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# Impact Of Secondary Stage Students On Social Frame Work

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## ABSTRACT:

Social work education is considered as a practice oriented discipline. The students of this discipline are to apply their theory knowledge; concepts of chair shall work while addressing social problems or issues at the individual group and the community level in the field work. Social work education discipline is developing remarkably in the past few years in India. The present paper is the outcome of an empirical study of problems and challenges faced by social work students in the field work and academic course work. This study highlights the opinion of the students about teaching methods adopted, infrastructural facilities and curriculum. The study also highlights the perceptions of the students about social work education. The results of the study show that, majority of the students are facing many problems and challenges related to curriculum and fieldwork practice. There are some negative factors affecting the students such as inability of translating theory into fieldwork practice. Majority of the students are having a positive attitude towards infrastructural facilities provided by the institutes and teaching methods adopted by the institutes.

**KEYWORDS:** curriculum; fieldwork; problems and challenges; social work education

## INTRODUCTION

In India, the growth of accredited social work education continues to increase every year. The nature of social work education in India has historically, complied with the Eurocentric standards and governed by the incremental models of community welfare. The status of social work education in India especially the knowledge base is still debated and commented upon published work as well as in academic gatherings, such as seminars, conferences etc. the quality of social work education is related with many factors like

quality of curriculum, institutional structure, quality of fieldwork practices, inability and competence of students, teachers, fieldwork instructor, their roles and responsibilities, skill and knowledge component developed and applied in the teaching - learning process, teaching methods adopted in the institutes etc.

The current pattern of social work education in India has been adopted from the American model of social work education. Social work education emphasizes the initial preparation of qualified social workers and the provision of continuing education for social work practice, administration, education, training and research with the value framework of the profession. Social work education focuses on the development of critical consciousness in students through a process of critical pedagogy, so that students become aware of the social issues and problems of the society and are motivated to alleviate the social problems and issues. Keeping in view all this reality, there is a need to highlight major challenges, problems being faced by social work students which is required to be addressed collectively with a view to improve the standards of social work education and to enhance the recognition for fieldwork and research in social work education. It is also important to develop literature in consonance with the social work education. There is hardly any study available in the context of social work education in India and problems and challenges are still being faced by students and will never stop therefore, it is important to explore the current scenario of social work education and to understand the opinions, perceptions of the students about it. Thus, the present study could be useful addition to the literature on the social work education which is particularly scarce in the Indian context.

### **CHALLENGES SOCIAL ORGANISATIONS FACE IN SCHOOLS**

The main challenge discussed by social organisations in schools is problem of Involving teachers in the activities and class to make the programme sustainable. Many teachers consider that workers of social organisations as their replacement and they engage themselves in other works when facilitators are there in the class. Social organisations sometimes feel lack of initiative from teachers' side. As the schools have the authority to say no to them anytime, they compromise sometimes to sustain in the school. Some representatives of organisations said that school teachers expect help in administrative work from them. Many times it's a challenge for them to make head teacher believe in their values, methods and activities. Some teachers have prejudices regarding the term 'NGO' for which they do not come forward to work in association with social organisations. Sometimes social organisations fail to explain quantitatively the expected outcome of their services before government authorities and hence face challenge to get permission to work in school. According to them the person sitting with power in the government office or in the school matters. If the head master or the govt. authority understand value and believe their work, then they get co-operation to work for the schools and children. Social organisations also face challenges in the community, when they try to conduct programmes

like workshops for parents and activities for children in the community. Recognition from the school can be helpful for them to introduce themselves in community and to mobilize resource for conducting programme. This will also help the schools as the teachers want co-operation from the parents in child development.

### **SCOPE OF SOCIAL WORK ON SCHOOL**

Social organisations have shared various services for improvement of school environment and development of children.

