



# The Social work perspectives & Implication of National Education Policy

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## Abstract

From curriculum to pedagogy to student assessment, social work education in India requires a comprehensive makeover. The current type of social work education in India is based on intellectual imports from Euro-American countries that are applied in India without sufficient consideration of their applicability in Indian settings.

**Key Words-** Future Social Work, Social Work Education, Critical information deficit, Practical settings.

## Introduction

Though the proposals in the Draft NEP 2019 on the deployment of Social Workers and Counselors in Schools are commendable, the policy is curiously silent on how schools obtain trained social workers and counselors. Of course, the task for providing professional Social Workers and Counselors to be deployed in schools and for society would fall to the Higher Education Institutes (HEIs). How can we assure that professional social workers are of good quality what will be the course of study? Surprisingly, the policy has ignored these concerns. Critics may argue that this isn't part of NEP 2019 and will be decided later, but I have a counter-argument. Why have distinct chapters on medical issues been included in the Draft NEP Engineering and vocational education can handle all areas of education, but social workers cannot. The government can use social work education to create a readily available educated human resource for its numerous ambitious social and welfare projects. The Higher Education reforms provide us with an opportunity to negotiate the tumultuous history of social work education, and we urge policymakers to include it in the Draft NEP 2019 so that we can educate an effective workforce of future social workers to meet India's difficulties. We need a total revamp of social work education in India because we are operating without an Indian perspective on this extremely distinctive stream of higher education and are paying little attention to ground realities. We need to prepare our kids to be competent, intelligent, and professional in the twenty-first century so that they may help advance social, political, and economic situations.

## Future Social Work

Future social workers must be capable of dealing with the numerous complications and unique opportunities presented by the potential advances of a global India. An expert team of social work academics might be formed to examine difficulties and recommend solutions that would be included in the final NEP 2019.

A regulating authority for social work education is desperately needed to establish common criteria of quality and regulate the proliferation of inadequate solo institutions and departments offering certificates and degrees in the field. The proliferation of social work education institutions, which are more like business incubators than centers that prepare students for human service, should be a source of concern for everyone. The uncontrolled and haphazard growth of social work institutions, Social work education has suffered irreversible damage as a result of bad infrastructure, insufficient facilities, under qualified staff, and a large number of students. Such institutions/colleges typically present students with a piece of paper in the form of a degree/certificate that is often useless. They only add to the pool of "certificate-holding unemployable youths."

Despite the fact that our country has a long history of social work in the form of social service and social change, professional social work in India is of foreign origin, grafted on native soil without context uniqueness. It not only failed to thrive, but it also stifled the expansion of India's own service heritage, which is an integral component of the country's centuries-old culture.

Social work began as a human concern to improve the conditions of the poor, the excluded, and the marginalized, but in its relentless pursuit of its own interests, it has become antithetical to the spirit of social service, remaining euro-centric in texture and color, failing to integrate the Indian ethos into the curriculum, and, for all intents and purposes, having turned into a business enterprise in human relationships. In its very nature, social work today lacks vitality and activism, has become complacent, and prioritizes individual improvement over institutional or structural change, even against its own code of ethics.

## Social work education

The current system of social worker education has left us neither here nor there, and we remain on shaky ground. Curricula must be revised with a focus on contextualization. Indigenous knowledge and practices, peculiar to our geopolitical and socioeconomic contexts, will persist in an era of robots and artificial intelligence. Not only do we need to reform our curriculum today, but we also need to revamp and repackage our fundamental capabilities. Our training should be developed in such a way that it is unrivalled by other associated professionals in terms of addressing psychosocial human difficulties.

We need to prepare social workers who will shape solutions to a wide range of interpersonal and social problems by developing and critically applying existing knowledge while upholding Indian traditions and values in today's diverse, multicultural, urbanized, global, and technologically oriented society. The Indian experience in

social work education should be examined through both macro and micro lenses, according to social work educators.

### **The critical information deficit**

The key information gap has rendered the profession inadequate, emphasizing the necessity to develop an indigenous knowledge base. Currently, Indian social workers rely on their colleagues' and supervisors' recommendations, personal experiences, applicable theory, and texts by foreign writers to guide their practice. Though social work education in India has largely relied on foreign literature and information sources for the last 80 years, a greater emphasis on Indian-based scientific evidence in teaching and practice would improve the profession's effectiveness and credibility. In the Indian setting, a new methodology for social work practice education is required, one that is research-based and incorporates practice-relevant indigenous research findings. Our social work education should aim to generate lifelong learners who understand the value of scientific results in their professional endeavors and who have the abilities to identify, assess, and apply research findings to their work.

