

**A STUDY ON OPPORTUNITIES AND CHALLENGES
FOR SOCIAL WORK TRAINEES IN NEPAL**



रोशनी निलया

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College with Potential for Excellence

Re-Accredited by NAAC with 'A' Grade (CGPA 3.42)

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**A STUDY ON OPPORTUNITIES AND CHALLENGES
FOR SOCIAL WORK TRAINEES IN NEPAL**

**A Dissertation Submitted to School of Social Work, Roshni Nilaya,
Mangalore as a Partial Fulfillment of the Requirement for the Master's
Degree in Social Work.**

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CERTIFICATE

This is to certify that the dissertation titled “**A study on Opportunities and Challenges for Social Work Trainees in Nepal**” is the bonafide research work carried out by Amit Kumar Yadav, II MSW student, School of Social Work, Roshni Nilaya, Mangalore during 2014 as a partial fulfillment for the requirement of the award of the degree of Master of Social Work. This dissertation has not previously formed the basis for the award of any Degree, Diploma, or any other similar title.

Place: Mangalore

Research Guide

Date: 25-10-2014

Juliet C.J

DECLARATION

I hereby declare that this study titled “Opportunities and challenges for Social Work Trainees in Nepal” is the bonafide research carried out by me at School of Social Work, Roshni Nilaya, Mangalore, under the guidance of Juliet C.J, HoD, P.G. Department of Social Work as a partial fulfillment of the requirement for the award of Master of Social Work. I also declare that this study has not been submitted to any other institution for any Degree, Diploma or other similar title.

Place: Mangalore

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Amit Kumar Yadav

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OPPORTUNITIES AND CHALLENGES FOR SOCIAL WORK TRAINEES IN NEPAL

ABECSW	American Board of Examiners in Clinical Social Work
BASW	Bachelor of Arts in Social Work
BSW	Bachelor of Social Work
CBS	Central Bureau of Statistics
CSWE	Council of Social Work Education
EPAS	Educational Policy and Accreditation Standards
I/N/GOs	International/National/Government Organizations
IFSW	International Federation of Social work
MSW	Master of Social Work
NASW	National Association Social Work
NGOs	Non-Government Organization
S/he	She or He
SPSS	Statistical Package for Social Sciences
VDC	Village Development Committee

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CHAPTER I

INTRODUCTION

The International Federation of Social Workers states, "Social work bases its methodology on a systematic body of evidence based knowledge derived from research and practice evaluation, including local and indigenous knowledge specific to its context. It recognizes the complexity of interactions between human beings and their environment, and the capacity of people both to be affected by and to alter the multiple influences upon them including bio-psychosocial factors. Social work profession draws on theories of human development, social theory and social systems to analyze complex situations and to facilitate individual, organizational, social and cultural changes."

The present study was undertaken by the researcher to explore the learning opportunities and challenges faced by the social work learners of Nepal, within educational institutions as well as during field work. In order to understand the topic in detail, the researcher has dealt with the following sections in this chapter:

- 1.1 Social Work as a profession
- 1.2 Significance of training in enhancing professional development
- 1.3 Social Work profession in Nepal
- 1.4 Opportunities for Social Work trainees in field work and class room
- 1.5 Challenges faced by Social Work trainees in field work and class room

1.1 SOCIAL WORK AS A PROFESSION

Social Workers support individuals, groups, or communities to enhance or improve their capacity for social functioning and create favorable societal conditions for them. For this, social workers require the knowledge of human behavior and development, and interaction process among/between social, economic and cultural institutions. Social Work is a helping profession which

helps individual/group/community through the six instrumentalities used by social workers to help the clients. Those are:

1. **Social Case work:** According to Sanford “Social case work is a method employed by social workers to help individuals find a solution to problems of social adjustment which they are not able to handle in a satisfactory way by their own effort.” (cited from *Social Work an integrated approach* Bhattacharya, 2012)
2. **Social Group work:** According to Trecker “Social group work is a method through which individuals in groups in social agency settings are helped by worker who guides their interaction in program activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities.” (cited from *Social Work an integrated approach* Bhattacharya, 2012)
3. **Community organization:** According to Murray G. Ross “Community organization is a process by which community identifies its needs or objectives, orders (or ranks) these needs or objectives, develop the confidence and the will to work at those needs or objectives, finds the resources (internal and external) to deal with these needs/objectives or takes action in respect to them and, in so doing, extend and develop cooperatives and collaborative attitudes and practices in the community.”
4. **Social Welfare Administration:** Administration is the process of transforming community resources into a program of community service, in accordance with goals, policies and standards which have been agreed by those involved in enterprise. It is creative in that it structures roles and relationships in such a way as to alter and enhance the total product. It involves the problem-solving process of study, diagnosis and treatment solutions or action and evaluation of results.” -

American Council of Social work Education (cited from Social Work *an integrated approach* Bhattacharya, 2012,)

5. **Social work research:** According to G.W. Cater, “Social work research is the systematic, critical investigation of questions in the social welfare field with the purpose of yielding answers to problems of social work and of extending and generalizing social work knowledge and concepts. (cited from Social Work *an integrated approach* Bhattacharya, 2012)
6. **Social action:** According to Sanford Solender, “Social Action in the field of social work is a process of individuals, groups or entire group endeavor, within the context of social work philosophy, knowledge and skills. Its objective is to enhance the welfare of society through modifying social policy and functioning of structure, working to obtain new progress and services. (cited from Social Work *an integrated approach* Bhattacharya, 2012)

These are the methods used by the social workers to enhance the clients’ capacity to work with problems, discover solution and enhance social adjustment. The main goal of social work is individuals’ happiness. The concept of social work started in the form of charity and now it is grown and internationally recognized as a profession. Even in Nepal, the kings and elite groups served food, clothes, shelter for the travelers and needy.

Social work is a Profession which helps people to overcome some of life’s most difficult challenges such as poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability and mental illness. They help to prevent crises and counsel individuals, families, groups and communities to cope more effectively with the stresses and the problems of everyday life.

Social work not only focuses on theory, but it also gives importance to Practical aspects and life skills development. It not only gives the ideas to solve other’s problems but also one’s own problems. Social Work enables the trainee

social worker to understand self, to develop capacity and use of self while dealing with clients.

1.2 SIGNIFICANCE OF TRAINING IN ENHANCING PROFESSIONAL DEVELOPMENT – A THEORETICAL FRAMEWORK

“Learning to think and thinking to Learn”. Social work makes people to think about social issues and their own surroundings and through their own environment, it forces them to involve in Social Work activities.

The researcher has based his study on Bloom’s Taxonomy of educational objectives. According to this theory, the Classification of Educational Goals is:

Diagram 1.2.1

Bloom’s Taxonomy of Educational Objectives



a) Knowledge

Knowledge is defined as remembering of previously learned materials. This may involve the recall of wide range of materials, from facts to complete theories, but all that is required is bringing to mind the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain. The main objectives of knowledge are: know common terms, specific facts, methods, procedures, basic concepts, principles Verbs for expressing learning

outcomes will be: Define, describe, identify, label, list, match, name, recall and reproduce select, state.

One can see that the Parrot reading and exam based education are still in Nepal. Educational institutes always focus on pass percentage of students rather than to develop their skills. Most of the students do not have proper resources to gain knowledge. Notes get rotated from one batch to another and one institute to another.

b) Comprehension

Comprehension is defined as the ability to grasp the meaning of the material. This may be shown by translating materials from one form to another (words to numbers), by interpreting materials (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material which represents the lowest level of understanding.

Objectives: Understand facts and principles, Interpret verbal material, charts, graphs, translate verbal, material to mathematical formulas, estimate future consequences implied by data, justify methods and procedures.

Verbs for expressing learning outcomes will be: convert, defend, distinguish, estimate, explain, infer, paraphrase, predict, rewrite, summarize.

Education is undergoing a changing trend from time to time. It is encouraging that though some institutions are only focusing on knowledge based education a few have gone one step ahead. Social work professionals have started writing articles and focusing on comprehension of concepts.

c) Application

Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

Objectives: Apply concepts and principles to new situations; apply laws and theories to practical situations, solve mathematical problems, construct charts and graphs.

Verbs for expressing learning outcomes will be: Change, compute, demonstrate, discover, manipulate, prepare, produce, relate, show, use.

Social work is a profession as well as a unique discipline. It provides opportunity to apply theory into practice during field work. Social work provides a way where trainees can implement the knowledge gained in classes, at field work.

d) Analysis

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of relationships between parts, and recognition of principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

Objectives: Recognize unstated assumptions and logical fallacies in reasoning, distinguish between facts and inferences, evaluate the relevance of data and analyze the organizational structure.

Verbs for expressing learning outcomes will be: Break down, differentiate, discriminate, distinguish, outline, point out, relate, select, separate, and subdivide.

Social work not only enables social work trainees to see and observe the problem, but also motivates them to analyze the problem, find out the root causes, effects and possible solutions and motivate community to solve their problems themselves. Social workers in Nepal are trained to analyze social issues.

e) Synthesis

Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

Objectives: Write a well-organized theme or give a well-organized speech; propose a plan or create a new work or writing, music, art; integrate learning from different areas into a plan to solve new problems, formulate or develop new schemes for classifying.

Verbs for expressing learning outcomes will be: Compile, compose, create, devise, design, generate, modify, organize, plan, rearrange, reconstruct, relate, revise, rewrite, and write.

Social work is a profession which enables and motivates trainees to be part of programs, researches, and to develop communication skills, research skills, program planning skills; but social work institutes in Nepal do not provide ample opportunities to the learners to participate in seminars and conferences. Even programs are mostly planned, organized by the institute itself.

f) Evaluation

Evaluation is concerned with the ability to judge the value of a material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose), and the student may determine the criteria or be given to them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria.

Objectives: Judge the logical consistency, the adequacy of conclusions, the value of a work by use of internal criteria, the value of a work by use of external standards.

Verbs for expressing learning outcomes will be: Appraise, compare, conclude, contrast, critique, justify, interpret, relate, support.

The evaluation method of social work trainee is not very satisfactory. The external evaluation takes place once in a six months for BSW, and once a year for BA social work. Students are evaluated based on their report and knowledge. There is a need to move forward in evaluation process which should encourage student's initiative and original thinking rather than just report and knowledge based.

1.3 SOCIAL WORK PROFESSION IN NEPAL

Social workers are trained and experienced professionals. Only those who have earned social work degrees at the bachelor's, masters' or doctoral levels, and completed a minimum number of hours in supervised fieldwork, are "professional social workers."

Social Work is a young profession in Nepal. Social work as an academic discipline started in 1996 at St. Xavier's College, Kathmandu. There is a broader scope of Social work in Nepal. Nepalese Social Workers can work in

schools, hospitals, mental health clinics, senior citizens' centers, private practice, prisons, military, corporations, and in numerous public and private agencies that serve individuals, families, groups and communities in need.

Social work, however, is a misunderstood profession in Nepal. It is known and taught as a discipline rather than profession. The Government has taken it as a discipline and most of the people do not know about social work in Nepal. They think that social work is similar to Sociology. The practitioners are not able to unite to form a National Level Council or Association of Social Work in Nepal. There is no clarity regarding who are Social workers and who are not.

1.3.1 Social Work Theory in Nepal and Credibility of the Profession

Theories are taught in class room and trainees practice those theories in field work. Theory helps to enhance knowledge to a great extent and field work helps to develop skills to a great extent. Social work is a subject which mainly focuses on theoretical and practical aspects equally. It helps to build networking with other professionals and enhance social interaction. There are many disciplines in Nepal; but now-a- days students are attracted to social work field because of such unique characteristics of social work education.

Till yesterday, students first studied the subjects, they wrote the exam and when they tried to apply those theories they failed to implement those theories in practice. But social work provides opportunity to concurrently use the theory in Practice. Most of the Nepalese Colleges and universities have four days of theory classes (including Individual conference, Group conference) and two days of field work. Generally, the social work students have been placed in different types of agencies, communities, VDC office, Government, Non-government, and International Non-Government Agencies to practice the theories which they studied in class room. It gives knowledge as well as skill to work with individuals, group, community, administration, research and social action if needed. Students practice these six methods of social work.

Social work is an imported profession from western countries. Western ideology and philosophy regarding social work always dominate over the developing countries' ideology and philosophy. Desai (2002), states that the Indian society is structured by families and communities, where as the Western social work approach is individualistic. The Indian religions emphasize duties whereas the western liberalism emphasizes freedom as the goal. While the Indian ideologies are holistic and wisdom oriented, the American professional ideologies are analytical and scientific”.

Nepal and India are neighboring countries and the social and religious structure of Nepal and India are somewhat similar. Whatever Desai has stated about social work practice in India are also applicable in Nepal. There are also differences between Nepali society and western society. If the society is different, culture is different, situation is different, it is sure that the principles, theory, and practice pattern should be different. Social Work should focus on indigenous context. If you teach a child “A” for “Aero plane” it is difficult to understand for those children who never got a chance to see the plane; but if you teach “A” for “Ant”, it is easy to understand because we are familiar with ants. Social Work trainees face the same kind of difficulty in field work. Nepalese Social work trainees tried to practice western theories, methods, and principles which are difficult to apply in Nepalese context.

Social workers talk about six methods of social work: Social Case Work, Social Group Work, Community Organization, Social Welfare Administration, Social Work Research and Social Action. All have their own values, principles, procedures, techniques and so on. In western countries, people live individual life, so they mostly have psychological problems and in case work theories, we mostly talk about clinical social work, psychiatric social work and other individual emotion related problems. In group work, Social work trainees are informed about the procedures of selection of members, and others in the same way. But in Nepalese context, mostly, people love to live with family that gives emotional support. So, people of developing countries,

generally face less psychological torture because they have medium and resource to share their feelings which is not easily available in western countries. For a Social worker a client is a person who has problem and s/he comes to the Social Worker to seek help. But in our context, or when we are practicing field work, we have to find out the clients by ourselves. In western countries, clients easily share their problems which we cannot see in Nepal. People feel hesitant to share their pain and sorrow to others or in front of an unknown person who is going to treat him as a client.

Social work is thus an imported as well as a developing profession. To build credibility of this profession, a practitioner should focus on indigenous values, principles, methods which are suitable in Nepalese context.

1.3.2 Growing Social Work Institutions in Nepal

Now, Social Work is taught and practiced in most of the countries of the world. There are approximately four universities, which offer social work education in Nepal. There are more than 40 colleges imparting social work education as an optional choice and three of them are providing BSW and MSW courses. Exact statistics of social workers is not available.

In 1996, St. Xavier's college started BSW course after getting permission from Kathmandu University and almost after 10 years Kadambari College started BSW program in affiliation to Purwanchal University. Now among the 90 colleges affiliated to Tribhuvan University, 40 colleges offer social work education. Seven colleges from Kathmandu University, Purwanchal University and Mid-western University are affiliated.

The curricula of Kathmandu University, Purwanchal University, and Mid-Western University and Tribhuvan University have four days of theory classes and two days of field work education.

1.4 OPPORTUNITIES FOR SOCIAL WORK TRAINEES IN FIELD WORK AND CLASS ROOM

Social Work is a professional course which provides both classroom activities and field activities. These activities help Social Work students to gain broader areas of knowledge related to human nature, society, and methods of social work. The curriculum of Social Work includes field work under which each and every student is sent to a particular organization working with the existing social problems of Nepal where they get an opportunity to practice Social Work and integrate theory into practice.

Social Work provides activities which helps to understand the real problems and the real issues of society. Classroom learning helps to understand the theoretical part of society and the field work helps to understand the strengths and challenges of applying the theory into practice.

However, Social Work students need even more facilities of learning such as real life based theories, assignments, group discussions, presentations, seminars, conferences and other extra-curricular activities.

1.5 CHALLENGES FOR SOCIAL WORK TRAINEES IN FIELD WORK AND CLASSROOM

Social Work is a developing profession in Nepal. Even though it is an internationally recognized profession it has not yet established itself as a Profession in Nepal. Efforts are being made to gain reorganization of social work as a profession in Nepal. Doctors, engineers, and other professions are well known in Nepal but not social work. Some social workers themselves believe that Social work is just a discipline.

Highly trained and experienced professionals should teach the students to get qualitative education. Only those who have earned social work degrees at the bachelor's, masters' or doctoral levels, and completed a minimum number of hours in supervised fieldwork, are "professional social workers." But

unfortunately, there are hardly any lecturers who completed their doctoral degree in Social Work. There is lack of experienced lecturers and supervisors. In addition, earlier a BSW holder used to teach for BASW and BSW degrees. Even now there are a few field work coordinators who do not have Master's degree in Social work (MSW).

Social work trainees sent to I/N/GOs are treated as volunteers rather than social Work trainees. They do not get proper guidance and instruction. Even the colleges are not giving importance to their skills development and their overall development. One of the major challenges of Social work learners may be that there is no deep root of social work in Nepal. Other challenges maybe lack of sufficient materials related to Nepalese context and division among social work students, educators and professionals and lack of interest to initiate collective forum to promote social work practice.

The Chapter has highlighted various aspects of social work profession and education as it stands today in Nepal. The research study probes further into these aspects as per the experience of social work trainees of Nepal.

CHAPTER II

LITERATURE REVIEW

The researcher reviewed various books, journals and articles related to social work profession, social work practice system, opportunities and challenges for social work education and opportunities and challenges for social work trainees.

2.1 SOCIAL WORK PROFESSION

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living (ABECSW, 2002). So, social work is a profession which works for the needs of the individuals. Social workers are facilitators to enhance well being and happiness of individuals and social work education involves classroom activities field work activities in order to prepare personnel in this field.

According to Gordons (1962), a profession can make explicit its shared values and specific purposes, its knowledge and techniques; it has defined its practice. When interventive action is controlled by this constellation of value, knowledge, purpose, and techniques of the profession may be interventive but it is not professional practice. So, profession mainly consists of values, knowledge, recognition, and guiding bodies.

Social workers promote social justice and social change with and on behalf of clients. The word "Client" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression,

poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organization, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. They also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems (ABECSW, 2002). They work for the social justice for clients, and social work learners learn these skills through classroom activities and field work, active participation and organizing programs. Field work activities enable social work learners to be sensitive to cultural and ethnicity, diversities. In addition, social work learners get theoretical knowledge about these in classroom through their own classmates, lecturers and resource persons.

It even remains debatable whether social work is a profession. For example, in USA, social workers have embraced different theories at different times (Ehrenreich, 1985). There are also different perspectives competing with each other in social work (Ehrenreich, 1985; Tsang and Yan, 2001). In both USA and UK, social work has been obsessed with professional status (Ehrenreich, 1985; O'Neill, 1999). Little evidence indicates that social work can work well in western societies, so how can we expect social work introduced or implanted from western societies to work well in other countries? The emphasis, that social work introduced or imported from western societies cannot work well in a different country, is likely to give the impression that western social work works well in western societies and may lead some people to neglect many western social workers' continuous efforts to improve social work practice, education and research.

The way of behaving, life-style, culture and socio-demographic characteristics of Nepal differ from western culture. So it is not very easy for social work learners in Nepal to implement those imported social work techniques in Nepalese context. They cannot practice all the methods as it is in

theory. The clients are not willing to come to the social worker because they still are unaware of social work profession. What is needed is adaptation of the methods and techniques by which they can practice them with necessary modification suitable to Nepalese society.

