

## FIELD WORK JOURNAL

BSWG (Second Semester)

FACE SHEET I

PROFILE OF THE STUDENT

Name of the Student : .....

Address : .....

Phone No. & E-mail : .....

Enrollment No. : .....

Address of Study Centre & Code : .....

Address of Regional Centre : .....

Name and Address of Agency where  
concurrent visits were done : .....

Name & Address of  
Field Work Supervisor : .....

Phone/Mobile No. of Supervisor : .....

Signature of Student

1. It is mandatory for the student to provide all the information sought above in the face sheet.
2. **Your Field Work Journal is a precious document. You must keep it in a safe place at home, while on travel, at study centre etc. It is safer to keep a separate personal diary with all notings so that in case of loss due to any kind of unforeseen event, you can still compile the work done and get it certified by the Field Work Supervisor in a fresh copy of the journal. It is suggested that you keep a photocopy of the Journal before submitting the final report to the Regional Centre for your personal record. Remember to take an acknowledgement slip from Regional Centre while submitting the final report. The Journal will be submitted to Student Evaluation Division (SED) by the Regional Centre along with the Evaluation Proforma submitted by the supervisor.**

**Designed and Developed by:**

Dr. Sayantani Guin  
Programme Coordinator  
SOSW, IGNOU, New Delhi

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**Print Production**

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January, 2021

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## FACE SHEET II

### PROFILE OF THE SUPERVISOR [To be filled by the Field Work Supervisor]

Name of Field Work Supervisor :

Address of Supervisor for Communication :

Phone No. Office/Residence/Mobile of supervisor :

E-mail :

Designation /Profession :

Are you a professionally qualified Social Worker having MSW/MA (Social Work) : Yes/No

If yes, name of the university awarding MSW/MA (Social Work) :

Area of Specialization (if any) :

Teaching/Professional Experience (in years) :

Date of Appointment as:

- 1 Field work supervisor :
- 2 Academic Counselor in Social Work :

Signature of Field Work Supervisor

Seal & Signature of Study Centre  
Coordinator

#### Note :

**The Field Work Journal would be returned back to the student if the details given in the face sheets namely, profile of the student and profile of the supervisor are incomplete or not filled by student and/or Field Work Supervisor respectively. The profile of the supervisor must be countersigned by the coordinator of study centre.**

### Fieldwork Practicum Certificate by Supervisor

This is to certify that Mr. / Mrs. \_\_\_\_\_ having enrollment number \_\_\_\_\_ was placed under my supervision for fieldwork practicum of BSWG (second Semester). As per the requirement, he/she has completed all the components of second semester fieldwork practicum which include:

1. Induction Meeting
2. 5 Orientation visits to 5 different social welfare agency/ institutions
3. 15 days of concurrent visits in **one** social welfare agency / institutions / setting
4. Participated in 5 individual conferences

I hereby certify that the entire report submitted by this student is genuine and I have supervised him/[her](#) for field work.

Date:	Signature:
	Name:
	Address:
	Mobile:
	Email ID:

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## INTRODUCTION

### FIELD WORK JOURNAL FOR BSWG SECOND SEMESTER

Welcome to the second semester of your BSWG programme. We hope that the first semester has been a fruitful and enjoyable experience. You are going to continue to do your field work this semester too. In this semester, you will have to complete 25 days of field work. It comprises of 5 orientation visits, 15 days of concurrent field visits and 5 individual conferences. In this semester, you will be studying about the method of community organization in the theory paper BSW-123 Community Organization and Communication. In field work practicum, you will be practicing the method of community organization during the concurrent field work days. You will find detailed guidelines about how to practice Community Organization in this practicum journal.

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After completing orientation visits in twenty social welfare organizations or settings during the first semester, you must have come to know the condition of social work agencies, their programmes and schemes in India and specifically in your locality. The different varieties of social welfare agencies, their concerns and their methods of functioning should be known to you by now. Like everything else in life, you would have noticed that there were positive and negative elements in the social welfare sector. You would have found many committed workers as well as not so committed workers. You would have certainly formed an opinion on these areas. It is important not to feel pessimistic if you have more negative experience than positive ones. You can still make a difference if you want to!

The objective of second semester field work is the following:

- To develop an understanding of community (structure, needs, self- help system etc.);
- To develop capacity for planning, organizing and evaluating different community programmes;
- To develop process-oriented skills in working with community with special reference to social support system; and
- To develop skills in report writing, use of supervision, and preparation for facing interviews.

As you would have realized, field work is an important component of social work education. It gives you opportunities to practice what you learnt with an added advantage of having a supervisor to guide you. Please take your theory and field work seriously. If you do not complete the mandatory field work of the second semester, you will not be allowed to take the field work of the third semester.

**You must ensure that your Field Work Supervisor is an approved supervisor (by IGNOU) at the study centre with a Master's Degree in Social Work (M.A/MSW). Only a professionally qualified person can help you successfully complete this programme of study.**

I wish you good luck in the successful completion of this programme.

Dr. Sayantani Guin  
Programme Coordinator

## Guidelines for Students BSWG Second Semester

In BSWG second semester, field work practicum comprises of twenty five (25) days of field work. This includes five orientation visits, fifteen concurrent visits and five individual conferences. In this semester, you will be practicing the method of community organization during the concurrent field work days. To begin your field work practicum, you have to visit your study centre, where you will be allotted a Field Work Supervisor (FWS) to guide you through the successful completion of field work. Once you are allotted a field work supervisor, you need to be in touch with him/her at regular intervals for guidance related to field work.

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### Follow the steps given below to complete your Field Work:

- 1. Induction Meeting:** Attend the induction meeting arranged at the study centre. In this meeting, you will come to know about the details regarding field work practicum and the various activities that you are supposed to complete in this practicum journal.
- 2. Individual Conference I (IC I):** Individual Conference (IC) is an important component of field work. During IC, the supervisor meets one student at a time. Issues related to field work are discussed in detail during IC. It also gives an opportunity to share one's concern, seek clarification on various issues and seek further guidance. Meet your field work supervisor at study centre. Refer to the list of field work settings attached in this journal and clear doubts, if any for orientations visits. Seek guidance regarding report writing.
- 3. Orientation Visits I-V:** In BSWG second semester, you have to complete five orientation visits in total, in different settings. Complete five (5) orientation visits in 5 different NGOs/agencies/community settings (refer list of field work setting attached in this journal).
- 4. Start writing reports:** Write report of the induction meeting and five orientation visits in the designated space provided in this journal. You have to follow the guidelines given in this journal to write the reports. Initially, you may write in rough and after consulting with supervisor, you can make it fair in the journal.
- 5. Individual Conference II (IC II):** Meet your supervisor, discuss with her/him your experiences you gained during the five orientation visits. Select a field work setting to complete 15 days of concurrent field work. Ask questions, clear your doubts and seek supervisor's guidance wherever required. Show her/him the reports of induction meeting, five days of orientation visits, IC I and adhere to the comments given. Get the comment and signature of the supervisor at the space provided in the journal.
- 6. Concurrent Visits I-V:** in BSWG second semester, you have to complete 15 days of concurrent field work in one field work setting, where you practice the method of community organization. Initially

complete five (5) concurrent visits. Write reports and show it to field work supervisor for comments during IC. Details on how to practice the method of community organization and write the reports are explained later.

7. **Individual Conference III (IC III):** Meet your supervisor, discuss with her/him your experiences you gained during the concurrent visits. Share your plan of action for the next five days of field work. Ask questions, clear your doubts and seek supervisor's guidance wherever required. Show her/him the reports of five days of concurrent visits, IC II and adhere to the comments given. Get the comment and signature of the supervisor at the space provided in the journal.
8. **Concurrent Visits VI-X:** Continue another five (5) concurrent visits in the same setting. Write reports and show it to field work supervisor for comments in IC IV.
9. **Individual Conference IV (IC IV):** Meet you supervisor, discuss with her/him the experiences you gained during the next five concurrent visits. Share your plan of action for the next five days of concurrent field work. Ask questions, clear your doubts and seek supervisor's guidance wherever required. Show her/him the reports of the five days of concurrent visits, IC III and adhere to the comments given. Get the comment and signature of the supervisor at the space provided in the journal.
10. **Concurrent Visits X-XV:** Continue the last five (5) concurrent visits in the same setting. Write reports of concurrent visits (X-XV) and reports of community organization and show it to the field work supervisor for comments in the IC.
11. **Individual Conference V (IC V):** This will be the last individual conference where you will be meeting your supervisor for final submission of your field work journal. Complete reports of orientation visits, concurrent visits, IC, self evaluation report, summary report of second semester field work and complete the checklist before the final submission of field work journal.
12. **Submit your completed field work journal directly to the Regional Centre.**

- **Field work tips**

We shall begin with some negative descriptions of the field work process. Field work is not 'Socially Useful Productive Work' (SUPW) derogatorily called Some Useful Periods Wasted. It is not the same as National Service Scheme (NSS) in which you do some social activity. It is also not social service in which people are given some benefit, though the community or some individual may benefit through the field work. It is not a place to indulge in radical activities, which aims at bringing about social change that one desires.

Field work first and foremost is a learning process. Learning takes place consciously as the learner consciously applies his/her knowledge to the situation. After that she/he, along with FWS (Field Work Supervisor)

evaluates the process and the FWS gives him/her the necessary feedback. Thus, you are the centre of the field work process and it is your learning, which is of paramount importance. Everything else is incidental or by the way.

