

CHAPTER - III

THE SOCIAL BACKGROUND

- INFORMATION ABOUT THE CASTES AND RELIGIONS OF BUSINESSMEN.
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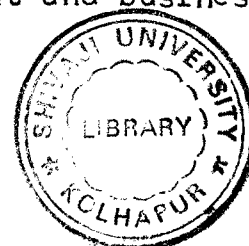
CHAPTER - III
THE SOCIAL BACKGROUND

This chapter deals with the Socail background of the teacher Supervisors, Agency Supervisors, and the Social Work students in Solapur.

Solapur is border district and number 4th city of Maharashtra State situated on the border of Karnataka State. It is well-known for manufacturing good quality chadars, yarn, cloths and textile materials. The people of Karnataka and Andhra Pradesh have migrated to Solapur for seeking employment in Textile, Spinning, Handloom and Powerloom Industries as well as for doing the business of manufacturing the chadars, cloths, and textile materials. The population of the city is approximately 8 lakhs, out of which nearly 40 per cent of the population is working class. There are 22 approved slums in the Solapur Corporation area wherein these migrated working class is residing.

The business and industry in Solapur is not the monopoly of any particular religious or cast group, on the contrary, it is practiced by the people belonging to different religious and caste groups, such as, Padmashalis, Jains, Lingayats, Brahamins, Muslims, Marathas, Gujarathis, etc.

This being a border district the people of Karnataka and Andhra Pradesh generally migrate for employment and businesses.



Hence majority of the people of Solapur speak many languages i.e. Marathi, Kannada, Telugu and Hindi. Most of the Original Maharastrians have also learnt Telugu and Kannada Languages for their business. Thus, some of the trained Professional Social Workers, teacher Supervisors, students, agency Supervisors also manage to speak Telugu and Kannada language atleast for their work purpose.

The education centres are coming up very fast to meet the needs of the public. The education in medical, engineering technology and other professional courses like M.S.W., M.B.A., M.M.S., D.B.M. etc. are conducted in the various educational institutions.

There are two schools of social work i.e. Walchand College and Institute of Management where post graduation courses in social work are conducted. These schools of social work are affiliated to Shivaji University, Kolhapur.

The following courses are conducted in these schools.

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|-----------------------------|--|
| i) Master of Social Work | - Group 'A' specialization in Labour Welfare and Personnel Management. |
| ii) Master of Social Work | - Group 'B' specialization in |
| iii) Master of Social Work. | - Group 'C' specialization in Criminology and Correctional Institutions. |
| iv) Master of Social Work | - Group 'D' specialization in Family, Child and Youth Welfare. |

The trained and professional social work teachers have been appointed in these schools of Social Work. The Social Work teachers are doing M.Phil., Ph.D. and D.Litt. Course from Shivaji University and other Indian Universities and improving their academic qualifications and enhancing their knowledge. Some of them have also started their own social agencies wherein they are practicing social work. Similarly some of them are working as an Executive, Trustee, Members of the Social Agencies. The young and energetic social work teachers are writing various books on social work and background papers of the M.S.W. Course.

The schools of social work and the teacher supervisors organise various programmes and functions for training the students and creating awareness among them. The teachers also participate in the programmes and functions, seminars, conferences organised by the educational institutions, universities and organisations.

There are many social agencies in Solapur. The trainee social work students are placed in these agencies for practical training purpose. Almost all the types of social agencies are in existence here and rendering services for the poor, needy and sufferers. The trained and professional social workers have been appointed in most of these agencies who are practicing social work and maintaining professional standards. They are also interested in improving their qualifications, doing

refreshing courses conducted by the schools of social work in Pune, Bombay and participate in Seminars and morchas.

The following are the social agencies in Solapur wherein the students undergo the practical experience of social work techniques and administrative aspects of different institutional activities.

AGENCIES FOR SOCIAL WORK TRAINING:

- 1) Christ Seva Mandir, Solapur.
- 2) Prohibition and Propaganda Office, Solapur.
- 3) Jivhala School for Mentally Handicapped, Solapur.
- 4) The National Association for the Blind and Work-shop for the Blind School, Solapur.
- 5) Sane Guruji Vidyarthi Vasati Graha, Solapur.
- 6) Integrated Child Development Scheme, Solapur.
- 7) Family Planning Association of India, Solapur Branch.
- 8) B.C. Girl's Hostel, Solapur.
- 9) B.C. Boy's Hostel, Solapur.
- 10) Urban Community Development Scheme, Solapur Municipal Corporation, Solapur.

The students are placed for field work in all LABOUR WELFARE CENTRES OF SOLAPUR DISTRICT and with SOCIAL WELFARE OFFICER, ZILHA PARISHAD, SOLAPUR DISTRICT SOCIAL WELFARE OFFICER, CLASS I, SOLAPUR to study and participate in all the activities and Programmes.

SOCIAL WORK TRAINING IN INDUSTRIAL ORGANISATION:

- 1) Laxmi Vishnu Textile Mills Ltd., Solapur.
- 2) Narsinggirji Mills, Solapur.
- 3) The Jam Shri Ranjit Singhji Spg. and Wvg. Mills Co. Ltd., Solapur.
- 4) Solapur Sahakari Soot Girani Niyamit, Solapur.
- 5) Yeshwant Sahakari Soot Girani Niyamit, Solapur.
- 6) Divisional Railway, Solapur.
- 7) Solapur Municipal Corporation, Solapur.
- 8) Maharashtra State Electricity Board, Solapur.
- 9) Chetan Foundries, Solapur.
- 10) Shivaji Works Ltd., Shivshahi, Solapur.
- 11) Shree Sidheshwar Sahakari Sakhar Karkhana Ltd., Solapur.
- 12) The Indian Hume Pipe Co., Solapur.
- 13) Katare Spinning Mills, Tamalwadi, Dist.Osmanabad.
- 14) Shetkari S.S. Girani Ltd., Sangole Dist. Solapur.
- 15) Shri Swami S.S.W.V.S.Soot Girani Niyamit, Valsang Dist. Solapur.
- 16) Shri Jagdamba Anusuchit Jati S.V. Soot G. Niyamit, Madha, Dist. Solapur.