2.2 SOCIAL WORK PRACTICE SYSTEM

Social Work practice system is an open system, subject to the vagaries and exigencies of its environment. The professional system's environment is the society in which it exists and from which it draws energy to maintain its existence. Social work is in constant interaction with dynamic social forces that influence perspectives, purpose, knowledge, and practice methods (Jr. Federico, 2001).

Social work Practice acknowledges complexities and continues to rely on original constellation of Value, Purpose, Knowledge, Sanction and Method as a way to conceptualize the basic elements of the profession (Alexander, 1997).

The Education Policy and Accreditation standards of Council of Social Work Education (CSWE) are based on a competency-based education format that prescribes attention to outcome performance (EPAS, 2008, p. 2). Those competencies are based on knowledge, values, and skills with emphasis on integrating those competencies into practice with individuals, families, groups, and communities. We will state these competencies in terms of what a competent social work graduate should be able to do when S/he completes the courses.

2.3 OPPORTUNITIES AND CHALLENGES OF SOCIAL WORK EDUCATION

Social work courses that incorporate current technologies can offer new possibilities for teaching and learning (Jyotsna, 2013).

Social Work education begins in a structured manner at higher educational institutions (universities and colleges), coupled with or followed by practical internships, but it is also an ongoing process that occurs through research and in the workplace.

The ways of indigenization have been intensively discussed. A literature review by Cheung and Liu (2004) summarized five guidelines for promoting indigenous social work in developing countries. The first is to build an indigenous foundation, such as a philosophical basis, theories, working principles and approaches in social work education. The second is to address social problems and develop strategies within an indigenous social and developmental context. The third is to redefine the central focus, knowledge and value bases of social work practice from western countries and develop indigenous conceptual frameworks and methodologies. The fourth is to acknowledge the historical and cultural experiences and realities of indigenous peoples. The fifth is to conduct social work practice from the perspective of local community expertise and resources.

Social work education and profession should promote freedom, equality, justice and dignity for indigenous people; but western social work's values and principles might not be pursued or preferred by indigenous people themselves.

The argument of professional imperialism in social work by the proponents of indigenization needs further examination. For example, Midgley (1981) stated that 'western social workers exerted a powerful influence over their Third World colleagues and they imposed alien theories and techniques on developing countries, which were unsuited to their cultures and development needs'. It can be questioned whether these western social workers were in fact representatives of western social work as such, or whether as individual professionals they failed to adhere to the values of social work (Xiong and Young, 2008).

Actually, social, cultural and personal differences are inherent assumptions of social work practice, education and research. Social work's basic values, such as respect for persons, respect for diversity, client's self-determination, providing individuals with the opportunities to realize their potential and so on (Reamer, 1994) imply that social workers should respond sensitively to different people and environments and be tuned in to cultural, social and personal diversity. The International Federation of Social Workers (IFSW) also states 'social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences' (IFSW, 2004). Any professional social worker is assumed to be respectful and flexible in dealing with social, cultural and personal differences in social work practice, education and research. What the proponents of indigenization claim, that social work should be adapted to fit local contexts, is not something new or special, but an implicit requirement of social work.

As social workers, we are inherently expected to integrate social and cultural knowledge and sensitivity with skills for a socially and culturally appropriate and effective helping practice. Social workers in developing countries, along with social workers in western and other countries, emphasize social work as an achievement of human civilization and improve social work practice, education and research.

Social work education began in Nepal with the entry of BSW program in 1996 at St. Xavier's College (Nikku, B.R) after getting approval from Kathmandu University. It is a process that entails refinement of what each student brings socialization to the values of the profession; learning about theories of human behavior and social work practice; developing practice skills; acquiring information about policies and resources to be applied in practice; maximizing awareness of personal prejudices, boundaries and limitations; and ongoing skill enhancement through study and reflection. It incorporates social work knowledge, values and skills. BSW students bring

with them a diversity of personal characteristics, life experiences, ethnic and cultural heritages, beliefs and value systems, educational preparation and work histories.

Now, most western Countries have licensing boards that certify social workers for practice and review allegations of unethical conduct (Land, 1988; DeAngelis, 2000). But unfortunately, Nepal is not yet able to establish governing body for social workers.

Bellefeuille (2006) found that technology can enhance the learning process particularly in relation to decision making, reflection, and critical thinking; that technology is an effective medium that facilitates a learner's taking charge of his or her learning; and education takes advantage of human and technologically based learning interactions that expand beyond student and faculty interactions.

According to one of the recent estimates, "there are about 92 colleges and institutions (including Universities) who are getting affiliation to provide Social Work education (BASW and BSW) and three Universities (Purwanchal University, St. Xavier's College, Mid-Western University and Tribhuwan University) are offering MSW Program.

2.4 OPPORTUNITES AND CHALLENGES OF SOCIAL WORK TRAINEES

Social workers are expected to increase and refine their practice knowledge and skills throughout their professional career through self-study, review of practice outcomes, ongoing education, supervision and/or consultation as appropriate. As is true for all social workers, they are ethically bound to restrict practice activities to their level of skill achievement, unless under supervision aimed at learning new skills (NASW Code of Ethics, 1.04). But unfortunately, Nepalese social workers are not getting opportunity to feel the guiding body because as mentioned earlier no any guiding body has been yet established in Nepal.

Professional development is the process by which social workers increase their knowledge and disciplined application of interventive skill throughout their career. This process builds upon a fundamental orientation to and acceptance of the values and methods of professional social work. Social work Students are required to expand this knowledge through learned application of social work theories and skills—initially in mandatory supervised practice and later through self-study and participation in voluntary consultation as needed (Garrett, 1995; Fook, Ryan & Hawkins, 1997).

Learning and mastery of new skills at all levels of professional development require both the cognitive grasp of theory and an adequate experience of practicing the skills through self-review and by engaging in appropriate supervision and/or consultation. In all cases beyond the minimum acceptable level for independent practice, the readiness of an individual to use and apply new skills without supervision should be judged by demonstrated ability or mastery of those skills, and not solely as a function of time spent in the learning process (Goldstein, 1980).

Some of the major challenges of social work trainees are:

- a. Defining Specialized Areas in Social Work Practice
- b. Declining Attention to Content in Graduate Education
- c. Reestablishing Standards for Supervision
- d. Practice Research as an Aspect of Social Work Practice
- e. Professional Standards and Legal Regulation of Practice

There is a need for research to further understand student learning in alternative learning environments, how social work educators learn to adapt to learning environments and what kind of training is necessary in order to support faculty development programs.

The conventional system of social work education has not proved to be responsive to social development concerns of contemporary society and to the need for trained professionals to manage social development programs. There

is also a demonstrable need for social workers in areas, which lack educational opportunities and resources. Inadequate number of formally trained social work professionals' forces local organizations to employ paraprofessional and non-social work personnel (Jyotsna, 2013).

Social work course mainly aims at humanism and deals with direct human contact. Social work educators describe themselves as people centered persons and it is understandable, given the nature of the profession. Social Work education provides the opportunity to interact directly with the instructor on a regular basis as the instructor is seen every week. The material used for instruction is either directly developed by the course coordinators or consultants who do not have enough teaching experience. The material provided by the course does not allow students' speculation and creativity. The field work allotted to the students allows minimum interaction with the realistic situation practical learning and lacks good guidance and supervision.

The course is designed in such a way that it enriches the emotional relationship between the lecturer and the learner, which is characterized by mutual trust, warmth and nurturing. The student outcomes such as listening, self-evaluation, creativity, openness, goal setting, and self-direction are high as compared to the regular instruction.

Field work is widely acknowledged among Social Work Educators which is an integral and necessary component of Social Work Education. "Learning by doing" has been the hallmark of social work education and the thrust of social work practicum is to learn how to apply theoretical social work material to a hands-on situation; how to cope with the practical limitations of a real-life environment and how to be useful to 'real' people with 'real' problems in a real setting that is less than ideal.

However, field work practicum demands minimum efforts from the students; NGOs based placements are still practiced by many institutions. The supervisors and courses are offering very less efforts for community

organization which is the prior need of developing countries like Nepal. In some institutions there is lack of regular individual and group conferences which is not taken seriously by students as well as supervisors.

The teaching method used under the social work education is usually Lecture method. Many institutions have part time lecturers and a lecturer teach at least four to five institutions and they have regular class. From one institution to another institution distance is not less than 10 minutes as a result of which many lecturers either arrive late or they leave the class earlier. Assignments, seminars, national and international conferences are almost zero.

2.5 INDIGENOUS SOCIAL WORK AND ITS NECESSITY IN NEPAL

Walton and Abo El Nasr (1988) identified that the notion of indigenization appeared in relation to social work for the first time in 1971, when the fifth United Nations international survey of social work training used it to refer to the inappropriateness of American social work theories for other societies. They emphasized the importance of the social, political, cultural and economic characteristics of a particular country and pointed out that the indigenization of social work is a process from 'importing' to 'authentication'. It means a modification of western social work discourse in response to the importing countries' unique social problems, needs, values, culture and so on. A tri-dimensional model of indigenization in social work, which includes universality and specificity, dominance and minority, as well as tradition and present situations, was conceptualized by Yip (2006).

Western social workers imposed western social work theories and techniques in developing countries without considering indigenous cultures and development issues (Midgley, 1981). Midgley also questioned the individualism, humanitarianism, liberalism, work ethic and capitalism unrestricted by government intervention as valued by the (western) founders of social work. He argued that western ideas, technologies and institutions

replicated in the developing countries were actually to serve the interests of developed countries and establish a new colonialism in a more subtle and effective way in order to have power over them.

In his literature review, Yip (2005) also suggested five components of indigenization in social work practice, including the adaptation of western social work practice; implementation in the local context; a local indigenized criticism of the impact of professional imperialism and colonialism; and a re-engineering of skills and techniques.

In summary, according to the arguments by the proponents of indigenization, social work, which is dominated by western world views, concepts, theories, methodologies and so on, should be modified or redefined to respond to diverse social and cultural perspectives in non-western countries. The purpose of indigenization, therefore, is to make social work education, research and practice fit the local contexts.

At present, there is little evidence to suggest that social and cultural structures cannot be improved and that most people in developing countries are against western social work's values and principles. It seems that social workers should make more efforts to analyze the indigenous social and cultural structure and find effective ways to improve or change it for a better one (Xiong and Young, 2008).

Some western social work principles, such as self-determination and non-directedness, have to be modified in order to meet the needs of clients in developing countries. The emphasis on this principle by the proponents of indigenization is likely to lead to confusion and will probably lead some people to believe that western social workers do not follow this principle.

Furthermore, almost all proponents of indigenization in social work have emphasized that social work introduced or imported from western societies cannot work well in countries with different social and cultural contexts.

The review of literature highlights the opportunities and challenges faced by social workers in Nepal. Next chapter will deal with the methodology of the study.

CHAPTER III

METHODOLOGY

Research is a search for knowledge through objective and systematic method of finding solution to a problem. This chapter on methodology of the study, outlines the systematic and scientific procedure adopted such as problem formulation, objectives of the study, scope of the study, research design, universe, sampling, tools of data collection, sources of data collection, experience of the researcher, data processing and analysis, limitations of the study and report design.

3.1 PROBLEM FORMULATION

Nepal is a developing country and education in social work is still very young. Nepalese social workers are the change agents of Nepalese society. Educational institution is a place from where social workers gain knowledge and skills to transform the society. It is important to know the challenges faced as well as opportunities accessed by social work learners in the academic and field sectors.

Social work educational institutions should be equipped with the basic necessities of education such as qualified professors, experienced field supervisors and sufficient books, as well as opportunities for skills lab, seminars, conferences, and so on. The researcher observed that in Nepal, many students are not able to sufficiently access these resources although they do have a limited opportunity for network building, integration of theory and practice, problem identification and engagement in problem solving process. All of them are not getting opportunity to be trained by experienced social workers. Researcher himself was once a BASW learners and he was aware of a few of the challenges and the opportunities available in field work as well as in classroom.

So far no research studies have been undertaken on social work trainees in Nepal. Hence the researcher wanted to explore the opportunities and challenges faced by social work trainees of Nepal.

3.2 OBJECTIVES OF THE STUDY

- a) To understand the personal characteristics of respondents.
- b) To find out the opportunities and challenges faced by social work trainees in class room learning process.
- c) To explore the opportunities and challenges faced by social work trainees in field work practice.
- d) To find out the importance and relevance of contextualized social work practice in Nepal with special reference to the methods of social work

3.3 SCOPE OF THE STUDY

The study is limited to 50 respondents who are BSW/BASW learners of Nepal. The findings of the study can be utilized by social work learners, social work institutions, social work professionals and social work faculty of the country or of places which have similar background of Nepal.

3.4 RESEARCH DESIGN

By research design we mean the plan or procedure for data collection and analysis that are undertaken to evaluate a particular theoretical perspective.

An explorative research design was chosen for the study undertaken on “Opportunities and challenges for Social Work Trainees in Nepal”. So far no research studies have been conducted in Nepal on social work trainees.

3.5 UNIVERSE

All the Social work learners of Nepal, who are getting formal education from recognized institutions of Nepal Government, constitute the universe of this study.

3.6 SAMPLING

The researcher used non-probability sampling methods as a sampling design because researcher does not have the exact number of social work students and he was time bound to complete the research within six months. He used snowball sampling method which helped to get respondents easily. In the beginning researcher identified a few respondents by himself and later he requested each and every respondent to forward the questionnaire to their BSW/BASW friends.

3.7 TOOLS OF DATA COLLECTION

A 53-item Questionnaire designed as per the objectives of the study was used the major tool of data collection. The Questionnaire had both open ended and close ended questions.

3.8 SOURCES OF DATA COLLECTION

The data for the study were collected mainly from primary sources, that is, 50 respondents of the sample survey. Information for the proposed study was also collected from secondary sources of data such as books, journals and internet. The published and unpublished sources were helpful for this research.

3.9 EXPERIENCE OF THE RESEARCHER DURING DATA COLLECTION

During collecting data from the social work learners, initially, researcher did not get proper assistance and cooperation from the respondents. After realizing the intensity and the depth of the research, they extended support and resources. When researcher sent questionnaire through email for further data, they asked various questions regarding the topic and uses of it. Some of them encouraged the researcher and told that it is good to study about social work learners itself and the topic is good for the study. Even some respondents provided feedback as well. Researcher did not ask permission from the institutions of respondents because he sent questionnaire through e-mail and

the students voluntarily joined in the process of data collection. Earlier it was really difficult to get their response.

The daily load shedding was also one of the challenges for the researcher because even though respondents wanted to answer immediately, due to power cut they could not. Only those who have access to computer or laptop were able to reply; others found it difficult. Some social work learners also complained that they are not able to become a part of the study.

3.10 DATA PROCESSING AND ANALYSIS

The raw data collected were edited, classified and coded and then entered into Statistical Package for Social Sciences (SPSS) after which they were analyzed. Tables, graphs and pie charts have been used in analyzing the data for interpretation, and presentation. The researcher also applied arithmetic mean to interpret the data. To prepare tables researcher used word file as well as excel document.

3.10 LIMITATIONS OF THE STUDY

- Since the study was academic in nature it was time bound, limited to six months.
- The tool used for the study, that is, questionnaire had its own limitations. Researcher was not able to interview face to face and as such, he was not able to cross question the respondents or clarify certain queries. Further, many of the questions were open-ended due to which certain questions were answered subjectively.
- Though the researcher had planned for a pilot study in order to rectify the limitations of the questionnaire, the researcher could not carry out the pilot study due to the difficulty of contacting the respondents in the initial stage.

- The respondents were not ready to reveal certain confidential matters of their academics such as name of the institution, and family background due to instability of political situation. Certain questions were left unanswered by the respondents.
- The sample size was too small compared to the unknown population which included all the social work learners of Nepal.
- Only learners who have access to computer or laptop or internet could be part of the research, but the students who do not use internet, could not be covered under the study.

3.12 REPORT DESIGN

The research report consists of 5 chapters. The first chapter introduces the topic. The second chapter review of literature available on Opportunities and Challenges for social work trainees. The third chapter gives whole procedure of the research. The fourth chapter gives result of the study. The fifth and last chapter deals with major findings, recommendation, and conclusions.

CHAPTER IV

ANALYSIS AND INTERPRETATION

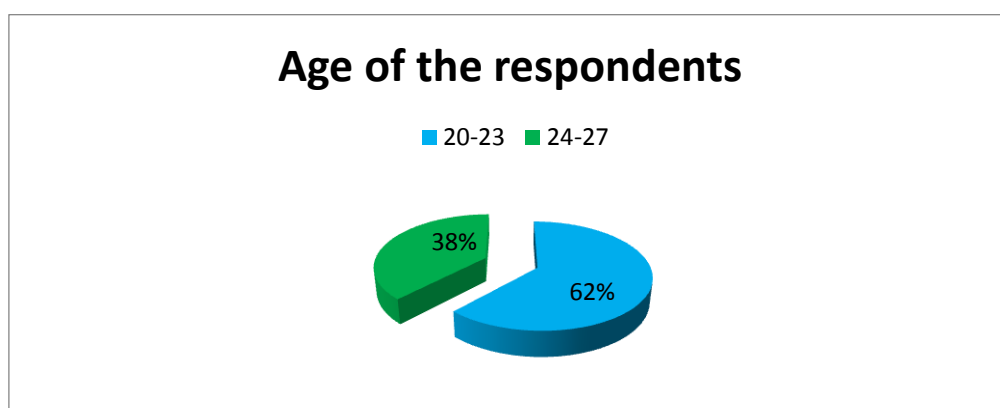
This chapter deals with the analysis of data gathered from 50 respondents who are students of BSW/BASW in relation to the opportunities and challenges faced by them in social work practice. The raw data are analyzed in accordance with the objectives of the study and as such are presented in the following sections.

- I. Personal characteristics of the respondents
- II. Opportunities and challenges faced by social work trainees in classroom learning process
- III. Opportunities and challenges faced by social work trainees in field work training
- IV. Importance and relevance of contextualized social work practice in Nepal with special reference to the methods of social work

4.1 PERSONAL CHARACTERISTICS OF THE RESPONDENTS

The personal characteristics of the respondents consist of age of the respondents, religion of the respondents, sex and source of interest to undertake social work. It also includes the future plan of the respondents after completing BSW/BASW.

