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Professional Social Work: Indian Perspective

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By: Taruna Jain



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**Sample Preview
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QUESTION PAPER

June – 2023

(Solved)

PROFESSIONAL SOCIAL WORK: INDIAN PERSPECTIVE

M.S.W.-2

Time: 3 Hours]

[Maximum Marks: 100

Notes: (i) Answer **all** the **five** questions. (ii) **All** the questions carry equal marks.

Q. 1. Analyse the impact of social reform movements on Indian society.

Ans. Ref.: See Chapter-3, Page No. 32, Q. No. 1.

Or

Discuss the contribution of Christianity to social reform in India.

Ans. Ref.: See Chapter-10, Page No. 91, 'Contribution of Christianity to the Fields of Social Work'.

Q. 2. List down the eight techniques of Satyagraha. Explain any four techniques with suitable examples.

Ans. Ref.: See Chapter-13, Page No. 115, 'Techniques of Satyagraha'.

Or

Describe the role of social workers in policy formulation and development.

Ans. Ref.: See Chapter-18, Page No. 154, 'Role of Social Workers in Policy Formulation and Development'.

Q. 3. Answer any two of the following questions:

(a) Write a brief note on social reformers of India:

(i) Vinobha Bhave.

Ans. Ref.: See Chapter-2, Page No. 17, 'Vinobha Bhave'.

(ii) Rabindranath Tagore.

Ans. This was Rabindranath Tagore's view about nationalism. 'Viswa Kavi' was a visionary who revolutionised education and literature in India. The only Indian litterateur to receive a Nobel Prize, Rabindranath, has not only enriched literature but he

also contributed to the freedom struggle in pre-Independence India.

On July 22, 1904, the Viceroy of India Lord Curzon announced that the Bengal province would be divided into two parts. The British government was worried about the social integrity among different communities in Bengal and wanted to divide and rule. The Bengal Partition took place on October 16 in 1905 and this sparked a nationwide protest. The Indian National Congress had started the Swadeshi Movement where Indians denounced all British items and use all native items. Rabindranath Tagore wrote the song Banglar Mati Banglar Jol (Soil of Bengal, Water of Bengal) to unite the Bengali population. He started the Rakhi Utsav where people from Hindu and Muslim communities tied colourful threads on each other's wrists. In 1911, the two parts of Bengal were reunited.

Tagore was against conventional classroom education. He believed that interaction with nature is essential for learning. On December 29, 1918, Tagore laid the foundation stone of Visva Bharati University. He remodelled education as a holistic development process where teachers would be more like mentors guiding students towards emotional, intellectual and spiritual upliftment. He invested his Nobel Prize money in building the campus and a town in Bolpur, West Bengal. He named the place as Shantiniketan, the abode of peace. His educational reforms are included in many curriculae across the world.

(b) Explain the affinity between Hinduism and modern social work.

Ans. Ref.: See Chapter-5, Page No. 56, 'Hinduism and Social Work'.

(c) What is the difference between basic education and adult education?

Ans. Ref.: See Chapter-12, Page No. 108, 'Basic Education and Adult Education and Page ' and Page No. 111, 'Basic Education and Adult Education'.

(d) "Social work as a career." Comment.

Ans. Ref.: See Chapter-19, Page No. 161, 'Social Work as a Career'.

Q. 4. Answer any four of the following questions:

(a) Mention about the initiatives that were taken in the field of Tribal Welfare.

Ans. Ref.: See Chapter-1, Page No. 5, 'Initiatives in the Field of Tribal Welfare'.

(b) What is the significance of Jainism from social work perspective?

Ans. Ref.: See Chapter-8, Page No. 77, 'Significance of Jainism from Social Work Perspective' and Page No. 78, 'Significance of Jainism from a Social Work Perspective'.

(c) Critically view Bhoodan and Gramdan movements.

Ans. Ref.: See Chapter-15, Page No. 133, Q. No. 2.

(d) What is NAPSWI? What are the objectives of NAPSWI?

Ans. Ref.: See Chapter-16, Page No. 143, Q. No. 2.

(e) Discuss any two important peasant movements in India.

Ans. Ref.: See Chapter-3, Page No. 32, Q. No. 3.

(f) What are the social work ideals inherent in Sikhism? Write about any two.

Ans. Ref.: See Chapter-7, Page No. 66, 'Social Work Ideals Interest in Sikhism'.

Q. 5. Write short notes on the following:

(a) Chipko Movement.

Ans. Ref.: See Chapter-3, Page No. 31, 'Chipko Movement'.

(b) Buddhism and Social Work.

Ans. Ref.: See Chapter-9, Page No. 85, 'Buddhism and Social Work'.

(c) Swadeshi.

Ans. Ref.: See Chapter-11, Page No. 100, 'Swadeshi (Belonging to One's Own Country)'.