AGENCIES FOR SCHOOL SOCIAL WORK:

- 1) Dr. Ambedkar High School, Solapur.
- 2) Begum Quamarunnissa Karigar Girl's High School, Solapur.
- 3) Modern High School, Solapur.

SOCIAL WORK IN HOSPITAL SET-UP:

- 1) General Hospital, Solapur.
- 2) Urban Health Centre, Department of Preventive and Social Medicine, Dr. V.M. Medical College, Solapur.
- 3) Shri. Sidheshwar Cancer Hospital and Research Centre, Solapur.

SOCIAL WORK TRAINING IN CORRECTIONAL INSTITUTIONS:

- 1) Government Certified School, Solapur.
- 2) Government Multi-purpose.School, Solapur.
- 3) District Probation Office, Solapur.
- 4) Government Reception Centre, Solapur.
- 5) Remand Home for Boy's and Girl's, Solapur
(Observation Home).

The association of social agencies has been formed last year under the guidance of Mr. S.G. Bawane, Director Department of Social Work, Walchand College, Ashok Chowk, Solapur to meet the organisational and agency needs but still it is not functioning properly as it is expected. However, the association has planned to do some constructive work in Solapur.

Recently the trained professional social workers have also formed their own association in Solapur under the name and style of 'Tapawee' (Trained and Professionals Association for Social Work and education of eductors under the guidance and leadership of Mr. V.P. Bet, Lecturer, Walchand College, Solapur) Solapur for solving their own problems and for

upgrading and maintaining the professional standard in the Solapur city and in the vicinity of Shivaji University, Kolhapur.

The Social Agencies organise different social activities, programmes and functions in their own agencies on the different occasions where the trainee students also participate in these programmes and render services for the society while learning in practical situations.

There were 44 social agencies in the Solapur city where the social work students are placed for field work or practical training where majority of the supervisors are trained professional social workers. Of these 44 social agencies 25 per cent of the agencies were selected for the present study. The personnel in-charge were interviewed for the purpose. Similarly 25 per cent of the trainee social workers were selected the interviewed and all the teacher supervisors were interviewed for the purpose.

Analysis of the personal informations of the Teacher Supervisors, and the Social Work students regarding their age, qualifications, field experience, Teaching experience, Research experience, Publications of Research articles, general articles, Research books, general books, participation in Seminars, Workshops, Symposiums, conferences, Social movements, etc. in Solapur.

TABLE -1
AGE COMPOSITION

Types of Respondents	Age Groups (in years)					Total
	Below 25 years	25 to 35 years	35 to 45 years	45 to 55 years	55 and above years	
Social Work students	29 (47.54)	9 (14.75)	1 (1.64)	-	-	39 (63.93)
Teacher Supervisors	-	3 (4.92)	5 (8.20)	3 (4.92)	-	11 (18.3)
Agency Supervisors	-	7 (11.47)	2 (3.28)	1 (1.64)	1 (1-64)	11 (18.3)
Total	29 (47.54)	19 (31.15)	8 (13.11)	4 (6.56)	1 (1.64)	61 (100.00)

Note: Percentages have been given in the brackets.

Table-1 indicates the age composition of the social work students, Teacher Supervisors and the agency supervisors in Solapur.

It is seen from this table that out of the total sampled respondents nearly 48 per cent were found to be below 25 years, 31 per cent in the age group 25 to 35 years, 13 percent in the age group 25 to 35 years, 13 per cent in the 35 to 45 years, 7 per cent in the 45 to 55 years and the remaining 2 per cent were found above 55 years.

Of the 48 per cent respondents who were below 25 years almost all of them were social work students. Of the 31 per cent respondents who were in the age groups of 25 to 35 years nearly 15 per cent were social work students 5 per cent were teacher

supervisors, and the remaining 11 per cent were agency supervisors. Of the 13 per cent respondents who were in the age group of 35 to 45 years, nearly 2 per cent were social work students, 8 per cent were teacher supervisors, 3 per cent were agency supervisors. Of the 7 per cent respondents who were in the age group of 45 to 55 years nearly 5 per cent were teacher supervisors, and 2 per cent were agency supervisors. Of the 2 per cent respondents who were above 55 years all of them were agency supervisors.

Of the 64 per cent student respondents nearly 48 per cent were found to be below 25 years, 15 per cent were in the age group of 25 to 35 years, and the remaining 2 per cent were in the age group of 35 to 45 years. Of the 18 per cent teacher supervisor respondents nearly 5 per cent were in the age group of 25 to 35 years, 8 per cent were in the age group of 35 to 45 years and ^{the} remaining 5 per cent were in the age group of 45 to 55 years. Of the 18 per cent agency supervisors nearly little more than 11 per cent were in the age group of 25 to 35 years, 3 per cent were in the age group of 35 to 45 years, 2 per cent were in the 45 to 55 years, and the remaining 2 per cent were above 55 years.

Almost all the respondents appear to be distributed among the 5 age groups ranging from below 25 to above 55 years. Further a overwhelming majority of the respondents appears to belong to the age-group between below 25 to 35 years. A majority of the respondents were quite young. A very few per cent were above 45 years. the students below 25 years were during this course

TABLE 2

AGE GROUPS BY SEX

Age Groups in years	S E X											
	Students			Teacher Supervisors			Agency Supervisors			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below 25 years	19 (31.15)	10 (16.39)	29 (47.54)	-	-	-	-	-	-	19 (31.15)	10 (16.39)	29 (47.54)
25-35 years	6 (9.84)	3 (4.92)	9 (14.75)	3 (4.92)	-	3 (4.92)	7 (11.47)	-	-	16 (26.23)	3 (4.92)	19 (31.15)
35-45 years	1 (1.64)	-	1 (1.64)	5 (8.20)	-	5 (8.20)	1 (1.64)	1 (1.64)	2 (3.28)	7 (11.47)	1 (1.64)	8 (13.11)
45-55 years	-	-	-	2 (3.28)	1 (1.64)	3 (4.92)	1 (1.64)	-	1 (1.64)	3 (4.92)	1 (1.64)	4 (6.56)
55 and above	-	-	-	-	-	-	1 (1.64)	-	1 (1.64)	1 (1.64)	-	1 (1.64)

Total	26 (42.62)	13 (21.31)	39 (63.93)	10 (16.39)	01 (1.64)	11 (18.03)	10 (16.39)	1 (1.64)	11 (18.03)	46 (75.41)	15 (24.59)	61 (100.00)
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NOTE: Percentages have been given in the brackets.