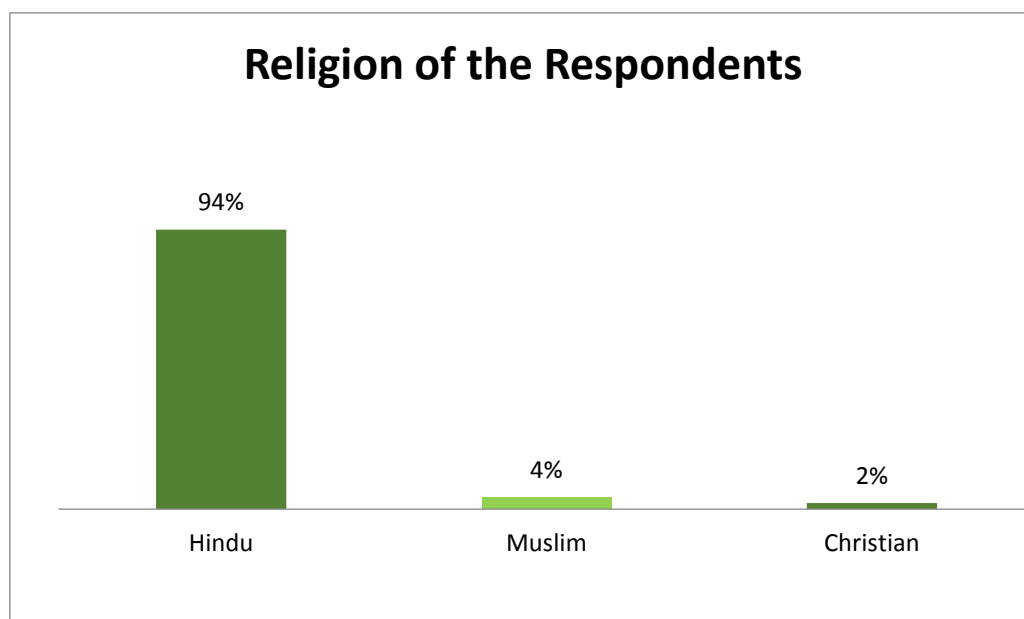
Diagram 4.1.1



Total number of respondents: 50

Diagram 4.1.1 reveals that a vast majority of 31 respondents (62 per cent) are 20-23 years of age and 19 respondents are 24-27 years of age.

Diagram 4.1.2



Total number of Respondents: 50

As per the population statistics, 2011 Nepal is the country where 81.34 percent of the total population follows Hindu religion (Central Bureau of Statistics, 2011). A similar pattern is reflected in the religious background of the respondents as a large majority of 47 respondents (94 per cent) are Hindus and only four percent and two percent of them belong to Islam and Christianity respectively. The study thus reveals the view points of the respondents a significant majority of whom are Hindus.

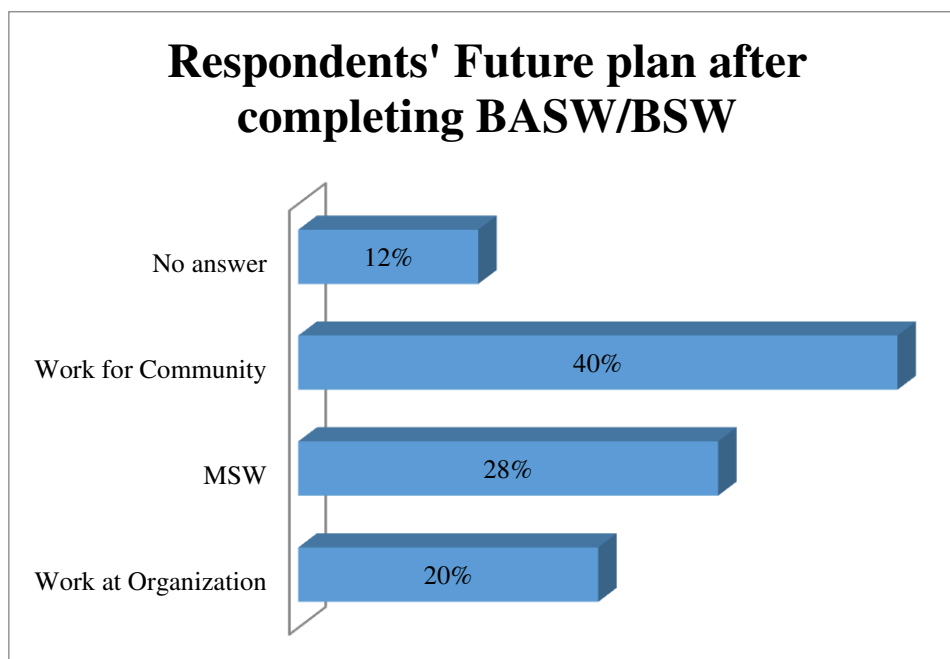
Table 4.1.1

Sex and Source of interest to undertake Social Work

Interest	Self and Family interest		Desire to be professional Social Worker		To work in I/NGOs		New subject		Don't know		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	14	28 (64)	4	8 (18)	2	4 (9)	0	0 (0)	2	4 (9)	22	44 (100)
Female	10	20 (36)	10	20 (36)	2	4 (7)	4	8 (14)	2	4 (7)	28	56 (100)
Total	24	48	14	28	4	8	4	8	4	8	50	100

With regard to the source of interest, a large majority of 42 respondents (84 per cent) have opted for social work with a purpose and focus such as own/family interest, desire to be a social work professional or to work in I/NGOs. Only 8 respondents (16 Per cent) have opted without a focus among whom nine per cent are male and seven per cent are female.

Diagram 4.1.3



Total number of Respondents: 50

A learner will be interested in studies when he or she is clear about the future course of action in his/her life. A significant majority of 44 respondents (88 per cent) are clear about what they are going to do which indicates the purposefulness that the respondents have in opting for social work. Among them a majority of 30 respondents (60 per cent), have desire to work either with communities (40 per cent) or with non-governmental organisations reflecting the commitment of social work students who are trained for social change to get involved in developmental activities.

4.2 OPPORTUNITIES AND CHALLENGES FACED BY SOCIAL WORK TRAINEES IN CLASS ROOM LEARNING PROCESS

Table 4.2.1

Academic program and Potential of all the papers to develop knowledge about Social Work

Academic Program	Paper enable to develop social work knowledge				Total	
	Yes		No		No	%
	No.	%	No	%		
BSW	16	32 (57)	12	24 (43)	28	56 (100)
BA social work	16	32 (73)	6	12 (27)	22	44 (100)
Total	32	64	18	36	50	100

A majority of 28 respondents (56 per cent) are BSW students and the rest of the respondents are BASW students.

Every student may not like all the papers taught in classroom. However, a vast majority of 32 respondents (64 per cent) opine that all the papers taught in classroom help to develop knowledge about social work indicating a high relevance of the syllabus covered. The fact that 36 per cent of them do not agree with the potential of all the papers to develop social work related knowledge, further points towards the need for strengthening the process of curriculum development and revision of syllabus.

Table 4.2.1 further shows that a vast majority of 73 per cent of the BASW learners feel that all the papers help to develop knowledge of social work and among the respondents who are students of BSW course which is a recognized social work academic program, only a simple majority of 57 per cent of the total BSW respondents agree with the potential of all the papers for knowledge development.

The finding reveals a higher relevance of papers taught for BASW than BSW.

Table 4.2.2

Papers most liked and the reasons for the liking

Papers most liked	Reasons for liking the papers						Total	
	It is practical		No Answer		contents of the paper and practical			
	No.	%	No.	%	No.	%	No.	%
Methods of Social work	8	20 (100)	0	0 (0)	0	0 (0)	8	20 (100)
Integrated Social Work	2	5 (14)	4	10 (29)	8	21 (57)	14	36 (100)
Community Organization	2	5 (100)	0	0 (0)	0	0 (0)	2	5 (100)
Social Welfare Administration	5	12 (100)	0	0 (0)	0	0 (0)	5	13 (100)
All	0 0	0	10	26 (100)	0	0 (0)	10	26 (100)
Total	17	43	14	36	8	21	39	100

Each and every individual is unique. Everyone may not like the same subject and the reason behind that may differ from one another. Table 4.2.2 shows that a relative majority of 14 respondents (36 per cent) like integrated social work among them a majority of 57 per cent of the respondents like the contents of the paper and they also believe that it is a practical subject and around 14 percent of the respondents believe that it is practical. As many as 26 per cent of the respondents state that they like all the papers.

Table 4.2.2 shows that none of the papers are liked by a majority of the learners except Integrated Social Work which is liked by 62 per cent whereas methods of social work, community organization and social welfare administration are liked by very few social work learners.

With regard to the reasons for liking particular papers a vast majority of 64 per cent of the respondents like papers which are more practical indicating the potential of practical papers in enhancing academic growth among social work learners.

Table 4.2.3

Reasons for disliking papers

Papers disliked	Reasons for disliking papers								Total	
	Teaching methodology		Content		Theoretical		Teaching methodology and theoretical			
	No.	%	No.	%	No.	%	No.	%	No.	%
Social Work methodology	0	0 (0)	0	0 (0)	8	22 (100)	0	0 (0)	8	22 (100)
Integrated Social Work	10	28 (100)	0	0 (0)	0	0 (0)	0	0 (0)	10	28 (100)
Development Perspectives	0	0 (0)	0	0 (0)	2	6 (20)	8	22 (80)	10	28 (100)
Computer application	0	0 (0)	8	22 (100)	0	0 (0)	0	0 (0)	8	22 (100)
Total	10	28	8	22	10	28	8	22	36	100

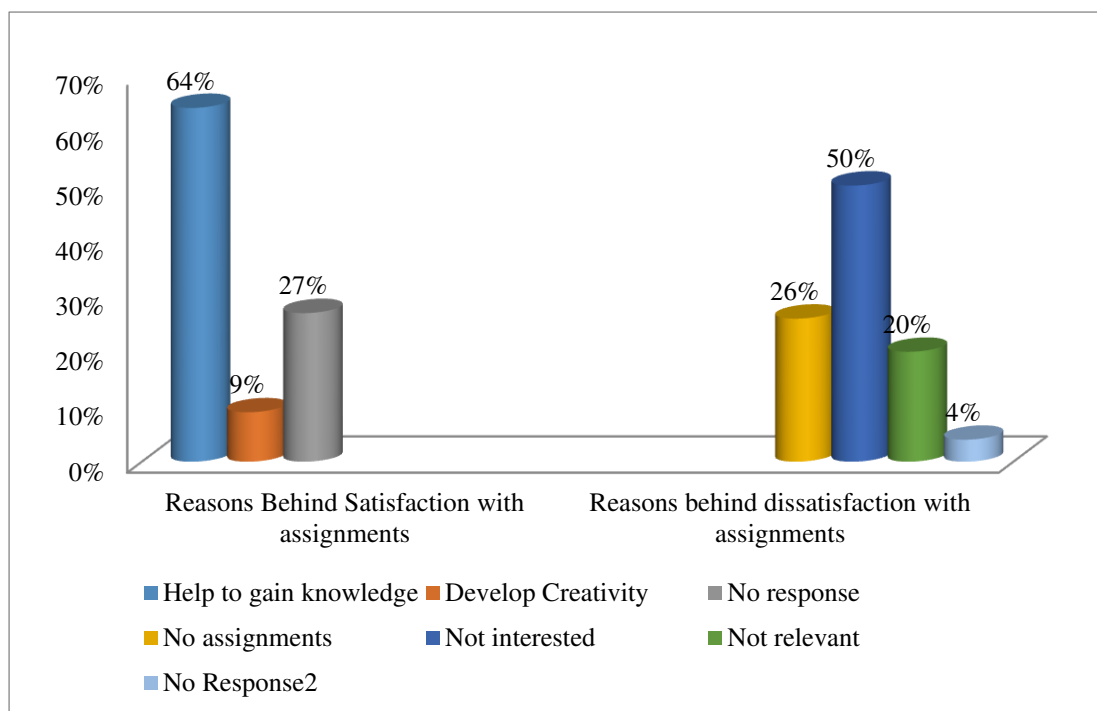
It is evident from table 4.2.3 that a relative majority of 28 per cent of the respondents each dislike the papers, Integrated social work as well as Development perspectives. A slightly lesser number of 22 per cent of them each dislikes Social work methodology and Computer applications.

Similarly all the respondents who dislike integrated social work state that they do not like the teaching methodology. While all the respondents who dislike computer application are dissatisfied with the content. Social work methodology is disliked because it is theoretical. The paper Development perspectives is disliked on account of teaching methodology and theoretical content.

Thus, the factors that influence dissatisfaction with papers taught are defective teaching methodology (50 per cent), theoretical approach (50 per cent) and poor content (22 per cent).

Diagram 4.2.1

Reasons behind Satisfaction/Dissatisfaction with assignments



Total number of Respondents: 22+28=50

Assignment is the task which helps learners to update about the subject matter and to motivate the learners to study harder and find out resources. It also helps to motivate the learners to be competitive and to be creative.

Diagram 4.2.1 reveals that only 22 respondents (44 per cent) are satisfied with the assignment. Among them a vast majority of 14 respondents (64 per cent) believe that assignments help to gain knowledge and a few respondents (9 per cent) also believe that it helps to develop creativity. As many as 27 per cent of the respondents did not respond to the query.

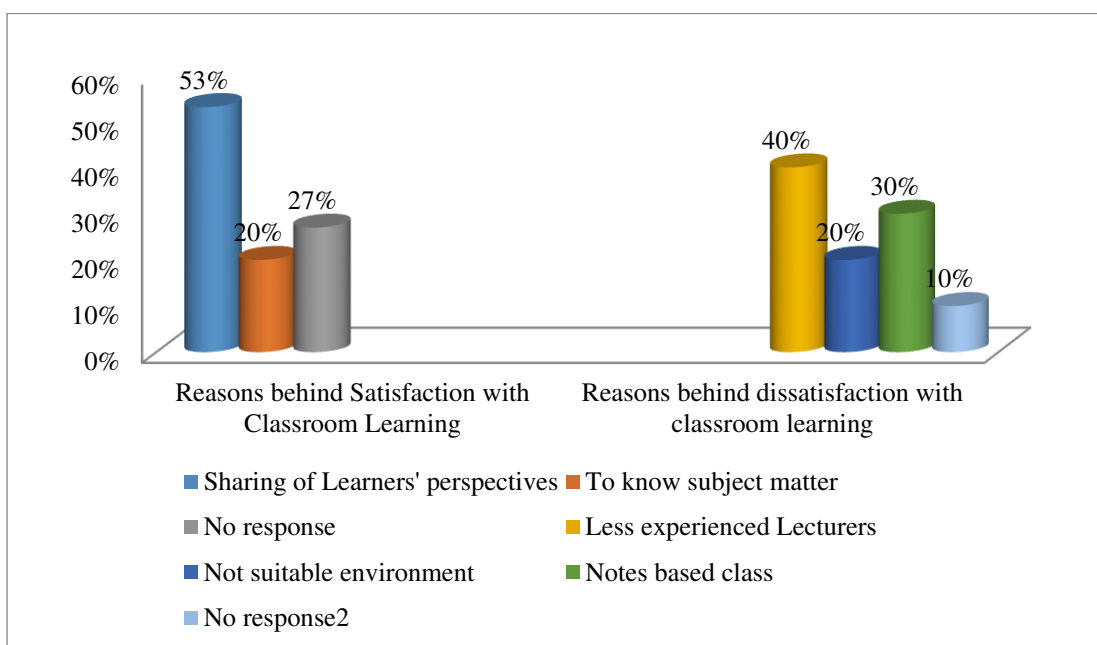
As per the 22 respondents the reasons for being satisfied with the assignment are: a) it helps to gain knowledge (64 per cent), b) it develops creativity (9 per cent). With regard to the reasons given by 28 respondent for dissatisfaction with assignments a majority of 14 respondents (50 per cent) are not interested with the assignments while 26 per cent of the respondents

complain that they are not getting any assignment and 20 per cent of the respondents respond that the assignments are not relevant to the subject matter or contents. In addition, 4 per cent of the respondents did not respond why they are not satisfied with the assignments.

The finding reflects that the need to make the assignment interesting and relevant. It also points to the need to introduce the practice of including assignments as an evaluation criterion.

Diagram 4.2.2

Reasons behind Satisfaction/Dissatisfaction with Classroom Learning



Total number of Respondents: 30+20=50

Classroom is very much essential for the development of learners. It is a place where learners learn not only theory or from books. It is a platform where they can express their perspectives, ideas, questions, and answers.

It is evident from diagram 4.1.3 that a majority of 30 respondents (60 per cent) are satisfied with classroom learning and there are 40 per cent of them who are not satisfied.

A simple majority of 16 respondents (53 per cent) believe that class is the place where they can share their perspectives and 20 per cent of the total respondents are satisfied with classes because it helps to know about subject matter. But 26 per cent of the respondents did not say why they are satisfied with classroom learning.

The finding reflects the need to enhance opportunity for sharing of learners' perspectives as 53 per cent of the 30 respondents are satisfied with the assignments because they help them to share learners' perspectives.

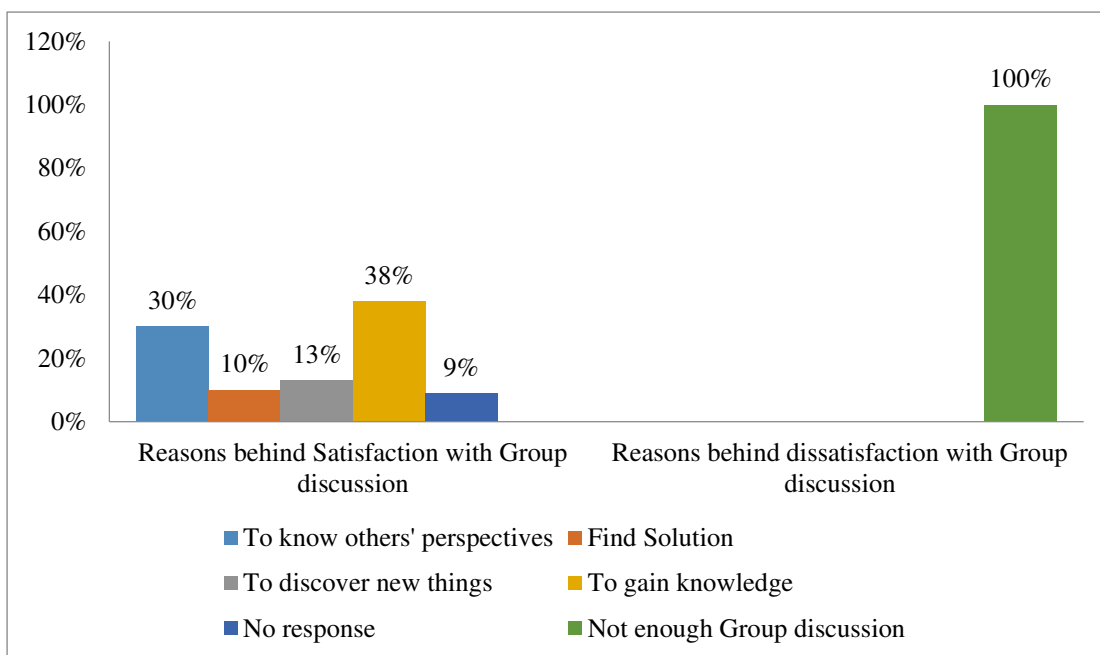
Among the 20 respondents who are not satisfied with the classroom learning a relative majority of 40 per cent are not satisfied with classroom learning as there are no experienced lecturers and 30 per cent of the respondents are dissatisfied because of the note based lectures. Only 20 per cent of the respondents complained about lack of suitable environment.

The finding reflects the need to initiate faculty development and faculty refreshment programs for training in creative and effective teaching methods. There is a need of experienced lecturers. It is right that no one is born with experience, but it is also not good that in an institute all or a majority of the lecturers are not experienced. Providing an opportunity for freshers is good yet an institution should have competitive as well as experienced lecturers to teach the learners. The institutions also should improve the learning environment.

The world is dynamic and change takes place very fast. So, the social work lecturers also should be updated with the new facts. They have to avoid note based education and they should enable learners to find out the resources themselves.