- **Know your limitations**

You're a student and you go to the agency may be once or twice a week. Do not plan ambitious programmes which require frequent meetings with persons concerned and a lot of resources. Continuity may not be possible in many cases and long term programmes need constant interaction.

- **Know the limitations of the agency**

The agency may have its limitations – lack of personnel, lack of funds, lack of motivation, poor leadership, lack of infrastructure, poor relationship with community, factionism, corruption, etc. which hinder your own performance. But that has to be accepted and that should be the framework on which you should work. Also important is your dealing with the wrongdoings in the agency. It is better to discuss these issues with the FWS and do according to his/her guidance.

- **Use the journal meaningfully**

The field work journal is not meant to be read like a textbook, but is to be used as a guide in the field. At the beginning of the field work session, your supervisor and you will make a learning plan based on your field work situation and the field work objective of BSWG (second semester). The learning plan will include the learning objectives, the tasks that has to be done in order that the learning takes place and how you are going to show that learning has taken place.

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You must see at the end of each field work day whether you have been moving towards these objectives by doing the needful tasks or by preparing the groundwork for these tasks.

It is equally important to record the same in your report with your comments/observation. Failures and success can be reported truthfully since only then will the exercise become meaningful. You will have to prepare for the field work conferences by jotting down the points for discussion.

- **Attendance at Field work**

You should attend twenty-five days of field work in (BSWG) second semester including 5 orientation visits, 15 concurrent visits and 5 individual conferences. Attendance at the field work is to be for the full day and leaves have to be compensated with full field work on other days. Employed learners who are unable to do full day field work should compensate it by doing the field work on holidays with prior intimation to the FWS.

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In case you are unable to put in twenty five days of field work in a semester, you are expected to compensate the same by adhering to the following options.

- 1) If the number of field work days to be compensated is less than 10 days you may complete the same depending on your convenience. However, it is expected that you complete the second semester field work before the third semester field work begins.
- 2) If the number of field work days to be compensated is more than 10 days you are expected to do the same under block placement which means that you do field work continuously for the number of days required.

All these options should be exercised with prior intimation to and approval of the FWS.

- **Attendance at individual conferences**

Attendance at the individual conferences is also compulsory. Equally important is that these conferences are not vague discussions on social work topics but are specific to your problems. Everyone should get an opportunity to speak and you must make use of the opportunity by presenting your achievements and failures in an objective manner.



## LIST OF FIELD WORK SETTINGS

Social work is practiced in several sectors, viz. health, education etc. The following list is provided to facilitate you to select settings in which you may conduct your orientation and concurrent visits in the second semester. The list is not exhaustive.

1. NGOs working with women, Children, aged
2. NGOs working in the field of education, health, family setting, counseling
3. Open community: projects related to women, children, education, sanitation, potable drinking water, health, Self Help Groups
4. Health Setting: Government Hospital, Private Hospital, Primary Health Centre, Block Hospital, Ayurveda centre, Homoeopathy Centre, Unani Centre, Yoga Centre, Home for aged, Home for ~~destitute~~, Home for street children, Palliative Care.
5. Programme Implementation: Mid-day meal Scheme, Immunization Projects, Family Planning Projects, Projects on Tuberculosis, Malaria, HIV
6. School Settings: Government Schools, Private Schools, International Schools
7. Administrative Offices: Block Office, Panchayat Office, District Collectorate Office
8. Media House: Print Media-Newspaper, Electronic Media-TV News Channel, Online media
9. Corporate Social Responsibility (CSR) Projects
10. Family Court, District Court, Sessions Court
11. SOS village
12. Business establishments: Companies, Factories
13. Correctional Settings: Central Jails, District Jails, Sub Jails, Open prisons, Women's Jails, Borstal Schools, Special Prisons, Observation Homes for Juvenile Boys and Girls, Special Homes for juvenile Boys and Girls, Children's Home for Juvenile Boys and Girls, Shelter Homes for Juvenile Boys and Girls, After care organizations for Juvenile Boys and Girls.
14. Protective Homes: Shelter home for victims of prostitution
15. Nari Niketans
16. Beggars Home
17. Faith Based Organizations: Gurudwara, Churches, Mosques, Madrasas, Ram Krishna Mission, Missionaries of Charity, Seminaries/ Monasteries.
18. Palliative care centres
19. Hospice care centres
20. Orphanages
21. Training centres for various types of programmes
22. MPs/MLAs development grants

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## Log Sheet

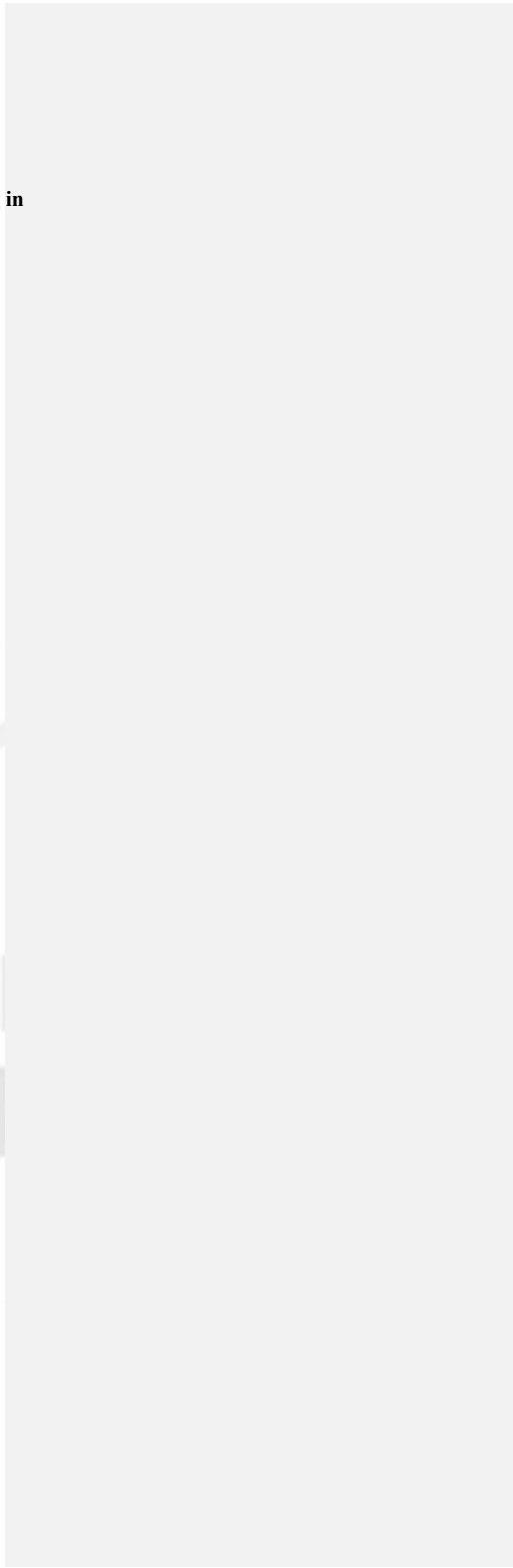
**Note: Kindly fill on the day of your field work and get it signed by the Field Work Supervisor allotted by the Study Centre.**

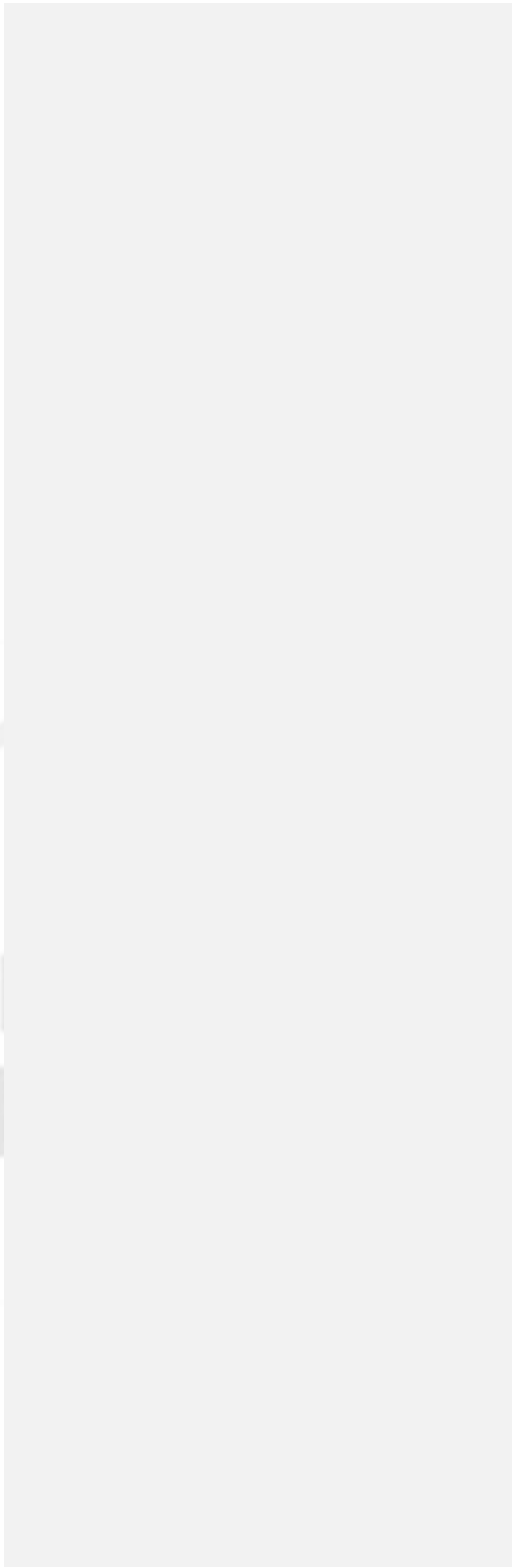
Name of the Organization for Concurrent Visits (15) : .....