(d) Disability.

Ans. Ref.: See Chapter-19, Page No. 163, 'Disability'.

(e) Narmada Bachao Andolan.

Ans. Ref.: See Chapter-3, Page No. 31, 'Narmada Bachao Andolan'.

(f) Five nouns in Jainism.

Ans. Ref.: See Chapter-8, Page No. 78, Q. No. 1.

(g) Civil Disobedience.

Ans. Ref.: See Chapter-13, Page No. 119, 'Civil Disobedience'.

(h) Counselling.

Ans. Ref.: See Chapter-19, Page No. 163, 'Counselling'.



Sample Preview of The Chapter

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PROFESSIONAL SOCIAL WORK: INDIAN PERSPECTIVE

EVOLUTION OF SOCIAL WORK PRACTICE IN INDIA

History of Social Work: State Initiatives



INTRODUCTION

The social work as a profession was recognized and developed by the western countries but in India the social work is an age old phenomenon. The seeds of evolution of social work could be explored in world ideologies i.e. secular, humanism, protestantism, rationalism, welfarism, liberalism democracy and utilitarianism. There was an evolution for mutual assistance to provide the protections to humanity. A number of initiatives were taken up by the kings, queens, landlords, foreign conquerors and invaders, etc. under the system of diarchy and later under the constitutional reform of 1935. The emergence of social work as a profession started with the social service, charity, reform and welfare. There have been a number of changes in the profession starting from welfare empowerment and development to protection and promotion of people's rights. This chapter will provide the details on the following:

- Initiatives taken by the rulers of Ancient and Medieval Period
- State initiatives during colonial period
- Post-independence state and central initiatives.

CHAPTER AT A GLANCE

INITIATIVES BY LOCAL RULERS: KINGS, QUEENS, LANDLORDS IN ANCIENT INDIA

The Indian tradition is filled with strong ethical and spiritual values and human development was a part of it since the origin of the Indian society. The social service has inspired the various sections of the society. In this section, the focus is on important phases i.e. Pre-Vedic and the golden age era of the Gupta period.

In the **Pre-Vedic period**, human being's relation with the environment was existing since the beginning and was the basis of the survival. The society got introduced with the urbanization and planned structure and architecture. The discoveries in 1922-23 A.D. inform about the technology used in the Harappan and Mohenjo-daro in Sindh. Each class in the society was well accepted. The architecture and the administration was need based and advanced. The drainage system was excellent with a pattern of community life and a set of rules with a people friendly society. The women gained respect in the society, even the animals were respected in the society.

The **Vedic period** emphasizes on the religious hymns and music and sacrifices and knowledge which were the soul of the human life. Shruti was memorizing through listening and the case work counselling also includes the principle of listening which was practiced in *pathshala* where "Guru", the teacher used to recite and the disciples practiced the listening and oratory skills and learnt the lessons.

The Vedic period is associated with families which were bound together by real or supposed ties of kindred, formed a clan and several clan formed a districts and districts formed the tribes. The monarchy had many officials to ensure the welfare and protection of people. There were assemblies called as '*sabhas*' and '*samitis*' which were constituted for making decisions and ensured people's participation. In Vedic period, charity was considered a morality and people used to help the needy and the beggars. In the early Vedic era, women enjoyed a respectable position and equal position in the society. In the later Vedic era, the women's status became inferior. There were forty *Sanskaras* associated with human life and individual's age and growth and development.

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King Ashoka also adopted Buddhism and devoted his life to humanistic values. The eight fold path of Buddhism finds its relevance in social work principles. The NGOs are practicing the concept of peace, dignity and right to livelihood. Charaka is the highest place of honour for owning the indigenous system of medical treatment. There are some ancient books like *Manusmriti* by Manu and *Arthashastra* by Kautilya and *Mahabharata* by *Vedavyasa* which have mentioned the political institutions as an example of scientific governance. The king was the custodian of the law emerged from *Dharma*. Welfare was considered as the most important of all the business.

The focal unit of the state and the society was the family. The bread winner took care of the parents and all the dependents, the widows and the children in the family. The state acted as the guardian that protected the rights of the minor and the needy in the family. The state trained the helpless women and the orphans and provided them with the state responsibilities. Also the orphan children were given education in various fields. Another important measure of the state was poor relief which included helping and supporting the people during natural calamities. Also special efforts were taken for the dependents and sick people. The employment work was provided by the state for those who were left over their own fate i.e. helpless widows, crippled women and mothers of prostitutes and other dependents. The orphans were provided with the facilities and were educated in various fields and were provided with jobs.