Diagram 4.2.3

Reasons behind Satisfaction/Dissatisfaction with group discussion



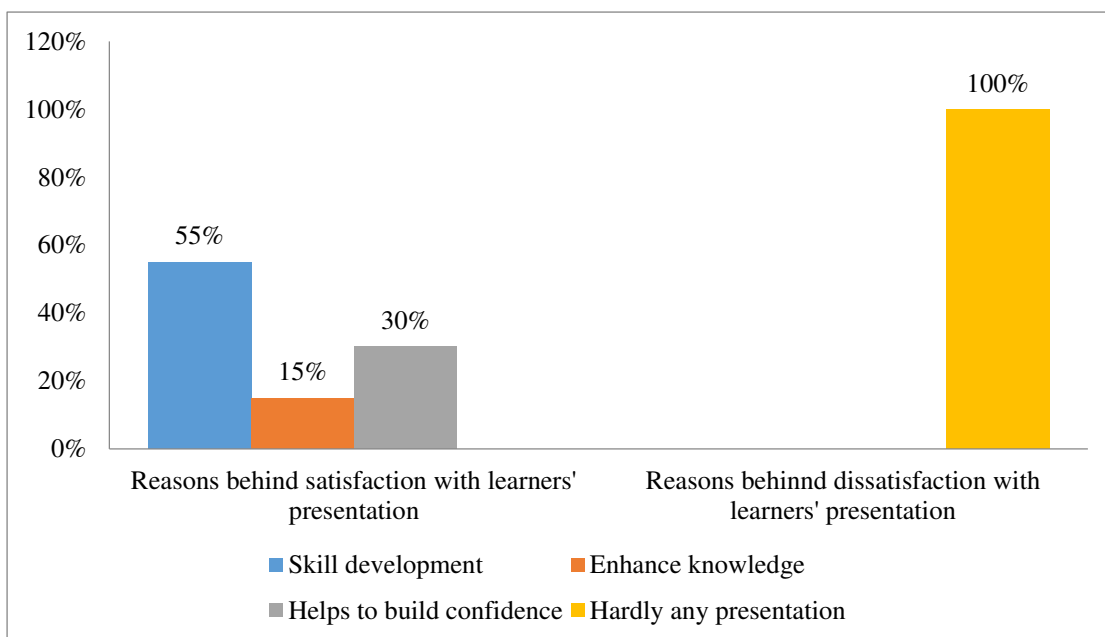
Total Number of respondents: 40+10=50

Group discussion is a medium where learners can get various ideas and information on a topic. That's why most of the lecturers are using group discussion methods to get ideas from learners as well. A significant majority of 40 respondents (80 per cent) are satisfied with group discussion which is an encouraging factor that indicates the use of group discussion as a teaching methodology. As many as ten respondents did not have enough opportunities for group discussion. The various reasons stated by the respondents for satisfaction with group discussion are a) to gain knowledge (38 per cent), b) to know others' perspectives (30 per cent), c) to discover new things (13 per cent), and d) to find solutions (10 per cent).

The ten respondents who are not satisfied with group discussion felt that there are no sufficient opportunities for group discussion. The researcher suggests that institutes and lecturers should enhance opportunities for group discussion for social work learners.

Diagram 4.2.4

Reasons behind satisfaction/Dissatisfaction with Learners' presentation



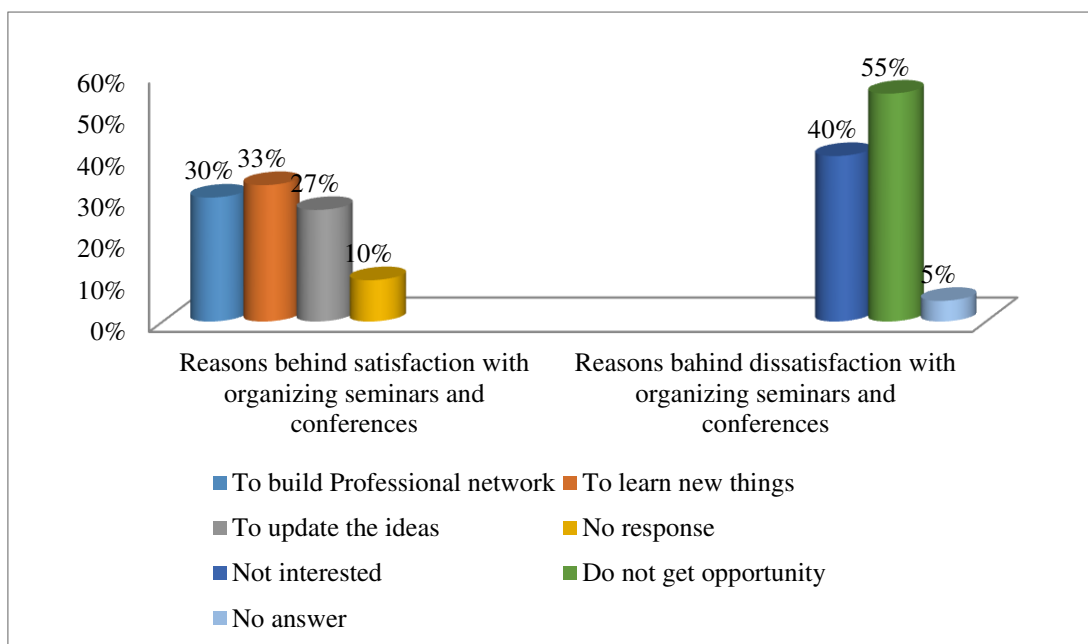
Total number of Respondents: 40+10=50

A large majority of 40 respondents (80 per cent) are satisfied with the Learners' presentation. Among them a majority of 55 per cent are satisfied because they feel the presentation helps them to develop various skills. Others stated that presentation helps them to build confidence (30 per cent) and presentation enhances knowledge (15 per cent). The remaining 10 respondents (20 per cent) are dissatisfied as there are rarely any opportunities for presentation.

Thus, the finding reflects that presentation is an essential tool to develop skills, enhance knowledge and it also helps to build confidence. It also reveals that educational institutions should have to provide the learners a platform where they can present the assignments and papers because it is essential for the overall development of social work trainees.

Diagram 4.2.5

Reasons behind Satisfaction/Dissatisfaction with Seminars and conferences



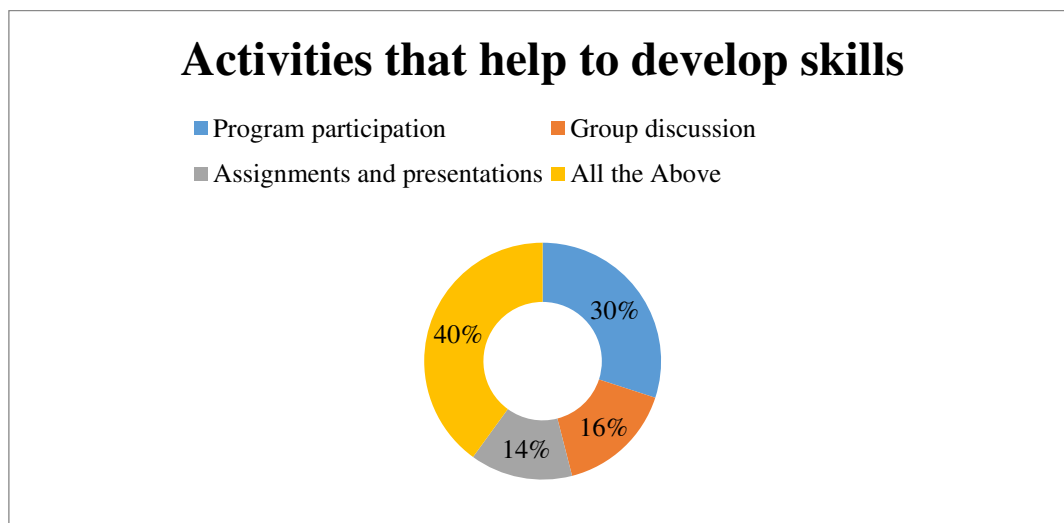
Total number of Respondents: 30+20=50

A majority of 60 per cent of the respondents are satisfied with organizing seminars and conferences. The reasons given for the satisfaction with organizing seminars and conferences are a) to learn new things (33 per cent), b) to build professional network (30 per cent), c) to update the ideas (27 per cent).

The reasons given for dissatisfaction with organizing seminars and conferences are a) lack of sufficient opportunity (55 per cent), b) lack of learners' interest (40 per cent).

The finding implies that it is the responsibility of the institutes to provide social work trainees a platform where they can get experience to organize seminars and conferences and motivate the learners to participate actively in such programs and activities which will help them in their professional development.

Diagram 4.2.6

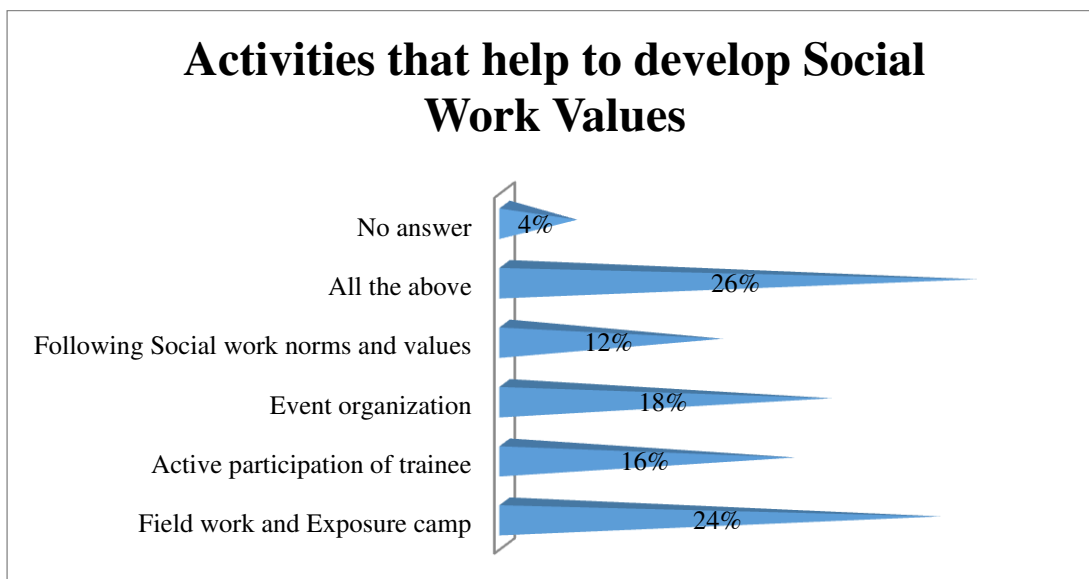


Total number of Respondents: 50

Campus and classes are the places where learners can develop various skills and attitudes. Campus is a way to reach professional life. The researcher wanted to find out the activities conducted for social work trainees that help them to develop skills. A relative majority of 40 per cent of the respondents state that group discussions, assignments, presentations and program participation facilitates skills development. As such, the researcher has included the 40 per cent of them in all the other categories. Thus, a vast majority of 70 per cent of the respondents considers program participation as an effective activity for skills development, 56 per cent of them consider group discussion and 54 per cent of them consider assignments and presentations activities that help to develop skills.

The finding reflects lecturers should provide platform for the learners by creating environment of opportunities for using these techniques.

Diagram 4.2.7



Total number of Respondents: 50

Social work is a profession which helps to build an attitude that enables social work learners to understand the society with its positive and negative aspects. As many as 26 per cent of the respondents agree that field work and exposure camp, event organization, active participation of trainee, and following social work norms and values help to develop social work values. Thus, the researcher has added 26 per cent to the activities mentioned by the respondents.

It is encouraging that a relative majority of 50 per cent of the respondents believe that field work and exposure camp help to develop social work values. The other activities suggested are event organization (44 per cent), active participation (42 per cent), following social work norms and values (38 per cent). Very few respondents did not respond for this question.

Table 4.2.4
Opinion on Satisfaction with classroom activities

Activities	Yes						No						No answer						Total					
	BSW		BASW		Total		BSW		BASW		Total		BSW		BASW		Total		BSW		BASW		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assignments	12	43	4	18	16	32	16	57	16	73	32	64	0	0	2	9	2	4	28	100	22	100	50	100
Classroom learning	18	64	10	45	28	56	10	36	10	45	20	40	0	0	2	9	2	4	28	100	22	100	50	100
Group discussion	24	86	16	73	40	80	4	14	6	27	10	20	0	0	0	0	0	0	28	100	22	100	50	100
Learners' Presentation	24	86	16	73	40	80	4	14	6	27	10	20	0	0	0	0	0	0	28	100	22	100	50	100
Organizing seminars and conferences	16	57	14	64	30	60	12	43	8	36	20	40	0	0	0	0	0	0	28	100	22	100	50	100

Arithmetic mean of the satisfaction level of classroom activities=62%

Arithmetic mean of the satisfaction level of classroom activities (BSW) = 67%

Arithmetic mean of the satisfaction level of classroom activities (BASW) = 55%

Table 4.2.4 shows that a significant majority of 80 per cent of the respondents are satisfied with group discussion and learner's presentation as class room activities, a large majority of 86 per cent of whom are BSW learners and 73 per cent of whom are BASW learners. A majority of 60 per cent of the respondents are happy about the opportunities for organizing seminars and conferences. As far as class room learning is concerned, a majority of 56 per cent of the respondents are satisfied among whom a vast majority, that is, 64 per cent are BSW learners and only 45 per cent of them are BASW learners. Only 32 per cent of the respondents are satisfied with assignments which once again reinforce the need to take innovative methods of giving assignments.

On an average it is found that a majority of 62 per cent of the total respondents are satisfied with the classroom activities where a comparatively higher percentage of whom are BSW learners (67 per cent) and 55 per cent of the BASW learners are satisfied with the same.

A vast of the BSW respondents is satisfied with the overall classroom activities. Except assignments they are almost happy with the activities conducted inside and outside as a part of or within the academic activities. The respondents are more satisfied with the group discussion and presentation.

Table 4.2.5
Number of Full Time Lecturers and the Lecturers with Social Work Degree

Number of Full Time Lecturers	Number of Lecturers with Social Work Degree						Total	
	1-3		All		No Answer		No.	%
	No.	%	No.	%	No.	%		
Nil	8	16 (50)	8	16 (50)	0	0 (0)	16	32 (100)
1-2	0	0 (0)	0	0 (0)	4	8 (100)	4	8 (100)
3-4	2	4 (17)	0	0 (0)	10	20 (83)	12	24 (100)
All	0	0 (0)	18	36 (100)	0	0 (0)	18	36 (100)
Total	10	20	26	52	14	28	50	100

Full time lecturers are necessary especially in social work education where field work practice and supervision require individual attention. Lecturers are the persons who teach the learners to enhance their knowledge. Part time teachers are not able to give more time to learners. The part time teachers tend to reach at least five minute late and they leave the class before time as they have other contracts.

Table 4.2.5 represents that a relative majority, 36 per cent, have only full-time lecturers while 32 per cent of them do not have full time lecturers at all. Twelve respondents have three to four full-time lecturers and eight per cent of the respondents have only one to two full-time lecturers.

Table 4.2.5 also reflects a majority of 26 respondents (52 per cent) stated that all the lecturers hold social work degree and ten respondents (20 per cent) have only one to three lecturers who hold social work degree. As many as 28 per cent of them did not respond.

It can be inferred that a majority of 64 per cent of the respondents are not getting higher number of fulltime lecturers which may be a block for them to develop their skills as well as knowledge.

Table 4.2.6

Opinion about learning resources in the college for knowledge development

SN	Rating Resources	Excellent		Good		Average		Poor		Very poor		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Lecturers	4	8	22	44	24	48	0	0	0	0	50	100
2	Library	16	32	4	8	14	28	10	20	6	12	50	100
3	Involvement in social issues	8	16	10	20	10	20	22	44	0	0	50	100
4	Interaction with practitioners	0	0	27	54	12	24	11	22	0	0	50	100
5	Participatory Teaching methods	4	8	30	60	10	20	6	12	0	0	50	100
6	Infrastructure in classrooms	12	24	16	32	11	22	11	22	0	0	50	100
7	Co-curricular activities	13	26	14	28	15	30	8	16	0	0	50	100
8	Network with Associations of Social work	7	14	6	12	10	20	27	54	0	0	50	100
9	Network with NGOs	12	24	16	32	10	20	12	24	0	0	50	100
10	Network with GOs	6	12	8	16	4	8	28	56	4	8	50	100

Lecturers are the important persons in a learner's life as they can play multiple roles as a motivator, facilitator, and guide. How much a lecturer influences the learners is shown through the rating. Table 4.2.6 shows that a majority of 26 respondents (52 per cent) have rated their lecturers as good/excellent while 48 per cent of them rate their lecturers as average. No one has rated their lectures as poor/very poor which indicates that learners have average level of satisfaction with the lecturers.

Library is the most important source of knowledge comprising books, social work related journals, researches, newspapers and magazines which help the faculty and learners to get updated with new trends in social work.

Table 4.2.6 shows that 40 per cent of the respondents rated their library as excellent/good; but 32 per cent of them rated library as poor/very poor. As many as 28 per cent of the respondents rated it as average.

The finding reflects diverse opinions among the respondents about library as a knowledge resource. Further studies can be conducted with regard to the reasons for diverse opinions.

Involvement in social issues helps learners to experience the issues. It is much better than learning inside the four walls. Table 4.2.6 shows that a relative majority of 44 per cent of the respondents have rated involvement in social issues as poor, while 36 per cent of them rated it excellent/good.

The finding reflects that the involvement of the learners in social issues is poor. The institutions should focus on this for the professional development of learners.

Practitioners can explain the social work methods in a better way than academicians as they have gained the insights when they are applying the methods. Table 4.2.6 shows that a majority of 54 per cent of the respondents rated good for their interaction with practitioners, 24 per cent of the

respondents rated it average and 22 per cent of the respondents rated it poor. The finding implies the interactions with practitioners are satisfactory.

Monologic teaching method which is also known as traditional teaching method is no more worthy for the development of learners and especially in social work field. So the lecturers should change themselves according to the times. Table 4.2.6 reveals a progressive trend among the lecturers in use of participatory teaching methodologies as a vast majority of 68 per cent of them rate this as excellent/good and only 12 per cent of them have rated it poor. Thus, participatory teaching method is applied in social work training in Nepal and a majority of the respondents are getting benefits from this.

The world is becoming more and more technology based which in turn demands advanced equipment and infrastructure than just 'chalk and talk' method. Table 4.2.6 reflects better infrastructure facilities as 56 per cent of the respondent rate infrastructure as good/excellent. There are 44 per cent of them, who rated it average/poor.

Table 4.2.6 further shows that a majority of 54 per cent of the respondents are satisfied with the co-curricular activities and only 16 percent of them have rated poor for this. As many as 30 per cent of the respondents have rated it average.

In Nepal, there are no National Associations for Social Work and networking with such associations existing in other countries is found to be poor as a majority of 54 per cent of the respondents have rated it poor and 20 per cent of them have rated it only average. There are 26 per cent of them who opine that the networking with associations of social work is good.

A similar trend is observed with regard to network with GOs as 64 per cent of the respondents have rated it poor/very poor. Thus, the networking with

government agencies are not satisfactory among the social work colleges of Nepal.

A majority of 56 per cent of the respondents have rated network with NGOs as good/excellent which implies that the institutions and faculty coordinator and /or supervisor have good networking with the NGOs.