Address: .....

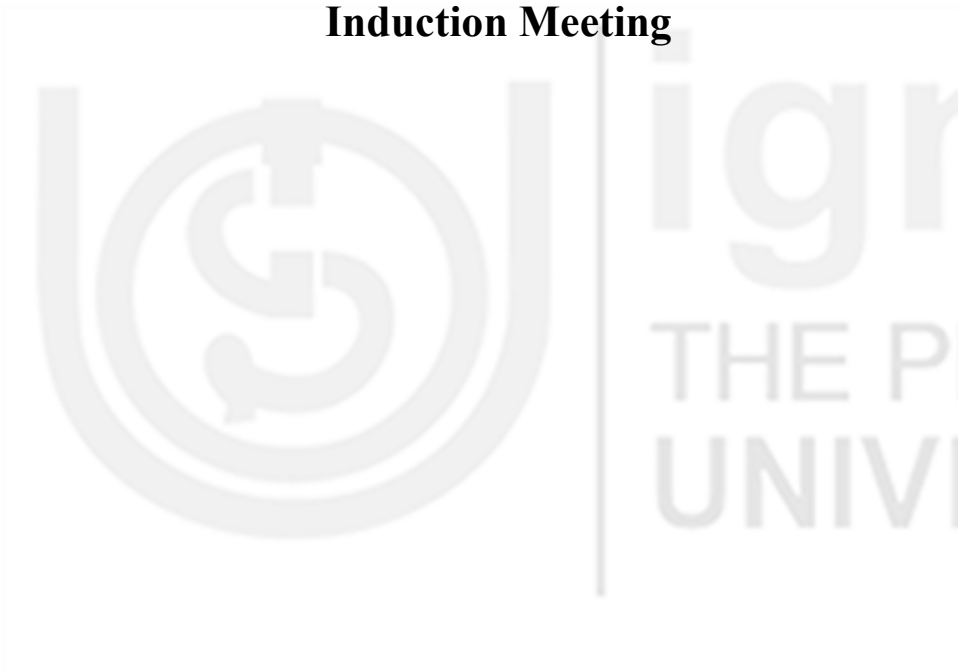
Sl. No.	Main Activities	Date	Student's Signature	Supervisor's Signature (allotted by Study Centre)
1.	Induction Meeting			
2.	Individual Conference I			
3.	Orientation Visit I			
4.	Orientation Visit II			
5.	Orientation Visit III			
6.	Orientation Visit IV			
7.	Orientation Visit V			
8.	Individual Conference II			
9.	Concurrent Visit I			
10.	Concurrent Visit II			
11.	Concurrent Visit III			
12.	Concurrent Visit IV			
13.	Concurrent Visit V			
14.	Individual Conference III			
15.	Concurrent Visit VI			
16.	Concurrent Visit VII			
17.	Concurrent Visit VIII			
18.	Concurrent Visit IX			
19.	Concurrent Visit X			
20.	Individual Conference IV			
21.	Concurrent Visit XI			
22.	Concurrent Visit XII			
23.	Concurrent Visit XIII			
24.	Concurrent Visit XIV			
25.	Concurrent Visit XV			
26.	Individual Conference V			

Paste the certificate of 15 days of concurrent field work placement in an agency or community setting in the box.





## Induction Meeting



## Induction Meeting









### **Report of Individual Conference-I**

During the second semester, a minimum of 5 individual conferences will be held. However, there can be more than 5 individual conferences depending upon the need and convenience of the FWS. Before going for the individual conference, you are expected to prepare for the individual conference so that you can discuss all the problems and other points pertaining to field work practicum.

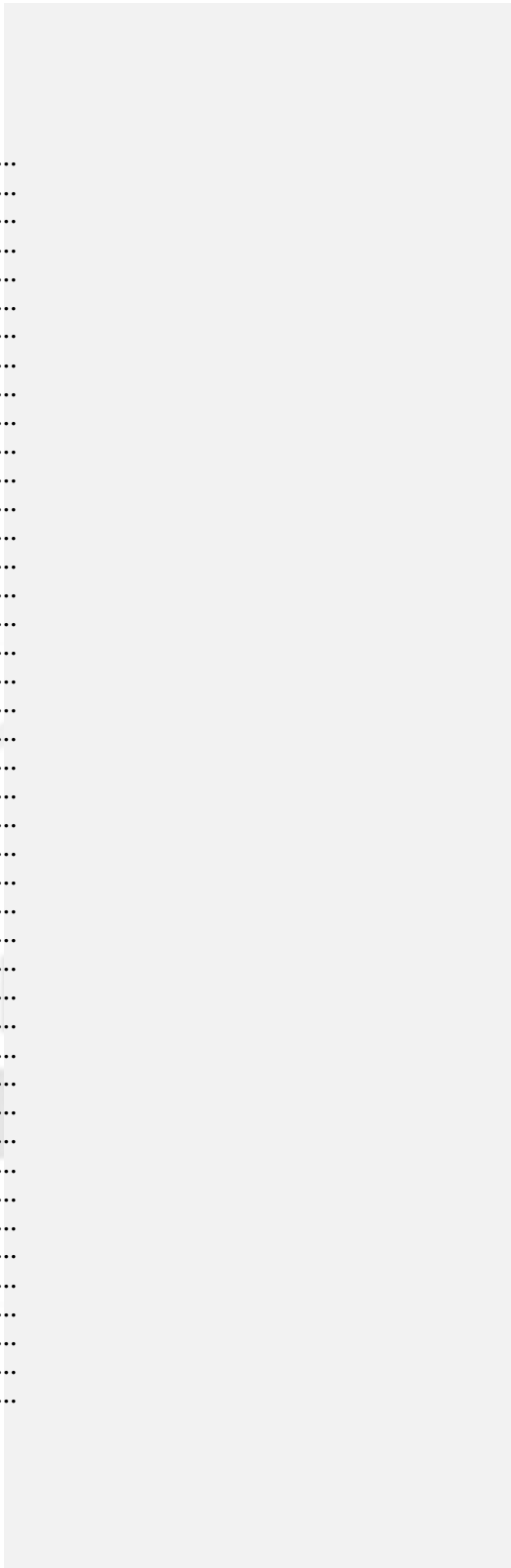


### **Report of Individual conference (IC) I**





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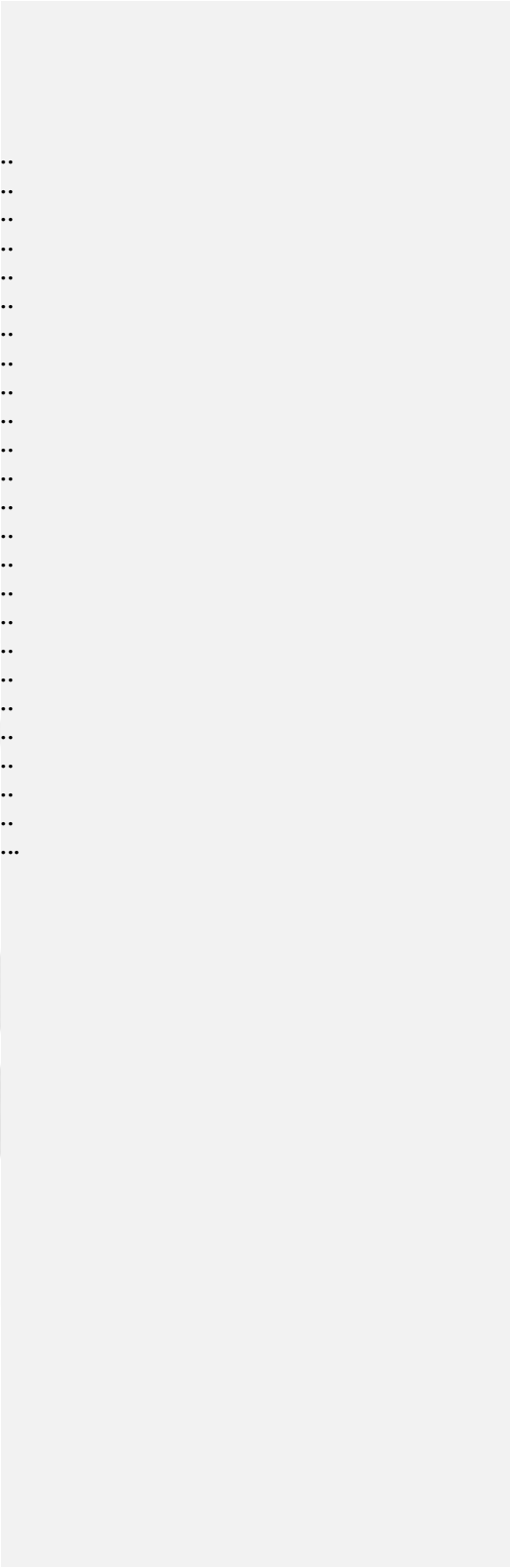
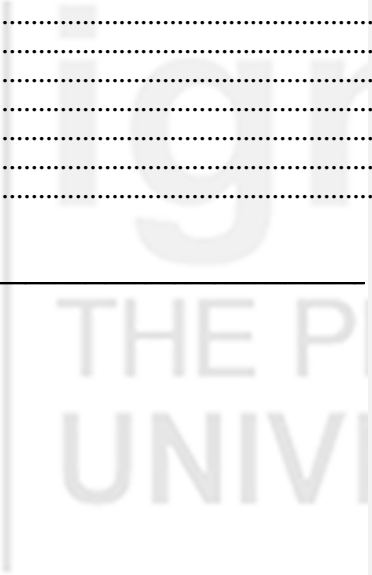


