Field Work Manual 2021
Department of Social Work

Department of Social Work
Rajiv Gandhi University
(A Central University)
Rono Hills, Doimukh, Arunachal Pradesh

The Pledge

I shall self-reflect to examine my own biases, clarify my beliefs and take stances.

I pledge to step out of my area of comfort so I may meet people, listen to their lives, grow and remain open to their full humanity.

I pledge to be critical and ask questions in order to cast doubt, inquire and prompt social change and transformation.

For myself and my colleagues in profession, I shall strive continuously to advance knowledge about people and issues.

I pledge to contribute towards turning our institutions into genuinely transparent, accountable and fair communities of action.

In solidarity with those who have been forced to silence I promise to defend freedom of expression, to being open always to dialogue and listening.

I shall be consciously inclusive towards all people and act to promote diversity, equality, mutual respect, justice and reconciliation.

To marginalized people from different ethnicities, religions, cultures, groups and communities I give a promise to walk in arms in their struggle for life with dignity.

From this day I am aware that I am part of a community of change agents. I, thus, pledge to act ethically, in compassion, with thoughtfulness, conviction, passion, honesty, perseverance and humility.

That is the least I pledge for……………………

(adapted from the Field Work Manual of Delhi School of Social Work)

Contents

The University

Rajiv Gandhi University (formerly Arunachal University), has been effectively catering to the educational needs of the state of Arunachal Pradesh and the neighbouring states in the North East Region (NER) since 1984. The then Prime Minister of India, Mrs. Indira Gandhi, laid the foundation stone of the university on 4ᵗʰFebruary, 1984 at Rono Hills, where the present campus is located. Subsequently, the postgraduate teaching programme was introduced in the University (1988-89). The University was converted into a Central University by an Act of the Parliament of India which came into force on 9 April 2007, as per the notification of the erstwhile Ministry of Human Resource Development (MHRD), Government of India. Ever since its inception, the University has been striving to achieve academic excellence and fulfill the objectives envisaged in the University Act. In the process the University has consolidated its position as a centre of excellence in the Indian University system.

The university is located on a picturesque table land at Rono Hills on the outskirts of Itanagar, the capital city of Arunachal Pradesh. The affiliating jurisdiction of the University encompasses all the existing colleges in the state. The University offers more than 80 (eighty) Post-graduate /Graduate / PG Diploma / Certificate and research programmes through its 24 Departments: viz. Anthropology, Botany, Chemistry, Commerce, Computer Science & Engineering, Economics, Education, English, Electronics and Communication Engineering, Fine Arts & Music, Geography, Geology, Hindi, History, Management, Mathematics, Mass Communication, Physics, Physical Education, Political Science, Psychology, Sociology, Social Work and Zoology, under eleven faculties as of now. The Arunachal Institute of Tribal Studies (AITS) offers inter-disciplinary Ph.D., M.Phil. & Master's Programmes. In addition to this, most of the departments in the University offer Ph.D. programmes. From the current academic session (202-21), eight new departments viz. Law, Food Technology, Statistics and five departments under Agricultural Sciences, are to become operational in the University,

The Ministry of Youth Affairs and Sports, Government of India, has selected Rajiv Gandhi University for the establishment of the Centre of Excellence in Sport Science Education and Research under the MYAS Scheme of the National Centre for Sports Science and Research (NCSSR).This Centre will be offering M.Sc. and Ph.D. programs in Sport Science with the objective of knowledge building in the science of sports and providing the students and sports persons with critical understanding of challenges in sports. Out of the approved 8 subject domains, the university has shortlisted four subjects viz., Sports Physiology, Sport Biomechanics; Performance Analysis, Sports Psychology, and Sports Training Methods / Fitness Management, for the 2-years Post-Graduation Programme. It is heartening to inform that the NITI Aayog chose the university for setting up Atal Community Incubation Centre (ACIC) to augment entrepreneurial acumen and capacity building of the unemployed youth, with a budget of Rs. 2.5 crores.

The university has expanded both vertically and horizontally by starting new departments and augmenting facilities to cater to the needs of the native communities of the state, the marginalized and the disempowered, while not losing sight of the national goals and priorities. The university can take pride in its alumni in the state and central government services and in various institutions, industries and organizations across the country.

Long years of concerted efforts have resulted in qualitative as well as quantitative progress in the overall standards of teaching and research in the University. The research component has been strengthened by increasing the number of seats for Ph.D. scholars and also by taking up collaborative research projects funded by external and prominent funding agencies such as DBT, DST-SERB, UGC, ICSSR, CSIR, BRNS etc. The rising number of publications in terms of books and research articles in the university reflects on the robust research activity. The varsity brings out two research journals, one each in English and Hindi, at regular intervals. The University newsletter, Rono Post is published half-yearly. Conferences, seminars, symposia and workshops are organized frequently as part of the university's outreach to disseminate information and build knowledge.

Currently the entire campus has internet access through the services provided by VSAT facility. In addition, 1Gbps National Knowledge Network (NKN) link has also been commissioned through which the university receives 10-20 Mbps internet bandwidth. The university also runs a project namely the Women Technology Park which imparts training to unemployed women in mushroom cultivation, sericulture, modified loom, ornamental fish, etc. Recently, the RGU secured the second spot among all other Central Universities in India, in the rankings released by the Ministry of Education with 83% in the grading of performance. This is an astounding achievement in view of the fact the university is located far away from the mainland, and functioning amidst constraints and challenges posed by terrain and limited infrastructure. In another encouraging development the Rajiv Gandhi University has been conferred the title of Best Central University of the Year 2020 at the 3rd Himalayan Educators Summit-2020 and also got the 3rd Divya Himgiri Himalayan State Education Excellence Award-2020 in recognition of its efforts as a leading educational institution in the Himalayan states in substantially contributing to the Education sector.

The Department of Social Work

The Department of Social Work (DSW) at Rajiv Gandhi University (RGU) was established in 2015 with the vision of providing quality Education in Social Work. DSW at RGU is the first full-fledged Department (Central University) of Social Work offering face-to-face Master of Arts in Social Work (MASW) Program in the state. Ms. Chaphiak Lowang (2015-18) was the founding Head of Department (in-charge). At present, Dr. Kaushalendra Pratap Singh is heading the Department (with effect from September 2018).

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embraces the values of social inclusion and promotes enhanced quality of life for individuals, groups, and communities. In our strive towards protecting and promoting for all equitable access to social, economic and political resources, reaching out to the relatively unreached places and communities together with a simple and sustainable approach continues to be our modus operandi.

Aims:

- To maximize the development of human potential and fulfillment of human needs, through an equal commitment towards human happiness;
- To facilitate optimum personal and professional development of learners;
- To enable people to achieve the best possible levels of personal, social, mental, and physical well-being;
- To modify environment for achieving social development through social justice and social change;
- To promote culturally informed, theory driven and evidence-based practice that is respectful of the complexity and diversity of people's lives and circumstances;
- To equip social workers with knowledge, values, and skills and to prepare competent professionals for practice with diverse systems within local and global context;
- To embolden stakeholders so as to prepare them towards unforeseen challenges of life with adequate emphasis on Life Skills and Employability;
- To educate and embolden our students as flag-bearers of values based social work profession with an empathetic, compassionate and indigenous worldview; and
- Grooming students with strategies of advocacy and social change that advance social and economic justice.

Academic Programs: Outline and Outcome

The Department offers three regular Programs of study apart from other important academic activities viz. Centre for Youth Development and Leadership Studies (CYDLS). Currently, the Programs offered by the Department are:

- ❖ **Doctor of Philosophy in Social Work (PhDSW)**
- ❖ **Master of Arts in Social Work (MASW)**
- ❖ **Certification Program in Environmental Sanitation (CES)**

1. Doctor of Philosophy in Social Work (PhDSW)

PhD program in Social Work at Department of Social Work, Rajiv Gandhi University (RGU) is offered under regular mode in strict compliance of the UGC (Minimum Standards and Procedures for award of M.Phil./Ph.D. Degree) Regulations 2016. Ph.D. in Social Work at RGU is a full-time program including six (06) months of mandatory Pre-Ph.D. course work (excluding those having M.Phil. Degree), thereafter three (03) Year Registration added with

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one (01) year of extension and an additional provision of two (02) year Re-registration. Social Work being an academic discipline and a practice-based profession (IASSW & IFSW, 2014); the broader outcome of the program includes value addition to the existing body of knowledge for the larger purpose of 'Evidence Based Practice and Practice Based Evidence'.

2. Master of Arts in Social Work (MASW)

The two-year regular program of Master of Arts in Social Work intends to provide both academic learning as well as professional education and training, extending beyond theoretical knowledge. The program is divided into four semesters ranging over a period of two academic sessions. It is tailored to suit Social Work knowledge, skills and attitudinal requirements to be able to work in a wide range of organizational and community contexts as well as individuals in a family. The Model Curriculum Framework (UGC, 2001) divides Social Work Education and Training in following four broad Domains.

These four domains exhibit the Practice Based and Trans-Disciplinary Nature of Social Work Education as listed below:

1	2	3	4
Core Domain	**Supportive Domain**	**Inter-Disciplinary**	**Elective**
1.1. **Social Work:** History, Philosophy and Ideologies	2.1. Human Growth and Behaviour	3.1. Sociology and Social Work in India	4.1. Counselling
1.2. **Professional Methods (six) of Intervention**: 1.2.1 Primary Methods (Social Case Work, Social Group Work & Community Work) and 1.2.2 Secondary Methods (Social Action, Social Work Research, Social Welfare Administration)	2.2. Family Social Work	3.2. Political Economy and Planning in India	4.2. Gerontological Social Work
1.3. **Field Work:** 1.3.1. Orientation Program 1.3.2. Concurrent Field Work 1.3.3. Rural Immersion camp 1.3.4. Field Study Tour 1.3.5. Block Field Work 1.3.6. Inter Agency Meet 1.3.7. Internship	2.3. Population and Environment	3.3. Political Economy and Development	4.3. Disaster Management
	2.4. Social Development	3.4. Tribal Anthropology and	4.4. Legal System in India

			Development	
	2.5. Social Policy and Planning			

Program Outcome of Master of Arts in Social Work (MASW)

Adhering to the spirit of Model Curriculum Framework (UGC, 2001), the course curriculum of Master of Arts in Social Work (MASW) at Rajiv Gandhi University provides exclusive emphasis on professional as well as intra and inter-personal development of students' through carefully crafted amalgamation of trans-disciplinary theories and its signature pedagogy i.e., *fieldwork*.

3. Certification Program in Environmental Sanitation (CES)

The Six Month Certificate program in Environmental Sanitation provides comprehensive conceptual understanding on key issues related to environment and sanitation. The contents are designed to impart an integrated understating to the learners about the issues involved in Environmental Sanitation. The intended outcome of this Certificate Program includes the following:

CES Course: Outline and Outcome

Paper	Paper Code	Title	Credits	Course Outcome
PAPER – I	CES01	Environmental Sanitation	4	The core outcome for this paper being insight development related to the idea and practice of Environmental Sanitation, the specific outcomes include the following: 1. Developing a conceptual understanding on key issues related to environment and sanitation; 2. Orientation and sensitization on the prevailing WASH (Water, Sanitation and Hygiene) practices; and 3. Awareness about the existing programs and policies related to Environmental Sanitation in the country and north east region in particular.
PAPER – II	CES02	Public Health and Hygiene	4	The core outcome for this course being generating Information Building awareness and inculcating a pro-active approach, the specific outcomes include the following:

Paper	Paper Code	Title	Credits	Course Outcome
				1. Clarity on key concepts related to health and hygiene; 2. Capacity building in pro-active strategies for promotion of public health; and 3. Awareness and understanding on government mechanisms in addressing issues related to health and hygiene in the country.
PAPER – III	CES03	Community Organization for Health & Sanitation	4	Fundamental outcome for this paper being inculcation of ability to appreciate community organization as a tool to foster desired social change, the specific outcomes include: 1. Understanding community organization as an effective method for community development; and 2. Knowledge and Skills in community organization for promoting health and sanitation.
PAPER – IV	CES04	Concurrent Field Work	4	Being a practice-based program Field Work helps to inculcate Competency and Skills in understanding field realities and assess the issues and concerns of the communities with regard to sanitation practices. Enhanced skills in rapport building, inter personal communication, professional documentation, program planning, management and access to institutional practice and welfare measures.
PAPER – V	CES05	Internship	4	Personal and Professional Development in terms of exposure, active and effective participation with organizations serving in the field of WASH and Public Health.

Eligibility for Admission in CES

Minimum Eligibility	Admission Process
− Candidates with 10+2 certificate in any discipline from any government recognized board.	− Admission to this course will be based on RGU norms.

Code of Ethics

Preamble
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.

Social workers promote social justice and social change with and on behalf of clients. "Clients" 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 organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:
▪ service
▪ social justice
▪ dignity and worth of the person
▪ importance of human relationships
▪ integrity
▪ competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:
1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. * In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances.*

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*
Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts

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between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Unique Features and Healthy Practices

Department of Social Work observes and ensures some globally recognized highly accredited healthy practices which are also unique in letter as well as spirit to the best interest of key stakeholders which include social work fraternity, the student community, and socially vulnerable clientele groups. The specific features and practices include the following:

1. **Choice Based Credit System (CBCS):** Department observes not just the mandatory provision of Open Elective paper during third semester (like other departments of RGU) but also for Compulsory Block Field Work, Rural Immersion Camp, Dissertation topic and soft courses (specializations) during third and fourth semesters are based on students' priorities and choices.

