interests of all its groups; (giving primary emphasis to the weakest segments). The social worker has to act as the enabler, guide, teacher, advocate, broker, negotiator and sometimes as the one to lead the confrontation, when this is indicated, on behalf of the client system he must serve, especially the most vulnerable sections of our society.

In the process, social work cannot ignore the tasks which are remedial and rehabilitative forthose persons whose functioning is already impaired. These tasks have been and still remain recognized by society as the specific responsibilities of the profession of social work. A lack of our recognition of these roles would place a particular harship on persons who face the residual problems in our society such as abandonment and personal handicap. What is sought to be achieved is to rearrange our priorities so that the primary problems affecting the larger segment of our population receive greater emphasis than the residual problems.

9.2.1.3. **Functions** (3.1.3.0.)

The functions (roles) for which we envisage the preparation of social workers at different levels are as follows :

a.   Delivery of services/change agent functions utilizing the knowledge related to the work with communities, groups, families and individuals, as well as societal institutions, and creating new services as and where required.

b.   Planning, policy development, programming and administration related to the delivery of services.

c.   Monitoring, evaluation and research skills related to improvement, change and development of knowledge and skills in the delivery of services.

d.   Supervision, training and education of manpower required for the delivery of services.

These functions are neither hierarchical nor mutually exclusive. They represent social work functions in activities which may be developmental/change oriented or rememdial and rehabilitative, and required knowledge and skills at varying levels of complexity. All social workers will need to engage in these functions. However, there may be greater stress on some functions than on others at various levels. For some social workers, knowledge of these functions may be necessary even when they are not exercised. Hence, curricular development at each level must be related to the preparation for these functions with the relative emphasis varying at each level of training.

9.2.1.4. **Levels of practice and related job positions** (3.1.4.0.)

A major problem today is the lack of clear recognition that certain jobs require expertise in social work. The jobs that exist today end in blind alleys, in subordenate positions and intended to support the functioning of other personnel. There is no career ladder. There are also limited opportunities for growth in the job situation and technical know-how plays only peripheral role in decision-making. In the mainstream of decision-making, either in the voluntary or in the governmental sector, formal training in social work does not receive recognition. This has affected the quality of programme planning and implementation in both the sectors. The quality of manpower attracted to the profession has also been affected. Short-term training is not a substitute for professional training. In the end, it is more expensive. If we are to relate the training to the employability of its professionals, it is recommended that the UGC, the Department of Social Welfare at the centre and the Association of Schools of Social Work in India take special steps to remedy this situation. Related to the levels of training are job-positions with the major direct practice responsibilities carried by auxiliary/ para - professional workers and graduates with a bachelor□s degree; middle level administrative, policy, research and teaching functions may be carried by graduates at the master□s level; and higher level policy, administration, research and teaching functions by graduates at the M.Phil./Ph.D. levels. A recommendation, related to a systematic identification of such job positions, has been made separately.

9.2.1.5. **Organizational Principles In Building the Curriculum** (3.1.5.0.)

The focus of work should be the vulnerable sections of society. These client systems, the methodology of working with them, and the suitable delivery systems, should be made the content of the syllabus. We must also take into consideration the fact that our target system may be other than the client system because this target system may affect or impede the functioning of the client systems e.g. economic and

political decision makers and power groups. These then are the elements to be considered in building the curriculum. Knowledge of society and organizations, of social and individual behaviour and strategies of action and change, should be the essential content of the curriculum. The approach is both intergrated and holistic and based on the needs of society. The philosophical orientation of the social work syllabus with a holistic approach, is to develop an integrated body of skills to work with individuals, groups and communities; and to take a stance that is developmental/change oriented and inter-disciplinary.

9.2.2.0. *A Conceptual Framework for Social Work Education*

9.2.2.1. **The Objectives of Professional Education for Social Work** (3.1.6.0.)

The components of any activity (or programme) reflect the objectives to be achieved through that activity, the content, the methodology for achieving the stated objective and the parameters within which it takes place. The Committee has stated, in considerable detail, the objectives to be achieved for the content of the curriculum and the factors related to the administration of the curriculum which provide the boundaries as well as indicate the norms for a qualitatively satisfactory training.