Table-2 indicates the age groups by sex of the respondents.

It is seen from this table that out of the total sampled respondents nearly 64 per cent were student respondents out of them 43 per cent were male students and 21 per cent were female students, 18 per cent were teacher supervisor respondents out of them 16 per cent were males and 2 per cent were females; 18 per cent were agency supervisor respondents out of them 16 per cent were males and 2 per cent were females and out of the total sampled were females and out of the total sampled respondents 75 per cent were males respondents and 25 per cent were female respondents.

Of the 64 per cent student respondents nearly 48 per cent respondents were found to be below 25 years out of them 31 per cent were males and a little more than 16 per cent were female, 15 per cent were found to be in the age group of 25 to 35 years out of them 10 per cent were males and 5 per cent were females, and the remaining 2 per cent were found to be in the age group of 35 to 45 years and all these respondents were males.

Of the 18 per cent teacher supervisor respondents nearly 5 per cent were found to be in the age group of 25 to 35 years and all these respondents were males, 8 per cent were found to be in the age group of 35 to 45 years all these respondents were males, and the remaining 5 per cent were found to be in the age group of 45 to 55 years. Out of them 3 per cent were males and 2 per cent were females.

Of the 18 per cent agency supervisor respondents nearly a little less than 12 per cent were found to be in the age group of 25 to 35 years and all these respondents were males, 3 per cent respondents were found to be in the age group of 35 to 45 years out of them a little less than 2 per cent were males and a little less than 2 per cent were females. 2 per cent respondents were found to be in the age group of 45 to 55 years and all these respondents were males and the remaining 2 per cent respondents were found to be in the age group of 55 and above years and all these respondents were males.

Of the total sampled respondents nearly 48 per cent were found to be below 25 years out of them 31 per cent were males and 16 per cent were females, 31 per cent respondents were found to be in the age group of 25 to 35 years out of them 26 per cent were males and 5 per cent were females, 13 per cent respondents were found to be in the age group of 35 to 45 years out of them 11 per cent were males and 2 per cent were females, 7 per cent respondents were found to be in the age group of 45 to 55 years out of them 5 per cent were males and 2 per cent were females and the remaining 2 per cent respondents were found to be in the age group of 55 and above years and all these respondents were males.

Thus, it appears that a little less than half of the respondents were below 25 years and all of them were student respondents and majority of these respondents were male students.

And other almost all the respondents were distributed in 5 age groups ranging from 25 to 55 and above years and a majority of them were males. A very few per cent were females. In all majority of the respondents were quite young.

TABLE - 3

ACADEMIC QUALIFICATIONS OF THE TEACHER SUPERVISORS

Qualifications		Respondents
ABD	...	1 (9.9)
ABC	...	1 (9.9)
B	...	3 (27.27)
ABF	...	1 (9.9)
BCE	...	1 (9.9)
BC	...	1 (9.9)
BE	...	2 (18.18)
ABF	...	1 (9.9)
Total	11 (100.00)

Note: Percentages have been given in the brackets.

Table-3 depicts the academic qualifications of the teacher supervisors in Solapur.

i) A-stands for M.A., ii) B- stands for M.S.W.,
 iii) C- stands for M.Phil. iv) D- stands for Ph.D.
 v) E- stands for LL.B. and vi) F- stands for
 other qualifications.

It is seen from this table that out of the total teacher supervisors 9 per cent teacher supervisors had told that they have done M.A., M.S.W., Ph.D., 9 per cent teacher Supervisors had told that they have done M.A., M.S.W., M.Phil, 27 per cent had told that they have done M.S.W., 9 per cent had told that they have done M.A., M.S.W., and other courses, 9 per cent had told that they have done M.S.W., M.Phil, LL.B., 1 per cent had told that they have done M.S.W., M.Phil, 18 per cent had told that they have done M.S.W. LL.B., and the remaining 9 per cent teacher supervisors had told that they have done M.A., M.S.W. and other courses.

In general it appears that all the teacher supervisors were trained professional social work teachers and a majority of the teacher supervisors had improved their academic qualifications and done other desirable courses. A very few per cent respondents had done only M.S.W. Course.

It seems that all the teacher supervisors are trained professional social workers and highly qualified teachers in these schools of social work, who are training the students in Social Work education. However there are some untrained and non-professional social work teachers working in the these schools of social work. These untrained and non-professionals have refused to give an interview to the researcher, therefore, the untrained and non professionals are not seen in this table. Naturally it indicates that these schools of social work in Solapur have a practice of appointing untrained and non - professionals.

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Note: Percentages have been given in the brackets.

A- Stands for M.A. D- Stands for Ph.D.
B- Stands for M.S.W. E- Stands for LL.B.
C- Stands for M.Phil. F- Stands for Other Qualifications.

It is seen from this table that out of that total teacher supervisor respondents nearly 9 per cent had told that they have done M.A., M.S.W., Ph.D., 9 per cent had told that they have done M.A., M.S.W., M.Phil, 27 per cent had told that they have done M.S.W. only, 9 per cent had told that they have done M.A., M.S.W., and other courses, 9 per cent had told that they have done M.S.W., M.Phil, LL.B., 9 per cent had told that they have done M.S.W., M.Phil, 18 per cent had told that they have done, M.S.W., LL.B. and the remaining 9 per cent had told that they have done M.A., M.S.W. and other courses.

Of the 9 per cent teacher supervisors who had told that they have done M.A., M.S.W., Ph.D. all were working with Walchand College. Of the 9 per cent teacher supervisors who had told that they have done M.A., M.S.W., M.Phil. all were working with Institution of Management. Of the 27 per cent respondents who had told that they have done M.S.W. Course only nearly 18 per cent of them were working with Walchand College and 9 per cent were working with Institute of Management. Of the 9 per cent teacher Supervisors who had told that they have done M.A., M.S.W., and other Course, all were working with Walchand College. Of the 9 per cent teacher supervisors who had told that they have done M.S.W., M.Phil., LL.B. all were working with Institute of Management. Of the 9 per cent respondents who had told that they have done M.S.W., M.Phil. all were working with Institute of Management. Of the 18 per cent respondents who had told that they have done M.S.W., LL.B. all were working with Walchand College and the remaining 9 per cent who had told that they have done M.A., M.S.W. and other desirable courses all were working with Walchand College.