2. **Continuous Comprehensive Evaluation (CCE):** Best of the three internal assessments which are not just based on continuous assessment of learning but also include innovative pedagogy like preparation of project proposals, book reviews, social intervention strategies, professional presentation, brain storming activities, outreach Programs as well.

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3. **Ten (10) Core and Nine (9) Elective Courses:** Adhering to the letter and spirit of Model Curriculum Framework in Social Work (UGC, 2001) the Program content is divided into core, supportive, inter-disciplinary and elective courses. It aims to bring in the trans-disciplinary nature of Social Work Practice and Education. Courses like Psychology for Social Workers, Sociology, Political Economy, Social Policy and Planning add to the knowledge base of students whereas electives like Counselling, Public Health, Youth, Rural Community Development and Ecology & Development bring in necessary insight for theory driven practice.

4. **Field Work as Signature Pedagogy** which includes the Seven (07) Core Components with handholding and regular individualized attention to each and every student.

5. **Placement Brochure** and Placement Meet: In order to facilitate employment of outgoing students Department also prepares a placement brochure where students take the lead in drafting and compilation while faculty members contribute in editing the contents. Brochure includes message from the Desk of Hon'ble Vice Chancellor and also sections on alumni current status and profile. It is uploaded each year on University as well as Department Website and also circulated among prospective employers including Concurrent and Block Field Work Partner Agencies.

6. Bridging the Gap between Campus and Community through carefully crafted regular outreach activities.

7. Building Active Citizenry through a trans-disciplinary and functional education.

8. Student Centric Pedagogy: The carefully designed components like weekly IC's and fortnight GC's together with Orientation Programs at the beginning of 1st and 3rd semester etc. have one supreme purpose above all others as to develop a student centric approach where they are not just trained but groomed with the values, ethics, attitude and aptitude of social work profession.

9. Course Curriculum is rooted in the democratic ideals of justice, liberty, equality, integrity, human rights and other civil liberties.

10. Student Mentoring and Career Guidance: Encouraging students to take self-motivated steps is an integral part of Social Work course curriculum. The Department also facilitates well informed career guidance under the aegis of Centre for Youth Development and Leadership Studies (CYDLS).

11. Weekly Lecture Series, Swachhta Hi Sewa etc. are a regular part of our curriculum which intends to mentor our students for self-motivated socially meaningful actions and not just bookish education.

12. **Inculcating Life Skills:** In our pursuit to impart knowledge and skills in Primary and

Secondary methods of Professional Intervention viz. Counseling, Capacity Building, Empowerment of Weaker Sections etc. we focus on learning by doing which begins with an aptitude for self-care and other essential components in Life Skills Education.

13. **Inculcating Professionalism and Personality Development:** As an academic discipline and Practice Based Profession (IASSW & IFSW, 2014) Social Work Education mandates coherence of personal and professional values, this grooms our students in reflecting on their societal prejudices and thereby integration of personal and professional selves.

14. **Employability and Entrepreneurial Skill Development:** As a professional course based in field-based training and theory driven education social work course is designed to inculcate Entrepreneurial skills. Significant part of the course is driven by students' priorities, their self-motivation and vigor to contribute effectively for social causes which inherently inculcate Skill based education leading to Employability and Entrepreneurship.

15. **Evidence Based Practice and Practice Based Evidence:** Unlike most other social sciences which focus extensively on updating and contributing to the existing knowledge base through their research activities, Social Work research is aimed at Evidence Driven Practice and vice-versa.

16. **Leadership and Program Planning Skills:** With course contents like Rural Immersion Camp, NSS and Youth Development, Field Study Tour etc. which are completely learner's driven MA(SW) envisions and ensures leadership and program planning skills.

17. **PRAXIS and Reflective Learning Skills:** With our exclusive focus on 'Field Work' as 'Signature Pedagogy', the trainees are familiarized with the working environment they will become part of. Through this the trainees get a hands-on experience using tools and technique of Social Work.

18. **Value Based Professional Education:** As a core difference between training and education and adhering to the spirit of Social Work as a 'Value Based Profession', Trainees are equipped with professional competencies like professional ethics and multi-cultural sensitivity and thus making them to be better human beings before a competent professional.

19. **Hands on Training and Simulation Exercises:** The Trainees as a part of professional intervention have taken up various initiatives like sensitization on various issues for example, Gender Sensitization, Free Legal Aid Services, Women helpline/Childline services, Health Camps, etc., through mediums like Home Visits, Skit Plays and Workshops etc.

20. **Regular Inter-action with Key Stakeholders:** In order to ensure active participation and avoid any communication with key stakeholders viz. Field Work Partner Agencies, Clientele and the Administration as well an annual event called Inter-Agency meet is

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carefully crafted and implemented with full sincerity each year.

21. **Alumni Platform:** MASW is a two-year program after which trainees serve with different development agencies and/or communities. In order to ensure a sustainable and meaningful association with our alumni Alumni Meet as an annual event (led by students) is a mandatory component of our pedagogy and course curriculum. There is also a vision to register the same as a society to further enhance and structure the activities of Alumni Association.

22. **Promoting Meaningful Shramdan and Philanthropic Attitude:** Encouraging students for Social Service, Shramdan and context specific constructive initiatives we foster meaningful community engagement and spirit for philanthropic activities.

23. **Ideologies of World Leaders:** With Techniques like Satygraha, Peaceful Resistance and Positive Social Change we also aim at building appreciation and insights in sustainable ideologies for a better world order.

24. **Research and Innovative Aptitude:** With Research Projects being integral part of III and IV semester courses we aim at imparting Skills and Competencies related to systematic investigation of various issues and problems in the area of Social Work

25. **Documentation Driven Training:** To document best global practices in the field of sustainable social intervention and inculcate reflective learning MA(SW) mandates professional documentation of every single field work activity.

26. **An Amalgamation of Generic and Specialized Courses:** In strict adherence to UGC Expert Panel suggested (2001) model curriculum there is a blend of generic and specialized courses in the field of human welfare and service in our course curriculum.

Field Work Practicum: The Signature Pedagogy

3.1 Introduction

Field Work forms an integral part of social work education and training. Practice learning in social work training plays a pivotal role in development professional skills necessary for working with people. It has several components that provide the students with an opportunity to learn, explore and develop skills. It enables students to gain experience by putting theoretical learning to practical situations. Most importantly, it creates a holistic understanding of social problems and their causative factors while providing the opportunity to envision and rethink strategies for intervention.

Field Work Practicum is the soul of Social Work Education. Hence, students shall be placed in organizations or institutions for their Concurrent Field Work (CFW) in every semester as per the guidelines given in the course curriculum. Apart from CFW, at the end of the 4th

Semester Examination, students have to accomplish four weeks of mandatory Block Field Work/Internship as per choices opted by them and finalized with the help of the department. The block placement is subject to evaluation before the declaration of the 4th semester examination results. Overall, each student has to accomplish 88 credits to complete his/her Master's Degree in Social Work (MASW) including Field Work Practicum. The course has been designed as per the Choice Based Credit System (CBCS) pattern.

Social Work Practicum (SWP) provides opportunity for Social Work Trainees (SWT) to apply the knowledge acquired in classrooms in the field at an individual, group and community level. Hence, it is important for the SWT to have a strong theoretical base, which should help them to understand degree of working with different clients. Sometimes it is a little complicated to comprehend the principles, values, skills, and theories related to social work, but when they begin practice in the field, they are able to comprehend and apply theoretical inputs in work, thereby enhancing their potential as a professional social worker. Social work is also a practice-based profession like other professions vis-à-vis medicine, law, and management, where practice is the core element. Nevertheless, social work as a profession has a distinct role in the society and it is also called a value-based profession. Human relationship, integrity, commitment, dignity and worth of the individual are highly respected in this profession. Social work practicum is the soul of social work education and every SWT is expected to adhere to the Code of Ethics of Professional social work in practice. SWP is an important component for SWE, and each SWT is expected to practice it with full determination and commitment to become a socially conscious and morally responsible social work professional.

3.2 Objectives of Field Work

The field work programme has been designed to achieve the following objectives:
1. To help students understand the socio-economic, cultural and political milieu and to develop capacity for critical examination of factors instrumental in causing and perpetuating social problems and their consequences.
2. To provide students with an opportunity to apply theory in practical situations for problem solving with individuals, groups and communities.
3. To help students' identity, plan and implement social work intervention strategies and assess their impact on different client systems in various settings.
4. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
5. To help students develop skills and appropriate personality traits required for professional social work practice.
6. To provide opportunities for working with and responding to varied situations and challenging circumstances.

3.3 Components of Social Work Practicum

A. Orientation Programme
B. Concurrent Field Work Practicum
C. Rural Immersion Camp
D. Field Study Tour

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    E. Block Placement
    F. Inter-Agency Meet
    G. Internship Orientation Programme

Field Work as a 'Signature Pedagogy' constitutes an Integral component of the program. In order to ensure empirical learning and exposure to professional culture, the Field Work component has been carefully crafted under following seven broad-heads and respective intended outcomes:

A. Orientation Programme

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially issues of marginalization and exclusion as also examining the resource base available for mobilizing them and motivating them to initiate work in the field. The orientation programme is of ten days duration for the M.A. first year and of five days duration for M.A. final year students.

Objectives of Orientation Programme
M.A. (Previous – 1st and 2nd Semester)

The objectives are:

1. To introduce new entrants to the staff and senior students of the Department and also to various facilities and programmes of the Departments.
2. To induct students to the social work profession by orientating them to its philosophy, methods and areas of intervention.
3. To orient them to the fieldwork programme and its various components i.e. concurrent fieldwork, winter placement, rural camp and block placement.
4. To acquaint students with administrative framework and programme of field work.

M.A. (Final – 3rd and 4th Semester)

The objectives are:

1. To orient students about the importance and use of an integrated approach to social work practice.
2. To orient them to the diverse needs and requirements of different settings.
3. To equip them to apply different intervention strategies for varied sittings.

Contents of Orientation Programme

M.A. (First)

1. Introduction to Social work Profession
2. Field work in Social Work Education
    a. Rules and Regulations
    b. Supervision
    c. Recording
    d. Evaluation
3. Methods of working with people

    a. Casework
    b. Group Work
    c. Community Work
    d. Social Action
    e. Research in Social Work
    f. Social Welfare Administration

4. Areas/Setting of Social Work Practice
5. Understanding the Projects of the Department
6. Interactive Sessions for the purpose of
    a. Introduction to the Faculty
    b. Getting to know each other
    c. Interaction with Final year students and alumni (sharing of field experiences)
    d. Adapting to the new environment

7. Group and Simulation Exercises for
    a. Self-motivation and creativity in social work
    b. Knowing oneself and knowing each other
    c. Understanding values and biases
    d. Programme Planning and Organisation
8. Organizing field visits to
    (i) Agency
    (ii) Community through agency
    (iii) Community
9. Evaluative sessions

At the beginning of first and third semester each a week-long Orientation Program is mandated in MASW program to ensure smooth induction of students. At first semester it aims to do ice-breaking and orientation towards the basic value base of the discipline, whereas at the beginning of third semester it is aimed to help students make an informed choice about specialization/ soft courses.

B. Concurrent Field Work Practicum

Concurrent fieldwork provides students an opportunity to develop intervention skills. It involves the placement of students in two different setting viz., (a) Community and (b) Agency/Organization. Each student is given a field experience in both the settings within the two years duration of the academic program. A student will be placed in one fieldwork setting for the first two semesters and subsequently in a different setting for the third and fourth semesters.

Objectives of Placement in Community are:
(1) To develop an understanding of the community, its structure, resources and characteristics.
(2) To understand and appreciate the multiple identities people have as also to acknowledge and comprehend the multiple layers of the supposedly singular identity.
(3) To develop skills to analyze perceptions of community regarding their problems, needs and issues affecting their lives with Paulo Frerie's notion of critical consciousness of the

(4) To develop skills in problem solving at individual, group and community levels, mobilize people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.

(5) To develop skills in problem solving and intervention in the person – environment context with a rights based approach.

(6) To develop skills in research and evaluation.

Objectives of Placement in Agency/Organization are:

(1) To understand the agency's objectives, structure and functions.

(2) To develop an insight into the social, economic and cultural lives of client groups.

(3) To develop an understanding of the planning and implementation process of programs and learning to evaluate them in the context of the larger socio-political milieu.

(4) To develop skills in helping and problem- solving procedures at individual, group and community level.

(5) To develop skills in networking with various other organisations viz.(i) to facilitate the process of implementation of programs and (ii) to link up the larger advocacy efforts on relevant issues.

(6) To develop knowledge and skills in documentation.

Duration and other requirements

Students are required to devote 15 hours per week for fieldwork. This includes time spent working in the community or agency on Tuesday and Thursday, writing of the reports for the two days, meeting the Department Supervisor once a week for individual conference and attending group conference at the Department once a fortnight.

Concurrent Field Work (CFW): During 1st, 2nd and 3rd Semesters students are mandated to visit an agency or a community as specified by the Field Work Unit of the Department for two days per week up to 15 days per semester. A professionally crafted report along specified pointers for each of these two days per week is required to be submitted to respective faculty supervisor on the first working day of every immediate next week. The supervisor after evaluating the reports shares his/her observations with each of the students in a one-to-one session each week, known as Individual Conference (IC). Students also share their personal and professional concerns during IC and the process intends to inculcate an integration of personal as well as professional selves in the process.