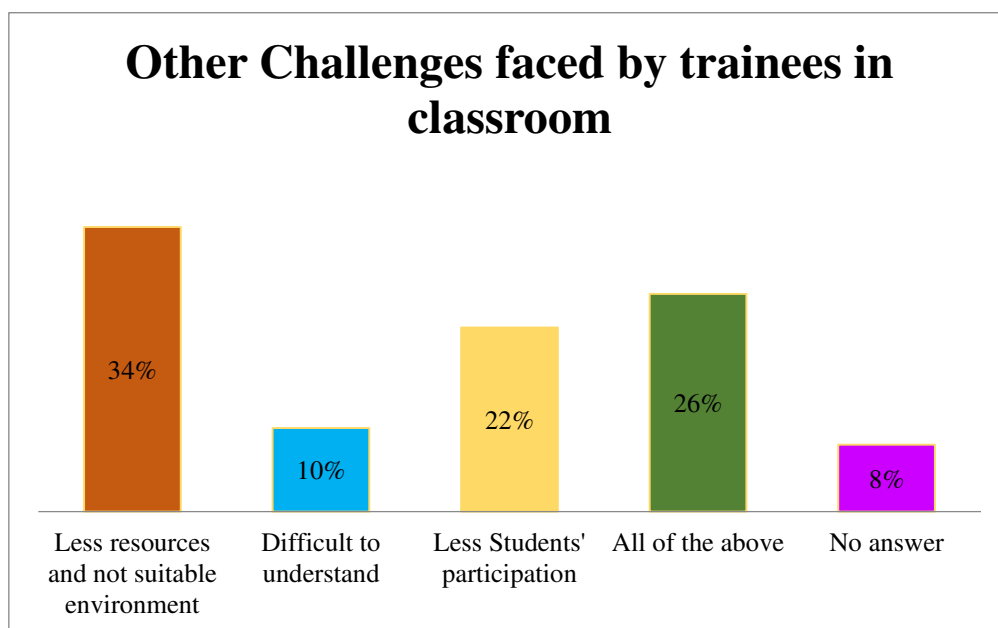
With regard to educational process the learners of social work in Nepal have a good level of satisfaction with regard to use of participatory teaching methods as a vast majority of 68 per cent of them have rated it good/excellent. An average level of satisfaction is observed with regard to lecturers, and co-curricular activities as 52 per cent of them have rated lecturers as good/excellent, and 54 per cent of them consider co-curricular activities as good/excellent. A poor level of satisfaction is observed with regard to library as only 40 per cent of them rated it excellent/good and 32 per cent of them rated it poor/very poor.

With regard to professional involvement the learners have mixed opinions. A majority of 54 per cent and 56 per cent of respondents consider interaction with practitioners and network with NGOs as good/excellent respectively.

A relative majority of 44 per cent of the respondents have rated involvement in social issues as poor. A majority of 54 percent of the respondents also show their dissatisfaction with Network with Associations of Social Work as poor. With regard to social involvement networking with Government organizations a vast majority of 64 per cent respondent rated it as poor/very poor.

A relative majority of 40 per cent and a majority of 54 per cent of the respondents rated library and infrastructure in classroom as excellent/good.

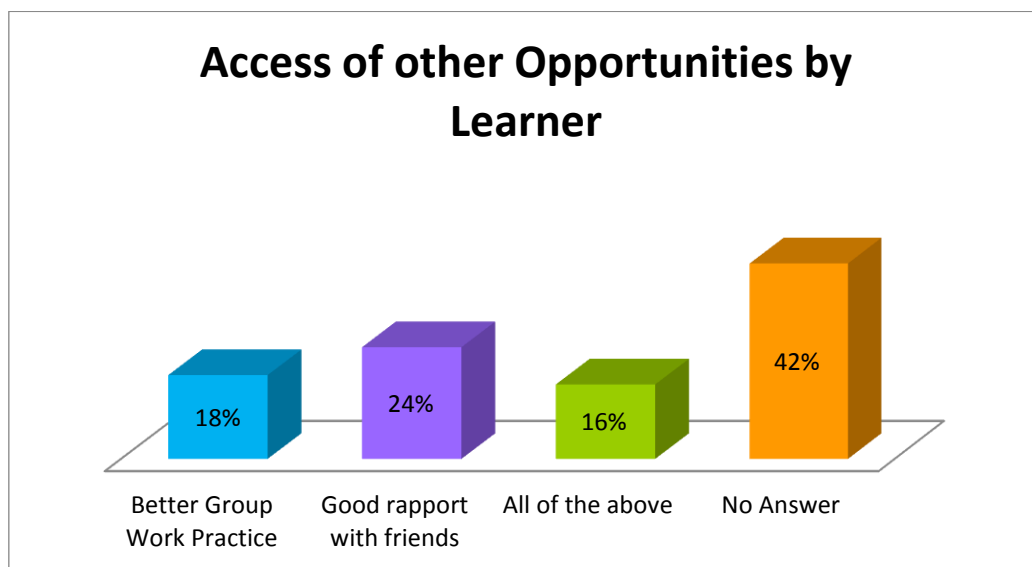
Diagram 4.2.8



Total number of Respondents: 50

Diagram 4.2.8 reveals that the main challenges faced by social work learners in classroom are less resources and not suitable environment (34 per cent), less students' participation (22 per cent) and difficulty in understanding (10 per cent).

Diagram 4.2.9

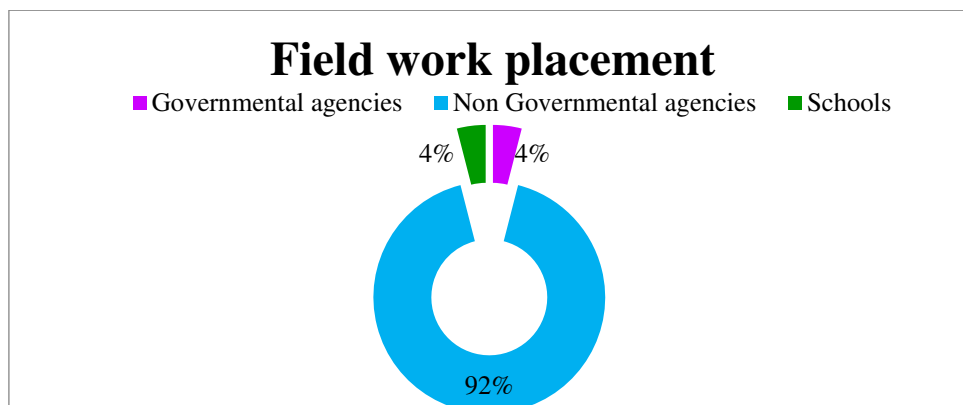


Total number of Respondents: 50

Diagram 4.2.9 highlights a lesser access of other opportunities to social work learners as a relative majority of 42 per cent of the respondents have not answered the query indicating lack of awareness or interest among them to access such opportunities. Only 40 per cent of the respondents have mentioned good rapport with friends as an opportunity which is not a social work profession centred opportunity, a still lesser number of 34 per cent of them have mentioned better group work practice as an opportunity.

4.3 OPPORTUNITIES AND CHALLENGES FOR SOCIAL WORK TRAINEES IN FIELD WORK

Diagram 4.3.1



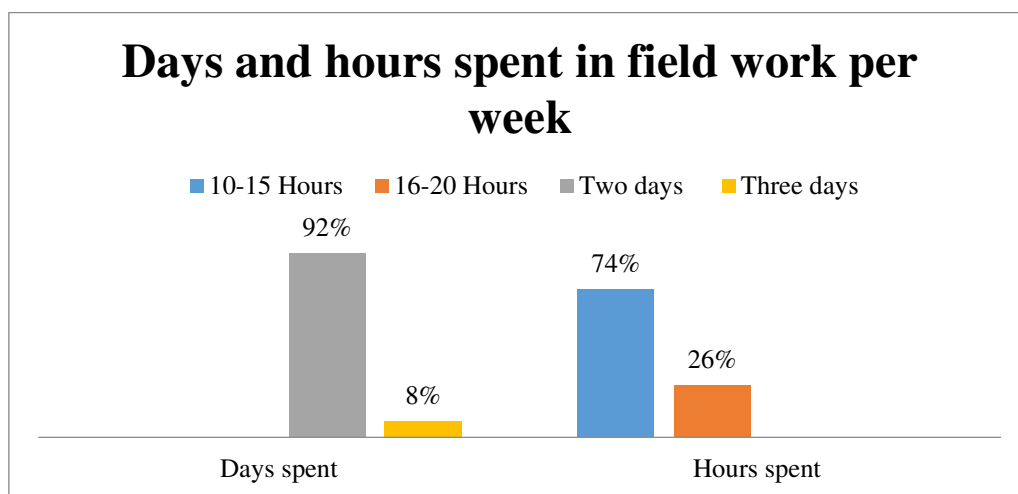
Total number of Respondents: 50

Diagram 4.3.1 depicts the field work opportunities open to social work trainees in Nepal. It is evident that a large majority of 46 respondents (92 per cent) are placed in Non governmental agencies for field work indicating a limited exposure confined to NGOs for social work trainees. It further implies the limited scope of social work itself in Nepal. It also indicates the need to explore and involve in more areas of social work intervention as the opportunities accessed by global social work professionals such as educational settings, governmental agencies, correctional settings, health settings and industrial settings.

Only very few of the respondents are placed in government agencies (4 per cent) and schools (4 per cent) for their field work placement.

Social work training and educational institutions in Nepal must undertake concerted efforts to explore more areas of social work interventions for enhancing the quality of field work training. Joint workshops could be organized by these institutions in collaboration with potential field work agencies working with educational settings, governmental agencies, correctional settings, health settings and industrial settings and so on as the opportunities accessed by global social work professionals.

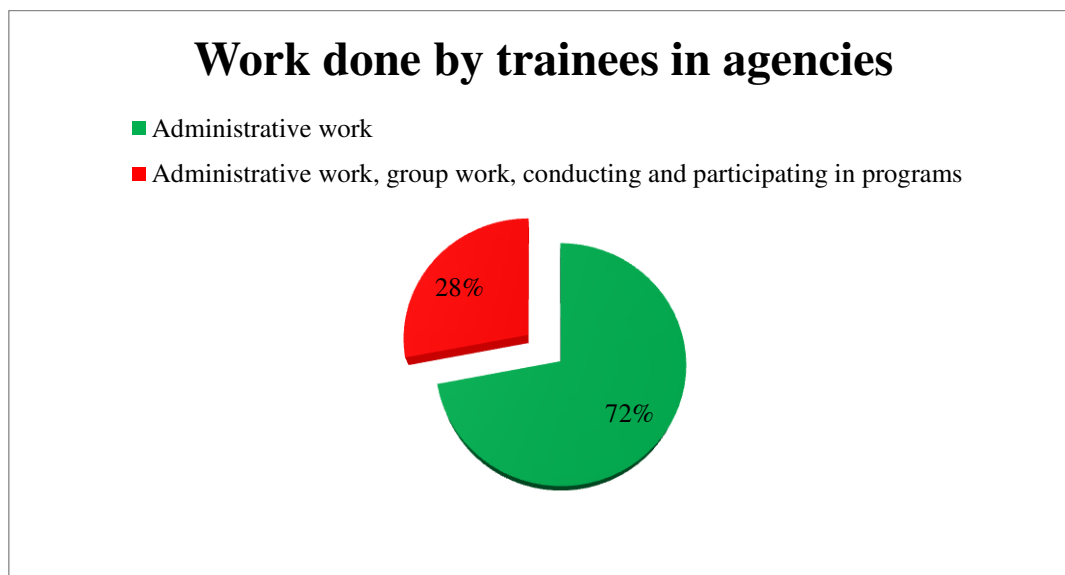
Diagram 4.3.2



Total number of Respondents: 50

Diagram 4.3.2 indicates that a large majority of 46 respondents (92 per cent) spend weekly two days in field work and only 4 respondents spend three days per week in field work. Further a vast majority of 37 respondents (74 per cent) spend 10-15 hours in field work per week and the remaining 26 percent of the respondents spend 16-20 hours per week in field work. The finding reflects adequate hours and days spent by social work trainees in field work.

Diagram 4.3.3



Total number of Respondents: 50

All of the respondents are involved in administrative work in agencies among whom 28 per cent of the respondents are also involved in activities such as Work with group and conducting and participating in programs. The finding reflects that all the respondents who are social work trainees are involved in administrative work which may be and may not be related with social work field. The learners are getting opportunity to develop administrative skills and knowledge; but they are also deprived of the opportunities to practice other methods of social work.

Table 4.3.1
Methods Practiced Regularly in Fieldwork

		Methods Practiced Regularly in Fieldwork								Total	
		Social Case Work		Social Group Work		Community Work		Social case work and Social group work			
		No.	%	No.	%	No.	%	No.	%	No.	%
Educational background of the Respondents	BSW	0	0 (0)	10	20 (36)	4	8 (14)	14	28 (50)	28	56 (100)
	BASW	5	10 (23)	6	12 (27)	0	0 (0)	11	22 (50)	22	44 (100)
Total		5	10	16	32	4	8	25	50	50	100

As per table 4.3.1 all the respondents involved in administrative work, however when asked methods practiced in field work regularly none of them have mentioned social welfare administration indicating this method being done as routine work.

Table 4.3.1 shows that a large majority of 41 respondents (82 per cent) practice social group work regularly, a vast majority of 30 respondents (60 per cent) also practice social case work methods regularly and only a few, eight per cent of the respondents practice community organization regularly in field work. A relative majority of 50 per cent of the respondents are getting opportunity to practice both social group work and social case work regularly. The finding reflects the need to explore more possibilities for the effective practice of indirect methods of social work and the direct method- community organization for social work trainees.

While analyzing the regular practice of methods on the basis of academic program, it is found that 50 per cent of BSW learners are not getting opportunity to practice social case work while only 27 per cent of BASW learners are not getting opportunity for the same. While 14 per cent of the BSW learners are not getting opportunity for social group work practice, 23 per cent of the BASW students do not get opportunity for the same. While only 14 per

cent of the BSW learners get opportunities for practice of community organization, none of the BASW students get opportunity for the same. The finding reflects the need to strengthen social case work practice particularly in BSW program and the practice of community organization in BASW program.

So, table 4.3.1 shows that most of the students are regularly practicing social case work and social group work. Nepal is a developing country where people are facing several social issues like poverty, early child marriage and dowry which only can be solved through community organization. But institutes as well as agencies are not providing adequate opportunity for training in community organization. So it is important to focus on community organization as a method for the integrated development of community and nation.

Table 4.3.2

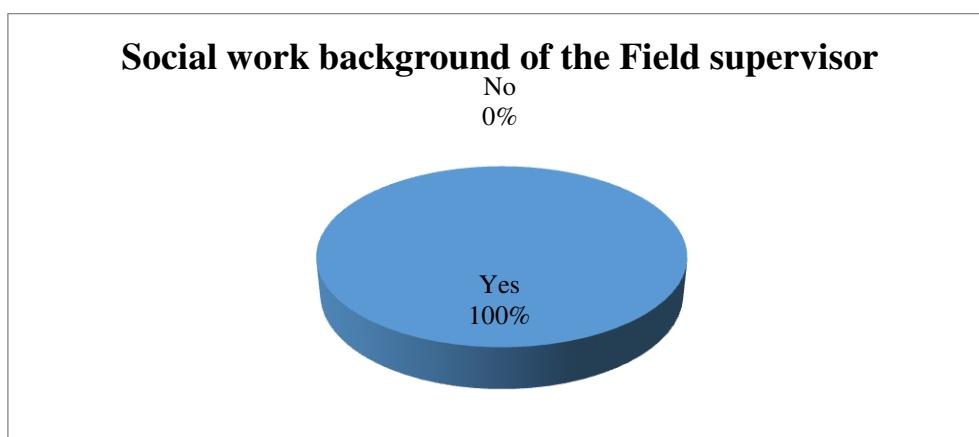
Social Work Methods never practiced in Fieldwork									
		Social Work Methods never practiced in Fieldwork						Total	
		Community work		Social Action		No answer			
		No.	%	No.	%	No.	%	No.	%
Educational background of the Respondents	BSW	6	12 (21)	14	28 (50)	8	16 (29)	28	56 (100)
	BASW	2	4 (9)	10	20 (45.5)	10	20 (45.5)	22	44 (100)
Total		8	16	24	48	18	36	50	100

As per table 4.3.2, a relative majority of 48 per cent of the respondents state that they have never got opportunities to practice Social Action and in this regard, no major variations are found among BSW learners (50 per cent) and BASW learners (45.5 per cent). Only 16 per cent of the respondents never got opportunity to practice community organization among whom a higher number of BSW learners (21 per cent) have not accessed this opportunity. As many as 18 respondents did not respond anything.

The movements that have taken place in Nepal have been politically motivated as in the case of the recent second mass movement against monarchy

where in most of the Nepalese participated. Almost every week Nepalese citizens face political strikes in the name of ethnicity and social deprivation. Till now whatever movements took place were mainly motivated by politics but not for social issues. So, the table 4.3.2 also shows that even social work trainees are not getting opportunity to fight against social evils through Social action method which is one of the secondary methods of social work. The finding reinforces the need to sensitize social work academicians and practitioners to Human Rights issues existing in the society in order to address social issues.

Diagram 4.3.4



Total number of Respondents: 50

All the respondents said that their field supervisors have Social work background and it is good for the social work trainees because qualified field supervisors can guide social work trainees in the methods of social work profession. They also can work to enhance opportunities and reduce the challenges for social work trainees because they are experienced human resources for the social work trainees.

Table 4.3.3

Opinion about Individual Conference

Educational background of the Respondents		Opinion about Individual Conference								Total	
		Excellent		Good		Average		Very poor			
		No.	%	No.	%	No.	%	No.	%	No.	%
	BSW	10	20 (36)	8	16 (29)	4	8 (14)	6	12 (21)	28	56 (100)
	BASW	4	8 (18)	6	12 (27)	2	4 (9)	10	20 (45)	22	44 (100)
Total		14	28	14	28	6	12	16	32	50	100

Table 4.3.3 reveals that a majority of 28 respondents (56 per cent) have rated individual conference as excellent/good. However, the fact that the remaining 44 per cent of them find it average/very poor, calls for a greater attention to be paid by the field and faculty supervisors to strengthen individual conference.

An academic programme based comparative analysis of the opinion on individual conference shows that a larger number of 65 per cent of the BSW learners have rated individual conference as excellent/good whereas only 45 per cent of the BASW learners have rated it excellent/good. Further a larger number of 46 per cent of the BASW learners have rated individual conference very poor while only 21 per cent of the BSW learners have said so. The finding emphasises that particular attention is needed from BASW programme to make individual conferences more effective.

Table 4.3.4

Opinion about Group Conference

Educational background of the Respondents		Opinion about Group Conference										Total	
		Excellent		Good		Average		Poor		Very poor		No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%		
	BSW	10	20 (36)	6	12 (21)	2	4 (7)	4	8 (15)	6	12 (21)	28	56 (100)
	BASW	4	8 (18)	4	8 (18)	1	2 (5)	1	2 (5)	12	24 (54)	22	44 (100)
Total		14	28	10	20	3	6	5	10	18	36	50	100

Table 4.3.4 reveals that a majority of 26 respondents (52 per cent) have rated group conference as average/poor/very poor. However, a similar number of 24 respondents (48 per cent) have also rated it excellent/good. The finding reflects that the learners are not very happy about the conduct of group conference.