The objectives of the curriculum are stated in terms of behavioural outcomes, that is, the knowledge to be mastered (cognitive), the skills to be developed (psychomotor), the attitudes, values and the professional behaviour to be acquired (affective). All these objectives may be stated in behavioural terms and revised periodically with responding change in our curriculum objectives and professional beliefs. While the over-all objectives of training for social work. We have discussed the focus of the programme at each level but not the specific behavioural objectives or outcome at those levels.

9.2.2.2. **The Focus at Each Level of Training**

a.   *Para-professional/Auxiliary Level* (4.1.3.0.)

It must train for field level tasks, should be self-contained and terminal, but also must prepare for entry into the next level. The curriculum should have core content of knowledge and skills applicable to social work practice in a wide variety of situation requiring work with people but also providing specific knowledge and skills in a service area (e.g. multipurpose worker in urban slums or lower level institutional staff). The course should be designed to develop the attitudes and values of the profession; be geared at the post-SSC level and should be certified by higher boards of education. Lastly, it should be provided through existing institutions for social work education or in related developmental institutes such as rural/tribal institutes, rather than in the higher secondary schools or junior colleges, because of the type of infrastructure required by such training programmes.

b.   *Bachelor□s level* (4.2.3.0.)

It is the first degree level. It should prepare field workers and the supervisors of para-professional/auxiliary staff for practice in situation which require knowledge and skills in the management of interpersonal relationships and community/institutional processes. Practice would require intervention in situations which do not show an unusually problematic or pathological condition. The preparation at this level should be for specific job skills or tasks. Programme media should be emphasized, whether these are non-formal education techniques, home management and nutrition, health, organization and management of cooperatives, or work with youth, women and children. When engaging in change functions, the activities may be in the nature of education and development of awareness of the problematic situation. Problem-solving may be directed at specific situation or target groups.

c.   *Master□s Level* (5.1.3.0.)

It should be a second degree, assuming field level practice competence of its students. The focus at this level, should be on policy, planning, and administrative functions; research, teaching and supervisory functions; and on practice requiring considerable knowledge from allied disciplines, and a level of complexity which goes beyond the basic skills of enabler and guide.

d. *M.Phil* (5.2.3.0.)

The person should preferably be recruited after his having had some practice/teaching experience. Thus, the primary focus should be on developing his knowledge, in depth and in extent, in his substantive area of practice. The focus should be on developing such skills as in the analysis and conceptualization of knowledge skills in teaching, or skills in policy, planning administration, or research skills, or a higher order of clinical/practice related skills. The programme should provide a base for entry into the Ph.D.

d.   *Ph.D.* (5.3.3.0.)

As with the graduate at the other levels, the student entering the Ph.D. should be recruited after some practice/teaching experience. The focus should be on the development of a perspective on the knowledge which is currently available to the profession. He should develop such skills as the capacity to identify gaps in knowledge/intervention strategies. This level of education should provide opportunity to utilize selectively, the knowledge from related disciplines, to strengthen the professional content and the intervention strategies. The scholar should be able to contribute to the knowledge base of the profession including the intervention strategies.

9.2.2.3. **The Syllabus** (Chapters 3,4, and 5)
Change in the syllabus was a matter requiring immediate attention of the individual institutions for social work education and the organizations responsible for maintaining academic norms. The University Grants Commission and the Association of Schools of Social Work in India should evolve syllabi which are relevant to the current situation and which meet the regional and local needs. This change of syllabus will require a review of the courses, field work and research at each level of training.

The curricular emphasis needs to be on developmental work and social change oriented practice. It needs to develop integrated knowledge and skills in working with people. Practitioners need to develop an understanding of behaviour whether this behaviour is an expression of an individual, a family, a group or a community. They need to develop a capacity fororganising and mobilizing groups and communities, to enable them in their problem-solving work and to assist the client system to obtain their share in development.

It is necessary to develop in the practitioner the capacity to act as the facilitator, educator and guide. The practitioner can do this by assisting people to enter into problem-solving and by developing in them the capacity for self-understanding, and, by changing negative factors within the client system, their environment, and social structure, which affect their social functioning. The practitioner must also develop ability of helping people-individually and in groups-to cope with these factors.

a.   Courses (3.2.2.1.)

