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## **Analysis of the Significance and Contribution of Field Work Practice in Advancing the Indigenization Knowledge of Social Work**

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### **ABSTRACT:**

The indigenization of social work is concerned with the use of appropriate theories and practice methods, as well as values, norms, and philosophies which underlie social work practice. The field work practice in the social work is majorly focused towards the experiencing the practical knowledge and incorporating the empirical and theoretical knowledge learnt inside the class room and also the field experience helps the social workers to evolve around the theories which are already existed and also to innovatively think about experimentation of new theories as a social scientist a social workers through the field work practice can contribute lot to the field of social work to overcome the challenges involved in training the future social workers as well

It increases students' knowledge, skills and subject understanding. In the field setting, students have the opportunity to learn FROM Nature and ABOUT Science as a social enterprise (Frodeman, 2003). Fieldwork is essential to social work education and serves as a student's foundation for professional growth. Through the integration of theory and practice at the same time, field work training helps students build their professional competence in a stepwise and cumulative manner.

Key words: Indigenization, Professional Growth, Competency, Empirical, Theoretical

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### **Introduction:**

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels” (IFSW, 2014).

Within the academic community, social work is seen as both a practice-focused field and an academic discipline that acknowledges the ways in which interrelated historical, socioeconomic, cultural, geographical, political, and individual factors can either promote or hinder human development and well-being. An ongoing state of inequality, discrimination, exploitation, and oppression is caused by structural impediments. The core of emancipatory practice, where the objectives are the empowerment and liberation of people, is the development of critical consciousness through reflection on structural sources of oppression and/or privilege, on the basis of criteria such as religion, class, language, gender, race, disability, culture, and sexual orientation. Action strategies are then developed towards addressing structural and personal barriers.

The field works to reduce poverty, free the weak and oppressed, and advance social inclusion and cohesiveness in solidarity with those who are less fortunate (International Federation of Social Workers). Thanks to Sir Clifford Manshardt, the founding director of India's first social work school, today known as the Tata Institute of Social Sciences in Mumbai, the country had a very fortunate start to the profession of social work. According to this imaginative individual, professional training in social work entails the validity of fundamental educational ideas, methodological flexibility, and a collaborative relationship with the entire field of practice that will provide the program's curriculum with depth and perspective.

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### **The evolution of social work practice and education in India Within India,**

Professional social work owes its origin to a short-term training course on social service organized by the social service league at Bombay. The training course included those men and women who were willing to volunteer them for social service. Till that time social workers did not get any salary of remuneration for their work. It was simply a social service to the needy people guided by the principle of humanity. Later on, the Tata School of Social Sciences was established in the year of 1936 in Bombay. The institute started a course of professional training in social work (Bhattacharya, 2011). The following decade after the establishment of this institute was known as dormant period as no institution was set up from 1936 to 1946. The year 1947

saw the emergence of the Indian Conference of Social Work (ICSW), which remained to be the first and most serious national organization of social workers in India. It must be pointed out that the first real initiatives and movement to more organized social welfare by state were greatly envisioned, influenced and channelized by the ICSW through the associations it stood for. In the same year, another school of social work known as Delhi School of Social Work was established.

Currently, Social Work is taught in more than two hundred institutions of Social Work in the country. Most of these institutions function as a part of the university system. They impart theoretical knowledge necessary for developing a perspective on social work and provide training in methods of social work practice. In addition, they are looked upon as places where theory building/refinement in relation to social work practice takes place. As such, they constitute the primary stage for recognizing the nature of relationship between theory and practice in social work.

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### **Types of field work practicum in social work**

Block fieldwork and concurrent fieldwork are the two most popular methods for field placements in social work field education. Students dedicate their whole time to learning in the field under the supervision of a licensed and experienced social worker during block fieldwork. Conversely, students' time is split between classroom instruction and fieldwork opportunities under concurrent placement. (In essence, two or three days a week in the agency and two or three days of classes are required of the students.) Generally speaking, there are two types of field practicums based on their nature and the students' involvement. In social work, there are typically two kinds of fieldwork or field practicums.

1. Concurrent
2. Block Placements.

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### **Purposes of Concurrent Field Work/Practicum**

Students engage in both classroom instruction and practical fieldwork at the same time. Students engage in parallel fieldwork for at least 15 hours per week. Participation in fieldwork and classroom instruction is required here. Concurrent fieldwork and classroom instruction are required, with 100% attendance. The educators have identified the following as the main goals of the concurrent fieldwork

- To offer intentional learning opportunities involving real-world scenarios where individuals, groups, and communities may need social work solutions.
- The aim is to cultivate in student's attitudes and values that align with the demands of the social work field, fostering a greater sense of self-awareness and an appreciation for the strengths and weaknesses of social work practice.
- To comprehend and commit to the humanistic values and social work practice principles...
- Developing a comprehensive perspective on social work and associated community interventions, with a focus on the agency's involvement in human services, is the aim.
- Gain knowledge about the challenges and possibilities associated with collaborating with heterogeneous groups.
- To acquire the essential abilities in social work techniques to assist those in need.