In general, it appears that almost all the teacher supervisors were trained and professionals in both these schools of social work. However, it is a fact that Institute of Management had not appointed any untrained teacher but Walchand College had appointed untrained teacher. The teacher Supervisors were highly qualified in both the schools of social work, but almost all the teacher supervisors of Institute of Management had done M.Phil. Course.

It is crystal clear that Walchand College, a pioneer school of social work in the vicinity of Shivaji University has appointed untrained and non-professional teacher supervisors but they may not be aware^{at}/that time. Institute of Management has not appointed any untrained and non-professional teacher supervisors. All the teacher supervisors of Institute of Management have done M.Phil Course, where as no teacher supervisors of Walchand College have done M.Phil. Course. One teacher supervisor of Walchand College has done Ph.D. but no teacher supervisor of Institute of Management has done Ph.D. Course.

All the teacher supervisors of Institute of Management have done M.Phil. Course. It may be because of they are young and energetic. The teacher supervisors of Walchand College may not be interested in M.Phil Course because they are old and lazi persons and they need not do this course as an essential qualifications.

TABLE - 5

FIELD WORK SUPERVISORS BY PROFESSIONAL EXPERIENCE

Field Work Supervisors							
Professional(field)experience in years							
Upto 5	5-10	10-15	15-20	20-25	25 and above	No experience	Total
Teacher Supervisor	5 (22.73)	-	1 (4.55)	-	-	5 (22.73)	11 (50.00)
Agency Supervisors	1 (04.55)	3 (13.64)	2 (9.9)	2 (9.9)	1 (04.55)	2 (9.9)	11 (50.00)
Total	6 (27.27)	3 (13.64)	3 (13.64)	2 (9.9)	1 (04.55)	2 (9.9)	22 (100.00)

Note: Percentages have been given in the brackets.

Table - 5 illustrates the (field) professional experience of the teacher supervisors and the agency supervisors in Solapur.

It is seen from this table that out of the total sampled teacher and agency supervisor respondents nearly 27 per cent respondents had (field) professional experience upto 5 years, 14 per cent respondents had professional experience between 5 to 10 years, 14 per cent respondents had professional experience between 10 to 15 years, 9 per cent respondents had professional experience between 15 to 20 years, 5 per cent respondents had professional experience between 20 to 25 years 9 per cent respondents had 25 and above years experience and the remaining 23 per cent respondents had no (field) professional experience.

Of the 27 per cent respondents who had professional experience upto 5 years, 23 per cent were teacher supervisors, and 5 per cent were agency supervisors. Of the 14 per cent respondents who had professional experience between 5 to 10 years all of them were agency supervisors. Of the 14 per cent respondents who had professional experience between 10 to 15 years 5 per cent were teacher supervisors, and 9 per cent were agency supervisors. Of the 9 per cent respondents who had professional experience between 15 to 20 years all of them were agency supervisors. Of the 5 per cent respondents who had professional experience between 20 to 25 years all were agency supervisors. Of the 9 per cent respondents who had professional experience of 25 years and above all were agency supervisors. Of the 23 per cent respondents who had no professional experience all were ~~teacher~~ supervisors.

In general it appears that majority of the respondents had professional experience upto 15 years. A little less than one fourth of the respondents had no professional experience. Few per cent had professional experience of more than 15 years.

It indicates that almost all the agency supervisors are most experienced supervisors, and a little more than one fourth teacher supervisors are also having professional experience, but most of the teacher supervisors are not having any (field) professional experience. Hence the question arises how these unexperienced teachers may be training the students and how the students will come out fully trained and qualitative.

TABLE -6
FIELD WORK SUPERVISORS BY TEACHING EXPERIENCE

=====							
Field Work	Teaching experience in years						Total
Supervisors	Upto 5	5-10	10-15	15-20	20-25	No. Experi- ence	

Teacher Supervisors	4 (18.18)	3 (13.64)	2 (9.9)	-	2 (9.9)	-	11 (50.00)
Agency Supervisors	3 (13.64)	-	-	-	-	8 (36.36)	11 (50.00)

Total	7 (31.82)	3 (13.64)	2 (9.9)	-	2 (9.9)	8 (36.36)	22 (100.00)
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Note : Percentages have been given in the brackets.

Table-6 depicts the teaching experience of the teacher supervisors and the agency supervisors in Solhapur.

It is seen from this table that out of the total sampled teacher supervisor and agency supervisor respondents nearly 32 per cent respondents had teaching experience upto 5 years, 14 per cent respondents had teaching experience between 5 to 10 years, 9 per cent respondents had teaching experience between 10 to 15 years, 5 per cent had teaching experience between 15 to 20 years, 9 per cent respondents had teaching experience between 20 to 25 years and the remaining 36 per cent had no teaching experience at all.

Of the 32 per cent respondents who had teaching experience upto 5 years nearly 18 per cent were teacher

Supervisors and 13 per cent were agency supervisors. Of the 14 per cent respondents who had teaching experience between 5 to 10 years, all of them were teacher supervisors. Of the 9 per cent respondents who had teaching experience between 10 to 15 years all were teacher supervisors. Of the 9 per cent respondents who had teaching experience between 20 to 25 years all were teacher supervisors, and the remaining 36 per cent respondents who had no experience all were agency supervisors.

Thus, it appears that a majority of the teacher supervisors had teaching experience more than 5 years. Few per cent agency supervisors had teaching experience upto 5 years but a majority of the agency supervisors had no teaching experience.

The agency supervisors who are having teaching experience they may be working as visiting teachers in these schools of social work or any other training institute or they might have worked as a visiting teacher in some institutes. The Agency supervisors who are not having any teaching experience may not be interested in teaching or might not have got any chance to work as a teacher.