A conceptual framework, for developing the syllabus, is given in the report. It is only a guideline for the individual curriculum framer for evolving the course content. In this summary of recommendations, we can only list the major conceptual areas for courses at the para-professional/auxiliary, the bachelor□s and the master□s levels. They are as follows:

i)   Subject matter related to professional practice and to the profession.
ii) Subject matter related to the problems of society (social development/pathology
       or deviance and the delivery of social services.
iii) Subject matter related to society, social structure, social institutions, and social
       change processes and strategies.
iv) Subject matter related to the behavioural and biological sciences.
 v) Subject matter offered as electives, and additional course offerings which
       enlarge the scope of the student□s learning, or are specific to job skills.

The degree of emphasis laid on each area above will depend on the specific goals of the curriculum at each level of learning and the type of job positions for which the students are being prepared. The number of courses offered under each of these subjectareas, will therefore also vary, as well as the relative weightage to be given to different aspects of the curriculum. In the present context of social development and welfare, specializations are not recommended, although there may be reasons for two or three courses in a specific area of interest, are offered, these cannot be regarded as specilisations. They are special areas of interest rather than concentrations of a depth and extent to be termed as specializations. Electives may thus replace specilaisations. This is further elaborated a little later.

At the M.Phil/Ph.D. level, courses are not particularly necessary. The students at the Master□s level do not have adequate scope to read and develop analytical skills and, therefore, the M.Phil, programme should allow the greatest scope for individual study, and writing of analytical promoted. Also, students who reach the M.Phil./Ph.D. levels have already crystallized their interest areas and it is impossible to provide the

number of Advanced courses in research methodology and statistics may be given as preparation for work on the dissertation. (5.2.4.0. and 5.3.4.0.).

At all other levels, the curriculum may be organized keeping in view the objectives and the focus at each level outlined in Chapter 3 of this report. The conceptual framework of the courses is so designed that curriculum framers in different institutions, can develop their own courses utilizing it as a guide to comprehensiveness. At the same time, the framework provides a basis by which individual curriculum framers can decide on the relative weightage to be given to each area including the number of courses, the number of hours and the proportion of marks to be allocated.

In view of the Committee□s recommendations, it is very necessary that institutions in the same region come together for a review and should develop their particular syllabi. A Syllabus Cell, established in national bodies such as the Association of Schools of Social Work in India, will provide a mechanism for frequent review of curricula. Teaching methods and materials related to course content should also be undertaken.

The Committee has made two significant recommendations on the specializations offered and the specializations approach (4.3.1.0.). It is evident that for the purpose of a job, Industrial Relations/Personnel Management require persons with relevant training. The content of training in this specilaisation is no longer solely related to social work. In fact, while it can utilize some of the content of social work, it has largely developed its own identity. Labour welfare, however, continues to share greater identity with social work. Two full years of study are required to really do justice to the Industrial Relations/Personnel Management specilisation. We recommend, therefore, that even where the same institution continues to award this degree, it should be provided as a separate course of two full years, appropriately covering the vast developments in that field.

The Committees gave very serious consideration to the existing pattern of specialization in social work. We doubt whether existing social work knowledge is adequate for a field related specialist approach in social work, or whether this approach is relevant to most jobs in the field. Having stated our thinking, we are of the view that, were some institutions to retain the specialization pattern for social work education, the number of papers in the specialization should be at least half of the total number of papers required. The papers should cover the major problems identified, the philosophy and history of development of the field, legislation, administration, the relevant methods of social work and research in that field. In no case should two specializations be combined unless they have some relevance and share the same theoretical framework.

b.   Field Work (3.2.2.2)

This was identified as another major area requiring change. We believe that the UGC and the Association of Schools of Social Work in India, will have to pay considerable attention to the question of objectives, design, content and methodology of field work. An analysis of a developmental focus in the student□s field experience, in each setting, is required. The strategies of interaction for social change need to be

strengthened through field practice. The student needs to be prepared for the role of change agent rather than for just the traditional remedial and rehabilitative functions. It is also necessary to evaluate the suitability of experience that traditional agency placements provide and to devise other means of learning administrative decisions. Placements selected and the tasks assigned to the students must have significance for the students. Adequate field work opportunities should be made available. This should first be ascertained before situating a new institution in a specific location. Students should spend at least 15 hours on filed work every week; in case the student takes up a research project he should give 12 hours to field work.