- ‖ Supporting inclusive education by providing infrastructure requirements and intervening at policy level.
- ‖ Assessing abuse and neglect and take steps accordingly
- ‖ Conducting home visits, parents meetings, and facilitation home school liaison
- ‖ Providing counselling services
- ‖ Conducting exposure visits for children
- ‖ Providing life skills education to students
- ‖ Career guidance for children
- ‖ Providing awareness programme on various scholarship programme
- ‖ Identification and intervention of children according to their learning levels

Home-School liaison is discussed by teachers as a major area of intervention but this will be successful only when schools will support the social worker. Teachers talked about behavioral problem of children. Although social organisations are providing life skills education to children but some children (at least 5 to 10% in every school as discussed by teachers) need professional help to overcome the negative anxiety. Each faulty approach to make them correct actually makes them more stubborn and difficult to handle. Teachers also do not get any other way to help them and prefer giving punishment. Parents also feel helpless. Case work and group work practice with these students are need to be planned by professionals. Although Right to Education Act bans punishment, teachers feel little punishment is required to make students disciplined. They criticize the people who are not managing class daily and preaching 'no punishment'. Here, social workers who believe in democratic class room principle and no punishment policy should discuss about these approaches and methods with the schools. Along with this they can also discuss about various life skills, benefits and methods to inculcate these life skills in students with teachers as teachers are only giving priority to manners and social behaviors.

Social organisations shared that tracking the development of children is a challenge for them. This is obviously a complex process. Social workers need to work with parents and teachers along with child to track the overall development of each child. Without this social work practice in schools cannot get acknowledgement. Apart from this, social workers need to think about some standard scientific tools for overall child development tracking. To formalize social work in schools, social organisations talked about need of political and administrative will. Apart from this, they felt sharing of knowledge among different nationalized and local organisations, working in schools, will be helpful to segregate work and avoid duplicity in services for same population. Organisations also mentioned that collective effort to approach government authorities and education department to formulate agenda for working in schools would be helpful. For improvement of social work services in schools, continuous action oriented research was also recommended by social organisations.

### **MULTIFACETED ROLES OF A SCHOOL SOCIAL WORKER**

The main goal of school social work is to enable students to function and learn in the school environment. School social workers practice in a secondary setting—the primary purpose of schools is to educate students, not to provide social services. The school social work practitioner will often be the only social worker in a school and sometimes in an entire school district. Therefore, autonomous school social work practice requires skills for all levels of practice—micro, mezzo, and macro. School social workers work primarily with individual students. However, they also develop and facilitate groups for students and parents. Effective school social work practice consists of collaborating, consulting, developing behavior plans, and training others to work with difficult children in the context of a child’s daily school experience. School social workers are involved in training and resource-building activities such as staff development, community education, and grant writing. School social workers assist interdisciplinary teams by providing information from a thorough assessment of students that usually includes information from collateral sources. A treatment team that utilizes experts in testing, diagnosis, and referral is the most comprehensive way to assist needy children and their families. School social workers also provide direct treatment to students, so the social worker reports to team members about the progress students make during counseling. Some school districts employ social workers as part of crisis intervention teams to assist with severe mental health issues. These school social workers work across all age groups from prekindergarten through 12th grade. Their training and experience in serving a whole system utilizing the ecological systems perspective allows them to add a unique perspective to an intervention team. School social workers are in a position to orchestrate and support a unified and comprehensive intervention plan for children. Members of school crisis teams often include a psychologist, social worker, school nurse, and, sometimes, a school police officer.

The goal of these crisis intervention teams is to intervene when there are serious problems such as suicide threats, violence, abuse, severe behavior problems, deaths of students or teachers, and other school crisis situations. Assistance from social workers is often required during a crisis and afterward to provide grief counseling and debriefing or to assist affected families by referral to an outside agency.

### **INTERVENTION WITH SPECIAL-NEEDS STUDENTS**

School social workers often are required to assist in the implementation and delivery of services to students with special needs. These services may include assessment, early identification, or actual provision of direct services. School social workers in rural communities struggle with the implementation of special programs. Limited resources and cost are two of the major obstacles to the provision of services. Rural school systems face a host of barriers to quality service delivery that urban schools do not. Rural schools usually have less tolerance for diversity, more homogeneous populations, more traditional moral values, and an expectation that the community can take care of its own members. Where areas of need are not being addressed by the local community or education agency, school social workers should work to create services that address these needs.