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**Date of Submission** \_\_\_\_\_

Comments by FWS

Signature and Date



## Field Work Components



### Field Work Components

The sequential arrangement of the components of Field Work is as follows:

- 1) Orientation Visits
- 2) Placement
- 3) Agency client relationship
- 4) Assignment of tasks
- 5) Nature of social work process
- 6) Teamwork
- 7) Administrative assignments
- 8) Recording
- 9) Field Instruction

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## **COMPONENT 1                      ORIENTATION VISITS**

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Initial tasks or activities assigned to the student are to visit some of the agencies engaged in social welfare activities. We may call it orientation visits (in case of induction programme), agency visits (in case of field work practice/placement) and exposure visits (usually for educational purpose).

The major objectives of orientation visits are: to acquire observation skills and develop a spirit of inquiry; to understand society responses to social problems through various services; to understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes. Orientation visits also aim at developing an appreciation for social work intervention in these programmes by recording relevant information about the client system and the problems/concern; the selection of programmes/ strategies for solving the problem and its relevance to the client system; the role of the social worker and its relevance to the client's needs and the problem; the relationship between the micro problems and the macro problems, the appropriateness of the organization's resources and the nature of intervention; gaps identified and suggestions.

The following settings can be visited depending upon the availability of the agencies though it would be better to visit as many agencies as possible for maximum exposure. The student is encouraged to observe the similarities and differences in the way social work is being practiced in different settings and find out the causes for the same. Differences can be observed in the practice of methods in same settings also. The agency's values, the practitioners' approach, the requirement of the client, the resources of the agency may be some of the factors influencing the practice of various methods of social work.

### **1) Health Settings – hospitals, community health centres, primary health centres, clinics**

Health settings are an important setting for the social workers. In hospitals social workers work along with the medical practitioners, nurses, physiotherapists and other para-professionals as medical teams. Their major functions include counselling patients suffering from serious or terminal diseases, counselling patients involved in accidents and suffered loss of body parts, and counselling HIV infected individuals. Social workers also counsel family members of the patients and enable them to adjust to the new situation and make necessary changes in their life situation so that recovery of the patient is facilitated. Social worker also helps raise resources for the treatment and rehabilitation of the patients.

In mental health settings the social worker is part of the mental health team along with the psychiatrist and psychologist. The primary functions of the psychiatric social worker is to counsel the patient and his family members, implement behavior modification techniques, conduct home visits, facilitate the return of the patient into his/her normal functioning as a student, housewife or employee.

In the community health centre the social worker studies the health needs of the community and based on that develops awareness programmes to change the behavior pattern of the community. He also organizes health camps, conducts health surveys; organize the people to demand health programmes and looks for ways and means to improve the same. To begin with one may have to motivate and facilitate the community to be hygienic in the day-to-day life.

Health settings, as can be seen, gives the social worker a wide variety of situations to practice the methods of social work and thus provides an important learning opportunity.

## 2) Correctional Settings

Correctional settings include prisons, police stations, juvenile systems, training schools and administration of parole services. The major functions are to counsel the inmates helping them adjust to the institutional settings, deal with inmate family problems and assist in their rehabilitation and resettlement in the community. The social worker acts as a link between prisoners and the institution to improve the services being provided.

## 3) Civic Administration

Civic administration includes social welfare departments, education departments, health departments, municipal offices, panchayat offices, collectorates, block offices and so on. The social worker will have to get knowledge about the various government programmes, the delivery mechanisms, their limitations and advantages. The student can observe the functioning of the related offices and interview the officials. Their opinion on the programmes and their problems in implementing them can be noted. Familiarisation with the functioning of these departments/ agencies is very important for the social worker.

## 4) Educational Settings

Educational settings are schools, colleges and non-formal/adult educational institutions. In school and college settings, social workers have the following functions: enable the student to adjust in the institution, deal with problems of drop outs, ragging, drug addiction, juvenile delinquency, absenteeism, emotional crises, learning and motivation problems, and act as link between the institution and the student-teacher-parent community.

In the non-formal/adult educational settings, the role of the social worker is to approach the community, identify suitable candidates for attending classes, motivate them and their families to attend classes and see that they continue to do so till the course completes. After the course is over, it is important that necessary follow up action in terms of refresher courses is undertaken.

## 5) Home for the Destitute, Disaster Afflicted, Refugees and Migrants

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The problems of the individuals who stay in temporary and short stay homes are diverse in nature. For the migrant and disaster affected, the role of social worker includes providing immediate basic needs, counselling to recover from the trauma and shock caused due to the tragedy, provision of legal aid, initiation of rehabilitation efforts and linking up with government agencies and other NGOs.

#### **6) Homes for Weaker Sections – Women, Children, Beggars and Elderly**

A number of homes are run for destitute and abandoned women. Social worker counsel the inmates, organize events to create awareness, assist them in availing government programmes and legal aid to help the women cope with the problems. In adoption agencies, the Social Worker is responsible for checking the suitability of the prospective parents and their compatibility with the child to be adopted. In old age home, the social worker is responsible for maintaining the physical and mental health of the inmates. She/He has to help them cope with loneliness, neglect and help them to adjust to the new situation.

#### **7) Community Services**

Many NGOs in India provide community related services. Some of them specialize in a single activity e.g., health, education while others provide multiple services. Most of them have social workers working for them. Their major tasks include study and research of the community, identifying the felt needs of the people, organizing awareness programmes, mobilizing people, identifying leaders, setting priorities, suggesting alternative means to solve the problems, implementing programmes and evaluating them. The community setting gives the social worker ample opportunities to use the integrated methods of social work.

#### **8) De-addiction and Rehabilitation centre**

These centres provide drug addicts, alcoholics and other substance abusers, medical and psychological support to end their addiction and become useful members of the society once again. Social workers are involved in counseling the patient and his/ her family members helping them to end the addiction and prevent relapse in future.

#### **9) Palliative care centre**

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The family at times neglects terminally ill patients or the patients themselves feel that they are a burden to the family. In such cases, very often, neither medical care nor trained personnel are available at the home. Palliative care centres allow such patients to live and die with dignity. The role of the social worker is mainly to provide emotional support to the patients and organize some events to ease their painful stay in the centre. There may be other similar settings, which are local specific. The FWS will do the needful to provide appropriate exposure to the student keeping this in mind.

While you may be visiting a wide variety of agencies this semester, it is recommended that you focus on the study of development projects. Some agencies may be providing number of services other than development projects while others may be implementing only development projects. When visiting the former, you should

give special attention to agency's efforts in the development sector by asking them the 'what, how, whys' of the projects.

Development projects are important activity in third world country like ours. India's main problem, poverty, is caused mainly due to the lack of resources among the people, lack of awareness and information and exploitative structures. Development projects facilitate quantitative and qualitative changes in people's lives by providing the necessary resources and information.

Training people in vocational skills and leadership skills, providing credit facilities, arranging for technology transfers, creating infrastructure and forming self-help groups are some of the activities of development projects.

**PROFORMA FOR INFORMATION REQUIRED DURING ORIENTATION VISITS/ GUIDELINES FOR AGENCY PROFILE**

- Name of the Institution** :
- Address** :
- Mission statement/Motto (if any)** :
- Institutional objectives** :
- Chief Executive Officer/ Executive Officers** :
- Board members** :
- Type of work (Programme/project)** :
- Number and nature of beneficiaries** :
- Geographical area of work** :
- Whether the agency is registered or not** :

**Organizational structure** (A simple diagram may be drawn. If the agency is a branch of a larger organization, its place in the larger organization can be shown)

Number of staff members and position held

Level	Number	Qualification	Position Held
Professional			
Support Staff			
Volunteers			
Total			

**History of the Organization**

The student is expected to trace briefly the history of the organization from its inception. The growth or decline in the number of activities, the increase or decrease in the areas in which these services are being offered, and changes in the staff strength over the time can be noted. Most importantly the agency's rationale for the services provided, the reasons for the changes in approach over the years and the results of the changes are to be studied.

### **Sources of Funding**

Funding especially foreign funding has become a controversial issue in the recent past. Special care should be given while dealing with this sensitive issue. **You should not insist on knowing the funding sources if the agency officials are reluctant to divulge that information.**

The following categories are suggested for collecting the information:

#### **Foreign Sources and Indian Sources**

**Foreign Sources-** International organizations, Governmental and non-Governmental resources. And within non-governmental- private institutional donors and private individual donors.