TABLE - 7
FIELD WORK SUPERVISORS BY RESEARCH EXPERIENCE

Field Work Supervisors	RESEARCH EXPERIENCE IN YEARS						Total.
	Upto 5	5-10	10-15	15-20	20-25	No Experi ence	
Teacher Supervisors	5 (22.73)	3 (13.64)	2 (9.9)	-	1 (04.55)	-	11 (50.00)
Agency Supervisors	6 (27.27)	-	-	-	-	5 (22.73)	11 (50.00)
Total	11 (50.00)	3 (13.64)	2 (9.9)	-	1 (04.55)	5 (22.73)	22 (100.00)

Note: Percentages have been given in the brackets.

Table-7 illustrates the research experience of the teacher supervisors and the agency supervisors in Solapur.

It is seen from this table that out of the total sampled field work supervisors respondents 50 per cent had research experience upto 5 years, 14 per cent respondents had research experience between 5 to 10 years, 9 per cent respondents had research experience between 10 to 15 years, 5 per cent respondents had research experience between 20 to 25 years and the remaining 23 per cent had no research experience.

Of the 50 per cent respondents who had research experience upto 5 years ^{nearly} 23 per cent were teacher supervisors and 27 per cent were agency supervisors. Of the 14 per cent respondents who had research experience between 5 to 10 years all were teacher supervisors. Of the 9 per cent respondents

who had research experience between 10 to 15 years all were teacher supervisors. Of the 5 per cent respondents who had experience between 20 to 25 years all were teacher supervisors and the remaining 23 per cent respondents who had no-research experience all were agency supervisors.

Thus, it appears that a overwhelming majority of the respondents were having research experience. A little less than one fourth of the respondents were not having any research experience.

It indicates^{that}/all the teacher supervisors are having research experience and most of the agency supervisors are not having research experience. This shows that the agency supervisors are not using the technique of social work research in their respective agencies. The agency supervisors who are having research experience may be guiding the M.S.W. students in preparing the Research Projects or they may be using this technique in their respective agencies.

TABLE -8
TEACHING EXPERIENCE OF THE SOCIAL WORK TEACHERS
BY PUBLICATIONS

Teaching Experience in years.	Publications					Total
	Research Articles	General Articles	General Books	Text Books	No Publica- tion	
Up to 5 years	-	1 (9.9)	-	-	3 (27.27)	4 (36.36)
5-10	-	1 (9.9)	-	-	2 (18.18)	3 (27.27)
10-15	-	1 (9.9)	-	-	1 (9.9)	2 (18.18)
15-20	-	-	-	-	-	-
20-25	-	-	1 (9.9)	-	1 (9.9)	2 (18.18)
Total	-	3 (27.27)	1 (9.9)	-	7 (63.64)	11 (100.00)

Note: Percentages have been given in the brackets.

Table -8 illustrate the teaching experience of the social work teachers and their publications.

It is seen from this table that out of the total teacher supervisor respondents 27 per cent respondents had published general articles in the news papers and magazines, 9 per cent had published general books, and the remaining 64 per cent respondents had not published any articles, research articles book, text books etc.

Of the 27 per cent teacher supervisor respondents who had published general articles 9 per cent supervisors had

teaching experience upto 5 years, 9 per cent between 10 to 15 years, and 9 per cent between 10 to 15 years. Of the 9 per cent supervisors who had published general books had teaching between 20 to 25 years. Of the 64 per cent teacher supervisors who had not published any general or research articles, general or text books 27 per cent had teaching experience upto 5 years, 18 per cent had teaching experience between 5 to 10 years, 9 per cent had teaching experience between 10 to 15 years and the remaining 9 per cent teacher supervisors had teaching experience between 20 to 25 years.

Thus, it appears that a overwhelming majority of the teacher supervisor respondents had not published any general or research articles, general or text books. A little more than one fourth teacher supervisors had published only general articles and general books. A majority of the teacher supervisors had a ^{not} good experience but they had/ published any books and articles.

It is crystal clear that the teacher supervisors have not taken any interest to write research articles, Research books and text book and majority of the supervisors have not published even general articles and general books. It may be because of the lack of interest and laziness, the teacher supervisors have not published books and articles. It is surprising that highly experienced teachers are also not not interested in publication. It means they are simply interested in the pay scales, Salary, facilities and security and not interested in developing the personality and contributing for the students and society.

TABLE - 9

LENGTH OF SERVICE OF THE SOCIAL WORK TEACHERS
BY DESIGNATIONS

Length of Service (teaching)	Designations			Total
	Lecturer	Reader	Professor	
Upto 5 years	4 (36.36)	-	-	4 (36.36)
5-10 years	3 (27.27)	-	-	3 (27.27)
10-15 years	2 (18.18)	-	-	2 (18.18)
15-20 years	-	-	-	-
20-25 years	1 (9.9)	1 (9.9)	-	2 (18.18)
Total	10 (90.91)	1 (9.9)	-	11 (100.00)

Note : Percentages have been given in the brackets.

Table-9 illustrates the length of service of the social work teachers and their present designations in the schools of social work in Solapur.

It is seen from this table that out of the total teacher supervisor respondents nearly 91 per cent had designation as lecturer in social work and the remaining 9 per cent had designation as Reader in social work.

Of the 91 per cent teacher supervisor respondents who had designations as lecturer, 36 percent had rendered their services upto 5 years, 27 per cent had rendered services between 5 to 10 years, 18 per cent had rendered services between 10 to 15 years and the remaining 9 per cent had

rendered services between 20 to 25 years. Of the 9 per cent respondents who had designation of Reader had rendered services between 20 to 25 years.

Thus, it appears that almost all the supervisors who had rendered services in these schools were having designations as lecturer in Social Work. A very very few per cent had designations as Reader in Social Work.

It indicates that there is no Reader or Professors posts in these schools of Social Work as well as in the present staff pattern. There is only one Readers post that too it is given to the director of social work of Walchand College. It is also observed that teachers are not aware about the present staff pattern and Readers and Professors Posts. It also seems that the schools of social work have kept them in dark as regards present staff pattern. Possibly the Heads of the schools may not be interested in getting the posts sanctioned from the Government.