An academic programme based comparative analysis of the opinion on group conference shows that a larger number of 57 per cent of the BSW learners have rated group conference as excellent/good whereas only 36 per cent of the BASW learners have rated it excellent/good. Further a larger number of 59 per cent of the BASW learners have rated group conference poor/very poor while only 36 per cent of the BSW learners have said so. The finding emphasises that particular attention is needed from BASW programme to make group conferences more effective.

Table 4.3.5

Opinion about Professional guidance from Field supervisor

Educational background of the Respondents		Opinion about Professional guidance from Field supervisor										Total	
		Excellent		Good		Average		Poor		Very Poor			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	BSW	10	20 (36)	2	4 (7)	6	12 (21)	10	20 (36)	0	0 (0)	28	56 (100)
	BASW	4	8 (18)	7	14 (32)	4	8 (18)	4	8 (18)	3	6 (14)	22	44 (100)
Total		14	28	9	18	10	20	14	28	3	6	50	100

A relative majority of 23 respondents (46 per cent) who have rated the field supervision as good and excellent and there are 17 respondents (54 per cent) who have rated the professional guidance from field supervisor as poor/very poor indicating the need to make field supervision more effective in certain agencies. The finding reflects diverse opinions on the quality of field supervision.

No significant difference is found between the opinions of BASW and BSW learners as a relative majority of 43 per cent of the BSW learners have rated it good/excellent and 36 per cent of them have also rated it poor. Similarly 50 per cent of the BASW learners have rated it good/excellent while 32 per cent of them have also rated it poor/very poor.

According to table 4.3.5 diverse opinions are given on field supervision wherein more or less equal number of trainees rated it excellent as well as poor. The finding indicates the need on the part of social work institutions to make efforts to improve on professional guidance in certain agencies as per the feedback from the learners.

Table 4.3.6

Opinion about Professional guidance from Faculty supervisor

Educational background of the Respondents		Opinion about Professional guidance from Faculty supervisor								Total	
		Excellent		Good		Average		Poor			
	BSW	16	32 (57)	2	4 (7)	8	16 (29)	2	4 (7)	28	56 (100)
	BASW	6	12 (27)	4	8 (19)	6	12 (27)	6	12 (27)	22	44 (100)
Total		22	44	6	12	14	28	8	16	50	100

As per table 4.3.6, a majority of 28 respondents (56 per cent) have rated faculty supervisor's guidance as excellent/good. As many as 28 per cent of them have rated it average and only 16 per cent of them rated it poor.

A vast majority of 64 per cent of the BSW learners rated the guidance of faculty supervisor as good/excellent while only 46 per cent of the BASW learners have rated them good/excellent indicating a better guidance received by BSW learners. It is also found that only 7 per cent of the BSW learners have rated the guidance of faculty supervisor poor while 27 per cent of the BASW learners have rated them poor substantiating the above finding.

Table 4.3.7

Opinion about the opportunity to Practice Social Work methods during Field work

Educational background of the Respondents		Opinion about opportunity to Practice Social Work methods								Total	
		Excellent		Good		Average		Nil			
		No.	%	No.	%	No.	%	No.	%	No.	%
	BSW	2	4 (7)	14	28 (50)	4	8 (14)	8	16 (29)	28	56 (100)
	BASW	0	0 (0)	14	28 (64)	4	8 (18)	4	8 (18)	22	44 (100)
Total		2	4	28	56	8	16	12	24	50	100

According to table 4.3.7, a majority of 60 per cent of the respondents have rated the opportunity to practice social work methods as excellent/good. As many as 16 per cent of them have rated it average. There are 24 per cent of them who also said that the opportunity for practicing social work methods is nil. The finding indicates that a majority of the respondents are happy with the opportunity to practice social work methods while some of them are not having any opportunity at all. There is a need to ensure that learners get sufficient opportunity to practice social work methods during field work.

No major difference is observed between BSW and BASW learners as 57 per cent of the BSW learners and 64 per cent of the BASW learners have rated the professional guidance from faculty supervisor as good/excellent.

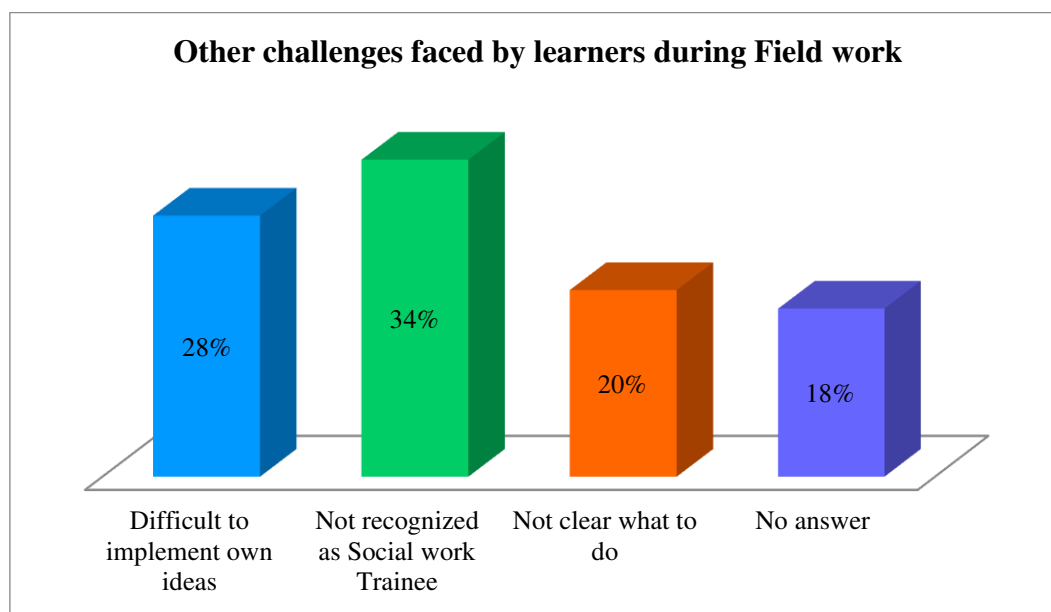
Table 4.3.8
Opinion about the opportunities for Program planning and implementation during field work

		Opinion about opportunity to Program planning and implementation						Total	
		Excellent		Good		Average			
		No.	%	No.	%	No.	%	No.	%
Educational background of the Respondents	BSW	8	16 (29)	18	36 (64)	2	4 (7)	28	56 (100)
	BASW	4	8 (18)	7	14 (32)	11	22 (50)	22	44 (100)
Total		12	24	25	50	13	26	50	100

Table 4.3.8 reveals that a vast majority of 74 per cent of the respondents rated excellent/good on opportunities for program planning and implementation during field work and none of them have rated it poor indicating that the social work learners are happy and satisfied with the opportunities for program planning and implementation during field work. As per table 4.3.8, compared to this variable, opportunities for practice of social work methods were found to be not satisfactory as 12 per cent of them said even nil. The finding also points to the danger of faulty identification of social workers as experts in organizing programs rather than professionals who can handle social work methods.

The table further reveals that a large majority of 93 per cent of the BSW learners rate the opportunity for program planning and implementation as excellent/good while only 50 per cent of the BASW learners have rated it so indicating more opportunities for program planning and implementation for BSW learners.

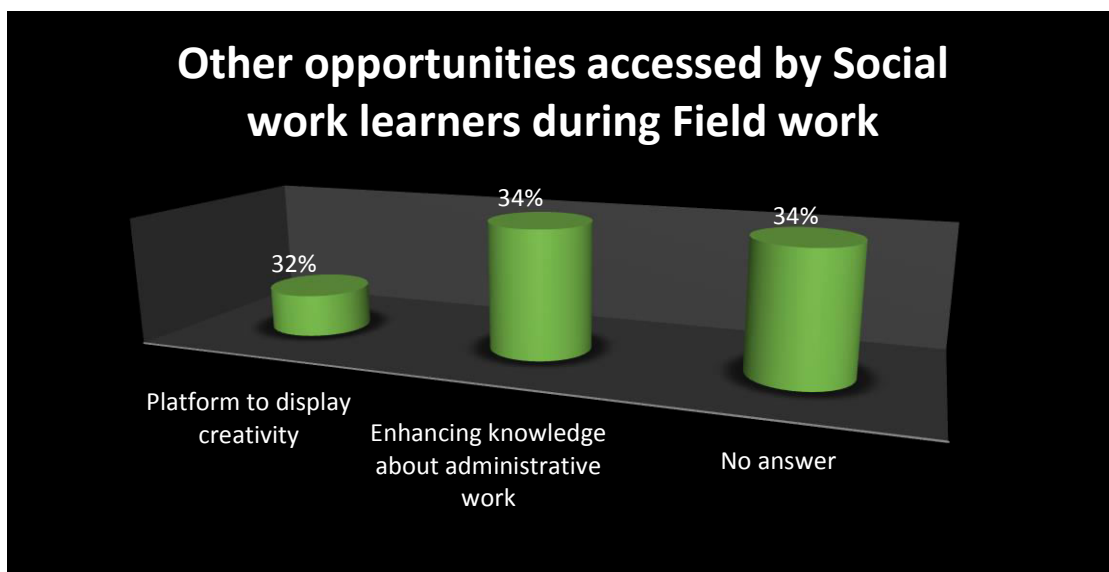
Diagram 4.3.5



Total number of Respondents: 50

A relative majority of 17 respondents (34 per cent) stated that the field work agencies do not recognize them as social work trainees but they treat them as volunteers which are block for professional growth. As many as 28 percent of the respondents experienced difficulty to implement their own ideas and own plans because they have to work as the organization directs and this limits their opportunities. Even 20 percent of the respondents are not clear what to do in field work which implies a lack of action plan either on the part of the trainee or the agency. As many as 18 percent of them did not give any response.

Diagram 4.3.6



Total number of Respondents: 50

As per diagram 4.3.6, a relative majority of 17 respondents (34 per cent) are getting opportunity to enhance knowledge about administrative work and 32 percent of them feel that field work is a platform where social work trainee can display their creativity. There are 34 percent of the respondents who did not respond to this query.

Thus, a vast majority of 66 per cent of the respondents are able to access some opportunities during field work in relation to administration and creativity.

4.4 IMPORTANCE AND RELEVANCE OF CONTEXTUALIZED SOCIAL WORK PRACTICE IN NEPAL WITH SPECIAL REFERENCE TO THE METHODS OF SOCIAL WORK

Table 4.4.1

Opinion of the respondents about the professional status of employees of NGOs

Educational background of the Respondents	NGO Employees being considered Social Workers in Nepal						Total	
	Yes		No		No answer		No.	%
	No.	%	No.	%	No.	%		
BSW	13	26 (46)	14	28 (50)	1	2 (18)	28	56 (100)
BASW	8	16 (36)	12	24 (55)	2	4 (9)	22	44 (100)
Total	21	42	26	52	3	6	50	100

There are approximately 30284 NGOs functioning in Nepal. Most of the employees of these NGOs are not necessarily trained social workers. The researcher wanted to know how the respondents who are social work trainees consider the professional status of NGO employees.

A majority of 52 per cent of the respondents do not believe that employees of NGOs are considered social workers whereas 42 per cent of them state that they are social workers. The finding reflects a lack of clarity on who is a social worker among social work trainees. There is a need for contextualized definition of social work which can be inclusive of practitioners who may not necessarily hold a professional degree, but have effectively intervened in social transformation.

Table 4.4.2

Opinion of the respondents about the professional status of social work Degree holders in Nepal

Educational background of the Respondents	Social Work Degree holders being considered social workers in Nepal						Total	
	Yes		No		No answer		No.	%
	No.	%	No.	%	No.	%		
BSW	17	34 (61)	9	18 (32)	2	4 (7)	28	56 (100)
BASW	12	24 (55)	8	16 (36)	2	4 (9)	22	44 (100)
Total	29	58	17	34	4	8	50	100

A majority of 29 respondents (58 per cent) believe that the social work degree holders are considered as social workers in Nepal. While comparing the opinions of BASW and BSW learners, it is found that a vast majority of 61 per cent of the BSW learners have stated that social work degree holders are considered as social workers in Nepal. A majority of 55 per cent of the BASW learners too hold the same view.

The finding reflects that efforts need to be made to broaden the public acceptance of social work degree holders as professional social workers.

Table 4.4.3

Opinion of the respondents about social service volunteers being considered as social workers in Nepal

Educational background of the Respondents	Volunteers for Social service being considered Social Workers in Nepal						Total	
	Yes		No		No answer		No.	%
	No.	%	No.	%	No.	%		
BSW	16	32 (57)	10	20 (36)	2	4 (7)	28	56 (100)
BASW	12	24 (55)	6	12 (27)	4	8 (18)	22	44 (100)
Total	28	56	16	32	6	12	50	100

A majority of 28 respondents (56 per cent) agree that volunteers for social service are considered social workers in Nepal. No major difference is observed between the opinions of BSW and BASW learners regarding this as 57 per cent of the BSW learners and 55 per cent BASW learners agree with this opinion.

The finding reflects that the volunteers for social services are considered as social workers in Nepal. The need for clarifying the role of social work profession is once again underlined through this finding.

Table 4.4.4

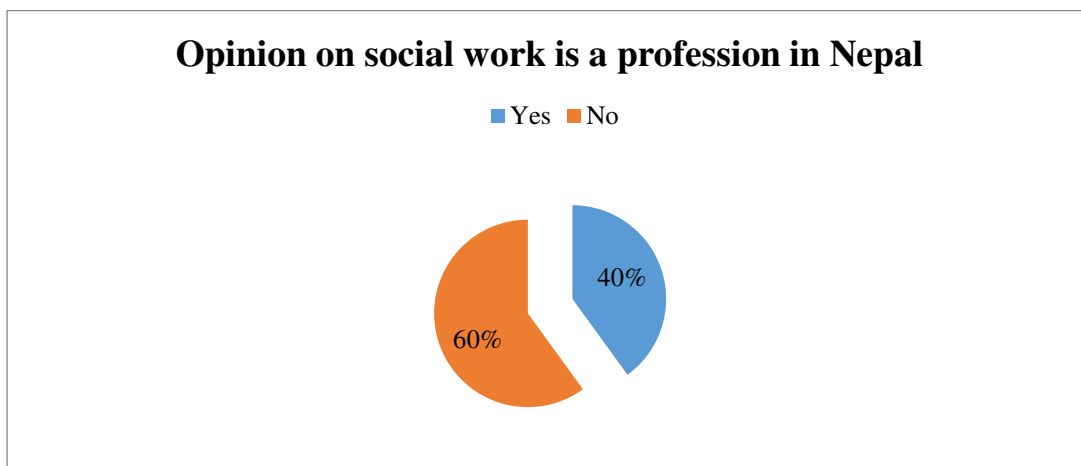
Opinion about politicians being considered as social workers in Nepal

Educational background of the Respondents	Politicians are considered Social Workers in Nepal						Total	
	Yes		No		No answer		No.	%
	No.	%	No.	%	No.	%		
BSW	7	14 (25)	16	32 (57)	5	10 (18)	28	56 (100)
BASW	8	16 (36)	8	16 (36)	6	12 (28)	22	44 (100)
Total	15	30	24	48	11	22	50	100

A relative majority of 24 respondents (48 per cent), state that politicians are not considered as social workers in Nepal. On comparing opinions of BASW and BSW, it is found that a majority of 57 per cent of the BSW learners do not agree that politicians are considered social workers in Nepal while a lesser number of 36 per cent of the BASW learners say so. As many as 22 percent of the respondents did not respond anything.

The finding reflects a mixed opinion among the learners about politicians being considered as social workers. This point towards the need to make efforts to clarify the role and identity of social workers in Nepal.

Diagram 4.4.1

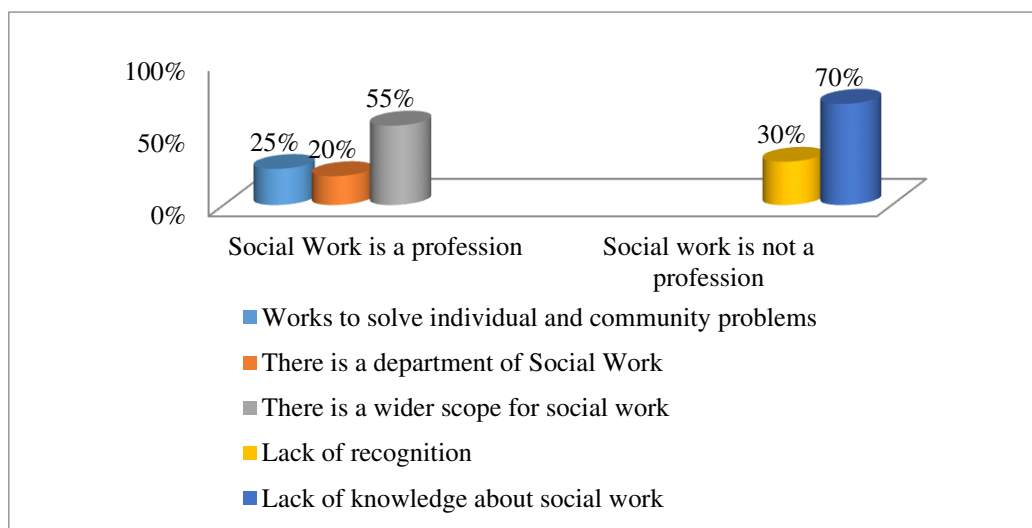


Total number of Respondents: 50

Diagram 4.4.1 show that a vast majority of 30 respondents (60 per cent) do not believe that social work is a profession in Nepal. The finding reflects that still social work is not a full-fledged and recognized profession in Nepal. This may be due to the lack of active involvement of social work practitioners to work towards professionalization rather than being complacent with the status of a discipline.

Diagram 4.4.2

Reasons substantiating 'social work is profession or not'



Total number of respondents: 20+30=50

Diagram 4.4.2 shows the reasons for stating that social work is a profession. A majority of 11 respondents (55 per cent) of the 20 respondents mentioned a wide scope of social work as a reason, 25 percent and 20 per cent of the respondents called social work as a profession because it works to solve individual and community problems, and presence of social work department respectively.

Nobody has stated the characteristics of social work profession such as systematic body of theory, code of ethics, professional culture and community sanction while giving reasons for stating that social work is a profession.

A vast majority of 70 per cent of the 30 respondents state that social work is not a profession because of lack of knowledge about social work and 30 per cent of them state that social work lacks recognition. The fact that these 30 respondents have mentioned lack of community sanction as a reason points towards a better knowledge among them about characteristics of a profession.

Thus the finding indicates that the concept of professionalism is not very clear among the learners. So, there is a need of clarity about professionalism and why social work is a profession.

Table 4.4.5

Methods applied by NGOs

S/N	Methods	Yes		No		No answer		Total	
		F	%	F	%	F	%	F	%
1	Social case work	22	44	23	46	5	10	50	100
2	Social Group work	22	44	22	44	6	12	50	100
3	Community Organization	22	44	22	44	6	12	50	100
4	Social Welfare administration	32	64	11	22	7	14	50	100
5	Social work research	28	56	22	44	0	0	50	100
6	Social Action	17	34	25	50	8	16	50	100

Regarding methods of social work being applied by NGOs, the respondents have given mixed opinions.

Table 4.3.5 presents respondents views regarding application of methods of social work by NGOs. It is evident that the highest number of respondents, that is, 64 per cent of them state that social welfare administration is a method applied by NGOs and the second highest number of respondents, that is, 56 per cent state that social work research is applied by the NGOs.