Every Fortnightly, A Group Conference (GC) with two or more faculty supervisors and all their field work trainees sitting together is conducted where the trainees are assigned three different roles namely Presenter, Chairperson and Recorder on rotation basis. During each GC two students present their paper whose minutes are circulated on the first working day of immediately next week. Every presentation is regulated by a Chairperson while faculty supervisors perform the responsibility of a Resource Person. Group Conference (GC) is designed to encourage group presentation skills, professional documentation, problem solving approach and mutual learning exercise.

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C. **Rural Immersion Camp**

It is an integral part of practice learning. It provides students an exposure to rural life, problems and issues related to rural life and enables them to plan, organise and implement relevant programmes. It also helps students evolve a pattern of participative, reflective and analytical learning. The students are guided through the process by faculty members who accompany them.

Objectives of Rural Immersion Camps:

(1) To acquaint the students with the aims and objectives of the Coordinating Agency.
(2) To understand the socio-cultural aspects of rural life.
(3) To conduct a rapid survey of the village with a view to identify the problems, the felt needs of the villagers through Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) techniques.
(4) To plan social work intervention strategies in the area.

The rural camp experience is divided into three phases:
  a. Pre-camp orientation and planning
  b. Camp activities
  c. Post-camp activities (sharing, presentation and documentation)

Students are adequately oriented with the objectives and guidelines of the camp before they reach campsites. During the camp, all students stay in premises of the Coordinating Agency and familiarize themselves with its objectives, functioning and programs. The students are then divided into sub groups and each sub group is send to a separate village where they are expected to learn about the various socio-cultural aspects of that village. With the help of villagers and local leaders, they conduct a survey of the village to identify the problems, their felt needs and available resources through PRA and RRA techniques. Keeping in view their needs and available resources, they learn to plan social work interventions. This includes planning a meeting with the Sarpanch and Panchayat, members of self- help groups and other important groups existing in the village. On the last day of the Camp, the students are involved in social action in the village using a program media suitable to the needs of the village.

The last day of the rural camp is also for sharing of learning and experiences by all the groups with their classmates using various innovative tools like exhibit, photographs, charts, sketches and skits. The emphasis is on sharpening their analytical and presentation skills.

Rural Immersion Camp (RIC): A Rural Immersion Camp at the beginning of second semester is organized in a distant/remote village where students along with a faculty supervisor stay for one week continuously with minimum external resources, living the life of a regular villager and thereby empathizing with their concerns. To inculcate the value of community living and exposure to the physical and social infra-structural concerns of rural community, the social work curriculum has a mandatory provision of one week continuous rural immersion camp during which the trainee social workers learn to survive in a carefully selected remote village with minimum resources building largely on social capital and community living. The specific intended outcomes of the Rural Immersion Camp Include the following:

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a. To expose the students to rural life and living for developing capacities and attitudes suitable for a group living;

b. To enable the students to learn about strengthening the village community by identifying the existing situation;

c. To inculcate the spirit of community participation and working in a team; and

d. To provide the opportunity for utilizing the social work skills, values, methods, techniques, principles, approaches etc. in the process of rural development.

D. **Block Placement**

The Block Field Work scheduled for IV Semester comprises a consolidated month long (04 weeks) placement on choice/interest basis adhering to the spirit of Choice Based credit System and in accordance with their Field of Specialization/Soft Courses. The specific outcomes expected of this component include the following:
a. To offer an opportunity of doing Field Work being Territorial Restrictions of the Institute's Location;

b. To gain insight in fields of specialization working with/at best of the institutions; and

c. To inculcate aptitude for professional intervention and documentation.

Students are required to undergo block placement for a minimum period of 30 days. The report of Block Placement will be evaluated by external examiner.

Keeping in mind the Choice Based Credit System (CBCS) and availability of learning opportunities for the students, the department selects agencies/projects spread all over the country from a list of carefully screened organizations. The purpose of Block Placement is to provide the students some pre – employment experience. It broadens the students' perspectives and also enables them to assume professional responsibilities after completing the M.A. Program.

The Block Placement agencies are selected with the consent/choice of students. The allotment of agency is dependent on the merit of the students and the number of students required in a particular agency. The students are advised not to approach any agency directly for block placement. No student is allowed to be on paid employment during the period of block placement. However, the students can accept an honorarium in case the agency so decides.

The student is expected to start the block placement on the date specified by the department. Any unauthorized delay in starting or discontinuation is dealt with seriously. If a student leaves block placement agency without prior approvable of the department or if the block placement performance is found to be unsatisfactory, a student may have to repeat the block placement. In such circumstances, the department is not under any obligation to arrange for an alternate block placement immediately. The student may have to wait until the next year for completing the Block Placement.

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During Block Placement, student is required to submit a detailed report of the work done. The report must be submitted to the department after it is signed by the students and counter signed by the agency supervisor. Leave of two days is allowed during the entire period of block placement mainly on medical grounds duly certified by a professional. In case a student has to avail this leave he/she should inform both the agencies as well as the department through an application.

A student will be eligible for the university degree only after the satisfactory completion of block placement. At the conclusion of the block placement, the agency supervisor sends a confidential report about the performance of the student to the department.

The Block Field Work scheduled for IV Semester comprises a consolidated month long (04 weeks) placement on choice/interest basis adhering to the spirit of Choice Based credit System and in accordance with their Field of Specialization/Soft Courses. The specific outcomes expected of this component include the following:
a. To offer an opportunity of doing Field Work being Territorial Restrictions of the Institute's Location;
b. To gain insight in fields of specialization working with/at best of the institutions; and
c. To inculcate aptitude for professional intervention and documentation.

E. Field Study Tour (FST)

During third semester MASW students are taken out for a Field Study Tour (Educational Visit) to places of socio-political-ecological or contemporary significance for exposure visits and first-hand interactions with service providers and/or clientele groups. Specific intended outcomes of Field Study Tour as a mandatory field work component include the following:

a. To enhance the knowledge and competency through exposure visits to the different educational, government and non-governmental institutions;
b. To interact with eminent educationists, government officials, NGO functionaries, social reformers, and political representatives; and
c. To enhance the first-hand knowledge by visiting the places of historical, educational, and socio-political significance.

F. Inter-Agency Meet (IAM)

Scheduled during first and third semesters of MASW Program Inter Agency Meet is designed to establish an organic link between the department of Social Work and agencies/community of Field Work Placements. Stakeholders including service providers, intended beneficiaries, administrators and academia meet during IAM once every academic session to ensure that there is regular connection and all the stakeholders feel included in the larger process of learning and intervention. The specific outcomes of IAM include:

a. A Meaningful Engagement and Interaction Platform between different stakeholders in Social Work Training;

b. Enhanced Rapport with Agency, Community and other important stakeholders; and

c. Skills in mobilization and Program Planning among trainees/students.

G. Internship

Immediately after the final semester written examination the students are placed for 4 weeks internship which is compulsory but non-credit course. The larger purpose is to facilitate on job training and enhance employability through networking and skill development. The specific outcomes expected after internship include the following:

a. To Enhance Employability and Entrepreneurial Skills;
b. To Facilitate on Job training and hands on experience;
c. To encourage students, contribute with their knowledge and skills in society; and
d. To provide a finishing touch to the professional Training.

3.4 Field Work Supervision

Supervision is an important aspect of practice learning. The objective of supervision is to guide a student to acquire social work skills and attitudes required for the profession and to relate field practice to knowledge acquired in the classroom. This objective is achieved by placing the students under the supervision of a teacher in the department as well as trained social worker in the agency. The guided supervision through individual and group conferences on specified days and timings helps a student grow as a better professional.

The Supervisor's primary task in the beginning is to make the student feel comfortable and apprise him/her briefly of social work aptitude and skills. At the onset of the supervisor-supervisee relationship, the supervisor must assess the student's ability for social work intervention and his/her individual assets, which create suitable learning opportunities and environment. The supervisor must strive to:

- Help create a non-intimidating and non-authoritarian ambience of learning which helps the students raise his/her queries and participate in the discussion.
- Help the student develop the ability to critically examine issues and instances from the field.
- Assist the student to develop maturity in dealing with difficult situations and circumstances and learn to appreciate and respect multiplicity and diversity communities and culture.
- Help him/her grow a professional social worker, conscious of the demands of the profession and develop capability to handle situations independently.
- Help the student in developing a semester plan at the beginning of the session.
- Assist the student to present and discuss his/her views, feelings and proposed action in a democratic manner and setting.
- Provide feedback to the student about his/her performance.

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- Encourage debates on the alternative courses of action and help the student to take appropriate decisions.
- Arrange periodic meetings with agency supervisor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency.
- Provide guidelines to the student on his/her records. it should be seen that the records should 'not reflect merely the diary or chronological recording of the time spent in the field. While commenting upon the gaps in recording, necessary inputs are also provided to the student on filling these gaps.

A. **Individual Conferences**

Individual conferences (ICs) are conscious, planned and focussed situations for the sharing and learning between the supervisor and the supervisee. These conferences are held every week in the first and the third semesters. However, in second and fourth semesters they are held once in a fortnight. The objective of increasing the gap is to make the students independent in their functioning. These conferences provide occasions to discuss issues and concerns arising during the course of fieldwork. The purpose of the individual conference is to help the students attend to these issues and concerns in a satisfying manner. Individual conferences should follow a schedule and any modification be allowed only when it is extremely indispensable from either side. The individual conferences should be designed in a manner to discuss:

1. Aims/objectives of social work practicum.
2. The assignments taken up and executed by the student.
3. Situation analysis of the client(s) system and the importance of environmental factors (physical, social, economic and political).
4. Theoretical framework required within the context where the student is placed for practicum.
5. Quality of recording.
6. Plan of action.
7. Competencies required to effectively and meaningfully intervene in various complex issues surrounding people and communities under distress.
8. Development of a critical perspective by the student with respect to the systems and subsystems operating at the field situation and attainment of capacity to handle situations with ease and commitment.
9. Focus on the strengths and weaknesses of the student.

B. **Group Conference**

Group Conferences (GCs) play a vital role in social work education in general and fieldwork in particular. They enable students to undergo a wide range of experiences in a structured and controlled setting. These experiences range from responsibilities involved in presenting, chairing and recording sessions to exposure to a wide range of fieldwork settings where they are not placed for fieldwork. It is mandatory for every student to present a paper, record a session and to chair at least one session in the group conferences held in a year. The Group Conferences are held separately for M.A. Previous and final students on alternative weeks(Fridays) in the afternoon. Each Group Conference is of one and a half hour duration wherein two students make two presentations.

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The basic objectives of Group Conferences are as follows:
1. To provide an opportunity to students to experience the process of presentation of a formal, academic and practice oriented paper. This experience would include writing in a structured manner, precision of communication, clear expressions, academic referencing, research at a rudimentary level, etc.
2. To provide the experience of chairing and moderating a formal discussion and all that in entails (time management, facilitating discussion, introducing the paper and summarizing the discussion etc.).
3. To record the proceedings of the discussion in a systematic, precise and formal manner.
4. To provide an opportunity to constructively discuss and offer suggestions regarding a case/situation. This is a form of peer supervision.
5. To discuss and clarify conceptual issues, theories, principles and/or values in relation to actual field experiences encountered by students. This enables students to "ground social work concepts in experience and reinforce commitment to social work principles and values.
6. To develop an understanding of various social work settings and the opportunities they offer for professional interventions. Social settings cover a wide range of intervention settings viz .Government and private organisations, communities, groups and individuals, primary and secondary settings, highly structured and unstructured settings, etc. It is obviously impossible to provide students with adequate exposure to all type of settings. Group Conferences enable students to develop some awareness of this variety through the experiences of their classmates placed in different settings.

Role: The major roles designed for a student in a group conference are: (i) Paper presenter; (ii) Chairperson; and, (iii) Recorder. These roles enhance the involvement and participation of students, sustain the level of interest and develop greater group cohesion among students.

i. **The Paper Presenter:** The role of the presenter is central to group conference. The Presenter prepares a brief paper based on his/her fieldwork experiences. The paper focuses on either an individual case or a situation encountered during fieldwork and on which there has been some degree of intervention. This individual case or situation is presented in the context of a social work theory, principle or method. Therefore the case/situation presented should have some potential for discussing the theoretical aspects, and the student should be able (guided by the Department Supervisor) to recognize this.

The Presenter does not propose a resolution of the issue but raises inter-related discussions, which directs the group members to develop their own perspective. The paper should consist of the following elements;
1. Brief introduction of the agency;
2. Presentation of conceptual/theoretical framework;
3. Description of the case/situation which highlights the conceptual framework;
4. References; and
5. Points for discussion.

It has to be noted that the points raised for discussion should not restrict themselves to seeking suggestions for the resolution of the specific case/situation, but also focus on broader issues and implications for practice.

ii. **The Chairperson:** The Chairperson's role lies in ensuring a structured discussion. He/she will have to encourage members to participate constructively, 'control' the discussions in a democratic manner and ensure adherence to a pre-specified time frame. The Chairperson begins the Group Conference by confirming the minutes of the previous Group Conference (with alterations if any). He/she then introduces the Presenter and the topic of presentation before handing over the proceedings to the Paper Presenter. After the presentation, the Chairperson allows for a brief period of clarification wherein the members may seek further information. After this, the Chairperson facilitates discussion on the points raised by the Presenter. The Chairperson's role is critical herein keeping the discussion (during which the chairperson ensures adherence to the time frame), the Chairperson concludes the session by summarizing the discussion and by declaring it closed.

iii. **The Recorder:** The Recorder prepares the minutes of the Group Conference. The minutes record major issues discussed and the conclusions arrived at by the group. This is not a process record but a formal' minutes' of the Group Conference. Thus, it would consist of:
   1. Day, date and place of the Group Conference;
   2. Name of the Chairperson, Presenter and Recorder;
   3. List of members who attended and of those who sent in their apologies for absence (Those who were absent and did not send in their apologies are NOT recorded as absent, but are just not mentioned);
   4. Issues discussed (major clarifications and points for discussion) and the conclusions arrived at.