**Indigenous sources** – Governmental – central, state governments and panchayats. Non-governmental sources – private institutional donors, private individual donors

**Community owned resources** – Methods for raising funds and achieving financial stability.

#### **Infrastructure Facilities**

##### **Buildings**

You should see whether the building wherein the agency operates is suitable for the activity it has undertaken. For e.g., a short stay home for women will require the necessary rooms, toilets and bathrooms so that women can stay with necessary comfort. Besides, the area should be secure so that inmates live without fear.

##### **Transport**

You should see whether the agency has the required transport facilities to perform its function. For e.g., in community development programme there may need for regularly traveling to far flung areas and the staff may be depending on a number of transport facilities. In hospitals or old age home, there may be need for ambulance to transport the patients.

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##### **Communications aids**

In your own placement, you can familiarize yourself to what extent the agency utilizes computers, phone, internet, etc. and see whether they can be better utilized.

### **Audio/Video equipment**

Find out if the agency uses projectors, video players, radio for public education purpose.

### **Relationship with other agencies**

#### **1) Relationship with other welfare agencies working on the same issues**

Coordination, cooperation and networking with other NGOs working in the similar field, is very crucial in social work. Find out if there are other agencies working with the similar objectives in the area? Is there any cooperation between the agencies working in the area? Are there any conflicts between the agencies working in the same area or field?

#### **2) Relationship with government departments**

Find out whether the agency receives government funding or not; whether the agency cooperates with the government in implementing programmes or not. In the opinion of the agency, how do government officials deal with them. Do the banks in the area support the agency?

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#### **3) Relationship with Panchayat Raj Institutions (PRIs)**

Is the agency cooperating with the (PRIs)? What are the areas in which the agency is cooperating with the PRIs? Do the agency officials think that PRIs are functioning well?

#### **4) Relationship with community based organization (CBOs)**

Find out the number of CBOs working in the field, the method of their formation, whether they are self – initiated or started by government, or by other agencies etc. How old are they and if they are dissolving what are the reason for the same? If the CBOs are increasing in strength, then the reasons for the same can be noted. What are the areas of cooperation between the agency and the CBOs?

#### **5) Relationship with other organization like religious organizations, associations etc.**

### **Opinion on the relevance and quality of services provided by the agency**

Opinion can be collected from the staff members, clients, management and government officials working in the area. Collection of the information will require talking informally to the beneficiaries.

### **Problems faced by the agency and proposed remedies**

#### **1) Internal Problems**

Internal problems can be related to funding, infrastructure, staff, management, and objectives of the agency.

## 2) External Problems

External problems can be related to the target population. For e.g., the lack of cooperation from the community or hostility from the leaders. External problems can be related to the agency relationship with the government department, other NGOs, panchayat institutions etc.

The student can also note down how the agency plans to face these problems, relationship with the donors and their demands.

### Future Plan

The agency's plans for expansion and the future can be described. This will include the new programmes the agency would start and how it plans to initiate the same.

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### Recognition and awards

Mention whether the agency was awarded/rewarded/given recognition for its contribution towards social upliftment.

### Affiliations

Mention whether the agency is affiliated to any institutions such as councils, higher educational institutions, network etc.

### Any other information

Provide any other information, for example, the agency's participation in relief activity in disaster prone area or the political nature of the activity if applicable.

### Learning process

You can write your own impressions on the agency. Further you can compare the agency with the other agencies you have visited and note down the strengths and weaknesses of the agency in comparison with the other.

You can give your opinion on the importance of the agency to the community, its objectives and its functioning. You may agree or disagree with the method used by the agency to attain its objectives and give reasons for the same.

Your gain in terms of knowledge, skills and attitude can be noted. You can report if the visit was a waste of time and give reasons for the same. Suggestions can be made to make these visits more productive.

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## COMPONENT 2 PLACEMENT

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Placement is an important part of the field work. You are expected to do at least 15 full working days at the agency. You may be already working in an agency and in such cases your field work supervisor will help you get maximum exposure in practicing those skills, which cannot be practiced in your agency.

Social workers are always part of a team. You will, wherever possible, be placed in teams of three to six. The aim of this exercise is to enable the student to adjust to new situations and with people from different backgrounds; to gain experience in reconciling different approaches towards the same problem and ensure effective service delivery; to learn from the knowledge and experience of the other professionals; to learn to divide responsibilities, discard egoistic attitude and promote group goals; to develop leadership skills, communication skills and improve self-awareness. Questions related to this are given in the teamwork section.

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### COMPONENT 3 AGENCY CLIENT RELATIONSHIP

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One of the aims of the Social Worker is to improve the social functioning of the client. It is by establishing a relationship with the client that the social worker achieves that aim. The process starts when the client on his/her initiative or on the persuasion of others approaches the agency for help. Sometimes this action of the client is as a result of the programme conducted by the agency itself. For e.g. an awareness campaign on HIV and AIDS will encourage individuals who suspect that they are infected to approach the agency. In other cases, he/she will be referred to by other organizations to the agency. The agency then allocates the case to the social worker. The role of the agency is to provide the necessary resources. The client is the centre of the whole process and therefore the client–social worker–agency system is to be understood properly.

The client approaches the agency with some expectations and may be with some apprehensions. He/she has his/her own world view based on his/her value system, individual experiences and position in the social structure. The client may have certain ideas on the social work process. For example, a person with financial problem may expect some monetary help and feel that whole process of counselling is a waste of time. On the other hand, the agency has its own ideology and its own limitations. They have to proceed on the basis of these values and ideology.

The social worker has his/her own value system based on professional values and ethics. It is important that personal values formed by specific personal experience don't affect his/her perception of the client. Social Work principles like non-judgmental approach and controlled emotional involvement emphasize the need for that quality on the part of the social worker. The social worker therefore should develop a certain level of self-awareness to limit the influence of personal experience in the relationship.

The following points can be used for self-introspection:

- 1) Discuss and list down your own likes and dislikes with regard to your social functioning like your choice of friends and kind of work you enjoy or dislike and such matters, which you consider to be important.
- 2) What are the first impressions of an individual/group/community and whether it changed after subsequent sessions and after the availability of more information?
- 3) How does the client see the agency and why?
  - a) Helper b) friend c) relative d) broker e) doctor f) Professional g) any other
- 4) How does the agency see the client?
  - a) Poor and helpless b) resourceless

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The rationale for providing the service to the clients can be discussed here. Some of the important reasons for the provisions of the service are religious, philanthropic, professional, entrepreneurial and to improve public relations.

- 5) How does the agency see the social work professionals?
- 6) Do you think that the agency is fulfilling the purpose it is meant for? If yes, give reasons and if no, give reasons.
- 7) How do the beliefs, traditions and preconceived notions of the client system influence the perception of the agency?
- 8) Understand the implications of existing bureaucratic set-up and legislation on the service provided.

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#### **COMPONENT 4 ASSIGNMENT OF TASKS**

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The aim of doing specific tasks is to expose the student to situations where the Social Work methods in rudimentary form are used. The task itself may not be related to social work but the preparation of the same may require meeting individuals and groups, interacting with them and enabling them to plan the task and implement it. The task can be chosen depending on the need of the target population and the resources available.

**Describe the various steps followed to organize an event:**

##### **I) Initial stage**

- Initial contact with the group.
- Rapport building.
- Studying the situation and getting to know the felt needs of the target population.
- List out objectives of the programme in qualitative and quantitative terms.
- Choose the appropriate task or activity to attain these objectives after consultation with agency officials, community members and beneficiaries. If permission has to be taken from the concerned authorities you should do so.
- Develop a realistic time frame for conducting the activities.

##### **II) Planning stage**

- Prepare a plan.
- List out the tasks to be done.
- Anticipate expected problems and unexpected problems by brainstorming.
- Allocate the responsibilities to individual and groups or both. Mention clearly the responsibilities. Communicate the responsibilities to the concerned persons preferably in a meeting where everyone involved is present.

- Mobilize the internal and external resources. The community resources have to be mobilized.
- Always keep notes of all the points involved in various interactions.

### III) Implementation stage

- Implement the plan
- Unexpected assistance that helped you to implement the programme needs to be mentioned.

### IV) Evaluation and feedback

- Have the objectives set been attained?
- What is the impact of the programme on the target population?

### Tasks that can be undertaken (some illustrative activities)

#### Individual related activities

- 1) Arrange a job for a person who has to be rehabilitated.
- 2) Arrange a loan/government scheme for a needy person helping him/her during the various stages of his/her application.
- 3) Arrange for loan/scholarship for the children/adults from private/public sources.
- 4) Arrange for a patient to be taken to hospital using a volunteer. **You should not take the patient yourself and claim that it's a valid assignment.**
- 5) Arrange for cost of medication for the children/adults from private/public sources.

#### Group/Community related programmes

- 1) Organize a picnic, visits to places of interest like museums, temples, historical places etc.
- 2) Arrange for adult education classes/non-formal classes/tuitions for the various categories of the people in the community.
- 3) Organize an awareness camp related to health, education, government programme, human rights to improve the knowledge level of the people.
- 4) Organize street plays with the actors being the members of the community.
- 5) Conduct a health camp for people. It can be a nutrition camp or immunization camp.
- 6) Conduct surveys for use in the formulation of future programmes.
- 7) Organize a fund raising event. For example, a bal mela can be organized in the school.
- 8) Organize a sports programme in the school or the community.
- 9) Organize leadership training programme for the informal leaders of the community.
- 10) Organize a dharna or demonstration for focusing on a people issue.