The finding reflects application of organization centered of indirect/secondary methods of social work by NGOs than primary methods. There are 44 per cent of the respondents each state that social case work, social group work, community organization are applied by NGOs, indicating an average level of application of primary methods of social work by NGOs. However, rights based approach is the least applied methods as only 34 per cent of the respondents have mentioned about the application of social action.

The finding reflects the need to strengthen application of primary methods and right based approach in Nepal.

Table 4.4.6

Ranks of social work methods

Ranks SW methods	1		2		3		4		5		6		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Social Case work	14	28	24	48	2	4	10	20	0	0	0	0	50	100
Social Group work	0	0	14	28	24	48	0	0	12	24	0	0	50	
Community Organization	7	14	3	6	14	28	18	36	0	0	8	16	50	100
Social welfare administration	11	22	1	2	0	0	15	30	16	32	7	14	50	100
Social work research	17	34	8	16	2	4	1	2	16	32	6	12	50	100
Social action	2	4	0	0	8	16	6	12	5	10	29	58	50	100

A vast majority of 38 respondents (76 per cent) have given higher significance to case work as a social work method needed in Nepal. None of them have ranked it the lowest, that is, fifth and sixth ranks.

There is a mixed opinion regarding the significant of social work research as 25 respondents (50 per cent) have given first and second ranks to this methods while 22 respondents (44 per cent) have given the lowest, that is 5th and 6th ranks, for the same.

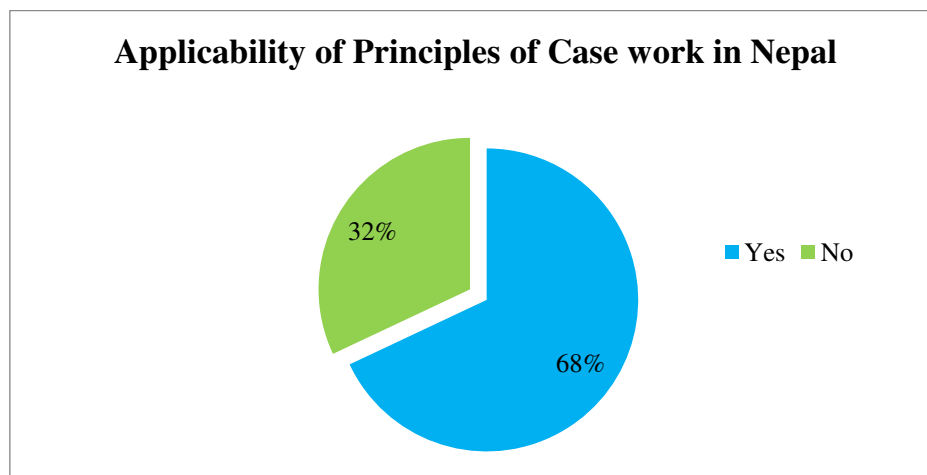
A vast majority of 32 respondents (64 per cent) have ranked community organization at a medium level that is 3rd and 4th ranks, in terms of its significance in Nepal. There are ten respondents (20 per cent) who have given highest preference for this method, that is first and second ranks.

A relative majority of 24 respondents (48 per cent) have given group work an average ranking and 14 respondents (28 per cent) have given it second rank in terms of its significance.

A relative majority of 23 respondents (46 per cent) have given the lowest ranking, that is, 5th and 6th, to social welfare administration indicating a lower preference for this method. The least preferred method in terms of its significance in the context of Nepal is found to be social action as a vast majority of 34 respondents (68 per cent) have given it a lowest ranking that is 5th and 6th ranks.

Thus, as per the opinion of majority of the respondents the most important social work methods in Nepal are social case work (76 per cent: 1st and 2nd ranks), social work research (50 per cent: 1st and 2nd ranks), social group work (28 per cent: 1st and 2nd Ranks), social welfare administration (24 per cent: 1st and 2nd ranks), Community organization (20 per cent: 1st and 2nd ranks) and social action (4 per cent: 1st and 2nd ranks) respectively. However, a vast majority of 64 per cent of the respondent consider community organization as an important method as they have ranked it at an average level.

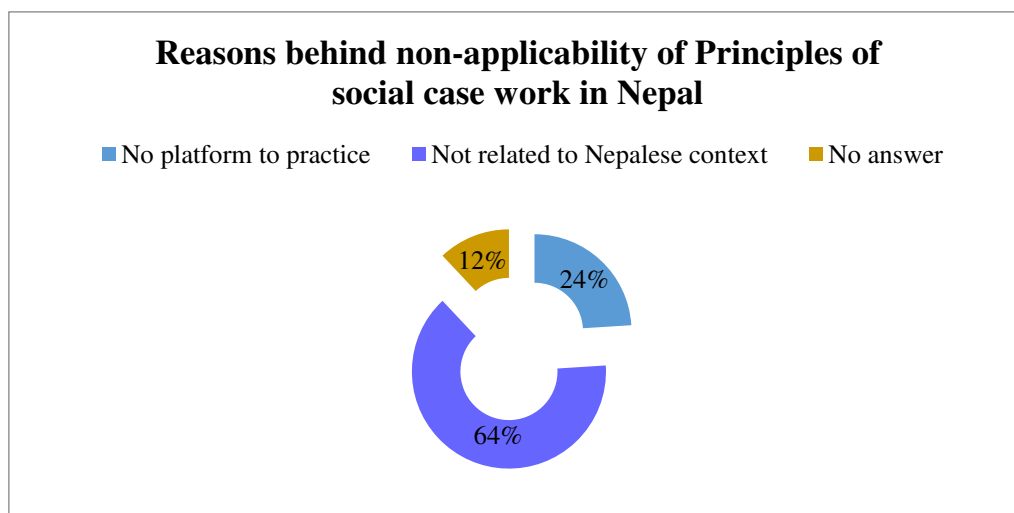
Diagram 4.4.3



Total number of respondents: 50

A vast majority of 34 respondents (68 per cent) agree that the principles of social case work are applicable in Nepal indicating the acceptance of social case work principles as important and relevant in Nepalese context.

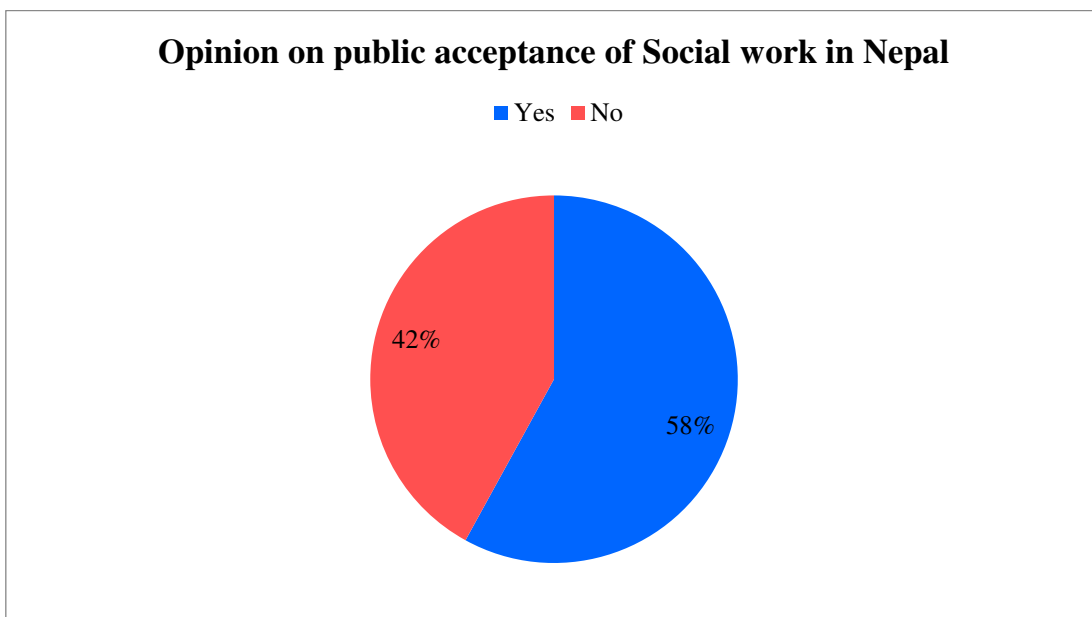
Diagram 4.4.4



Total number of respondents: 50

Among the 16 respondents who state principles of social case work are not applicable in Nepal, 63 per cent of them consider the principles are not related to Nepalese context and 25 per cent of them say that they do not get platform to apply the principles.

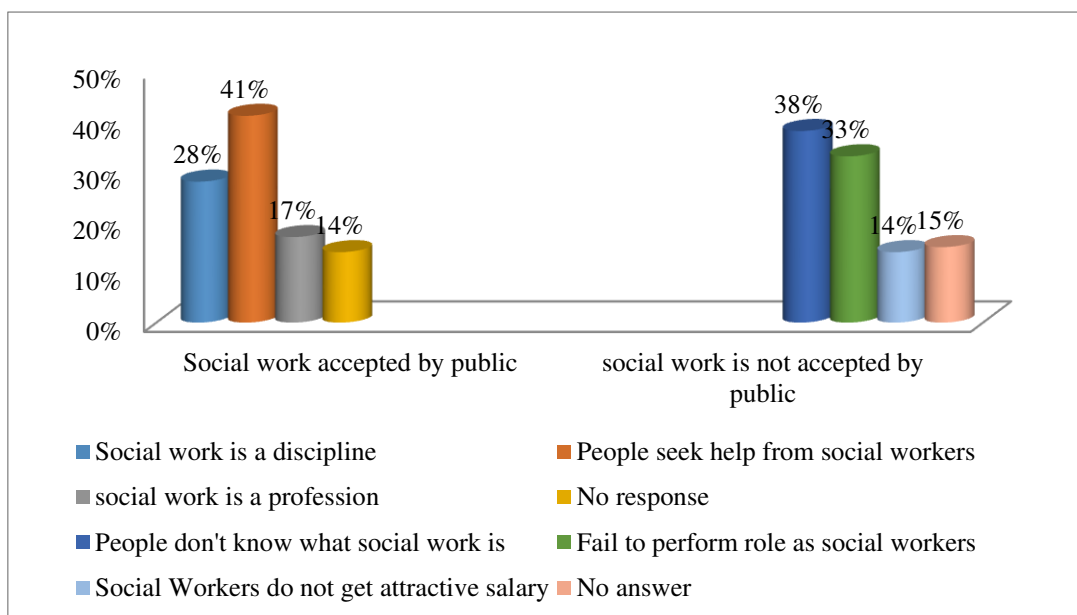
Diagram 4.4.5



A majority of 29 respondents (58 per cent) stated that social work is accepted by the public indicating a medium level of acceptance of social work profession by the general public in Nepal. Efforts need to be made to enhance the credibility of the profession in the country.

Diagram 4.4.6

Reasons for acceptance and non-acceptance of social work by the public

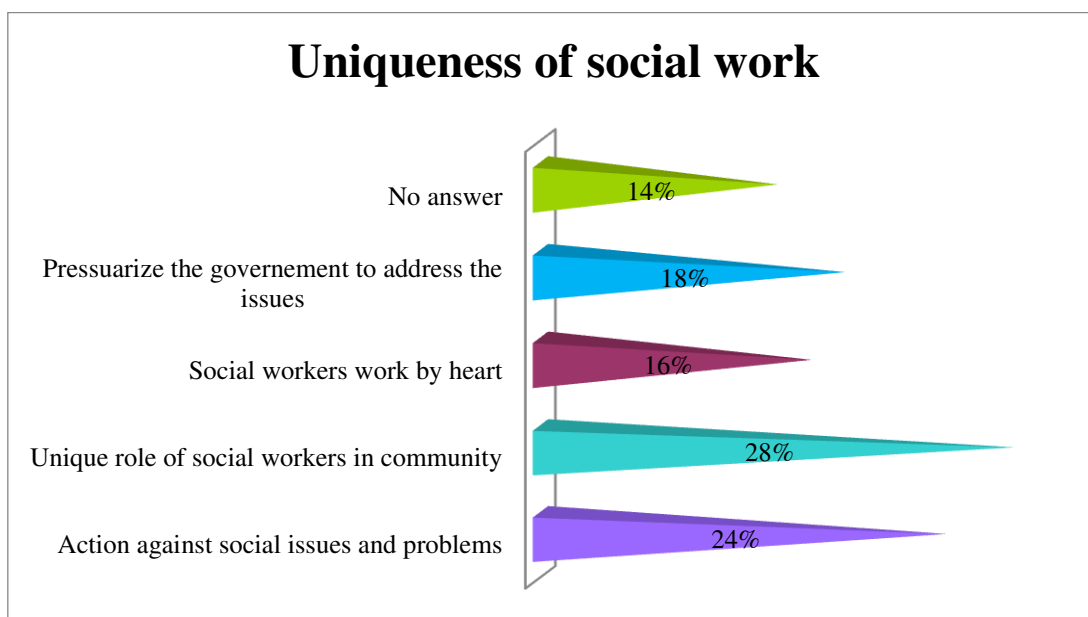


Total number of respondents: 29+21=50

A Majority of 58 per cent of the respondents agreed with the statement that social work is recognized by the public. The reasons cited by them are a) People seek help from social workers (41 per cent), b) Social work is a discipline (28 per cent), and c) Social work is a profession (17 per cent).

As many as 42 per cent of the respondents did not agree with the statement that social work is recognized by the public. The reasons cited by them are a) People do not know what social work is (38 per cent), b) Social workers fail to perform their role (33 per cent), and c) Social workers do not get attractive salary (14 per cent).

Diagram 4.4.7



Total number of respondents: 50

A large majority of 43 respondents (86 per cent) are able to state the uniqueness of social work indicating a clear professional identity that the respondents who are social work trainees have developed.

Diagram 4.4.7 a relative majority of 14 respondents (28 per cent) consider working in community which leads to community development and social changes as the unique feature of social work. As many as 12 respondents consider working against the social issues and problems, 18 per cent of them say that social work pressurizes the government to address the issues. There are 16 per cent of the respondents who also believe that social work is unique as social workers work by heart implying the humanistic approach adopted in the profession.

CHAPTER V

MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSION

In this chapter the researcher presents the major findings of the study. These findings are purely based on data received during the study. Much care has been taken to analyze and present the facts that were found during the study. These findings are divided into four sections based on the objectives of the study. The chapter thus summarizes the findings of the study based on which relevant recommendations are placed with a conclusion for entire study.

5.1 MAJOR FINDINGS

5.1.1 Personal Characteristics

- A vast majority of 62 per cent of the respondents are 20-23 years of age and 38 per cent of them are 24-27 years of age.
- A large majority of 94 per cent of the respondents are Hindus, the others being Muslims and Christians.
- A majority of the respondents (56 per cent) are BSW students and the rest of the respondents are BASW learners.
- A large majority of 84 per cent of the respondents have opted for social work with a purpose and focus such as own/family interest, desire to be a social work professional or to work in I/NGOs.
- A majority of 60 per cent of the respondents have desire to work either with communities or with non-governmental organisations reflecting the commitment of social work students who are trained for social change to get involved in developmental activities.

5.1.2 Opportunities and challenges faced by social work trainees in classroom learning process

- A vast majority of 64 per cent of the respondents opine that all the papers taught in classroom help to develop knowledge about social work indicating the relevance of the syllabus covered. However, the fact that 36 per cent of them do not have the same opinion also points towards the need for strengthening the process of curriculum development and revision of syllabus.
- A vast majority 73 per cent of the BASW learners feel that all the papers help to develop knowledge of social work whereas only 57 per cent of the BSW learners feel in the same way indicating a slightly higher relevance of papers taught for BASW than BSW.
- A relative majority of 36 per cent of the respondents like Integrated Social Work as it is a practical subject and content is good.
- A vast majority of 64 per cent of the respondents like practical papers and 50 per cent of them do not like certain papers because of the teaching methodology and theoretical stuff.
- A vast majority of 64 per cent of the respondents are not satisfied with assignments. They prefer to have assignments because: a) it helps to gain knowledge (64 per cent), b) it develop creativity (9 per cent). The main reasons behind dissatisfaction with assignments are: a) Not interested to do assignments (50 per cent), b) No assignments (26 per cent), c) not relevant assignments (20 per cent)
- A majority of 56 per cent respondents are satisfied with the classroom learning. The main reasons behind satisfaction with classroom learning are: a) Sharing of learners' perspectives (53%), b) To know subject matter (20%). The main reasons behind dissatisfaction with classroom

learning are: a) Less experienced lecturers (40 per cent), b) Notes based classes (30 per cent), c) Not suitable environment (20 per cent).

- A large majority of 80 per cent of the respondents are satisfied with the group discussions. The main reasons behind satisfaction with the Group discussions are: a) To gain knowledge (38 per cent), b) to know others' perspectives (30 per cent), c) to discover new things (13 per cent), d) to find solution. All the respondents who are not satisfied with the group discussion felt that there is not enough group discussion.
- A large majority of 80 per cent of the respondents are satisfied with the learners' presentations. The main reasons to be satisfied with the learners' presentations are: a) it helps to develop skills (55 per cent), b) it helps to build confidence (30 per cent, and c) enhances knowledge (15 per cent). All the respondents who are not satisfied with the learners' presentation felt that they are not getting opportunities for presentations.
- A vast majority of 60 per cent of the respondents are satisfied with the organizing seminars and conferences. The main reasons behind satisfied with organizing seminars and conferences are: a) to learn new things (33 per cent), b) to build professional network (30 per cent), c) to update the ideas (27 per cent). The main reasons behind dissatisfaction with organizing seminars and conferences are: a) not getting opportunities (55 per cent), b) not interested (40 per cent).
- The activities that help to develop skills on campus are: a) Program Participation (70 per cent), b) Group discussions (56 per cent), c) Assignments and presentations (54 per cent).
- The activities help to develop social work values are: a) Field work and exposure camp (50 per cent), b) Event organization (44 per cent), c) active participation of trainees (42 per cent), following social work norms and values (38 per cent).

- A relative majority of 36 per cent of the respondents say that all the lecturers are fulltime lecturers but 32 per cent respondents also reveal that there is not even a single fulltime lecturer in social work department.
- A majority of 52 per cent of the respondents respond that all the lecturers hold social work degree.
- All the respondents state that there is an established social work department in the institutes.
- With regard to educational process the levels of satisfaction of learners of social work in Nepal are observed as follows:
 - The learners of social work in Nepal have a good level of satisfaction with regard to use of participatory teaching methods as a vast majority of 68 per cent of them have rated it good/excellent.
 - An average level of satisfaction is observed with regard to lecturers, and co-curricular activities as 52 per cent of them have rated lecturers as good/excellent, and 54 per cent of them consider co-curricular activities as good/excellent.
 - A poor level of satisfaction is observed with regard to library as only 40 per cent of them rated it excellent/good and 32 per cent of them rated it poor/very poor.
- With regard to professional involvement the learners have diverse opinions as given below:
 - A majority of 54 per cent and 56 per cent of respondents consider interaction with practitioners and network with NGOs as good/excellent respectively.