These Minutes are confirmed in the next Group Conference. If there are major corrections suggested by the rest of the group, then they may be re-written.

iv. **Resource Person (Department Supervisor/s):** The role of the Resource Person is very restricted. He/she has to observe the discussion and avoid the temptation to participate or pre-empt the discussion by prematurely proposing the resolution of the issue being discussed. Intervention is to be restricted to situation where there is a risk of major confusion or upon specific request by the Chairperson. In case of a request, the Resource Person should be convinced that the discussion has reached a dead-end or has taken a direction, which could be misleading if he/she does not intervene.

Some other aspects of the Group conference presentations are:

   1. Paper and Minutes should reach all participants and resource persons at least by the previous working day of the Group Conference. This will enable group members to read the paper in advance.
   2. The Presenter should discuss his/her paper well in advance with the Department Supervisor. He/she may make suggestions, refer literature and guide the student in selecting the case/situation. It is important that the student develops the ability to intellectualize and write presentations independently.
   3. During the presentation, all members (including the Chairperson, Presenter, Recorder and the Resource Persons) sit in a circular arrangement. This arrangement ensures a great degree of participation, free expression and greater eye contact than would a normal classroom setting allow.

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Time Schedule for GC:

It is suggested that GC's follow the following schedule in a broad way:

Confirmation of Previous Minutes	5 Minutes
Introducing the Paper	5 Minutes
Presentation	15 Minutes
Discussion	15 Minutes
Conclusions	5 Minutes

3.5 Relationship between Department and Field Work Agency

The relationship between the Department and Fieldwork Agency is one of partnership where both Department and Agency Supervisor partake in the responsibility of helping students to learn and acquire social work skills.

Distribution of responsibility between Department Supervisor and Agency Supervisor

A. Department Supervisor

Department Supervisor concentrates on helping the students to understand the basic structure including rules and regulations of the fieldwork programme. In addition, he/she helps the student to:

a) Grasp the meaning of various nuances presented by the field.
b) Prepare him/her for accepting the agency's policies and programmes.
c) Develop an insight into the processes of social work intervention using social work philosophy, principles, methods and skills.
d) Provide instructions for 'report' writing including maintaining case records, group records, preparing papers and minutes for Group Conferences etc.

In order to be effective in performing the above mentioned responsibilities the Department Supervisor provides regular, timely and systematic inputs. This will entail timely reading of students' weekly reports, discussing the same with students during scheduled individual conferences and regular evaluation of the students work through monthly evaluation of students' performance.

B. Agency Supervisor

a) Agency Supervisor should preferably be trained social worker. He/she should:

i) Provide an overview of the agency, its aims objectives policies and programmes to the students placed under his/her supervision.
ii) Plan out students work programme along with the Department Supervisor so as to maximize student's learning.
iii) Provide on-the-spot guidance to facilitate learning of the student.
iv) Provide appropriate intervention in the event of the student facing problem/s viz-a-viz agency's procedural routines, relationship with other staff member etc.

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b) Agency Supervisor provides students with adequate and scheduled time (on a weekly basis) to discuss student's progress and problems.

c) Agency Supervisor provides the student/s with a place to sit and keep his/her fieldwork files/records.

d) Agency Supervisor insists on submission of weekly fieldwork reports by students. They should also be advised to go through them and give their comments.

e) The Agency Supervisor should ensure that log sheets reflect the actual work and fieldwork hours being put in by the students. Only log sheets which have been duly filled in by the student should be signed by the Agency Supervisor on a regular basis.

f) Agency Supervisor should keep a check on the student's regularity and punctuality. Some system of ensuring this (e.g. punching of cards or reporting to a designated person at a fixed time) could be worked out by the agency. If required, the Agency Supervisor should feel free to contact the Department Supervisor/Field Work Director.

Nature of Relationship between Field work Office and Agency

Department should maintain regular contact with all the agencies. Mechanism to do so could include:

i) Regular visits by Department Supervisor to agencies.

ii) Agency Supervisors will be invited as resource persons for the practicum related input at the department.

iii) At least one Agency Supervisor Meet is organised at the Department annually. This can comprise a general meeting followed by working groups based on different areas of fieldwork practice. It is mandatory for all department supervisors to attend the meet. It is a formal meeting with well defined agenda proposed by the Field Work Director.

iv) Agency should be provided with contact numbers of Department Supervisor and Field Work Office to facilitate interaction.

Frequency of minimum contact with Agency

i) Department Supervisors should make a minimum of one visit per month to the Agencies under their supervision.

ii) The first visit by the Supervisor should be devoted to helping the agency supervisor get an understanding of the Field Work programme and policies. Department Supervisor, in turn, should learn about the agency's objectives, programmes and procedural routines. Department and Agency Supervisor should also discuss the broad scope for student's learning within the agency's structure and policy framework.

iii) The subsequent visits should focus on the development of a semester plan for the student, keeping in mind the agency's requirements and student's learning needs.

iv) Since fieldwork placement will change annually, therefore the first visit in the second and the fourth semesters should focus on discussing the plan of work for the semester. Care should be taken to ensure that the student derives a comprehensive exposure to all aspects of work undertaken by the agency.

v) The last visit of each semester should aim at assessing students' progress and learning. Additionally, the Department Supervisor can take note of any special requirements of the Agency regarding future placement.

Agencies are also suggested to organize, a sharing session between Agency staff, student and Department Supervisor towards the end of each semester. In this session students could make a presentation of work done and nature of learning he/she had. This could be followed by comments of agency staff (including Agency Supervisor) about student's work performance and scope for improvement in future. Department Supervisor could be a non-participant observer or may intervene if requested to. This would give a chance to the student to know the general reaction of agency staff towards hi/her work, his/her general behavior and scope for improvement.

3.6 Evaluation

The process of evaluation is an important aspect of training. It helps the student in developing awareness process necessary for the development of a professional social worker. It is continuous in nature and is an on-going teaching and learning process. It is a shared process throughout the placement involving the analysis of the student's performance and progress with a view to help students enhance their learning and competence as social workers. Evaluation is not only limited to the written and formal monthly, mid-term and final evaluation, but is also implicit in every weekly individual conference as well. Therefore, the Department Supervisor must explain the evaluation process to the student in the beginning of the academic session.

Process of Evaluation

The process of evaluation is continuous in nature. At the end of every month the Department Supervisor writes a formal report by filling in the prescribed proforma indicating the work done by the student vis-à-vis the learning requirements. It is shared with the students in the individual conference and is signed by both i.e. the Supervisor as well as the Supervisee. The subsequent monthly appraisals reflect the continuity/progress of the learning of the student as well as the level of competence acquired.

Before the end of each semester, a semester end appraisal/evaluation is conducted by filling separate forms by the supervisor and supervisee. This is followed by conducting an evaluation meeting and comparing similarities and differences in assessment made by the supervisor and the supervisee. Before filling the evaluation forms the student is asked to prepare a summary of the work done by him/her throughout the year. In the end of semester evaluations the Department Supervisor must make a mention of the opportunities which could not be provided by the agency to enable the students to make use of them as practitioners. For example, if case work or experience in use of community organization approach has not been provided, it needs to be specified whether this was due to limitations of the student or was related to the agency infrastructure.

Fieldwork for a semester carries 200 marks out of which 150 marks are for fieldwork evaluation and 50 marks for viva-voce. The work of the student is subjected to evaluation by both internal as well as external examiners. External examiners are appointed by the Rajiv Gandhi University. He/she is common for all the students for the year. Both examiners award marks out of 150. In case there is difference of more than 10 marks between the two examiners a third examiner is appointed by the University. In such a case the average of the marks awarded by the three examiners is taken. In the initial case where the difference in marks is less than 10 between the marks awarded by two examiners, average marks of both is taken. This along with the viva-voce marks is treated as the final marks secured by the student.

Viva-voce will be held at the end of each semester wherein students will be evaluated by a panel of external examiners. In this process students will be assessed on their skills and knowledge base, their fieldwork interventions and also the learning outcomes.

It must be noted that re-evaluation of fieldwork programme is not permitted in RGU under any condition. Those students who fail in fieldwork have to repeat the entire year. However, if a student has passed theory papers, but has failed to get minimum marks in field work, he/she is required to repeat only fieldwork. However, he has to enroll as a regular student. Minimum pass marks in fieldwork is 50% i.e. 100/200.

6.7 Administrative Policies and Procedures

Field Work Schedule

During concurrent fieldwork, a student is required to spend at least 15 hours per week in an agency/community setting throughout the period of study at the Department. These 15 hours are spent by working for two full days (Tuesday and Thursday) in a week. It is to be noted that the time spent by the students in writing of fieldwork reports and in attending scheduled Individual Conferences at the Department is taken into consideration in addition to the time spent in the agency. However, the time spent in travelling between students' home/Department and the fieldwork Agencies is not counted towards fieldwork hours.

Attendance

1. The Department aspects students to be regular and punctual in fieldworks and takes a serious note of unauthorized absence from the fieldwork. It is to be noted that dishonest practices will adversely affect a student's fieldwork evaluation. Unauthorized absence from fieldwork cannot be compensated. Only in special cases, there is a provision of authorized leave of absence from fieldwork on grounds of sickness or important personal of leave is permissible. In any case, leave should not exceed more than 10 percent of the total number of fieldwork days in each term/year. Any absence beyond this period will be treated as unauthorized absence and will adversely affect a student's evaluation.
2. Leave from fieldwork should generally be applied in advance. All leave applications fieldwork due to illness, she/he must arrange to send a message as soon as possible to the Agency as well as the Department.
3. Record of student's attendance in fieldwork is maintained in the form of a master chart and contains such matters as attendance at the Agency, individual/group conferences, submission of fieldwork reports/log sheets and visits by the Department Supervisor/Social Work Department to the fieldwork agency.
4. A student is not required to attend fieldwork on department holidays. However, on the days when agency observes a holiday, it will be utilized as per the instructions of the Department Supervisor.
5. Attendance in supportive fieldwork programme, rural camps, individual and group conferences are compulsory.
6. Compensation of fieldwork hours is permissible only on the ground of prolonged/disabling illness. The fieldwork hours lost in the first/third semesters may be compensated by putting in more than two days of additional fieldwork.

Field Work Reports

- A student is expected to keep a daily record of his/her field work. This record/report along with a log-sheet on the prescribed form should be handed over to the Department Supervisor. The date and time for the submission of each week's field work report will be specified by the Department Supervisor.

- The copies of the field work reports must be submitted to agency. This will give an opportunity to the Agency Supervisor to know the nature of work done by the student in the agency.

- The log-sheets are to be filled in by the student every week indicating (i) the dates and days on which fieldwork was done; (ii) the time spent in the field work agency on each field work day, (iii) the work done (in brief) on each day; (iv) the date and time of the individual and group conferences attended at the department; and the total time spent on field work in each week. The log-sheets are to be signed by the student and the Agency Supervisor/In charge before submitting them to the Department Supervisor, who will in turn countersign them.

- Record of irregularities in attendance at the Agency, late or non-submission of reports and log-sheets, and absence from individual or group conferences are kept by the Department Supervisor in duplicate. These forms are sent to the Director of Field Work by the Department Supervisor for his/her attention and necessary action. With remarks and signature of the Director, Fieldwork one copy of the form is retained by the Department Supervisor and the other copy is sent to the student.

- The field work reports should be submitted once a week on the day and time specified by the Supervisor. In case of inability of the student to submit the report on time for valid reasons, it is necessary to obtain permission of the Supervisor to submit the reports late, by stating the reasons. The Supervisor is authorized to accept the reports, if submitted late, by a week. Beyond this period, the may be accepted only by the approval of the Director, Filed Work. If the student attends Field work, but does not submit reports on time and/or does not attend individual conferences as required, the field work for this period will be treated as unsupervised Field work.

- As part of a student's field work assignment, he/she may have to correspond with client or members of their families and other social welfare agencies. All such correspondences should be sent with the knowledge and approval of the Department and/or Agency Supervisor. A student is advised not to enter into any private correspondence with the individuals who he/she is trying to help in professional capacity and to meet at his/her residence or at the Department during the training period or afterwards.

- Any official correspondence with organizations other than the Field work Agency in connection with any aspect of field work will be done by the Director of Field Work, on the basis of an application addressed to the Director, which should be signed by the Supervisor, along with his/her recommendations.

Miscellaneous

The Department provides facilities for organizing audio-visual shows (ICT) at the field-work sites. The student can get necessary information about the films available for screening from the library/Fieldwork Unit. For arranging film-shows, a student is required to fill in a requisition form, which should be countersigned by the Department Supervisor. In such cases, at least a fortnight's notice should be given to the Library/Fieldwork Unit, before the

date on which the film-show is to be organized. Students are advised not to publicize the exhibition of the film-show unless the Library/Fieldwork Unit has confirmed it.

All forms required in connection with field work e.g. log-sheets, requisition forms for transport, film-shows, etc are available at the Fieldwork Unit.