- 11) Arrange for filling Public Interest Litigation for a social problem.
- 12) Arrange for legal aid for the afflicted persons and follow up till the issue is satisfactorily resolved.
- 13) Arrange for vocational training for the disadvantaged sections.

### **Describe the problems encountered in organizing the event**

Some of the problems can be the following.

- 1) Lack of cooperation or even hostility from the people and target population.
- 2) Lack of resources: internal resources include organizational resources like fund and staff. External resources include community resources, community participation and infrastructure.
- 3) Target Population related problems
  - First, the group or community may be riddled with factions whose previous conflicts may enter the planning and implementation of the current programme.
  - Second, the presence of a dominating individual or group may reduce participation by others leading to dissatisfaction among others.
  - Third, some individuals and groups may try and use the common programme for private use.
  - Lastly, weaker sections of the population like women, schedule caste and the poor may not be able to participate due to lack of motivation or lack of convenience.
- 4) Problems related to participants
  - Inconsistency of the people's interest levels in the task which they have decided for themselves, there may be high enthusiasm in the beginning that may lower after some time.
  - Individuals who accepted responsibilities may neglect it later and give various excuse or may not appear at all.
  - By making alternative arrangements like giving the responsibility to someone else and so on.
  - Within yourself – that is controlling your emotions of being let down etc. from negatively influencing your performance.
  - By discussing the situation with the concerned persons or confronting the participants.

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It would be beneficial if you write down how these problems were faced by making alternative arrangements like giving the responsibility to someone else and so on.

### **Discuss your reactions with your FWS.**

### **Describe the achievements of the programme**

#### **1) In terms of the objectives of the programme**

- i) Participation of the people – in terms of gender, communities and groups of community especially the weaker sections of the community.
  - ii) Quality of participation.
  - iii) In terms of the change wanted by you.
- 2) **In terms of the larger programme of the agency**
- 3) **In terms of the people’s needs**
- i) What specific need did the programme satisfy?
  - ii) What further programmes should be conducted to attain the objectives set by you.
- 4) **In terms of the people’s participation in future programmes.**

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## COMPONENT 5 NATURE OF SOCIAL WORK PROCESS

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In the second semester, you will practice the method of community organization.

### COMMUNITY ORGANIZATION

You may need many visits to gain the information, which are listed below.

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#### Community Profile

##### *Name of the community*

##### *Location*

You can give the name of the state, district and block where your community is located. Also include distance from other villages, district headquarter and state capitals. If the community is part of an urban area you can give its location in terms of distance from the city centre and its nearness to an area important to its residents. For example, if your community is located in a slum, give its distance from the industrial area where most residents work. Similarly, if your community consists mainly of housemaids then the distance of the community from the housing colony where they work can be noted.

##### **Entry to the community**

Entry into community is mainly through leaders – formal and informal. It can be through respectful professionals like teachers, lawyers, or doctors who are involved in the community matters and are respected by the community members.

##### **Socio-economic Profile**

##### *Demographic profile*

- You should get population statistics from official sources – government offices and also from the people. Usually, every panchayat has relevant information about every household. At times, there may be variation in the two versions.
- You must find the demographic profile of various groups which reside in the community. The information you will obtain will indicate the kind of problems you are going to deal with. For example, while dealing with problems of women you will have to look at sex ratio of the community. You may find that in the community, most men have migrated to the city for work and women are left behind. Further, you may find that not many men are able to send money to their families. A lot of problem may be caused due to these reasons. Another instance can be that the sex ratio is unfavorable and declining because of the practice of female infanticide in the community. You must note such kind of observations in your journal.

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Similarly, if you want to deal with a development project then you should enumerate the various groups living in the area. Their profile is an important element in the analyses of the society.

#### ***Political profile***

Panchayat Raj Institutions play crucial role in the activities – particularly at village level. Therefore, grass – roots level leadership and political influences do have a say in village life.

- Political representatives of the area.
- Political parties functioning in the area.
- Political leaders of the area who hold formal positions.
- Political leaders of the area who hold party positions.
- Political leaders who have no formal positions but have substantial influence.
- A note on the relationship between leaders and the populations.
- Methods by which the leaders influence the people and similarly find out how people approach their leaders and get their work done.
- The rewards of holding political positions and how they use power to benefit themselves and others.
- You can meet political leaders and ask them about the political situation of the community.

#### ***Economic Profile***

- The pattern of ownership of resources: land in rural areas is an important asset. You must note the pattern of ownership: who has land, who does not have land.
- In urban areas, you must note the type of occupation of the people.
- Annual income of the family, regularity and irregularity of the income, its dependence on other factors, its seasonality, the consequences of all this on the life of local people.

- Annual expenditure of the family, its variability depending on the seasons and time.
- Expenditure on rent for the house/farming land etc.
- Expenditure on travel and other necessities.

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### **Social Profile**

**Type of community:** Homogenous or heterogeneity  
Conflicts with other social groups  
Cooperation with other groups

**Power analysis:** Who has power?  
What are the social backgrounds of the power wielders?  
How the power is exercised?  
What are the conflicts concerning political representation?  
Who are the main competitors to the power wielders?  
What are the positions of the vulnerable sections: women, schedule castes and tribes and minorities?

**Educational Profile:** What is the general educational standards of the population?  
Are most people illiterate, whether completed elementary school or college?  
Do most students attend school?  
Are there incidences of child labour?  
What are the standards of schooling in public schools, government schools and private schools?  
What are the major problems of the education sector in the area?  
What are the opinions of the teachers on education and on the community?

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**Family Profile:** What are the types of family composition in the community?  
Are there many incidences of the women headed household in the community?  
What are the average number of children in a family?  
Is there any social mobility between father and son, mother and daughter? Father may be labourer and son may be officer.

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**Religious Profile:** What are the major religions found in the community?  
Is there a history of conflict in the area?  
Is there a division of labour based on religion, caste or social status?

**Topographical Profile:** What are the dominating physiological features?  
Is the place near forest, seas or mountains?  
Does lack of rain or excess of it cause any problem in the area?  
How has all these factors affected the lives of the people?

## Major Problems of the Community

Identification of the felt needs of the community requires time and may take more than two or three visits.

You can note down the major problems facing the community. Your conversation with the people, officials and leaders will give insights into the community's problems. You must also ask the agency officials about their opinion on the community and its response to the agency's efforts to alleviate its problems.

But there may be some problems, which you feel deserve immediate attention. While you are encouraged to bring it to the notice of the agency officials and the community itself, you are advised to stop pressing for your own solutions. There are many factors involved in finding solutions. One is that, the community members may feel that the problem is not as serious as you think. The second factor is that agency should have necessary resources to implement the programme. Three, you may not be able to give enough time for solving complex problems. Finding out a felt need of the people is a crucial task.

**You may approach the formal leadership or the informal leaders.** While adopting this method, you must remember that most leaders have their vested interests in mind and will suggest programmes which may benefit their followers or even themselves. At the same time, support of the leaders will add to your support in the community.

**You may conduct a village level meeting.** While this gives opportunities for everyone to voice their opinions, very often it is difficult to organize these meetings. You may have to do door to door campaign for mobilizing people and even then they may not come for the meeting. Also, the meetings may be dominated by some individuals, which will make the meeting virtually a small group discussion defecting the very purpose of the meeting.

You can talk to various people, groups and other organizations in the area. But they too may have vested interests that may prove detrimental to your efforts.

Many suggestions may come to you and a lot of demands as well. You must clearly say what is possible and what is not possible. Never give false hopes to the people. If your agency have an ongoing programme then you can conduct one such programme involving the community. Suppose the agency has a micro credit self-help group, you can initiate steps to start one more group or you can conduct a mass programme to identify more women who are willing to join the existing groups.

**You can consult the voluntary agencies working in the area.** Sometimes the agency may ask you to find the felt needs of the people. You can give a detailed report to the agency on why you think a particular programme has to be done and why other programmes can wait or need not be done at all. Your proposal should be specific. Do not say 'poverty is the problem and something has to be done about it'. You can say that 'lack of water resources, has forced people to go for single crop. We suggest that a watershed may be built'. The community is willing to contribute a significant amount and remaining amount should be provided by the agency. Of course, these proposals have to be supported by facts and figures.

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## Planning Process

Once you have helped the community to decide what services they want, your third stage begins.

### **Create discontentment**

You must convince the members that they really need programme. There should be discontentment with the existing situation. Otherwise half way through the programme you will find that community members have lost interest in the programme. If you find the specific programme will not be able to sustain the enthusiasm of the people for long then you must delay it and choose a simpler programme. Mass enthusiasm like mass memory is very fickle! You must be able to bring together all or the majority of the members of the community.

**Create unity of purpose.** People who have difference of opinion should be convinced and special attention should be given to this aspect of the problem. Once you convince the members of the worthiness of the programme and your sincerity in implementing the programme, you can start the planning process.

### **Create social profile of the potential beneficiaries**

You can make a socio-economic profile of the beneficiaries based on the information proforma which has been given earlier. Earlier the whole community was studied, now, problems specific to the group can be mentioned.

### **Choose a particular course of action**

Many possibilities can be thought of and discussed. One thing you must remember is that while you may have a solution which you think is the best, never try and impose it on the community (respect community self-determination). Brainstorming in groups may be a good idea.

### **Set targets**

Along with choosing the course of action, you must also get the targets: number of beneficiaries, amount of money to be collected from the community, agency support and so on.