TABLE - 10

SOCIAL WORK TEACHERS BY PROFESSIONAL TRAINING

Schools of Social Work	Professional Training		Total
	Trained	Untrained and	
	Professional	Non-professional	
Walchand College	7 (63.64)	-	7 (63.64)
Institute of Management	4 (36.36)	-	4 (36.36)
Total	11 (100.00)	-	11 (100.00)

Note: Percentages have been given in the brackets.

Table-10 illustrates the professional training of the social work teachers in the schools of social work in Solapur.

It is seen from this table that out of the total teacher supervisor respondents 100 per cent teacher supervisors were professionally trained.

Of the 100 per cent respondents who were trained nearly 64 per cent were found to be working with Walchand College and 36 per cent were found to be working with Institute of Management.

In general, it appears that all the teacher supervisors were professionally trained teachers.

It is a fact that, the teacher supervisors who refused to give an interview to the researcher are untrained and non-professional teachers. There is a practice of appointing untrained and non-professional teachers in these schools.

TABLE -11

SOCIAL WORK TEACHERS BY MEMBERSHIP OF SOCIAL ORGANISATIONS

Schools of Social Work	Membership				Total
	A	AB	ABC	D	
Walchand College.	-	3 (27.27)	2 (18.18)	2 (18.18)	7 (63.64)
Institute of Management	-	1 (9.9)	-	3 (27.27)	4 (36.36)
Total	-	4 (36.36)	2 (18.18)	5 (45.45)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-11 Shows the Social Work teachers and their membership of social organisations in Solapur and outside the Solapur.

A- Stands for executive, C- Stands for Active member
B- Stands for Trustee. D-Stands for no-membership.

It is seen from this table out of the total teacher supervisor respondents nearly 36 per cent respondents were found to be executives and Trustees in some social agencies, 18 per cent respondents were found to be executive, Trustees and active members of some social agencies and the remaining 45 per cent were not the members of any social agency.

Of the 36 per cent respondents who were executives and Trustees, 27 per cent were found to be working with Walchand College and 9 per cent were found to be working with Institute of Management. Of the 18 per cent respondents who were executive, Trustees and active members were found to be working with Walchand College only. Of the 45 per cent respondents who were not the members of any agency nearly 18 per cent were found to be working with Walchand College and 27 per cent were found to be working with Institute of Management.

Thus, it appears that a majority of the teacher supervisor respondents were the members of some social agencies, but a little less than half of the teacher supervisor respondents were not the members of any social agencies in Solapur or outside the Solapur.

It indicates that most of the teacher supervisors are not interested in social work practice and membership of any social agencies. It is observed that most of the teacher supervisors who are the members of social agencies, Trustees and Executives are also not interested in such membership and social work practice. They are interested in only position and

designations. Hardly one or two teacher supervisors are active and earned their name in the social work practice. The present position shows that teacher supervisors are simply teachers in the schools of social work. The question arises how the practical training is imparted to the students by the teacher supervisors. It seems no one is ideal before the students then how the students will be trained and ideal social workers.

TABLE - 12

EDUCATIONAL QUALIFICATIONS OF THE AGENCY SUPERVISORS

<u>Educational Qualifications</u>	<u>No.of respondents</u>
Non-graduates	2 (18.18)
Graduates	-
Post-graduates in Social Work	8 (72.73)
Dip.holder in Social Work	1 (9.9)
Total	11 (100.00)

Note: Percentages have been given in the brackets.

Table -12 shows the educational qualifications of agency supervisors in Solapur.

It is seen from this table that out of the total agency supervisor respondents nearly 18 per cent respondents were non-graduates 73 per cent were post-graduates in social work and the remaining 9 per cent were Diploma Holders in Social work.

In general it appears that almost all the agency supervisors were trained professional social workers. A very few per cent agency supervisors were non-graduates.

It seems ^{that} all the agency personnel are qualified and trained Professional social workers. The non-graduates who are working in the social agencies in Solapur might have been appointed long back before starting the schools of social work in Solapur. This also indicates that the Board of Directors of these agencies are quite aware about appointment of trained personnel for professional social work.

TABLE - 13
SCHOOLS OF SOCIAL WORK BY PARTICIPATION OF
SOCIAL WORK TEACHERS IN CONFERENCES:-----

Schools of Social Work	Participation in Conferences					Total
	Dept. level	Univer sity level	State level	Natio- nal level	Interna- tional level	
Walchand College	1 (9.9)	-	-	5 (45.45)	1 (9.9)	7 (63.64)
Institute of Management	1 (9.9)	1 (9.9)	1 (9.9)	1 (9.9)	-	4 (36.36)
Total	2 (18.18)	1 (9.9)	1 (9.9)	6 (54.55)	1 (9.9)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-13 Shows the Schools of Social Work and particiapation of the social work teachers in conferences.

It is seen from this table that out of the total teacher supervisor respondents nearly 18 per cent had participated in the department level conferences, 9 per cent respondents had participated in the University level conferences, 9 per cent had participated in the state level conferences, 55 per cent had participated in the national level conferences and the remaining 9 per cent had participated in the international level conferences.

Of the 18 per cent respondents who had participated in Department level conferences, 9 per cent were found to be serving in the Walchand College and 9 per cent were found to be serving in the Institute of Management. Of the 9 per cent respondents who participated in University level conferences all the respondents were found to be working in the Institute of Management. Of the 9 per cent respondent who had participated in the state level conferences all the respondents were found to be serving in the Institute of Management . Of the 55 per cent respondents who had participated in the National level conferences nearly 46 per cent were found to be serving in the Walchand College and 9 per cent were found to be serving in the Institute of Management. Of the 9 per cent respondents who had participated in the international level all the respondents were found to be serving in the Walchand College.

Thus, it appears that almost all the teachers had participated in the conferences. A very few per cent respondents had participated in the National and International level.

Conferences and few per cent respondents who were belonging to Institute of Management had participated in the national level conferences.

This shows that the teachers of Institute of Management are not given chances to participate in the national and international level conferences. Similarly the teachers of the Walchand College are also not given the chances to participate in the international level conferences.