If a student feels dissatisfied with any aspect of fieldwork, he/she may convey it to the Department Supervisor at the earliest opportunity. In case a student is not satisfied with the supervision received at the Department, he/ she should share his /her feelings and views with the Department Supervisor. However if such dissatisfaction/difficulty persists, it should be brought to the notice of the Director of Fieldwork as soon as possible. All communications in this regard should be made in writing.

<div style="background:red;color:white;text-align:center">**Extending Network and Strengthening Linkages: Field Work Partners**</div>

The strength and success of the Program is incomplete without the support and contribution of the welfare agencies, NGOs, organisations, governmental institutions, and the community, who not only provide space, time and guidance for the social work trainees but also serve as a placement agency, offering job placements. As a department, we appreciate and acknowledge the services of these organisations that have been liaisoning with us. We started with just a few organisations and now the partnership has grown such that we have gone beyond the state and the region to other parts of the country. In a short span of four years the Department has established meaningful and sustainable engagement with a total of Forty Two (42) field work partners which include Twenty Seven (27) across Arunachal Pradesh and Fifteen (15) across India. Information related to the different organizations with whom we have partner for Social Work Practicum is provided below:

Organizations Located in Arunachal Pradesh

1. Arunachal Pradesh State Commission for Women, Itanagar
2. Arunachal Pradesh State Rural Livelihood Mission (ArSRLM), Itanagar
3. Child Line , Itanagar
4. Community Health Centre, Mechuka
5. District Mental Health Hospital, Midpu
6. District TB Centre, TRIMS, Naharlagun
7. Don Bosco Youth Centre, Itanagar
8. Donyi Polo Mission School for Hearing and Visually Impaired, Itanagar
9. G. B. Pant Institute of Himalayan Environment & Development, Itanagar
10. Gyan Mission Orphanage, Itanagar, Arunachal Pradesh
11. Idea, Naharlagun
12. Jan Sikshan Sansthan, Naharlagun
13. Khadi & Village Industries Board, Itanagar
14. Mother Teresa Home, Naharlagun
15. Oju Welfare Association, Naharlagun
16. Ram Krishna Mission Hospital, Itanagar

17. Research Institute for World Ancient Tribal Cultural Heritage, Roing
18. Vivek Kiran, Kimin
19. Young Mission Adventure Club, Itanagar
20. Red Cross Society, Naharlagun
21. Indo Global Social Service Society, Itnagar
22. North East Initiative for Development and Action (NEIDA-Tata Trust), Naharlagun
23. Arunachal Pradesh AIDS Control Society, Naharlagun
24. Child Welfare Committee, Itanagar
25. Aide-et-Action, Itanagar
26. National Disaster Response Force (NDRF) 12 BN, Doimukh
27. State Legal Services Authority Itanagar

Organizations Located outside the state boundaries of Arunachal Pradesh

1. Department of Psychiatric Social Work, Guwahati Medical College and Hospital, Guwahati, Assam
2. Empower Society, Dehradun, Uttarakhand
3. Grassroot, Shillong, Meghalaya
4. Prayas, Chittorgarh, Rajasthan
5. Majdoor Kisan Shakti Sangthan (MKSS), Rajasthan
6. Rural Women Upliftment Association of Assam, Guwahati, Assam
7. SANLAAP, Kolkata, West Bengal
8. Sulabh International, New Delhi
9. Dr. B. Borooh Cancer Institute, Guwahati, Assam
10. Airport Authority of India, Guwahati, Assam
11. Impact India Foundation, Mumbai, Maharashtra
12. AIIMS, New Delhi
13. Independent Thought, New Delhi
14. Matri-Sudha, New Delhi
15. National Council Rural Institute (NCRI), MHRD, Government of India, Hyderabad

ANNEXURES

ANNEXURE I

Community Biography

Identification

- Name of the Community
- Geographical location
- Part of administrative division/State
- Availability of local governance structure
- Aspects of exclusivity (in terms of gender, religion, caste, physical ability, political affiliations etc.) and inclusion/participation to be gathered.

Approaching the community-spatially

- Location: is it located near any of the following?
- Places of historical/commercial/any other significance
- Bus routes from significant points in the city
- Does the location in any way hamper the communication of the people of the community?

Local History or History of the Locality (use PLA and FGDs, thus go beyond what is officially given to you)

- When settled
- Changes in the population over the years
- Major historical incidents leading to what/where the community is
- Other events in the life span of the community over the years
- Tradition and values

Population characteristics

- Total approximate population
- Approximate breakup in terms of :
  - ❖ Age
  - ❖ Sex
  - ❖ Caste background/ in case of tribes-name, and other social-locational details
  - ❖ Religious affiliation
  - ❖ Regional background

Education status in the community

- Average education level of the community
- Position of women in terms of education
- Identification of disadvantaged groups (such as SCs, STs, Minorities etc) with respect to education

Employment and income features

- Employment status
- Major sources and types of employment
- Major sources and types of employment for women
- sources of employment for the disadvantaged social groups
- Average family income in the community
- Approximate differential gaps between the asset holders and those who lack assets in the community
- Identification of disadvantaged groups (such as STs, SCs, Minorities etc) with respect to employment

Housing Patterns and Characteristics

- Prevailing housing types and the material used (does it indicate the stratification in the community)
- Ownership/rent
- Size of the house
- Lanes and number of houses per lane
- The criterion on which lanes are divided –is it promoting huddling together/delineation or *ghettoisation*

Major concerns in the community

- Health related issues (identify the families with specific problems)
- Income related issues (identify the families so that coping mechanism could be evolved)
- Education related concerns-non-availability, non-affordability
- Is there any instance or the potential of inter-group tension
- Other problems or issues with specification

Resources available in the community (with specification-location etc)

- Health related infrastructure (Dispensary etc)-who runs it-GO/NGO? Nature and types of facilities available therein-analysis of accessibility, availability and affordability.
- Educational facilities:
  - ❖ Types and level of school
  - ❖ Its building and capacity
  - ❖ Management
  - ❖ Availability of teachers etc (teacher-pupil ratio/gender division)
  - ❖ Other amenities in the school
- Drinking water facilities (number of household covered by one source)
- Issues related to sanitation
- PDS – Availability, Eligibility and processes of getting the card etc.
- Community recreation centres etc.

Generalia

- What in your opinion are some of the community are major problems of the community? (Normative need)
- What in the opinion of the community are their pressing problems? (Felt Nees)
- What are the major strengths and weakness of the health, welfare, educational and employment aspect in the community?
- Who are the different NGOs working in the community – highlight of their work and the visible gaps?
- Where do you feel can we contribute positively in the community?

- **Any Important Update:**

- **Community at a Glance:**

Population		No. of Household	
Male		No. of Old Age	
Female		Between year of (60 - 65)	
OBC		Between year of (66 - 75)	
Male		Year of 76 and above	
Female		Literate	
SC		Male	
Male		Female	
Female		Occupation	
ST		Agriculture	
Male		Labour	
Female		Govt. Service	
Disabled		Pvt. Service	
Male		Business	
Female		Retired Pensioner	
Child Population		Housing Settlement	
0 – 4 years		*Puckka* House	
5 – 14 years		Govt. Provided *Puckka* House	
Major Three Castes (if any)		Semi *Puckka* House	
Major Three Religion (if any)		*Kuchcha* House	
Drinking Water Facilities		Type of Road	
Electricity (Power Supply)		Police Station	
Primary Health Centre		School	
Post, Telegraph and Telephone Facility		College	
Medical Facility		Primary Health Sub-Centre	
Transport Services		Community Centre	
Bank		No. of ASHAs	
No. of Aganwadies		No. of ANMs	

ANNEXURE II

Guidelines for Casework Recording

Recording of casework by social work students should be done under the following headings.

I STUDY, II DIAGNOSIS, III INTERVENTIONS

I. STUDY

The first task of the case worker is to hear the client's descriptions of the problems to gather facts pertaining to the problems. Collecting/gathering facts pertaining to the problem is called social study. Following format could be used for the detailed study of (a) the person, (b) the problem and (c) the social environment.

1. **Personal details of the client:** under this head, details pertaining to name, age, sex, marital status, education, occupation, domicile, type of family, religion, and SES (socio – economic status) of the client is elicited. This usually forms the content of face sheet in a casework record.

   Personal details of a client case study are usually written in a sentence or two. An example of the same is given below.

   > **The client, Ashish is a 14-year-old boy studying in 9th standard born in an urban nuclear Hindu family of middle socio-economic status.**
   >
   > **Or**
   >
   > **The client, Mrs. Anjali is a 36 year old, illiterate, housewife born in a rural joint Hindu family of low socio-economic status.**

2. **Source of Referral and Reason for Referral:**

   Referral note of the case study should indicate both the source as well as the reason for referral. It should be stated as given below.

   > **The client was referred to the casework by the class teacher to ascertain the reasons for his low achievement drive and continued failure in examination.**

3. **Presenting Problem/Difficulty:** A detailed account of the problem/difficulty in terms of the following should be described with suitable examples and evidences.
   - Exact Nature
   - Intensity
   - Manifestation
   - Psychosocial implications
   - Efforts made by the individual
   - Client's current level of functioning, and
   - Accompanying emotions and attitudes of the client

Details of *nature of the problem* would include list of problems/difficulties as mentioned by client/informant, onset of the problem (at what age and how did the problem start) and precipitating factor if any (what caused the onset).

Details of *intensity of the problem* should state to what extent the problem has influenced the psychosocial functioning of the client. Relevant examples could be given to indicate the extent of dysfunctional state.

Description of *manifestation of the problem* should indicate in what way the problem/difficulty is seen in the behavior of the client. For example manifestations could include lack of interest in social interactions, difficulty to concentrate on studies , crying spells, easy irritability , constant fear of failure, refusal to go to school, frequent quarrels between spouses resulting in high noise level in family etc.

Psychosocial implications of the problem in the context of client's life circumstances should find a mention in the case study. These include immediate consequences of the continuation of problem viz., failure in examination, separation/divorce, neglect of life skill development of children, discontinuation of studies, weakening of social support systems, feelings of inadequacy etc.

Efforts made by the client in resolving his difficulty may be obvious and intense or latent and weak. Here the trainee has to describe the help seeking patterns as manifested by the client during the life history of the problem.

Client's current level of functioning should focus on the level of distress experienced by the client and his ability to function. Extent to which client's role functioning has been affected should be highlighted with examples.

Accompanying emotions and attitudes of the client indicates how the client feels and thinks presently. Feelings and attitudes like hopelessness, helplessness, worthlessness, indifference, pessimism, isolation, rejection, hostility etc. should be described be provide depth to the understanding of the problem.

Recording of the problem/difficulty should start with an introductory sentence like…

"The client is currently studying in ninth standard in DAV public should"

…and then go on to describe each aspect of details as given above, starting with the onset of the problem.

"Till seventh standard Ashish's performance in term papers as well as final examination was very good. During the second term, while in seventh standard, his parents separate due to severe discord in their marriage. Since then Ashish started dissociating himself from peer group activities and spent most of the time alone in the classroom. When forced by teachers to go out and play with other children he would…" and so on.

4. **Family Environment:** Family comprises the immediate social environment of a person. Understanding the family environment is important both for understanding the problem as well as for planning appropriate intervention. Family environment be described under the following four headings.

    (a) Genogram. An example is shown below
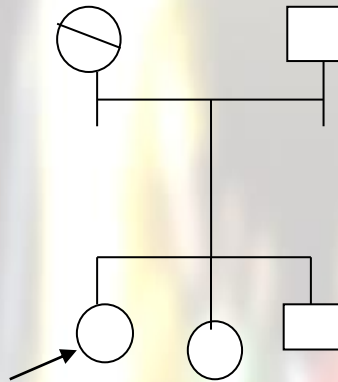
    (b) Give a very brief account of each member in family (age, education, occupation, health and personality)

> **E.g. Ashish's Father is a 42 year old post graduate teacher. He is an alcoholic and is indifferent to fulfilment of material and psychological needs of children. Children are very scared of his rude behaviour and try to keep away from him.**

    (c) Describe how family functions as a system (the domains for assessment could include leadership style, communication patterns, role functioning, cohesion, reinforcement patterns and social support)

    (d) Experience/feelings and attitudes of the client towards family environment and members of family.

5. **Personal History:** Personal History focuses on the level of functioning of the client in different domains of his life. This will enable the caseworker to understand the person – in – Environment (PIE) configuration. The domains that need to be covered are:

    a. **Early development and childhood:** Evidences of unfavourable childhood experiences (e.g. death of parents, separation of parents, sexual abuse) if any, evidences of neurotic tendencies (e.g. thumb sucking, nail biting, bed wetting) if any, temperamental traits during childhood (e.g. adaptability, adjustability and impulsively).

    b. **School history:** Age of initiation into learning, standard reached, level of scholastic performance, relationship with teachers and classmates, participation in curricular and co – curricular activities, achievement motivation, evidence of school related problems (school refusal, truancy, bullying, antisocial activities etc.) if any, feelings and attitudes about school/college life.

c. **Marital history:** Draw a genogram of family of procreation. Also mention about age at marriage, spouse and his/her personality, number of children, quality of marital life, as well as quality of parent child relationship.

d. **Occupational history:** Age at starting work, jobs held, salary, extent of job satisfaction, relationship with employer and colleagues. Perception about work environment and job related problems (e.g. job stress, job hopping) if any.

These domains of personal functioning will facilitate understanding of the client as a person.