There was a check on the traders and were booked on the adulterated food grains and vegetables and oils. They were charged with fine and many people friendly business policies were executed. The state suspended the land revenues, granted loans, seeds and distributed food to the people. The labour courts were there to settle down the disputes on wages and exploitation. The occupation of the slaves was defined and the female slaves were not supposed to be used for sexual pleasure. The jobs like construction of gardens, recreational centres, forest land, irrigation work, cremation grounds, feeding houses and pilgrimage, etc. were under municipal administration. Many records like details of the people, of birth and death and income and expenditure, etc. were maintained. The inventory of evil characters and the details of the man and his property and expenditure were maintained by the Gopas and the responsibilities were delegated to nagarpala and

sthanikas who were in-charge of the city administration and local administration. The fraud was considered a serious offence and punishments were listed to stop the corruption.

Apastamba provides with the concept of welfare state and states that the state had to provide food, clothing, shelter and medical treatment to the people. People in the kingdom should not suffer from hunger, sickness, cold or heat and royal guest house at the capital was to be made open and accessible to all.

The next stage was the intercourse of the Indo-Arabian culture which provided the platform for Indian scriptures to move to other parts of the world. India was considered as the capital of knowledge and learning. Iltutmish was considered as patron of learning and a number of madarasas were built by him. A lot of effort was made for education to be accessible to all. Strong market policies and army and espionage system and construction and introduction of coins and were its strength.

Shershah also contributed for the welfare and development of people. He built *sarais* (inn) and *dak chowkies* (police beats). Also an efficient postal system was set up and roads were built to connect the cities. Akbar was a social reformer who prohibited child marriage, issued strict orders for those indulged in alcoholism, introduced laws against slavery and constructed hospitals and centres of charity and reviewed the whole system of education. The Bhakti movement also spread in the country during this period.

**INITIATIVES BY COLONIAL RULERS:
FRENCH, BRITISH, PORTUGUESE
RULE...ETC.**

The new phase in the life of the country started with the Colonial period. The colonial rulers were different and brought a new social force like religion, technology, education, a system of law and judicial administration, etc. with them. By the end of the 15th century, a new era began when Vasco de Gama established a trading presence in Goa. In the beginning of the 16th century, the rivalry between the European powers saw the entry of Dutch, British and French and others.

European Settlements in India

There were many trading companies that were formed in Europe for trade with India and other parts of Asia and Africa. The trading companies established their trading centres in different parts of India too which were mainly in the coastal areas and were used as a warehouse for trading of goods.

Portuguese Settlements

The first Europeans to arrive in India were the Portuguese. In 1498, Vasco de Gama succeeded in discovering a voyage to India when he arrived in Calicut, in Kerala. In the early 16th century, the Portuguese established a chain of outposts along the India's west coast and on the island of Ceylon. They built the St. Angelo Fort at Kannur to guard the possessions in North Malabar. The Portugal's Northern Province included settlements at Mumbai, Daman and Diu, etc. In 1661, Mumbai was given to the British Crown as part of dowry of Catherine (Portuguese princess).

British/English East India Company

Queen Elizabeth I of England accorded a charter in 1600 forming the East India Company to trade with India and Eastern Asia. In 1612, the British came to India who took advantage of their position by supporting the kingdoms militarily and gradually entering the politics. The British and the French fought proxy wars on behalf of the rulers and by early 19th century the French were defeated and the British East India Company indirectly ruled most of the India. India became a Crown possession and the British empire stretched from Burma to Afghanistan.

French/French East India Company

The French also established trading basis in India and occupied most of the southern India and the area lying in Andhra Pradesh and Orissa. The French suffered major military setback against British and lost their possessions by the end of 18th century.

Dutch/Dutch East India Company

The Dutch established trading posts on different parts of the country and controlled Malabar East coast and conquered Ceylon from the Portuguese. They established the trading stations in Travancore and Coastal Tamilnadu as well as Rajshahi, etc. Later on, Dutch became less involved in India as they had the Dutch East Indies now Indonesia, as their prized possession.

Danish

Denmark established the trading outposts in Tranquebar, Tamilnadu, Serampore, West Bengal and Nicobar Islands. The main Danish and Swedish East Asia comprises together imported more tea to Europe than British. The economic and strategic importance was lost and Tranquebar, the last Danish outpost was sold to British in 1845.

Other External Powers

Some colonial nations like Belgium, Italy and Germany and Spanish did not have territorial rights to

India due to the Line of Demarcation drawn by Pope Alexander VI in 1493 and during World War II the Japanese also occupied the Andaman and Nicobar Island.

State Initiatives During Colonial Period

The maintenance and expansion of the colonial territory was the major focus of the colonial state. By the beginning of the 19th century, it was compelled to devote some attention to the other aspects of administration apart from the collection of the revenue and the maintenance of the law and order.