### **RESOURCE AND PROGRAM DEVELOPMENT**

School social workers interact with outside agencies and provide links to community resources for children and families in need. As set forth in Standard 6 of the NASW Standards, "School social workers shall help empower students and their families to gain access to and effectively use formal and informal community resources". School social workers refer students and families for outside intervention and testing. When students are on probation, the school social worker is the link between the school and the probation officer, and social workers provide information to juvenile court in truancy cases, as noted earlier. Likewise, outside agencies often contact the school social worker for information. For example, ad litem attorneys may turn to the social worker for information about student progress. Social workers in schools also work cooperatively with the school nurse and teachers to assist in referrals for child abuse and neglect.

### **HELPING SCHOOL PERSONNEL UNDERSTAND THE ROLE OF SCHOOL SOCIAL WORK**

It is sometimes difficult for school social workers to gain visibility and to convince district personnel of the validity of their role and skills. To avoid this problem, the social worker should gain visibility and network with school personnel and parents whenever possible. As stated in Standard 3 of the NASW Standards for School Social Work Services, "School social workers shall provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services". School social workers should join PTA boards,

attend school board meetings, offer classes for teachers, and provide macro work within the system to become visible so that people will gain an understanding of the variety of services offered by social workers. A school social worker is fortunate if he or she is limited to one or two campuses. The social worker then has the opportunity to become familiar with the administration, counseling staff, and teachers. It is much easier to be successful on a campus when there is a relationship of trust established with the staff. Each school campus has a unique culture that is initially difficult to identify and understand. The social worker must show school administrators and teachers the benefits of having a school social worker on their campus.

### **SOCIAL WORK ROLES IN SPECIAL EDUCATION**

Social workers serve many functions when they work in special education. They assist in placing students in special education programs; serve as members of IEP teams; make classroom behavior observations; and interview students, parents, and educators to complete assessments and social histories in order to provide information that will be used in placement of students. Once students are placed, the social worker may help implement any therapeutic or social skills goals prescribed in IEPs. Meeting IEP goals requires knowledge about special education law and how to work with students with a specific diagnosis. Social workers must be familiar with methods of outcome measurement and evidence based practice to illustrate how the social work intervention assists students in meeting prescribed goals. "Evidence-based practice is defined as the planned use of empirically supported assessment and intervention methods combined with the judicious use of monitoring and evaluation strategies for the purpose of improving the psychosocial wellbeing of clients". School social workers must be able to verify that the intervention they choose and implement meets the student's needs and helps promote positive change. Federal mandates such as the 1997 amendments to the IDEA have brought special attention to the need to work with disabled students. Rural and poor school districts may not have programs in place but are still required to meet the objectives of these federal laws.

The family-centered early-intervention practice ideas first introduced in 1986 remain part of the new amendments of IDEA. These require early assessment of both the strengths and needs of the children and their families and the specification of goals for both. In addition to assessment and intervention with the child, a statement about the family resources, priorities, concerns, and expected outcomes is part of each individualized family service plan (IFSP). School social workers often assist in assessments, treatment plans, and linkages to resources. They may screen the child in the home, provide community referrals, and help set up a community network to identify and serve these special-needs children. They can also assist teachers and parents in early identification through in-service training and parent education.

## CONCLUSION

In India, many social organisations are established by people who are not social work professionals but the work done by these organisations deserve appreciation and recognition as they are bringing lot of innovation into the formal social work practice. On the other hand, there are also organisations that need guidance to develop proper agenda for intervention. Some agenda of work and programmes of these organisations are matching with teachers' demand, few things are not yet in their agenda and there are few areas which need to be taken care by the collaboration of schools and social workers together. Social work education has experienced multiple realities due to differences in addition, culture and geographical, physical, social and ethnic variations. Because of these differences in India, social work education is still facing various challenges. These challenges come from the fact that social work has not contributed enough to develop theory and practice pertaining to India. It is observed that the major challenge in Sweden is contextualizing curriculum to present social reality with evidence-based practice and it is not considered seriously by the government. Through the study an attempt has been made to take an overview of the social work education functions with reference to curriculum, fieldwork, negative factors influencing the student's inability of translating theory and knowledge into practical work etc. on the basis of collected information in the context it is concluded that social work education students are facing various challenges and problems during their academic course work and fieldwork practice.

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