6. **Personality Traits/Temperament Traits:** Use the title personality traits if the client is above 18 years of age and temperamental traits if the client is below 18 years of age. Personality traits and temperamental traits are assessed using different parameters.

Parameters for the assessment of personality traits include social relations, attitude towards self and others, ambitions, mood, character (timid, shy, reserved, suspicious, resentful, quarrelsome, irritable, impulsive, selfish, jealous etc.), energy level, habits etc.

Parameters for the assessment of temperamental traits include adaptability, adjustability and impulsivity.

II. DIAGNOSIS

Social diagnoses are commonly descriptive, indicating the obvious interrelations among different causative factors (environment, personality) and the problem. Skill in diagnosis rests on the mastery of a large body of psychological and social sciences. It involves reflective thinking as the caseworker has to link description and definition of the problem with treatment ends and possibilities. A good diagnostic hypothesis explains the phenomena and contains indications for treatment.

The content of the diagnostic statement should include the following:

a. What the trouble is (problem areas),
b. What factors contribute to it (cause and contributing factors),
c. What effect it has on the individual's well being (implications),
d. What means exist within the client (workability of the client)

Example of a Diagnostic Statement:

> The client is dependent on psychoactive substance (alcohol) for the last eight years. The onset was caused by a significant life event in the form of sudden demise of his son. Lack of adequate social support was instrumental in the client maintaining the abuse of alcohol. Recurrent use of alcohol has made the client physically and psychologically dependent on the substance. Client faces difficulties in social functioning on account of his dependence on alcohol. He also has problems related to physical health as manifested in cirrhosis or liver and mal-absorption syndrome. However the client lacks adequate insight about the nature and intensity of problems.

Difficulties in fulfilling social roles, especially family roles, have led to discord in marital relationship. The client is currently separated from his wife and lives in a rented accommodation with bare minimum facilities. Failure in previous attempts to stay away from alcohol has made the client pessimistic and less confident of his ability to get over the problem. He has very low self esteem and attributes all problems in his life to his wife's attitude. The desire to get back to his wife is strong in the client and the immediate reason for seeking assistance from the centre is influenced by the condition set by his wife that he should quit alcohol for her to come back to his life.

The client is not adequately motivated to abstain from alcohol and the focus of control is external. Hr needs psychological as well as social support and motivational intervention to attain the state of abstinence.

(The above diagnostic statement is not related to examples given in study part. Treat them as different cases).

III. INTERVENTION

Recording of casework intervention should include (i) specific goals set by the worker, (ii) strategies for intervention and (iii) application of techniques in the helping process.

A) Goals of Intervention

Intervention goals should be specifically related to the diagnosis of the problem. Goals should be specified in such a way that they deal effectively with the contributory as well as maintenance factors of the problem and modify consequences of the problem situation on the individual. The specific goals of intervention are given below.

For Example:
1. To help the client develop motivation to abstain from psychoactive substances.
2. To help the client develop insight about the losses that he has incurred on account of his addictive behaviour.
3. To discuss the ways in which he can compensate for the losses/ to discuss reflectively possible options left with the client.
4. To help him develop alternate mechanisms of coping with stress situations.
5. To motivate the client to participate more actively in the life skill development of children.
6. To deal with specific problems in marriage and help the couples develop mutual trust in each other.
7. To motivate the client to be part of a self help group of alcoholics so that he can sustain his motivation.

B) Strategies for Intervention

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Strategies should indicate how the specific goals are going to be realized. In other words strategies should highlight the approaches identified by the caseworker for the realization of goals set by him. For example:

Following strategies would be used/were used in the intervention process:

1. Motivational Intervention
2. Insight Oriented Casework Therapy
3. Strengthening Coping Resources
4. Referral to Self Help Group
5. Marital Counselling

(Note: These are strategies for the above mentioned diagnosis and intervention goals)

C) Intervention Proper

Intervention proper should describe the content of sessions that you take with the client once the goals and strategies are finalized. These sessions should be recorded as they happen and should have the following style.

Session: 1   **Date: 20th October 2004**   **Duration: 1 Hour**

This session was aimed at helping the client reflect on the impact of alcoholism on his health, social relations and career prospects. The client was asked to list out the major incidents in his life ever since he became addicted to alcohol. Client was initially very evasion and focused only on his achievements. He was asked to reflection the health problems/diseases he suffered for the last eight years. While discussing the health consequences he was preoccupied with the withdrawal features viz., multiple aches and pains, headaches, memory problems and stomach upsets. It was explained to him that these were indications that his body is affected by alcohol. On explaining the mechanism of action of alcohol on human body he was found to be unconvinced above the ill effects of alcohol. He raised questions like "if that is the case why do doctors drink", "why is it that a person can perform better under the influence of alcohol" etc. he clarified that these were mere misconceptions and the actuality was quite different. This was done with the help of scientific literature portrayed on charts that was available in the centre.

Once the health consequences were discussed, impact of alcoholism on his social relationship was taken up. The client was evasion and guarded. He………

Impression: By the end of this session the client seems to have gained insight about the losses that he has incurred on account of alcoholism. He seemed to be more convinced of the need to stay away from alcohol.

Session: 2   **Date: 24ᵗʰ October 2004**   **Duration: 1 Hour**

The client reported at the centre as was planned in the last session. He was looking more active and was willing to talk to the trainee. Trainee started the session by asking the client as to how he felt in the last few days. He said he was keeping fine and wanted to know how the centre's programme could help him in staying away from alcohol. The whole process of de-addiction was explained to him. He was also taken around the centre to familiarise him to the environment at the centre. To provide a firsthand experience of perceptions of other clients in the centre he was asked to attend the group therapy session once the meeting between the trainee and him was over.

The trainee appreciated the client on his decision to stay from alcohol. He was assured of the centre's help in this regard. To help the client to sustain the level of motivation he was asked to reflect on the positive aspects of quitting alcohol. The client could mention.......

Impression: the client needs continued reassurance as his level of motivation is wavering. He is sceptical of the outcome of the de-addiction process.

D) Evaluation

It includes assessment of the extent of goals achieved while working on the problem. Evaluation is not just done at the time of termination. It is an ongoing process. Ongoing evaluation helps the caseworker to review his strategies during intervention.

Evaluation should necessarily mention the status of the case at the time of termination. An example of evaluation is as given below:

Evaluation:

The trainee took 14 sessions with the client over a period of four months starting on the 15ᵗʰ of January 2005. The client was referred to the trainee for his problem of alcoholism. At the time of referral he was dependent on alcohol and suffered from low self esteem and lack of motivation. The problem of alcoholism had led to strained relationship with wife, neglect of life skill development of children, poor work performance, feelings of depression and impairments of social relationships.

Specific Goals of intervention included (i)... (ii)..... and (iii).....

At termination of intervention the client had gained adequate motivation to abstain from alcohol, learnt alternate means of coping with the stressors, sorted difficulties in marital relationship and had gained confidence in self. He was also convinced of his role in the life skill development of children. Once the client stopped

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drinking alcohol, he started attending work regularly which helped his colleagues revise their relationship with the client. The client was happy that he threw away his addictive behaviour and was very optimistic about the positive changes in his personal, marital, social and emotional life.

The client has joined an alcoholic anonymous group which will help him sustain his motivation.

If the goals were not achieved mention why the goals were not achieved? A mention of how the client feels (does he feel happy, more confident, and relieved) at the end of casework intervention is a must entry in evaluation.

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Annexure III

Group Work Recording: A Suggestive Format

The group work recording has two major components:

1. **Planning record or Background Information: -** are generally summary recording of information on the group members; objectives and purpose of the group and various modalities to be adopted for the group process.
2. **Process records:** - are detailed recording of group process from beginning to end focusing on interaction, communication and dynamics generated during different phases in the life of the group.,

Planning Records

For people to be served effectively in a group, sound preparation for the initiation and subsequent development of that group is essential. The planning and assessment has to be recorded properly in order to provide a solid foundation for group work practice. The planning records are generally prepared before the group commences and serves to provide background information on the group. However, in case of pre-existing groups, summary recording of information related to the group members and other assessments can be done simultaneously with the process recording of group's day-to-day proceeding.

Planning records can be prepared with the following sub headings:

a) Social and agency context
b) Needs
c) Purpose
d) Composition
e) Structure
f) Content
g) Pre-group contract

(a) Assessment of social and agency context

A group does not exist in a vacuum. It is influenced by the community in which it is located, i.e. geographic communities; and by the range of communities of which its members are a part and that serve as a reference point for them, e.g. race, ethnicity, religion, whose members may share values, norms and worldviews. Thus an appreciation of client's many memberships is essential.
In assessing the social context of the group that is being formed, we need to consider following questions –
- What are the important communities – geographic, social, and familial – of which potential group participants are members?
- What are the services and resources and what are the gaps in the services that exist in the communities?
- What will be the relationship of the group with the existing services?
- Attitudes of the wider community vis-a-vis the group work effort?

Agency perspective is equally important in the planning process because the conditions that exist within the agency strongly impact the group formation efforts. The worker needs to be cognizant of agency functions, practices and policies that may be relevant to group formation.

(b) **Assessment of needs** in terms of the problems, issues and areas of concern of the prospective group members. Understanding need is a pre-requisite to establishing group purpose.

The needs may be assessed along three overlapping dimensions:

i.   **Normative needs**
     Normative needs are universal to a target population and include the developmental tasks of its constituents. For eg. Adolescents need opportunities to increase competence in the social, intellectual, physical and emotional realms of their lives. They need to develop increased life skills to prepare oneself for the challenge of increased mobility and access to the social world.

ii. **Specific needs**
     Specific needs are those needs that fit into a narrower frame, reflecting the problems of particular individuals in their own unique life circumstances.

iii. **Contextual needs**
     Along with specific needs and normative needs of the people, there is a concurrent need to negotiate difficult environments. The social environment and cultural context of the group members' life must always be considered when one is making a determination of needs.

(c) **Purpose**

The elements of need and purpose are integrally interconnected. A group's purpose flows directly from the identification of needs that the group is formed to address.

Purpose refers to the ends towards which the group is formed. Groups have specific purposes which can be described generally as to maintain, improve, or move toward effective psychosocial functioning.

Several types of group pre-dominate in social work. Each conveys a general target within which a more specific purpose needs to be defined.

- Identify the type of group, i.e. treatments or task groups.
- Treatment groups focus on member's socio-emotional needs, such as socialization, therapy, support, education, growth groups etc.
- Task oriented groups are organized for the major purpose of accomplishing a particular task, are of many kinds. Committees, team, delegate council, pressure groups, local civic associations and social action groups. Their major purpose may be social planning, coordination of services, policy making, collective problem solving, or social action on the basis of specified purposes a broad set of objectives can be delineated.

(d) **Composition**

Composition refers to the number and characteristics of both members and workers who will participate in this group. An understanding of the need and a tentative

formulation of purpose are key determinants of group composition. Following factors may be noted in the composition of groups.

Criteria for membership selection

    i.   Heterogeneity/homogeneity
    ii.   Size- small or big
    iii.   Descriptive attributes/ behavioural attributes

(e) Structural arrangement

Structure refers to the arrangements that are made to facilitate the conduct of group particularly with regard to

    i.   Duration of group
    ii.   Frequency of meeting
    iii.   Length of meetings/sessions
    iv.   Meeting place

(f) Content

Content refers to the means that the group uses to achieve its purpose. It encompasses what is done in the group, how it is done, and why it is done.

(g) Pre-group contract

A working agreement or contract, covering the general purpose of the group, the needs or problems to be addressed, the reciprocal role of workers or members, and mutual expectations. The agreement provides a **common frame of reference** for the **participants** so that each is clear about what is expected. Such agreement establishes a foundation for periodic review of progress and next steps.

PROCESS RECORDING

Process recording of group work practice is important as it serves various purposes. In these records, workers describe **what occurred in the group from beginning to end**. The goal is to secure information about the verbal and nonverbal behavior of members, the relationships and interactions between the members, the worker's interventions, and the members' responses to what the worker did. To evaluate each member's participation in the group, it is useful to add thumbnail sketches of each member. That also makes it possible for workers to alert themselves to the behaviour of the more quiet members and those with special needs. In writing records, workers learn to sharpen their skills in observation and analysis to learn about their practice as they reflect on the meaning of the content and use that understanding to enhance their competence and to plan for the next session. Basic model for the process records can be prepared in the following manner.

  a) **Day and date**
  b) **Session**
  c) **Members present**
  d) **Objectives of the session**
  e) **Content and programme media to be used**

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f) **Detailed process recording**
g) **Observation and evaluation by the group worker.**

3. **Stages of group development**

To record the stages of group development it in convenient to divide them in three typical stages:

i. **Beginning,**
ii. **Middle, and**
iii. **Ending**

A careful examination and recording of various stages of group development is essential in group work practice. As groups are not static entities neither they are developed the moment they are formed. It takes time for a collection of people to develop into a group that becomes an instrument through which positive gains may be achieved by its members. As a group develops noticeable differences/changes occur in the behavior of the members and in the structure and functioning of the group. Although change in any group is a continuous, dynamic process, it is useful to think of a group as moving through a number a stages characteristics of its lifecycle. The identification of stages in a group's development provides clues for assessing individual and group functioning and for selection appropriate **content** and **interventions.** This enables a worker to ascertain where the given group is in its development and then plan what needs to be done to help it move forward towards the achievement of its purpose.

Herein, two facets need to be considered in all the stages –(i) the predominant patterns of behavior related both to socio-emotional issues and to tasks, and (ii) typical characteristics of group structure and process. Each stage has its own developmental issues that must be attended to and at least partially resolved before the group can move into the next stage. What happens in a particular stage influences the processes and content of the next one.