The concurrent fieldwork that students undergo is continuously supervised by the administrators. Fieldwork supervision (discussed in-depth later in the chapter) is one of the essential features of the fieldwork practicum in Social Work.

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### **Importance Of Field Work Practice in Social Work Education**

Students have the chance to assume professional roles during their field practicum, which helps them acquire skills, provide services, and get involved in the creation and delivery of social work services. In addition to fostering the integration of empirical and practice-based knowledge and the development of professional skill, the practical experience helps students identify more strongly with the goals, ethics, and values of the profession. Students get a reality check through fieldwork. While reading about theories is important, applying that knowledge to realities outside of the social work institution is just as, if not more, crucial.

Major Nine importance of Fieldwork in Social Work

In "Field Work Manual" M. A. Momin (1970) has mentioned the following importance of fieldwork practice: Through the fieldwork, the students can learn how to apply social work methods in the situation of given individuals, groups or communities' problems.

1. They are exposed to agency practice in which they are in a systematically, pre-planned approach to solving problem processes such as study, diagnosis & treatment.
2. The students achieve self-awareness & discipline to use them as a helper & as an agent of change in an individual & group situation.

3. The students develop facilities in the use of organizational structure. They come to know foster & use relationships within a structure & gain insight regarding his/her network of relationships in the organization.
4. It helps the students to apply the theory & principle of social work into actual practice.
5. The students acquire social work knowledge & are given an opportunity to try a variety of social work methods, skills & techniques.
6. The students become familiar with the administrative procedure & process. They learn how to run an office, what kind of routine needs to be established, how to facilitate the administrative arrangement, relevant to the discharge of the responsibilities of their own assignment.
7. The students have an opportunity to learn the organizational framework of services. They understand structure & policy & how to facilitate such policy through practice. They become familiar with different institutional styles & tempos of agencies associated with various field practices.
8. The students acquire significant substance substitute knowledge in the specified field of practice characterized by the agency. They become acquainted with the causes of the problem & with social welfare programs, agency structure, laws, & policies, related to its solution.
9. The students acquire knowledge regarding community structure and process. They know the kinds of formal & group & force that a community. They should have to ability to utilize community resources in support of social welfare. (Mohinuddin, November 30, 2019)

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### **Contribution of field work practice in social work practice**

#### **Assistances for Social Workers**

The idea of experiential learning demonstrates that practical, real-world experiences are an essential component of a successful academic education. The learner evaluates the experiences and takes into account the lessons discovered afterward. Future acts are then shaped by those lessons. This idea is embraced by fieldwork, where prospective social workers can obtain real-world experience that will enable them to learn about practical strategies for their future professions.

#### **Develop Your Knowledge of Social Work**

Social work students can learn more about their chosen career path and whether it aligns with their interests and skill set through fieldwork. It gives students the chance to investigate various strategies for dealing with the problems they'll probably encounter as their careers progress.

#### **Utilize Your Skills in a Practical Setting**

Students can put the knowledge and skills they've learned in the classroom to use in the real world by working in a professional setting. Furthermore, students can share their fieldwork experiences with one another in classes that support their tasks.

#### **Determine Your Professional Advantages**

Students studying social work can discover and develop their skills with the aid of field experience. They can discover whether the kind of social work they intend to concentrate on capitalizes on such advantages.

#### **Create New Capabilities**

Students can discover specific skill sets they need to acquire for the kind of social work they are interested in through fieldwork. They can refine those new competencies through on-the-job experience.

#### **Find Out About New Companies**

Every field assignment presents the chance to become familiar with a new organization. Pupils are able to observe first-hand how the company runs and what it's like to work there.

#### **Create a Professional Network**

Students can benefit from the connections they create in the community, school, and organizations during their field assignments as they become ready for a future in social work. Professional mentors who can provide extra insight into the field of social work are among these relationships.

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### **Advantages for Communities**

Communities can benefit from social work field placements in a similar way to how the profession benefits from them.

Students who complete fieldwork can assist the mission of social work in a professional context by addressing a variety of difficulties and advancing a range of causes, such as

- Offering direct assistance to customers with a range of backgrounds in terms of education, finances, culture, and religion

- Assessing and resolving outside influences that may have an impact on people's and families' well-being
- Advancing social justice by striving to eradicate poverty, inequality, and discrimination

Students participating in field placements can start the crucial work that will be part of their careers in social work while also developing their professional abilities.

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**Conclusion:**

Thus, the field practicum is a crucial part of the education program for social work. Social work fieldwork is acknowledged as a socialization tool that gets students ready for their future careers as professional social workers. It's regarded as "learning by doing." Students' comprehension of the social work profession and the types of issues the profession addresses are improved by a purposeful fieldwork experience. As a result, learning occurs on multiple levels, including the intellectual, emotional, and practical.

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