TABLE - 14
PROFESSIONAL EXPERIENCE OF THE AGENCY SUPERVISORS

Professional experience in years.	BY PUBLICATIONS					Total
	Books	Booklets	Inform- ative articles	Research Articles	No Publi cations	
Upto 5 years	-	-	-	-	1 (9.9)	1 (9.9)
5 to 10 years	-	1 (9.9)	-	-	2 (18.18)	3 (27.27)
10 to 15 years	-	-	-	1 (9.9)	1 (9.9)	2 (18.18)
15 to 20 years	-	-	1 (9.9)	-	1 (9.9)	2 (18.18)
20 to 25 years	-	-	-	-	1 (9.9)	1 (9.9)
25 to 30 years	1 (9.9)	-	-	-	1 (9.9)	2 (18.18)
Total	1 (9.9)	1 (9.9)	1 (9.9)	1 (9.9)	7 (63.64)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-14 illustrates the professional experience of the agency supervisors and their publications.

It is seen from this table that out of the total agency supervisor respondents 9 per cent had published their books, 9 per cent had published book-lets, 9 per cent had published informative articles, 9 per cent had published research articles and the remaining 64 per cent respondents had not published any books and articles.

Of the 9 per cent respondents who had published books all the respondents had rendered services between 25 to 30 years. Of the 9 per cent respondents who had published Booklets all the respondents had rendered services between 5 to 10 years. Of the 9 per cent respondents who had published informative articles all had rendered their services between 15 to 20 years. Of the 9 per cent respondents who had published research articles all had rendered services between 10 to 15 years. Of the 64 per cent respondents who had not published any books and articles, 9 percent had rendered services upto 5 years, 18 per cent had rendered services between 5 to 10 years, 9 per cent had rendered services between 10 to 15 years, 9 per cent had rendered services between 15 to 20 years, 9 per cent had rendered services between 20 to 25 years and 9 per cent had rendered services between 25 to 30 years.

Thus, it indicates that a overwhelming majority of the respondents had not published any books, articles. A very few per cent had published books and articles. The less experienced supervisors had published the books and articles and highly experienced had also not published any books and articles. It seems that there is no relationship between experience and publications.

The agency supervisors may not be interested in the publications and academic line.

TABLE - 15
LENGTH OF SERVICE OF THE AGENCY SUPERVISORS
BY PARTICIPATION IN SOCIAL MOVEMENTS

Length of service in years.	Participation in social movements				Total
	Morchas	Agitation for social policy	Agitation against exploita- tion	No participa- tion	
Upto 5 years	-	-	-	1 (9.9)	1 (9.9)
5 - 10 years	1 (9.9)	-	-	2 (18.18)	3 (27.27)
10 - 15 years	-	-	-	2 (18.18)	2 (18.18)
15 - 20 years	1 (9.9)	-	-	1 (9.9)	2 (18.18)
20 - 25 years	-	-	-	1 (9.9)	1 (9.9)
25 - 30 years	1 (9.9)	-	-	1 (9.9)	2 (18.18)
Total	3 (27.27)	-	-	8 (72.73)	11 (100.00)

Note: Percentages have been given in the brackets.

, Table -15 shows the length of service of the agency supervisors and their participation in the social movements.

It is seen from this table that out of the total sampled agency supervisors 27 per cent respondents had participated in the different morchas organised by the agencies as well as leaders and the remaining 73 per cent respondents had not participated in morchas and agitations at all.

Of the 27 per cent agency supervisor respondents 9 per cent respondents had rendered services between 5 to 10 years, 9 per cent had rendered services, between 15 to 20 years, and 9 per cent had rendered services between 25 to 30 years. Of the 73 per cent respondents who had not participated in any of the morchas and agitations organised by the agencies or individual leaders 9 per cent had rendered services upto 5 years, 18 per cent had rendered services between 5 to 10 years, 18 per cent had rendered services between 10 to 15 years, 9 per cent had rendered services between 15 to 20 years, 9 per cent had rendered services between 20 to 25 years, and the remaining 9 per cent had rendered services between 25 to 30 years.

Thus, it appears that a overwhelming majority of the agency supervisors had not participated in any morchas or agitations. A little more than one fourth of the agency supervisors had participated in some morchas only. No agency supervisors had participated in the agitations for framing the policies or amending the policies and agitations against the exploitation.

This indicates that the agency supervisors who are trained professional social workers have not gone behind their own limitations and participated in the agitations and morchas for framing social policies and against the exploitation. It seems that generally the trained professional social workers are working in the agencies and in a particular field of social work and they are not crossing the limitations for doing extra activities

of social service and social welfare and social reform. It is observed and experienced that the trained social workers of Shivaji University have not developed their social outlook or social perspective and possibly because of this reason the agency supervisors in Solapur may not be participating in agitations and morchas.

TABLE-16
SEX BY EDUCATIONAL QUALIFICATIONS OF THE SOCIAL
WORK STUDENTS

Sex	Educational Qualifications						Total
	B.A.	B.Com.	B.Sc.	B.S.W.	M.A.	M.Com.	
Male	5 (12.82)	16 (41.3)	2 (5.56)	1 (2.56)	1 (2.56)	1 (2.56)	26 (66.67)
Female	6 (15.38)	3 (7.69)	3 (7.69)	-	1 (2.56)	-	13 (33.33)
Total	11 (28.21)	19 (48.72)	5 (12.82)	1 (2.56)	2 (5.13)	1 (2.56)	39 (100.00)

Note: Percentages have been given in the brackets.

Table -16 shows the sex by educational qualifications of the social work students.

It is seen from this table that out of the total sampled student respondents 28 per cent were B.A., 49 per cent were B.Com., 13 per cent were B.Sc., 3 per cent were B.S.W., 5 per cent were M.A., and the remaining 3 per cent were M.Com.

Of the 28 per cent respondents who were B.A., 13 per cent were males, 15 per cent, respondents were females. Of the 49 per cent respondents who were B.Com., 41 per cent respondents were males, and 8 per cent respondents were females. Of the 13 per cent respondents who were B.Sc., 5 per cent respondents

were males and 8 per cent respondents were females. Of the 3 per cent respondents who were B.S.W., all were males. Of the 5 per cent respondents who were M.A., nearly 3 per cent respondents were males and nearly 3 per cent respondents were females. Of the 3 per cent respondents who were M.Com., all were males.

It appears that a little less than half of the student respondents were B.Com. and a little more than one fourth of the students were B.A. Few per cent were B.Sc., M.A., M.Com. and B.S.W.