Group structure

Group structures refers to the patterns of relationship among members

a) **Communication structure-** who speaks to whom about what and under what circumstances. The most salient and clearly evident aspect of structural organization within a group is the stabilization of particular lines of communication among individual members of the group. As group becomes organized individual compatibilities and similarities of interest, and other aspect of role relationships eventually tends to define a stable structure of channels of communication. This structure is called the communication net. These nets can be further described by following example of five member groups -
   i. **All channel concom,** permits each of the five participants to communicate directly with the other four
   ii. **Circle,** in which each participant can communicate with only two others but the network circle back on itself
   iii. **Chain** is like a broken circle, with the result that the participant can communicate with only one other person; they are thus said to occupy 'peripheral position' in the net.

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iv. **Wheel** network concentrates the available channels of communication around one central 'hub' position, placing the other four participants in peripheral positions.

v. **Y net** is the oligarchic form of communication, where the communication is limited within the select few and others are in a peripheral position.

b) **Sociometric structure- who** likes or dislikes whom in the group. The group worker should assess the nature of the subgroups formed in the group. This can be done by observing who chooses to interact with whom, who comes or leaves the session with whom, and the expression of caring and affection exchanged among members. Groups are often subdivided into cliques of member who interact with each other more frequently than they do with others outside of the sub-group

c) **Power Structure- who** influences whom in the group and in what manner. The group worker should analyze the sources of power, i.e. stemming from expertise, from the ability to punish, from being a role model, the nature of power as possessed by the worker, the members, and the people outside the group. The way power must be used to help accomplish individual and group task is determined. When detrimental uses of power exist, the worker must seek to change this.

d) **Leadership Structure**- who contributes most to the determination and accomplishment of groups tasks as well as who contributes most to reducing tensions, enhancing group cohesiveness, and securing compliance with the rules.

e) **Role structure**- the roles are created and structured around two major objectives of the group i.e. group maintenance and task accomplishment. The worker has to take cognizance of different role pattern originating due to the forces operating in the groups such as dependent role pattern, enlightened role pattern and conflicted role patterns.

Similarly, various other dynamics operating in groups such as conflicts, scapegoats, decision-making patterns, mechanism of decision-making etc has to be recorded.

EVALUATION

Evaluation is an ongoing process in group work practice. As changes occurs, this can be summarized from week to week or periodically. Through periodic summary reports and use of various scales at the end of different stages of development, tracing the changes in attitudes, relationships, and behaviour of members, the trend of changes in the grouop and other changes in the environment can be evaluated and interventions can be ascertained accordingly. Evaluation can have following sub-heads: (i) ongoing assessment of individuals and the group (ii) use of intervention skills and approaches (iii) effective use of group structure and interactional processes (iv) evaluation of service and termination.

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Annexure IV

A Select list of Participatory Exercises which could be used in the course of concurrent/summer/ winter/ block placements

(I) Transect Walk

Transect is used to explore the spatial dimensions of the people's realities and the contexts they are placed in. It can be an effective tool to explore the location of different sections (particularly marginalized groups) within the community.

Steps:

- Locate a group of local people having some knowledge of the area and who are willing to walk with you for the exercise. Transect walk can be carried out by a single facilitator or a couple of facilitators.
- Explain the purpose of transect to the people and involve them in the process of decision making regarding the transect path. While conduction a transect one should try and optimize the observation details of the localities.
- Observe the surroundings. Make mental notes if you could manage with it. However, it is preferable to make details.
- If necessary stop at certain locations for detailed discussions on the emerging points. It will give you a breather and time to note down details.
- A transect walk should facilities and help us to capture the topography of the area in terms of its natural resources, institution, entitlements, problem, opportunities etc. as perceived by the community

(II) Social Map/Vulnerability Map

Very popular among PRA methods is also used to explore spatial dimensions of people's realities. The exercise brings out the physical and social aspects of urban/village life, the physical layout of spatial arrangements – houses, religious places, other landmarks in the locality, the location of marginalized/vulnerable sections in the locality and the nature of marginalization (caste, disability, widow – headed household, orphan/religious minority), through the medium of maps.

Steps:

The process of social mapping should include the following steps:

- Fix the location and time for the exercise in consultation with the local people. Invite them for it.
- Explain the purpose of the exercise to the participants. Request them to start – off by drawing the prominent physical features of their locality. Leave it to them to use whatever material they choose – local as well as other materials. Be as creative as possible.
- Watch the process alertly. Listen to the discussion carefully. Take notes in as much detail as possible.
- Do not rush things. Let them have total control and initiative. Have faith in them and show it too.

- Keep track of who is actively involved, which sections of the society they belong to, and who is being left out. Tale proactive steps to involve those left out in the process.
- If you have something to add or clarify, wait for the right moment. Do not disrupt the process. Ask them 'What about....?' 'What does this symbol represent?' etc.
- Once the mapping is over, ask some people to identity their houses on the map.
- Number the households. It will be useful for gathering data later.
- Ask them to depict the household – wise details are particularly interested in, like caste composition, school – age children, etc. This will, of course, depend on the purpose of the exercise.
- Copy the map on to a large sheet of paper. Do not miss any details or mess them up.
- Triangulate the information generated with others in the locality.

(III) Force – field Analysis

This technique is used to visual identify and analyze forces affecting a problem situation, so as to bring about a positive change. It helps in analyzing how a problem situation can be changed and arriving at a plan of action to achieve this change. Since, in this exercise a problem is thoroughly dissected it provides opportunities to the participants to view the problem – web.

Steps

After initial rapport building, explaining the objectives of the exercise, etc., the steps for the force field analysis can have the following sequence:

- Write or draw the problem that you want to discuss with the group of participants on a sheet of a paper. Try to make the problem as quantifiable as possible.
- Keep the sheet of the paper with the problem written or depicted on it in front of the participants and ask them to concentrate on the problem. Ask them to visualize the problem situation in a state of temporary equilibrium with two sets of opposing forces (one exacerbating it and the other trying to improve it) acting on it. Ask them to list one set of forces first, followed by the other.
- Ask the participants to write down or depict the forces identified on small cards in bold letters. Clarify that if a force seems to be made of multiple elements, each component should be listed separately as a force. Different colour cards can be used for driving and restraining forces.
- Keep the sheet of paper with the problem written on it at the centre and draw a line across it. Spread the cards with restraining forces below the line and those with driving forces above the line.
- Ask them to take a look at the cards and see if they would like to make any changes.
- Next, ask the participants to assign weights to each of the forces by placing each force card at varying distances from the problem – line or present status line in such a way that the distance denotes the strength of the force. The longer the distance, the greater the perceived effect of the force on the problem.
- Check with the participants whether they are satisfied with the diagram and relative strength of the forces as depicted or whether they would like to make any modifications.
- Once they are satisfied with the diagram, ask them to discuss how they can bring about a change in the situation. Which of the driving forces can be reinforced and which restraining forces can be diminished?

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- Use the brainstorming technique for detailed analysis and in - depth proving by the participations. Smaller cards, preferably of different colours, can be used to write down possible interventions for each of the driving or restricting forces so as to increase or reduce their magnitude respectively. Each of the possible interventions can be further weighted in the light of various factors, for e.g. recourses available, time, ideology of the organisation, etc. the idea is generally to capitalize on those that would bring about maximum change.
- Copy the diagram on piece of paper with details of the data, location, participants, facilitators, legends containing details of scoring systems and symbols used.
- Thank the participants for their cooperation and time.

IV) Venn – Diagram / Chappati Diagram

Venn – diagram / chappati diagram is one of the commonly used methods in PRA to study institutional relationships. The methods provide valuable insights into analysis of the power structures and importance of institutions/certain sections within the social milieu of a given community. It is instrumental in identifying and locating the relative importance and influence of institutions/ people within the community.

Steps:

- Explain the purpose of the exercise to the participants.
- Ask them to list the various institutions (schools, primary health centres etc), individuals, etc. as per the objectives of the exercise.
- Ask the participants to placed the cards on one of the variables of the study for e.g. perceived importance of people within the community, ask them whether they agree or would like to make modification. Encourage them to make changes if they are interested.
- Ask them to assign paper circles of different sizes (cut and kept ready) to the perceived reasons for the issue in question such that the bigger the reason bigger is the circle.
- Ask the participants to explain the diagram to clarify your doubts.
- Copy the diagram on a piece of paper with details.
- Thank the participants for their cooperation and time.

V) Life History Account / Narratives

Life history account is the technique listening to and gathering information for purpose of intended research through the well captured and recorded stories of people. It is the study of ways in which humans experience the world.

Strategy for conducting life history account / narratives:

Interview – conversation: one to one interview – conversation between informer and the researcher is the most commonly used strategy for collecting life history data.

Step:

- Identify the respondents, depending on their willingness to talk and share their life experience.
- Researcher should be patient with the respondent.

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- Good inter personal relationships are crucial; researcher and the informant need to be ever to trust each and feel comfortable in each other's company.
- Researcher needs to be skilful to reach out with curiosity to the stories of the common people, which many of us believe we know.
- Subjective perceptions, experiences and accounts of the respondents within the social context they inhabit.
- Researcher should be ready to share his/ her own experiences and perceptions, and willing to engage in reciprocal, rather than, one – way interchange.
- Have a check list of areas and questions to ensure the coverage but should normally be used as a guide, rather than as a schedule.

Time Lines

A useful way to start life history research is by inviting respondents to construct a time of key events in their life with, if appropriate, a particular emphasis on relevant experiences. Time lines are helpful in that they can serve as prompter to memory and can also be used, if required, as a structure interviews. However, there may be occasions when a linear and chronological approach can have the effect of influencing people to try and fabricate a coherent and linked account when things were not actually like that.

VI) Observation

Observational research technique solely involved the researcher or researchers making observations. Observations are usually flexible and do not necessarily need to be structured around a hypothesis (hypothesis is a statement about what you expect to observe). In terms of validity, observational research findings are considerate to be strong. Observational research finding may only reflect a unique population and therefore cannot be generalized to others. There can be problems with the researcher's bias. Often it is assumed that the researcher may "see what they want to see". However, researcher's bias can often overcome by recording observations electronically.

VII) Focus Group Discussion:

A focus group is a group discussion that gathers people from similar backgrounds or experiences to discuss a specific topic of interest to researcher. The group of participations are guided by a moderator (or group facilitator), who introduces topics for discussions and helps the group to lively and natural discussion amongst themselves.

Points to consider:

- A focus group is not a group interview where a moderator asks the group questions and participants individually provide answers. The focus group relies on group discussion and especially successful where the participants are able to talk to each other about the topic of interest. This is important as it allows the participants the opportunity to disagree or agree with each other.
- It can provide insight into how a group thinks about an issue, about the range of opinions and ideas, and the inconsistencies and variation that exist in a particular community in terms of beliefs and their experiences and practices.

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- The discussion should be focus on a particular area of interest. It doesn't usually cover a large range of issues, but allows the researcher to explore one or two topics in detail.
- Focus groups needs to be focused in the sense that the participants share a common characteristic for instance – age, sex, educational background, religion, etc.
- Such apparent similarties encourage group to articulate and speak relatively freely about the subject without fear or being judged by others thought to be superior, expert, or more conservatives.
- In a focus homogeneity is most often sought in terms of occupation, social class, educational level, age, education, family characteristics, or gender (unless interaction across these groups is what is driving the study).
- A helpful rule of thumb in determining the number of groups discussions required is continue conducting interviews until little new information is provided. Typically, the first two groups provide a considerable amount of new information but by the third or fourth session, a fair amount may have already been covered if this occurs one must stop and if needed, identify fresh issues.
- To get people to attend, one should personalise invitations, establish meeting at times that don't conflict with existing community activities, functions and their daily routine.

XI) Visualizing Dreams with Maps

A dream map can be used for:

- Arriving at the dreams, aspirations, and feelings of deprivation and the perspective of the local people about their own development.
- Understanding the risks, vulnerabilities, strengths, etc. of the local people.
- Arriving at the areas where people want change.
- Planning interventions to arrive at the dream state.
- Monitoring the progress made against the standards or goals set.

Steps:

- Explain the purpose of the exercise to the participants and ask them to draw a map depicting the present situation.
- Later ask them to discuss amongst themselves how they would like to their situation to be if they had a choice and to draw what they dream of. Seek clarifications and ask questions to help you make sense of their maps.
- Once the reality and dream maps are made, keep them in front and initiate a discussion among the participants. The main points for discussion can include:
  - Present situation, problems and their causes.
  - The aspired state and the ways of realizing it; the actors who could help or hinder its realization.
  - Factors affecting realization of their dreams.
  - Their own role in the realization of their dreams.
- Ask them to list indicators against which the realisation of their dreams can be monitored. Similarly, help them establish time internals for monitoring the progress.
- Note down the points of discussions. In the end, copy the map on a paper with relevant details.
- Thank the participants for their active participation and time.

Annexure V

Concurrent Field Work Log Sheet

RGU/MSW/FW/2017/Annexure /1 **Log Sheet**

Serial No.:

1. **Name of the Student:**

2. **Name of Field Work Agency/Community:**

3. **Name of Faculty Supervisor:**

Day & Date	Task Carried Out
Day: Date: Time:	
Day: Date: Time:	
Individual Conference Day: Date: Time:	
Group Conference Day: Date: Time:	
Library Consultation & Report Writing Day: Date: Time:	
Total Weekly Hour(s):	

4. **Report Submission Date and Signature of Social Work Trainee:**

5. **Global Comments of Supervisors:**

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Signature & Date   Signature & Date
Agency Supervisor   **Faculty Supervisor**

RGU/MSW/FW/2017/Annexure / 2 **Student Performance Report**

1. Name of the Student:

2. Name of the Organisaton:

Please provide marks on the following aspects under the six domains total carrying 50 marks.