Concurrent field work has considerable value since the skills and attitudes develop only over a period of time. However, the student□s difficulty in having one foot in the class and the other in the field can be reduced considerably if they attend classes for three days consecutively, and utilize the remainder of the week for field work. It has considerable merit where field work requires the student□s continuous presence, or his stay away from the institution such as in a village or in a residential programme for children or adults.

Block field work may be continued where a specific learning gain is attached to it and it is feasible. The rationale of having block field work at the end of the two years needs to be reviewed. The student might probably see this as a period of dis-engagement, rather than re-engagement, as it comes towards the end of his learning. It is also difficult for the institution to help the student to stay in a location too far from the institution. Hence it may be necessary to experiment with block field work in the middle of the academic year between October and December. The remainder of the concurrent field work time should be utilized to follow-up on the activities undertaken during the block field work.

Camps and study tours are seen as valid components of the student□s field learning. We recommend them for the reasons mentioned in the report. If they are to be essential components of learning, they should be accepted as items of reimbursable expenditure in the financial grant to the institution. Institutional visits in the same location,especially as a part of the students□ orientation to the field of social work at the point of entry, are also recommended. Laboratory training may also be provided especially where it has relevance to specific courses, e.g., nutrition or home-management.

It is necessary that to accord high priority for the review of field work in each institution-especially in relation to integrating the developmental emphasis. There is considerable need to define tasks and content in field learning and to make evaluation related to such content. The same mechanism suggested for the frequent review of syllabi may also be utilized for field work, since class-room courses and field work should be well integrated.

c.   Research (3.2.2.3.)

The question of retaining the research project, as a compulsory requirement at the master□s level, needs to be reviewed. This requirment does not seem to be necessary in view of the fact that most students do not themselves become producers of research. Instead, their ability to effectively use research needs to be strengthened. Further, their analytical abilities need to be developed throughout all the courses. The

ability to identify problems for study and to undertake a simple survey to understand a problem, or to study the effects of a programme or service, may be included in their field work to include this exercise in lieu of research. However, such research-related activity should not take more than 20 to 25 per cent of the student☐s time, since the emphasis in field work is the development of social work practice skills. It is necessary, therefore, to explore the ways in which the entire curriculum and the learning experiences can be so designed as to develop the analytical and conceptual skills (which are usually enhanced through a research exercise), particularly if research skills for students who do opt for research. Through electives, we can offer courses in research and statistics which go beyond the minimum requirements so that we can train some persons for research in social work. This is not the same as a full specialization in research which is not advocated at the master☐s level.

Further, we need to help all levels of students in recognizing the need and importance of data for programme monitoring and evaluation. At the bachelor☐s level, we need to train persons who can be members of a research team such as investigators, coders, and tabulators, while, at the master☐s level the emphasis should be on developing the capacity to design and carry out research projects.

9.2.3.0   *Curriculum Administration*

A good educational programme includes not only the syllabi but a number of supporting factors which ensure its quality. These matters of curriculum administration may be stated to be the supporting educational norms. They include :
a.   The necessary number and duration of the terms/semesters.
b.   The distribution and relative weightage of time for different aspects of the curriculum such as classes,field work, laboratory work and research.
c.   The allocation of marks to the various aspects of admission.
d.   The eligibility requirements at each stage of admission.
e.   The language of instruction at each stage.