- A relative majority of 44 per cent of the respondents have rated involvement in social issues as poor. A majority of 54 percent of the respondents also show their dissatisfaction with Network with Associations of Social Work as poor. With regard to social involvement networking with Government organizations a vast majority of 64 per cent respondent rated it as poor/very poor.
- A relative majority of 40 per cent and a majority of 54 per cent of the respondents rated library and infrastructure in classroom as excellent/good.
- The main challenges faced by social work trainees are a) less resources and not suitable environment (60 per cent), b) less students participation (48 per cent), c) difficult to understand (36 per cent).
- The main opportunities accessed by social work trainees in classrooms are: a) good rapport with friends (40 per cent), b) better group practice (34 per cent).

5.1.3 OPPORTUNITIES AND CHALLENGES FOR SOCIAL WORK TRAINEES IN FIELD WORK

- A large majority of 92 per cent of the respondents are placed in Non governmental agencies for field work.
- A large majority of 92 per cent of the respondents have spent two days in field work and a vast majority of 74 per cent of the respondents have spent 10-15hours per week.
- All of the respondents are involved in administrative work. A large majority of 82 per cent of the respondents are practicing social group work regularly in field work and a vast majority of 60 per cent respondents are also practicing social case work regularly during field work.

- A relative majority of 48 per cent of the respondents never practiced social action method during field work.
- All the respondents said that their field supervisors have Social work background.
- A majority of 56 per cent of the respondents rated excellent/good for the individual conferences but 32 per cent of the respondents also rated it as very poor. A relative majority of 36 per cent of the BSW respondents rated individual conference as excellent whereas a relative majority of 45 per cent BASW respondents rated individual conference as very poor.
- A relative majority of 48 per cent of the respondents rated group conference as excellent/good whereas 46 per cent of the respondents also rated it as very poor/poor. A relative majority of 54 per cent of the BASW respondents rated very poor for the group conference and a relative majority of 36 per cent BSW respondents rated it as excellent.
- A relative majority of 46 per cent of the respondents rated excellent/good for the professional guidance from field supervisor and a majority of 56 per cent of the respondents rated excellent/good to the professional guidance from faculty supervisor.
- A vast majority of 60 per cent of the respondents rated good/excellent for the opportunities to practice social work methods during field work.
- A vast majority of 74 per cent of the respondents rated for opportunities to program planning and implementation as good/excellent indicating the possibility for faulty identification of social workers as program organizers than professionals.
- The main challenges faced by social work trainees during field are a) not recognized as social work trainees (34 per cent), b) difficult to implement ideas (28 per cent), and c) not clear what to do (20 per cent).

- The main opportunities gained during field work are a) enhancing knowledge about administration work, b) platform to show creativity.

5.1.4 Importance and relevance of indigenous knowledge in social work practice in Nepal with special reference to the methods of social work

- A majority of 52 per cent of the respondents do not consider NGOs employees as social workers.
- A majority of 58 per cent of the respondents considered social work degree holders as social workers.
- A majority of 56 per cent of the respondents consider volunteers for social service as a social workers.
- A relative majority of 48 per cent respondents do not consider politicians as social worker.
- A vast majority of 60 per cent respondents do not agree that social work is a profession.
- The main reason behind social work is not a profession are a) Lack of recognition (70 per cent), b) lack of social work knowledge (30 per cent).
- The main reasons behind social work is profession are a) there is various scopes of social work, b) it works to solve individual and communities problems (25 per cent), c) there is a department of social work (20 per cent).
- A vast majority of 64 per cent and a majority of 56 per cent respondents are agree that the NGOs are applying social welfare administration method and social work research methods whereas a majority of 50 per cent respondents respond that the NGOs are not applying social action

method. In addition, there is a mix opinion on primary methods are applied by NGOs.

- As per the opinion of majority of the respondents the most important social work methods in Nepal are social case work (76 per cent: 1st and 2nd ranks), social work research(50 per cent: 1st and 2nd ranks), social group work (28 per cent: 1st and 2nd Ranks), social welfare administration (24 per cent: 1st and 2nd ranks), Community organization (20 per cent: 1st and 2nd ranks) and social action (4 per cent: 1st and 2nd ranks) respectively.
- A vast majority of 68 per cent of the respondents agree that the principles of social case work are applicable in Nepal.
- A vast majority of 63 per cent of the respondents are considered principles of social case work are not related to Nepalese context.
- A majority of 58 per cent of the respondents believe that social work is accepted by public.
- The main reasons to accept social work by the public are a) people seek help from social workers (41 per cent), b) public accept it as a discipline (28 per cent), c) public accept it as a profession (17 per cent).
- The reasons behind social work is not accepted by the public are a) people do not know what social work is (38 per cent), b) social workers are fail to perform their roles (33 per cent), c) social workers do not get attractive salary (14 per cent).
- The uniqueness of social work is: a) the role in community itself is unique (46 per cent), action against social issues and problems (42 per cent), social workers work by heart (34 per cent).

5.1.2 RECOMMENDATIONS

- The process of curriculum development in social work needs to be strengthened through dialogues and exchange of ideas, experiences, best practices in knowledge and skills development as well as field work practice with stakeholders in social work profession such as other national and international institutions, NGOs, employers and alumni. Practical papers which help to enhance knowledge about social work and develop attitudes required for social work practice must be included. Learner centered approach must be applied in this process.
- The syllabus should be designed and modified according to the time and need so that the content is applicable in their own and others' life as well as easy to understand.
- One sided teaching method which is also known as traditional teaching method is no more worthy for the development of learners and especially in social work field. Participatory teaching methodologies such as group discussion, learners' presentations, exposure camps, and experiential learning through field work, skills labs, organizing seminars and conferences and participation in programs must be facilitated, strengthened and focused.
- Times are changing and education should be two ways rather than continuous one sided lecture. The students also have various ideas regarding the topics covered. So lecturers should motivate learners to share their ideas and enhance peer learning.
- Presentations help the learners to develop self confidence, self belief. Presentations may be in classroom and/or outside the classrooms. The learners should get opportunity to present papers on seminars and conferences.

- Social work institutes should be able to organize university level, local, regional, national and international seminars and conferences in every academic year. Through seminars and conferences learners also get opportunity to develop professional networking, s/he also can update ideas regarding various issues, learn new things as well as creativity and enhances the prestige of institutes.
- Assignments which bring forth the original thinking, creativity and updated knowledge of the learners must be framed which will enhance learners motivations and interest in undertaking assignments. Since assignments have high potential for personal and professional growth of learners they must be compulsorily incorporate in the assessment process. Assignments not only help to gain knowledge, but also improve the competencies among the students and enhance personal confidence, and punctuality.
- Lecturers have a significant role to play in forming committed, competent and ethically sensitive social work professionals and they are the mentors for the budding social work trainees. Hence, care must be taken to recruit and employ experienced, and fulltime lecturers with social work degree.
- Social work is a profession which helps to build an attitude which enable social work learners to understand the society, their positive as well as negative aspects, problems, probability solution and others. So the learners themselves as well as the institutes and lecturers should motivate and guide them to build social work attitude.
- Library is the most important source and hub of knowledge. Sufficient books, reference books, social work related magazines, journals, researches, newspapers and e-resources must be available in the library. Social Work institutes must endeavor to improve their library resources and should motivate learners to visit the library frequently.

- Involvement in social issues helps learners to feel the issues and gain firsthand experience in handling such concerns. It is much better than inside the four wall teaching methods. Learners can understand the issues if they have already gone through that. The finding that the involvement of the learners in social issues is not very satisfactory strongly suggests that institutions should focus on this to the development of learners' knowledge, skills and attitudes.
- Practitioners can explain the insights they have gained through experience rather than from books, particularly when they are applying the methods. It is essential for social work institutes to hire or request the practitioners and let them share their experience and challenges as well as the opportunities they are getting as a professionals.
- The world is not stable. Gone are the days of just 'chalk and talk'. Institutes must enable the lecturers to use multi-sensory devices for teaching by improving on physical as well as technical infrastructure and equipment in classrooms.
- Co-curricular activities such as exposure visits, organizing and participating in workshops, seminars and conferences must be conducted every year and strengthened.
- Since social work education has completed two decades of existence in Nepal, it is high time that at least one local/regional/national association for social workers should be formed or at least build networking with international associations of social work.
- Networking with government agencies are not satisfactory level among the social work colleges in Nepal although they have good network with non government agencies. Special focus must be given to build networking with government agencies.

- Joint efforts of the learners, lecturers as well as institutions are required to address the issues faced by the learners in field work as well as class room.
- Social work training and educational institutions in Nepal must undertake concerted efforts to explore more areas of social work interventions for enhancing the quality of field work training. Joint workshops could be organized by these institutions in collaboration with potential field work agencies such as educational settings, governmental agencies, correctional settings, health settings and industrial settings and so on as the opportunities accessed by global social work professionals.
- The entire social work learners are part of administrative work but no one is getting chance to involve in the process of planning. Concurrent field work is a challenge for the trainees as well as NGOs. NGOs cannot plan or give assignments or work for the trainee and trainees too are not able to follow up or make concerted interventions in the field. So there should be a kind of continuous field work system, that is, block field placement.
- Most of the students are regularly practicing Social case work and social group work. Nepal is a developing country where most of the people are facing several social issues like poverty, early child marriage and dowry issues which can only be solved through community organization but institutes as well as agencies are not providing training for community organization. Thus, it is important to focus on community organization method and social action for the overall development of community and nation.
- Nepal just passed the second mass movement against monarchy and most of the Nepalese get opportunity to feel it. After the movement almost every week Nepalese citizens faces the political strikes in the name of backward, deprived and the name of community. Till now whatever

movement took place that was mainly politically motivated, but not for social issues. Social work trainees are not getting opportunity to fight against social evils through Social action method which is one of the secondary methods of social work. So, there is a need of social action from social workers rather than politicians.

- Efforts must be made to provide quality guidance to social work trainees by modifying individual conference as well as group conference. At any cost individual conference should not be neglected since this provides individual attention and guidance to the trainees.
- BSW learners are satisfied with the professional guidance from field supervisor than BASW. So there is a need of improvement on the part of the BASW institutes, supervisors and coordinators with regard to professional guidance.
- Emphasis must be made to explore and provide opportunities to practice all the social work methods during field work since these are the unique practice methods of social work profession. So it is their right to practice those methods and learn those skills. The learners are getting opportunity to develop administrative skills and knowledge; but they are deprived of the opportunities to practice direct methods of social work.
- Concerted efforts must be made by social work professionals, academicians, practitioners and trainees to build the credibility of social work profession in Nepal through active involvement in locality development and human rights initiatives. The success stories of such interventions must be made known to the public through social media and mass media.
- Through associations of social work, social workers' identity must be established without any ambiguity on who is a social worker as social workers are identified with volunteers, NGO employees and politicians. There should be the clear definition of social worker in Nepalese

context. The fact that opportunities for practice of social work methods were found to be not so satisfactory and opportunities for program planning and implementation highly satisfactory, points to the danger of faulty identification of social workers as experts in organizing programs or as volunteers rather than professionals who can handle social work methods.

- Social workers are different from other volunteers and it should be proved by social work learners. Social work learners have their own plans and ideas but they have to work as organization directs them. So the institutes must enable even learners to prepare action plan along with the field supervisor and faculty supervisor. S/he should get all kinds of support and help from their supervisor. Some respondents are not clear what to do in field work. Thus, social work trainee should have clear action plan for field work.
- As the study reflects a lack of clarity on who is a social worker among social work trainees. There is a need for contextualized definition of social work which can be inclusive of practitioners who may not necessarily hold a professional degree, but have effectively intervened in social transformation.
- Social work learners themselves must have clarity about the concept of professionalism. Hence academicians must ensure that conceptual clarity among the learners about social work related terms, theories and techniques.
- Social work with its theory and practicum, itself is an imported profession in Nepal. Till now only very few literatures related to social work Nepal are available. Efforts must be made to publish materials, books, journals, research particularly on Nepal based social work methods and principles.

- Still people of Nepal are not aware of social work. Social work is always called as sociology. There is a need that social worker should make them experience that social work is a separate profession and it works differently from other disciplines and professions.

5.3 CONCLUSION

Education is a process of bringing forth the potentials within a learner, a process of discovering the powers within and to utilize them for a greater cause. An effective educational program is thus not in the banking system of information overload. It is the development of a combination of knowledge, skills and attitudes as the theoretical framework of this study points towards in the introductory chapter. Social work education, as internationally practiced, does have these three components. The present study has highlighted the opportunities and challenges for social work trainees of Nepal from the perspective of development of knowledge, skill and attitude.

The study has unfolded the need for revising the syllabus, giving more emphasis on skill development of social work trainees as well as the need to explore more areas of fieldwork interventions than voluntary organizations. Creative and participatory teaching methodologies are required to bring forth the innate potentials of the learners. Social action and community organization which are the major secondary methods of social work should be practiced during field work. The educational institutions, NGOs and field and faculty supervisors should motivate social work trainees to practice these methods. There is an urgent need of formation of national association of social work in Nepal which can become a platform to work towards enhancement of credibility of social work profession. Social work institutions should organize regular orientation programs for social work learners, periodic faculty development programs, agency meets, conferences and seminars, in order to upgrade the quality of learners as well as institutions.

Social Work, with its focus on enhancing the total well being of individuals, groups and communities, is a noble profession that can contribute towards the inclusive and sustainable development of nations at the local level, which in turn can promote a just and sustainable international community. Governments and international agencies must recognise and include social work professionals in every sphere of developmental administration and human resource management and support the endeavours of voluntary organisations as well as educational institutions in moulding committed and competent change agents.

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Annexure I

“Opportunities and challenges for Social Work Trainees in Nepal”

Questionnaire

Dear Sir /Madam,

I *Amit Kumar Yadav* student of *School of Social Work Roshni Nilaya, Mangalore* pursuing *MSW* and as a part of my course curriculum requirement I am conducting a survey on “**Opportunities and challenges for Social Work Trainees in Nepal**”. I would be happy if you could kindly help me by taking a couple of minutes to fill the questionnaire. This is for study purpose and therefore shall be kept fully confidential.

I. Personal Characteristics of respondents

1. Name of the Respondent:
2. Age:
3. Sex:
4. Religion: Hindu Buddhist Muslim Others
5. Education: BA (Social Work) BSW
6. Institution Name:
7. Family Constellation

S/N	Name	Age	sex	Relation	Education	Occupation	Remarks
1							
2							
3							

8. Why did you choose Social work?
9. After completing Social work course, what is your future plan?

II. To findout the opportunities and challenges faced by social work trainees in class room learning process?

10. Do all the papers taught in the class enable you to develop knowledge about social work practice? Yes/No

11. If not, prioritise the papers which you think enable you to develop knowledge about social work practice:

12. Which paper do you like most?

13. Why do you like that?

- a. I like the teaching methodology of the lecturer
- b. I like the content of the paper
- c. I am personally interested in the paper
- d. It is practical
- e. It is theoretical
- f. any other (Specify)

14. Which subjects do you like the least?

15. Why do you dislike that?

- a. I do not like the teaching methodology of the lecturer
- b. I do not like the content of the paper
- c. I am personally interested in the paper
- d. It is practical
- e. It is theoretical
- f. any other (Specify)

16. Are you satisfied with the following class room activities as means for knowledge development?

17. Assignments: Yes/ No/ N.A. Reasons: 1.

2.

18. Classes: Yes/ No/N.A. Reasons: 1.

2.

19. Group Discussions: Yes/ No/N.A Reasons: 1.

2.

20. Students' Presentations: Yes/ No/N.A. Reasons: 1.

2.

21. Seminars/conferences organized: Yes/ No/N.A. Reasons: 1.

2.

22. What activities in the campus and classes help you to develop your skills?

23. What activities in the campus and classes help you to develop social work attitudes?

24. How many lecturers in your department hold a degree in social work?

a. 1 b. 2 c. 3 d. 4 e. More than four

25. How many full time lecturers are there?

a. 1 b. 2 c. 3 d. 4 e. More than four

26. Is there social work department? Yes/No

27. If no, under which department Social Work functions?

28. How will you rate the following learning resources in the college for knowledge development?

Lecturers: excellent, good, average, poor, very poor

Library: excellent, good, average, poor, very poor

Involvement in social issues: excellent, good, average, poor, very poor, Nil

Interaction with practitioners: excellent, good, average, poor, very poor, Nil

Participatory teaching methodology: excellent, good, average, poor, very poor, Nil

Infrastructure in class rooms: excellent, good, average, poor, very poor

Co-curricular activities; excellent, good, average, poor, very poor, Nil

Network with associations of social work: excellent, good, average, poor, very poor, Nil

Network with NGOs: excellent, good, average, poor, very poor, Nil

Network with governmental organizations: excellent, good, average, poor, very poor, Nil

29. What Other challenges you can see in Classroom?

30. What other Opportunities you can see in Classroom?

III. To findout the opportunities and challenges faced by social work trainees in field work training

31. Do you have field work? Yes/No

32. Where are you placed for the field work?

- a. Government Agency
- b. NGOs
- c. INGOs
- d. Others

33. How many days and hours you should be in field work in a week?

Days: Hours:

34. What do you do there?

35. Do you get opportunities to practice social work methods during field work? Yes/No

36. Which social work methods are practiced in field work regularly?

37. Which social work methods are rarely practiced in field work? Give reasons.

38. Which social work methods are never practiced in field work? Give reasons.

39. Does your field supervisor have Social work background? – Yes/No

40. Rate the learning resources available for you for field work.

Individual conference: excellent, good, average, poor, very poor, Nil

Group conference: excellent, good, average, poor, very poor, Nil

Professional Guidance from Field Supervisor: excellent, good, average, poor, very poor, Nil

Guidance from Faculty Supervisor: excellent, good, average, poor, very poor, Nil

Networking with NGOs: excellent, good, average, poor, very poor, Nil

Networking with government agencies: excellent, good, average, poor, very poor, Nil

Opportunities for practice of social work methods: excellent, good, average, poor, very poor, Nil

Opportunities for programmed planning and implementation: excellent, good, average, poor, very poor, Nil

41. What other Challenges you face on field work?

42. What other Opportunity you see in field work?

IV. To find out the importance and relevance of indigenous knowledge in social work practice in Nepal with special reference to the methods of social work

43. Who are considered social workers in Nepal?

- a) NGO employees – Yes/No
- b) Those who are trained in Social Work – MSW, BSW, BASW – Yes/No
- c) Volunteers for social service– Yes/No
- d) Politicians– Yes/No
- e) Any other

44. Do you think social work is a profession in Nepal?

45. If yes, why?

46. If No, Why?

47. Do NGOs workers practice Social work Methods? Yes/No

48. What are the methods they are applying?

- a) Social Case Work– Yes/No
- b) Social Group Work– Yes/No
- c) Community Organization– Yes/No
- d) Social Welfare Administration– Yes/No
- e) Social Work Research– Yes/No
- f) Social Action– Yes/No

49. If you have to rank the methods which methods will come first, second, third.....six? Give reasons.

1. Social Case Work
2. Social Group Work
3. Community Organization
4. Social Welfare Administration
5. Social Work Research
6. Social Action

50. Are the following principles of case work applicable in the context of Nepal?

Individualization, Acceptance, Non-judgmental attitude, Client's self determination, Purposeful Expression of feelings, controlled emotional involvement, Confidentiality

51. If not applicable, give reasons.

52. Do you think social workers are accepted by the public in Nepal?

53. If yes, how?

54. If no, why?

55. In your view what social workers can do in Nepal which other professions cannot do?

Thank you very much for your coordination and help. Please forward to your friends and email me too at amit.sowk@gmail.com. Thank you, once again.