For example, you can set a target say educating 100 adults of the village. To which sections these adults should belong will depend on the need, as you have assessed. Depending on the situation, you can fix the criteria: either you can focus only on women or men or both. You will need to either get a volunteer for teaching or pay someone to teach. Also you will have to find money for teaching materials and so on.

### **Mobilize resources**

You must be able to mobilize material and non-material resources. Do not depend only on the agency resources. There is a need to mobilize local resources in terms of cash, experience, etc.

### **Break the programme into smaller tasks**

Your tasks for this programme may be as follows; to identify 100 adults who can attend the programme, to find a volunteer to teach the adults and to find a place for holding the classes. For identifying the adults you may want to organize an awareness campaign in the form of street plays. Home visits as well as motivating school children to bring their illiterate parents are other ways of getting community participation.

### **Assign responsibilities to different individual and groups**

Your responsibility does not end here. You must always check the progress of various groups. You must motivate the people to continue their efforts in spite of setbacks. Give them guidance and support.

### **Evaluation**

Evaluation of the programme may be done by the following.

- 1) In terms of the objective of the programme
  - i) Participation of the people – in terms of gender, communities and groups of the community, especially the weaker sections of the community.
  - ii) Quality of participation.
- 2) In terms of the change wanted by you.
- 3) In terms of the larger programme of the agency.
- 4) In terms of the people's needs
  - i) What specific need did the programme satisfy?
  - ii) What further programmes should be conducted to attain the objectives set by you?
- 5) In terms of the people's participation in future programmes.

This is part of the evaluation for the programme you have organized. As we have mentioned earlier more important than the activity itself are the lessons you have learnt from it and also how you show the supervisor that you have learnt it.

In community organization, you can evaluate yourself by judging your performance as a guide, an enabler and an expert.

#### **Enabler**

- Your ability to initiate purposeful discussion on community issues with the leaders, members and professionals.
- Your ability to guide these discussions into relevant area.
- Your ability to interact with a wide range of people including members of opposite sex, the poor and the ethnic groups other than yours.
- Your ability to formulate with others a proper draft plan for the programme.
- Your ability to pre-judge conflict situations and prevent the same from disturbing your activity.
- Your ability to handle conflict situations and resolve them peacefully.
- Your ability to create awareness about the situation without feeling bad about it. Most of the time you may find that you are better placed socially and economically than the people you interact with. Therefore, you must be conscious of this when you deal with people in the community.

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#### **Guide**

- Your ability to give direction to the discussion.
- Your ability to evaluate possible problems during the course of implementation.
- Your ability to interact and persuade informal and formal leaders to support your programmes.
- Your ability to anticipate problem situations and make contingency plans to deal with them.

- Your ability to listen and understand the viewpoints of others.
- Your ability in planning systematically.
- Your ability in mobilizing resources.

#### **Expert**

- Your knowledge about the community problems.
- Your knowledge in the larger socio-economic situation in which the community exists.
- Your knowledge regarding the policies and programmes that can benefit the community.
- Your knowledge about non-governmental organizations and individuals from whom the community can benefit. The last two points relate to your ability to provide referral service.
- Your knowledge about the various options available to solve problems.
- Your ability to communicate your ideas and feelings to the community.
- Your ability to develop leaders from the community.
- Your ability to give leadership without undermining existing leaders.

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### **COMPONENT 6 TEAM WORK**

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As mentioned earlier, social workers have to work in teams and the team members may be other professionals like lawyers, doctors, nurses or volunteers. The approach of other professionals will be very different from social workers. The social worker in such cases not only has to take care of the psychological and social needs of the individuals, but also has to humanize and integrate the various approaches.

It has been also observed that some professionals especially doctors in a medical setting try to marginalize the social worker's role in the healing process. This kind of response may be found in voluntary social workers who are impatient with the approach of the professional social workers. It is the social worker's responsibility that he/she adjust in the situations keeping in mind the welfare of the clients.

- 1) Explain your role in the team (individuals you work with directly in course of implementing your programme).
- 2) Observe and explain the impact of the functioning of the team on the implementation of the programmes.
- 3) Does any team member show lack of understanding of the social work profession?
- 4) Instances of cooperation and conflict, is any.

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### **COMPONENT 7 ADMINISTRATIVE ASSIGNMENTS**

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Begin to understand the agency, its policies and its rules and regulations. The importance of keeping records and preparing reports of the activities undertaken should be understood. Basic statistics regarding the income and expenditure of the agency should be understood. Learn to write official letters and maintain records.

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## COMPONENT 8 RECORDING

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Social work professionals have to maintain records for the following reasons – use it as reference and check the progress of the case; to facilitate, consultation; for the growth of the knowledge of the discipline and professional growth.

A recording system envisages the following:

- A proper format to record facts, opinions, suggestions and observations;
- A file or book to enter the information;
- A sound file system which will enable storage and quick retrieval;
- Cooperation from other employees in the maintenance of the records.

Process recording is suggested which means that you write down in your words the sequence of events as it took place. Your assessment of the problem, comments and observations are noted at the end of the reporting. As the work progresses you can attempt a diagnosis of the problem and suggest actions to remedy the situation. Evaluation and feedback received can be reported at the end of the programme.

For example, a case can be recorded as follows.

Personal information like name, age, education, qualification, employment, income, nature of problems, past attempts to solve the problem and their results.

First visit – the client description of the problem, the questions you asked him/her, the replies the client gave you. All this information is to be noted simultaneously during the interviews in form of points, which you later enter into the appropriate files. After that you write your observation and comments regarding the client.

Observation on second visit and third visits may be recorded in a similar way.

Process recording or otherwise called verbatim recording means that you record the events as they occur with your comments at the end of the note.

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## COMPONENT 9 FIELD INSTRUCTION

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The relationship between you and the FWS is a crucial one. It is a professional one in which the FWS is your friend, philosopher and guide. It is up to you to make best use of the FWS.

**Report of Orientation Visits  
I – V**



**Orientation Visits**

During the second semester, you are expected to visit five different field work settings/ agencies to have exposure to social welfare programmes. You may write the report of each visit by using the proforma given below.

**Proforma for report on orientation visit  
(use the space as per requirement under each item)**

**Name of the institution**

**Address**

**Mission statement/Motto (if any)**

**Institutional objectives**

**Chief Executive Officer/ Executive Officer**

**Board members**

**Type of work**

**Number and nature of beneficiaries**

**Geographical area of work**

**Whether the agency is registered or not**

**Organizational structure** (A simple diagram may be drawn. If the agency is a branch of a larger organization, its place in the larger organization can be shown.)

**Number of staff members and Nature of Staff**

<b>Level</b>	<b>Number</b>	<b>Qualification</b>	<b>Position Held</b>
Professionals			
Support Staff			
Volunteers			
Total			

**History of the organization**

**Sources of funding**

**Infrastructure facilities**

**Relationship with other agencies**

**Problems faced by the agency and proposed remedies**

**Future Plans (if any)**

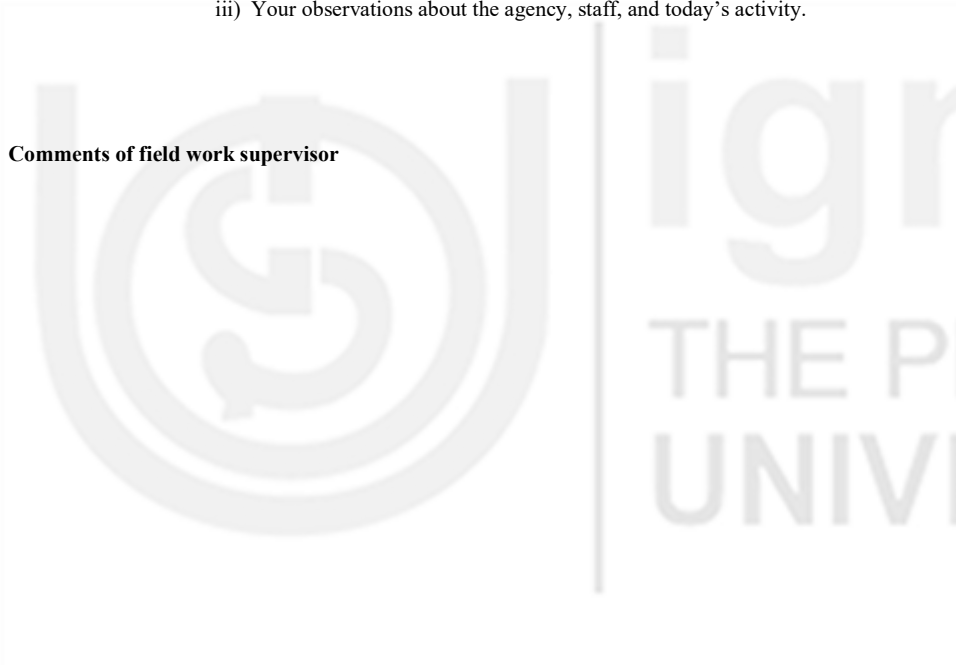
**Recognition and awards**

**Affiliations**

**Any other information**

- Learning Process:**
- i) What have you learned from today's visit?  
(any new knowledge, exposure, experience etc.)
  - ii) Your experience of going with a group as a team member for learning
  - iii) Your observations about the agency, staff, and today's activity.