As these norms vary from stage to stage, it is not possible for us to go into the details, which are fully covered in Chapters 4 and 5. We recommend that these norms be utilized in the review of the programme of each institution and for the accreditation of these institutions by the authority suggested in this report (4.1.5.0., 4.2.5.0.,5.1.5.0., 52.5.0., 5.3.5.0.).
Specific mention, however, may be made of three important matters connected with the administration of a programme :
a.   Admission procedures should include the interview of individual candidates. In addition, group discussion, essay test, psychological/aptitude tests and rating scales may be utilized.(3.3.1.0.0.).
b.   Criteria for examinations should be increasingly internal rather than external; periodic rather than at one point in time; and they should not be the only means of assessment which should also include assignments and class participation;finally grades rather than marks should be utilized(3.3.6.0.).
c.   Part-time study should be established by the institutions which are now offering full-time courses only. Ultimately, such part-time study will make it possible for students to accumulate all the credits required by the full-time programme-albeit over a longer period. Admission,

academic and assessment requirements should, however, remain the same. Persons, with family or employment obligations, will thus be able to earn the necessary credits for the degree.

d.   External/private study and correspondence courses are not receoommended because of the very nature of requirements of social work education. These include the use of case studies, the utilization of practice experience and skills in classroom teaching, and the development of the necessary professional attitudes. All this can only be nurtured and assessed in a direct teacher-student situation.

e.   Social work courses are not recommended as subsidary and minor subjects in universities. Wherever they are now offered, it is recommended that they may be discontinued as they cannot prepare students for social work. They only confuse the employers, all of whom are not sufficiently aware of the nature and extent of education for social work.

9.2.3.0. **Recruitment Rules for Jobs (3.3.10.0)**

The Department of Social Welfare, Government of India, should initiate the process of identifying jobs at various levels in the government and the voluntary sector at central and state levels. It should also assist in review of recruitment rules where training should be made essential to the appointment in a particular position. The Government needs a large number of social development cadres, to enlarge its scope of activities for the vulnerasle sectors, in development and welfare.

9.3.0.0. **RECOMMENDATIONS FOR THE NATIONAL SERVICE SCHEME**
(7.5.0.0.)

It is recommended that :

a.   The NSS training Units of the educational institutions for social work should be made permanent as the lack of permanency affects the recruitment and retention of staff and it is deleterious to the programme ultimately. Till such time as this is possible, a five year sanction should be given instead of the present, year-to-year, extension.

b.   The work of these Units should be periodically reviewed by a Standing Sub-Committee constituted by the UGC Panel on Social Work Education

c.   The grant to the NSS Units should be increased so as to enable them to undertake consultancy, demonstration and publication functions more effectively. As the programme of NSS is expanding, more institutions for social work education may be selected for establishing such units.

d.   All educational institutions for social work should directly undertake the implementation of NSS in their own Universities or should at least directly associate themselves with the programme implementation/demonstration at the University level.

e.   The person who is appointed in the position of Reader, should have teaching experience and where institutions have to cover several states, additional NSS
Co-ordinators should be provided.

f.   The University Grants Commission should constitute a permanent NSS Cell which should consist of the representatives from the institutions for social work education. It should be administered by a full-time Special Officer on Duty in the Professors□s scale.

g.   The representatives of these institutions should be associated with various subject panels which have been constituted by the University Grants Commission to consider the question of the integration of NSS with the curriculum and to restructure courses so as to make them responsive to the developmental needs and national goals.

h.   These institutions should meet at least once a year to review their training, research, consultancy and pilot programmes and to plan future projects in the light of their experience.

9.4.0.0. **CONCLUSION**

A summary of the findings and the recommendations from the review of social work education has brought out some major problems :

a.   The manner of location of institutions which leaves large areas underserved.

b.   The lopsided development of programmes at the higher levels of training-there are very few programmes at the lower levels for direct service/front-line workers.

c.   The need for change in syllabi to emphasize social change and development.

d.   The need to review field work and improve its content and methodology.

e.   The problems of affiliation to the university-especially with regard to the recognition of the special needs of professional education for social work.

f.   And last, but not the least, is the problem of funds which make it possible to educate and prepare social workers for practice in the context of development and distributive justice.

Although the Committee was appointed by the University Grants Commission, the findings and the recommendations are of importance and relevance to the institutions for social work education, the Department of Social Welfare in the Ministry of Education and Social Welfare, Government of India, the Planning Commission and the Association of Schools of Social Work in India as well as the University Grants Commission. We believe that some of the suggestions will be examined and implemented by the relevant bodies so as to strengthen and to enable the profession of social work to make an effective contribution to national development.