### **View of CSR activities**

CSR is a social work field that has been hijacked by management in order to meet legal requirements. This crucial activity must be routed through qualified social workers, who have the necessary skills and experience to assist businesses in fulfilling their social duties. Human Resource Management (HRM) in India began as a social work position in the shape of a Social Welfare Officer/Labor Officer who had a human and therapeutic touch. Since being encroached upon by management, it has lost much of its personal touch and now primarily serves business interests rather than social causes.

CSR should be emphasized in social work training, and social workers should be equipped to identify "knowledge gaps" when they occur in dynamic practice encounters. Social workers should have the ability to find, critically assess, and utilize scientific knowledge based on their professional opinion of its relevance to the industrial situation or concern.

### **Practical settings**

Fieldwork is to social work what a laboratory is to physical science, and it is an essential component of social work education. Social work is basically a field career. Fieldwork training and experience are required for a social work student to complete his professional training. Supervised fieldwork training is an important part of professional social work education. It is a dynamic centre of social work education, and it is the medium and location where students can best learn to apply classroom knowledge under the supervision of a faculty supervisor. Students are given specific assignments in various situations, where they not only gain hands-on experience but are also assisted in developing their own insights and abilities in the delivery of services while using the approaches.

Practical experience in a variety of social work settings, it goes without saying, is the best way for a student to enhance his understanding and skills in dealing with psychosocial difficulties. Unfortunately, most institutes have compromised and diluted the field work component, thus it must be clearly increased and reinstated in social work curriculum with a high weight age. On the side of both the teacher and the students, an overemphasis on textbook method needs to be replaced by a research-based learning approach. Research has always been strength of social work education, but it has recently taken a second seat. Previously, social work was one of the few disciplines in which the research component was given a high priority; in fact, social work research is one of the secondary methodologies of social work. However, as the quality of social work education has deteriorated generally, research standards have deteriorated as well, both qualitatively and quantitatively.

### **Research based education**

The research culture, which is rapidly disappearing from social work, must be emphasized in the social work module. Not only will research-based education provide a new path, but it will also aid the flourishing of indigenous knowledge and literature. Students in social work have rarely been exposed to recently established approaches for discovering, critically evaluating, and incorporating relevant research findings into their practice activities in real time.

The social work profession must be responsive to the social conditions and needs of the country in which it practices at any given moment, as this will define what should be included or excluded from its spectrum of operations. Although much has been written about social work theory, there is very little on social work practice and much less on social workers' contributions to practice in India. The indigenous examples should serve as a springboard for developing our social work theory and practice. Changes in our social work training programme should be made based on our own evidence-based practice rather than copied western experience.

Which is not to suggest that the western contribution to social work education should be ignored; rather, the curriculum should emphasize problem-solving and strength-building experiences in the classroom as well as field experience in the Indian environment. We still don't have a distinct professional identity after more than eighty years of using the western model of professional social work in India, because we haven't developed any indigenous models of social work education and practice. Our vocation should not become a body without a soul; maintaining the soul requires a strong connection to our roots. While we must include what the West has to offer into our area of body of knowledge, we must also go back and look for solutions in our own practice and culture. Rapid changes in Indian society have revealed enormous potential for the growth of the social work profession, which has now expanded into areas that were previously deemed unusual and outside its scope.

At the Master's level, students must be able to choose and focus on one specific area of practice, and they must be prepared with in-depth and thorough knowledge as well as the key competences of that field. We must teach our students how to acquire the most up-to-date therapeutic talents through skill workshops, acting

workshops, and role play as an intrinsic part of their education so that they may go out into the field with a repertory of skills. The National Association of Social Workers has a classification system for social workers, which we may expand and include into our training systems. BSW stands for 'basic social workers,' according to their classification. 'Specialized social workers' are those who have completed two years of experience in the field of social work or have obtained an MSW degree. Furthermore, on the suggestion of the NASW, a specialized social worker who has completed two years of experience and passed a NASW test becomes a 'Independent social worker,' but this is not the final step in the development process. After five years of experience and another NASW test, they are classified as "advanced social workers." This is the amount of time it takes in the West to train social workers who specialize in various professions.

## Conclusion

Academics and practitioners in the field of social work must take a position for the profession. We're at today, looking for answers to a variety of questions. Are we to become just another pillar in the expanding corporate networks, or are we to be a profession with a soul and conscience, not just a commercial proposition Is it possible projects to trump our profession's ideals and values Are our principles and compassions to be unwittingly sacrificed on the altar of social concerns' business aspects If this is the case, there's a good chance we'll soon be following the corporate line and losing our unique identity and value as a human service profession. Without a doubt, we have come a long way since our independence, but there is still much more to be done.

As we enter the twenty-first century, the world has transformed into a global village marked by technological advancements. The changes have had both a beneficial and bad impact on our profession's development. In order to reclaim our rightful place in society, social workers in India must rethink the profession, re-theorize it, and build new practice paradigms. Now is the time to choose the road for social work's future growth in order to usher in profound societal reforms, and hopefully NEP 19 will help us.

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