Sl.	Assessment Indicators	Marks	Marks Obtained
1.	Attendance, Punctuality and Behaviour	10	
2.	Conceptual Knowledge and Applied Skills	10	
3.	Rapport and Collaborative Working	8	
4.	Communication, Coordination and Creativity	8	
5.	Attitude, Commitment and Conviction	7	
6.	Capacity to take Initiatives	7	
	Total	50	

3. Special comments/remarks:

Signature
**Agency Supervisor/Authorized Person**

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RGU/MSW/FW/2017/Annexure / 3 **Evaluation Form for CFW**

1. **Name of the Student:**
2. **Name of the Agency/Community:**
3. **Batch:**
4. **Period of Field Work:**
5. **Attendance Record: Concurrent Field Work**
− No. of Days Scheduled:
− No. of Days Attended:
− No. of Days Absent:
− No. of Agency/University Holidays:
− Additional Days Worked:
− Reasons for Putting in Additional Days/ Hours:

− No. of Individual Conferences Scheduled:
− No. of Individual Conferences Attended:
− Individual Conferences Missed:
− Total Number of Weeks of Field Work Scheduled:
− Total Number of Weeks of Field Work Attended:
− Total Hours of Field Work mandated as per UGC Guidelines:
− Total Hours Put in:

6. **Reports and Log Sheets**
− Weekly Reports Required:
− Weekly Reports Submitted in Time:
− Reports Submitted Late:
− Reports Not Submitted:

− Log Sheets required:
− Log Sheets Submitted in Time:
− Log Sheets Submitted Late:
− Log Sheets not Submitted:

7. Remarks &Reflections on Student's Growth as a Social Worker:
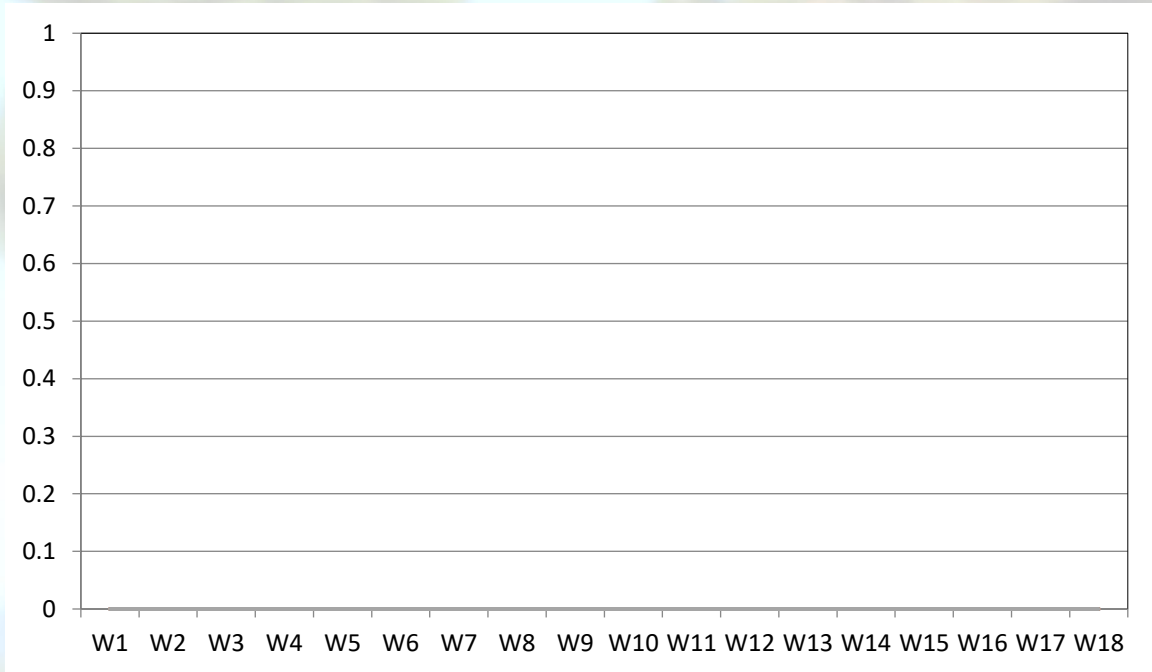
Note: 'W' for Week

8. Student's Performance Index

(Mark between Zero (0) to Ten (10), '0' for Least and '10' for Highest Standards of Performance)

Serial No.	Index of Evaluation	Performance Score (Out of 10)
1	Regularity	
2	Punctuality	
3	Use of Supervisory Input	
4	Documentation Skills	
5	Adherence to Professional Values and Principles	
6	Clarity, Courage and Conviction	
7	Correlation of theory and Practice	
8	Motivation and ability to take initiatives	
9	Sensitivity to Socio-Political Issues	
10	Concern For Weaker Sections	
11	Reflective Learning Skills	
12	Use of Professional Social Work Methods and Skills	
13	Networking Skills	
14	Competence and Integrity	
15	Critical Thinking & Crisis Intervention Skills	
	TOTAL	

Supervisor's Signature with Date   **Student's Signature with Date**

(Name of Supervisor)   **(Name of Student)**

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RGU/MSW/FW/2017/Annexure / 4 **Field Work Status Report**

SI.	Name of the Student	Roll No.	Name of the Agency	No. of Field Work Days Scheduled	No. of Field WorkReports Required - *(Excluding GH)*	No. of Field Work Days Attended	No. of Field WorkReports Submitted				No. of ICsScheduled	No. of ICsAttended	No. of ICReportsSubmitted			Remarks
							On Time	*Late*	*Extra*	*Total*			*On Time*	*Late*	*Total*	
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																

v

RGU/MSW/FW/2017/Annexure / 5 **Summary Report**

1. **Name of the Student:**

2. **Batch:**

3. **Name of the Agency/Community:**

4. **Name of the Field Work:**

5. **Duration:**

6. **Term Plan for the Field Work:**

7. **Major Activities Done:**

8. **Summary of Professional Intervention:**

9. **Major Outcome:**

10. **Analysis of Work Carried Out during Field Work:**

11. **Major Learning(s):**

12. **Overall Self Reflection based on Field Work Experience:**

13. **Suggestions for New Trainees to the Agency/Community:**

14. **Plan for Next Semester:**

RGU/MSW/FW/2017/Annexure / 6   **Agency Profile**

1. **About the Organization:**

2. **Registration (Legislation, Date and Place):**

3. **Vision (Single & Abstract):**

4. **Mission (Multiple / Tangible Targets):**

5. **Organogram:**

6. **Historical Evolution:**

7. **Office, infrastructure & information base**

8. **Target Group/ Issue:**

9. **Sector Specialization** (*example – education, health, drinking water supply& sanitation, poverty & empowerment, disaster management, micro-credit, SHGs & rural livelihoods, etc.*)**:**

10. **Programmes and Policies:**

11. **Agency's Involvement in Other Social Development Programme:**

12. **Focused Geographical Area and Networking Alliances:**

13. **Funding Sources:**

14. **Annual Reports Summary:**

15. **Any Special Achievements (Intervention Based):**

16. **Awards and Recognitions:**

17. **Other Information** (*if any important information is left*):

18. **Contact Details of the Organization:**

19. **Annexures:**

RGU/MSW/FW/2017/Annexure / 7 **BFW Report Format**

Reporting Requirements

1. The student's report must be accompanied by a confidential letter in a sealed envelope from the supervisor with the following information covered:
    - ➢ Dates of the placement period.
    - ➢ Projects that the student was involved in during this period.
    - ➢ Roles and Responsibilities of the student.
    - ➢ Learning objectives set mutually by the student and engagements.
    - ➢ Comments on the quality of the student's work and engagements.
    - ➢ Contact name, email and telephone number(s) of the person(s) with whom the placement details and processes can be discussed.

This letter must be on the placement organization's letter head with its address and telephone number, and signed by the supervisor at the organization. The letter can be addressed either "To Whom It May Concern" or directly to The Coordinator, Field Work, Department of Social Work, Rajiv Gandhi University, Rono Hills – Doimukh, Arunachal Pradesh.

2. The report must be done to represent a good sample of professional recording/documentation skills. Please take care that readability, formatting, and proofreading for absence of mistakes, is taken care of.

3. The report shall have a title page with the name of the students, name of the organization/placement agency, name of the supervisor at the agency, year.

To get a pass grade in the Block Placement Evaluation, the content of the report must have the following information:

- ➢ Name of the placement organisation
- ➢ Address of the placement organisation
- ➢ Pre-Planning
- ➢ Process
- ➢ Observation
- ➢ Analysis
- ➢ Integration of Theory into Practice
- ➢ Self-Reflection
- ➢ Learning of the Day
- ➢ Evaluation
- ➢ Future Plan

RGU/MSW/FW/2017/Annexure / 8 **CFW Report Format**

<div align="center">**Concurrent Field Work – No.**</div>

1. Basic Description

1.1 Day and Date:

1.2 Agency/ Community:

1.3 Duration of Field Work

2. Plan of the Day

2.1 Plan 1:

2.1.1 Rationale:

2.2 Plan 2:

2.2.1 Rationale:

3.Process Recording

4. Major Activities

4.1 Activity 1: Brief Description

4.2 Activity 2: Brief Description

5. Observations (Specific Points in Brief)

5.1

5.2

5.3

5.4

5.5

6. Analysis (Theoretical Correlation of Every Observation)

6.1

6.2

6.3

6.4

6.5

7. Learning (Specific and in Points)

7.1 Professional Learning

7.1.1

7.1.2

7.1.3

7.2 Personal Learning

7.2.1

7.2.2

8. **Self-Reflection/ Evaluation: How Do You Feel About The Day**

9. **Future Plan(s)**

9.1

9.2

10. **Annexure(s): If Any**

RGU/MSW/FW/2017/Annexure / 09   **Attendance Sheet**

Sl.	Name of the Student	Month : (Days)									
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Signature & Date
Agency Supervisor

RGU/MSW/FW/2017/Annexure /10 **Log Sheet for Block Placement/Internship**

Serial No.:

1. **Name of the Student:**

2. **Name of Field Work Agency/Community:**

3. **Name of Faculty Supervisor:**

Day & Date	Task Carried Out
Day: Date: Time:	
Day: Date: Time:	
Day: Date: Time:	
Day: Date: Time:	
Day: Date: Time:	
Day: Date: Time:	
Day: Date: Time:	
Total Weekly Hour(s):	

6. **Report Submission Date and Signature of Social Work Trainee:**

7. **Global Comments of Supervisors:**

Signature & Date   Signature & Date
Agency Supervisor   **Faculty Supervisor**

Faculty Profile

Dr. Kaushalendra Pratap Singh
Assistant Professor
Head In-charge, Department of Social Work
Chairperson: Centre for Youth Development and Leadership Studies
(CYDLS)

MA(SW): Department of Social Work, University of Lucknow,
UGC-NET
M.Phil. and Ph.D. in Social Work: School of Social Work, IGNOU, New Delhi.

Publications: Book (01), Research Papers in International Journals (07), Research Papers in National Journals (08), Chapters in Edited Volumes (07).

Young Innovator Award by Asian Association of Open University (AAOU), Japan, 2012.

Specialization: Aged Care; Human Resource and Labor Welfare Management; Community Development.

Ms. Chaphiak Lowang
Assistant Professor
Coordinator: Counselling Resource Cell under CYDLS

B.S.W (Gold Medalist) and M.S.W (Gold Medalist): Rashtrasant Tukadoji Maharaj, Nagpur University, UGC-NET.

Specialization: Health Care System and Counselling; Persons with Substance Dependence, Mental Health, Human Behavior

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Dr. Ravi Ranjan Kumar
Assistant Professor & Coordinator - Field Work & Placements
Coordinator: Training Leadership and Research Cell under CYDLS
MA(SW) (Gold Medalist): Delhi School of Social Work,
University of Delhi, UGC-JRF
Ph.D. in Social Work: Delhi School of Social Work, University of Delhi.

Publications: Research Papers in International Journals (05), Research Papers in National Journals (05), Chapters in Edited Volumes (09).

Research Excellence Award by Institute of Scholar, Karnataka, 2020
Young Social Scientist Award by Indian Social Science Association, 2017
Gian Pandit Award by Delhi School of Social Work Society, 2010

Specialization: State, Political Economy & Governance; Ecology and Disaster Management; Occupational Social Work; Gender and Development.

Mr. John Gaingamlung Gangmei
Assistant Professor and NSS Program Officer
Coordinator: Youth and Community Engagement Cell under CYDLS

BSW: Nirmala Niketan, Mumbai University; MSW & M.Phil.: TISS Mumbai; UGC-JRF

Publications: Research Papers in National Journals (01), Chapters in Edited Volumes (03)

Dr. Dorothy Baker Award (2nd Rank) & Ms. Helen D'Silva Award (Field Work); BSW, Nirmala Niketan, Mumbai,
Ragoonwala Foundation Trust Fellow, 2010
Top Class Merit Scholarship, Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs, GoI.

Specialization: Community Organisation-Rurban, Livelihood; Social Justice; Governance; Tribal Studies and Development.

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