Famines in India

India is a land of agriculture and is dependent on monsoon for irrigation and famines struck whenever the monsoon failed. Between 1770 and 1860, there were thirteen famines and no definite policy to deal with the problem of famine and hence many experiments were made which proved to be unsuccessful during the first years of Crown rule (1860-1909). There were twenty major and minor famines and scarcities. The Colonial State developed their famine relief policy which was modified in 1861 when the state decided to provide matching grants to private agencies for meeting the costs of feeding the destitute during famines. The Famine Commission was appointed 1880 and in 1883 famine code was developed. The codes were modified from time to time on the basis of the experience gained from the implementation of codes. Then there was a change in the attitude of the state in favour of the prevention of famines by the end of the 19th century. In 1907-08 major famines took place after that there was no famine in Colonial territory until the great famine of Bengal in 1943.

Measures to Improve Agriculture

A law was passed in 1885 in which if a tenant held a piece of land for 12 years then he would enjoy the right to occupy it. An agricultural land reform led to the establishment of a department of agriculture towards the beginning of the 20th century. The Imperial Institute of Agriculture also provided the facilities for advanced training, research and experimental farming. In different parts of the country the agricultural schools and colleges were set up. The transport system also expanded and a significant commercialization of agriculture also took place during the colonial period.

Development of Transport

Lord Dalhousie was the first to set up railway line in India that connected Bombay to Thane. Then Calcutta was also linked and another line was opened

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to join Madras with Arakonam. Then the development of railways got maximum encouragement and it made brisk progress. There was a little attention to link the various parts of the country. About 5,000 miles of railway lines were laid by 1876 that connected all the major centres in India. Constriction of Railways also provided employment opportunities to thousands unskilled labourers.

The Colonial State brought the whole of India under their control and established uniform law and administration throughout the country and helped in creating the political unity in the country. The process got improved with the transport and communication. The communication network increased with improved postal and telegraph system which in turn helped in setting the networks between the regions.

Educational Services

Education services also improved during this period. The Company administration had to accept responsibility for the education of India which was the beginning of the state system of education in Indian under the colonial rule. The Governor-General William Bentinck also decided to impart western education in India in 1835. In 1854, the colonial state worked towards creation of the properly articulated system of education from the primary school to the university. The Crown rule which began after 1857 professed the welfare of the masses as the goal of the colonial state. Also different measures were taken to increase the number of schools and colleges and which were run by missionaries and other private organizations. The growth of education was not uniform and more attention was given to the expansion of high schools and colleges.

During the colonial period, G.K. Gokhale also sponsored a bill in the Central Assembly in 1913 for providing the mass education through compulsory primary education, but it failed and after the colonial state transferred education to India a new era of popularly elected government ushered in the provinces.

There were many leaders who accepted the model of education as evolved by the colonial state and saw in western education a panacea for all the ills of Indian society and promoted its wide spread with great zeal and organization. Many measures were taken to promote the education among Muslims, *Harijans* and other backward classes. Also the women education gained special attention and a new programme on adult education was also introduced during this period. The social work professionals also took due interest in

promoting the education for all the sections of the society without any discrimination.

Health Services

The colonial rule made efforts to provide the medical services. The East India Company opened about 1664 hospitals and then after that many hospitals opened up for Indians in various towns. The medical services were provided by the Christian missionaries for the needy and population in the interior towns. The social work professionals are trying to provide preventive and promotive health care services to the needy and deserving population even today.

In 1880, the Sanitation Commissioner was appointed by the Colonial State in the five British provinces of Bengal, Madras, Bombay, Punjab and Uttar Pradesh. After the outbreak of Plague in 1896, the public health services were strengthened and the laboratories were established for research and for the preparation of vaccines. The Bhore Committee also conducted a health survey and development in the entire medical field. The social worker was appointed in the hospitals. In 1946, the medical social work courses were started at the Tata Institute of Social Sciences in the able direction of Dr. (Miss) G.R. Banerjee.

Industrial Expansion: Labour Welfare

The modern industries of the two types i.e. plantation industries and machine industries grew in the second half of the 19th century. This in turn led to the growth of the cities and employment of labourers in large number of industries. The poor people were driven to these cities to seek employment but their living conditions in the industries were horrible. Then a series of Labour Legislation Acts were passed by the government which aimed at regulating the employment rather than improving the condition of the workers.

Some of the major legislative measures are:

- The Workmens' Compensation Act of 1923
- A series of Provincial Maternity Benefit Acts
- The Payment of Wages Act of 1936
- Bombay Industrial Disputes Act of 1938

The main consideration in these Acts was the welfare of the workers and economic justice. Now all the activities are guided by some system that defines the number of days of work, hours of work, rest, etc. which were decided at the discretion of the employers.

Initiatives Towards Social Welfare

The colonial rule took the initiatives for controlling the social evils like beggary, crime and juvenile