This shows that the students other than social work and social sciences are more here and a very few students of social work and social sciences are doing this M.S.W. Course. It may be because this reason the social outlook and social perspective is not developed as it is expected to be developed. It is also observed and experienced that the students other than social work and social sciences come to this course just with the intention that they will get jobs easily and not with the intention of building career in social work.

TABLE - 17

SEX BY INVOLVEMENT OF STUDENTS IN SOCIAL
SERVICES BEFORE TAKING ADMISSION TO M.S.W.

=o					
Sex	Involvement in Social Services				
	Blood Donation Camps	Health Camps	Eye Camps	Shramadan Camps	No parti- cipat- ion.

Male	12 (30.77)	4 (10.26)	-	6 (15.38)	4 (10.26)
					26 (66.67)
Female	2 (5.13)	2 (5.13)	-	4 (10.26)	5 (12.82)
					13 (33.33)

Total	14 (35.90)	6 (15.38)	-	10 (25.64)	9 (23.8)
					39 (100.00)
=o					

Note: Percentages have been given in the brackets.

Table-17 Shows the sex by involvement of students in social services before taking admission to M.S.W. Course in the schools of social work in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 36 per cent respondents were involved in the Blood donation camps, 15 per cent respondents were involved in the health Camps, 26 per cent were involved in Shramadan and 23 per cent had not participated in any camps.

Of the 36 per cent student respondents who were involved in the Blood donation camps 31 per cent were males and 5 per cent were females. Of the 15 per cent respondents who were involved in Health camps nearly 10 per cent were males, and 5 per cent were females. Of the 26 per cent respondents who were involved in Shramadan nearly 15 per cent were males and 10 per cent were females. Of the 23 per cent respondents who had not participated in any social service camps.

Thus, it appears that a overwhelming majority of the student respondents were involved in some or other social service camps. A little less than one fourth of the students had not participated in any camps. The male as well as female students were involved in the social service camps and similarly male and female students had not participated in the social service camps. There is no relationship between the sex of the students and social services.

It is crystal clear that the students who have taken admission to M.S.W. Course in the schools of social work in Solapur for the academic year 1988-89 are having background of doing social services but the question is how these students are not developing their social outlook and social perspective.

TABLE - 18
BASIC DEGREES OF THE STUDENTS BY PARTICIPATION

<u>IN NATIONAL SCHEMES</u>			
Basic Degrees	<u>Participation in National Schemes</u>		Total
	Participated	Not participated	
B.A.	8 (20.57)	5 (12.82)	13 (33.33)
B.Sc.	4 (10.26)	1 (2.56)	5 (12.82)
B.Com.	15 (38.46)	5 (12.82)	20 (51.28)
B.S.W.	-	1 (2.56)	1 (2.56)
Total	27 (69.23)	12 (30.77)	39 (100.00)

Note: Percentages have been given in the brackets.

Table-18 illustrates the basic degrees of the social work students by participation in national schemes.

It is seen from this table that out of the total sampled student respondents nearly 69 per cent students had participated in the National Schemes, and 31 per cent respondents had not participated in the national schemes.

Of the 69 per cent student respondents who had participated in national schemes nearly 21 per cent respondents basic degree was B.A., 10 per cent respondent's basic degree was B.Sc., 38 per cent respondent's basic degree was B.Com. Of the 31 per cent respondents who had not participated in the national Schemes nearly 13 per cent respondent's basic degree was B.A., 3 per cent respondent's basic degree was B.Sc., 13 per cent respondents basic degree was B.Com. and 3 per cent respondents' basic degree was B.S.W.

Thus, it appears that a overwhelming majority of the student respondents had participated in the national schemes and nearly 31 per cent respondents had not participated in the national schemes. It is surprising that the students whose basic degree was B.S.W. had not participated in the national scheme like NSS for Social Services.

The students of social work and some of the students of social sciences may not be interested in National Camps like NSS and Social Service at that time.

TABLE - 19

REASON FOR JOINING M.S.W. COURSE BY SEX OF THE STUDENTS

Reasons for Joining the course.	Students		Total
	Male	Female	
To build up career in social work.	-	2 (5.13)	2 (5.13)
Did not get admission to any other interested course	10 (25.64)	5 (12.82)	15 (38.46)
Friends advised me	5 (12.82)	-	5 (12.82)
Parents and relatives told me to do it.	10 (25.64)	2 (5.13)	12 (30.77)
Easy Course	1 (2.56)	4 (10.26)	5 (12.82)
Total	26 (66.67)	13 (33.33)	39 (100.00)

Note: percentages have been given in the brackets.

Table-19 illustrates the reasons for joining the M.S.W. Course by sex of the students.

It is seen from this table that out of the total sampled student respondents nearly 67 per cent respondents were males and 33 per cent respondents were females.

Of the 67 per cent male students respondents 26 per cent student respondents had given reasons that they joined this course because they did not get admission to any other interested course, 13 per cent students had given reasons that they joined this course because their ^{friends} advised them, 26 per cent respondents had given reasons that they joined this course because their parents and relatives advised them and and 3 per cent respondents had given reason that they joined

this course because it is easy course. Of the 33 per cent female student respondents nearly 5 per cent female student respondents had given reason that they joined this course because they want to build up career in social work, 13 per cent student respondents had given reasons that they joined this course because they did not get admission to interested course, 5 per cent had given reasons that they joined this course because their parents and relatives advised them, and 10 per cent students had given reason that they joined this course because this course is easy.

Thus, it appears that a majority of the students had joined this course because they did not get admission to any other course and due to advise of the parents and friends. Few per cent had joined because the course is easy one. And only 5 per cent female students had joined this course to build-up their career in social work. No male student had joined this course for building up their career in social work.

This indicates that male as well as female students are taking admission to M.S.W. Course because of advise of the parents friends relatives and some of the students take admission because it is easy course. Besides this the students are taking admission to this course because they are not getting admission for their interested course, and such students join M.S.W. Course and due to this reason only the students of

Shivaji University may not be developing their outlook and perspective. Hardly few female students are interested to build up career in social work, but it seems males are not interested to buildup career in social work. It may be because of non recognition of this course in the society. Moreover they may not be aware that social work is a professional and practicing course.

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