**Comments of field work supervisor**







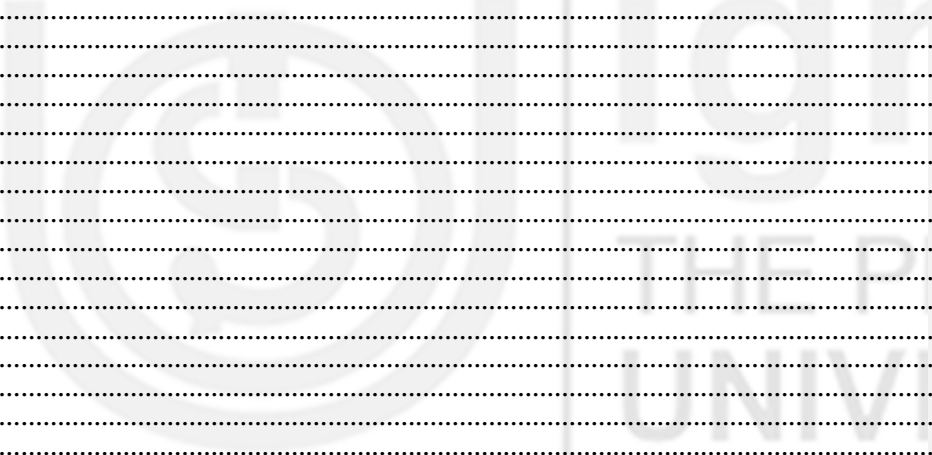
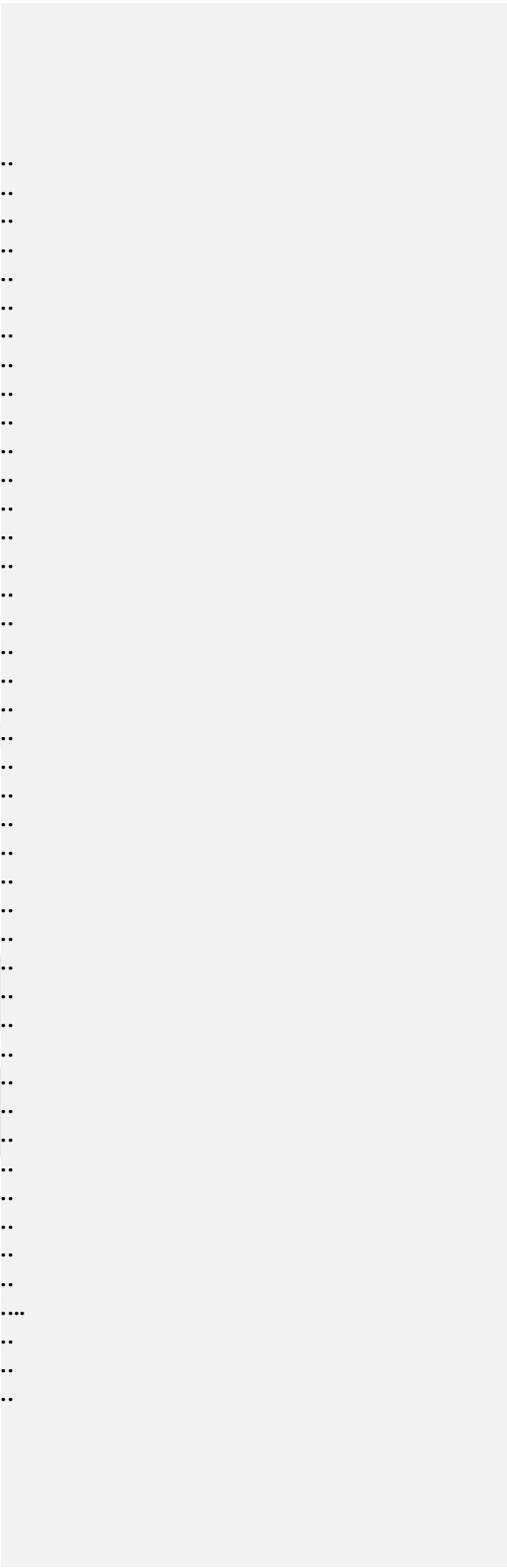








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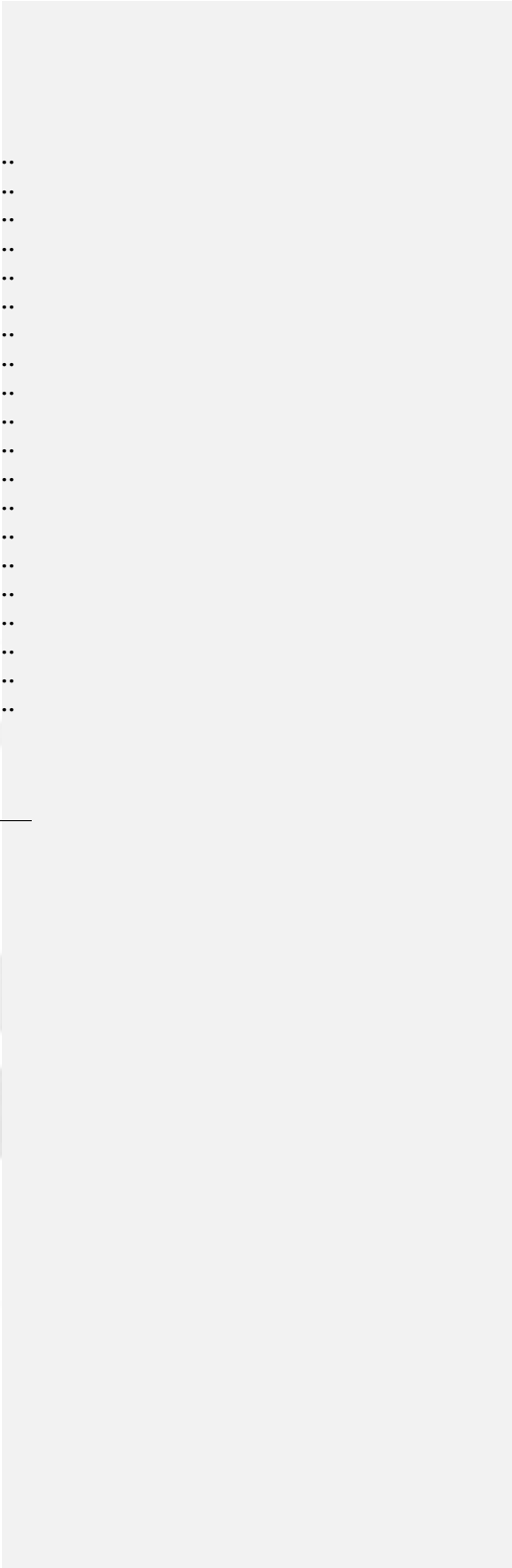
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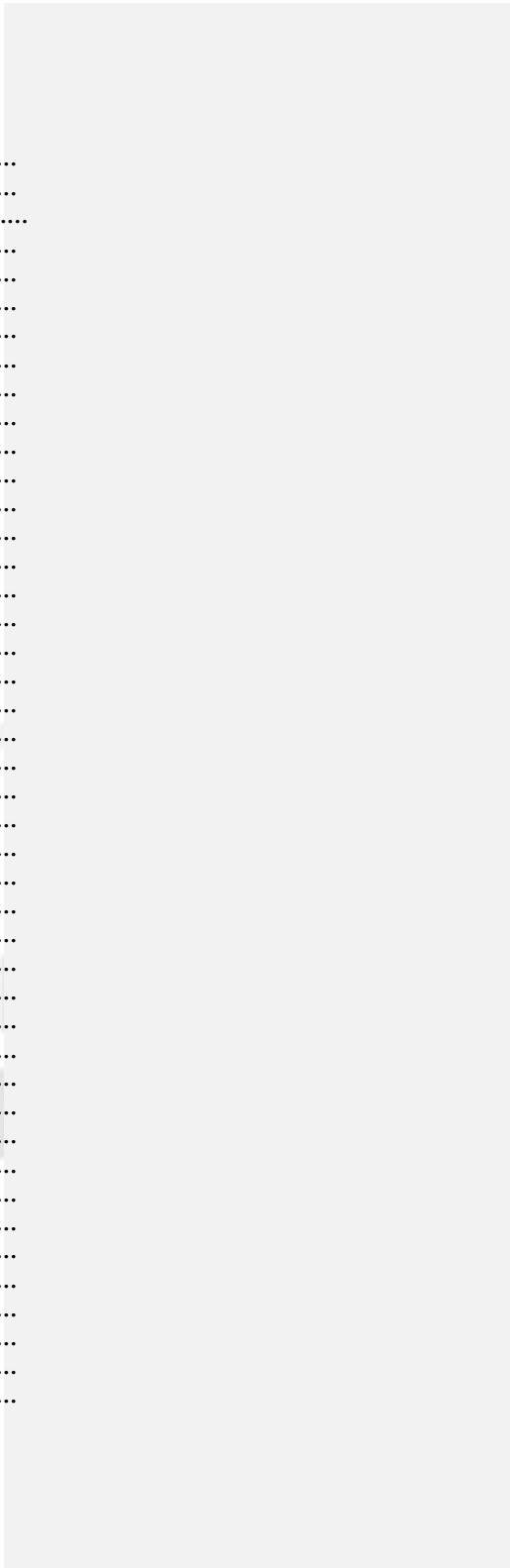
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**Comments by FWS**

**Signature and Date**

## Concurrent Field Work



### **Concurrent Field Work Reports**

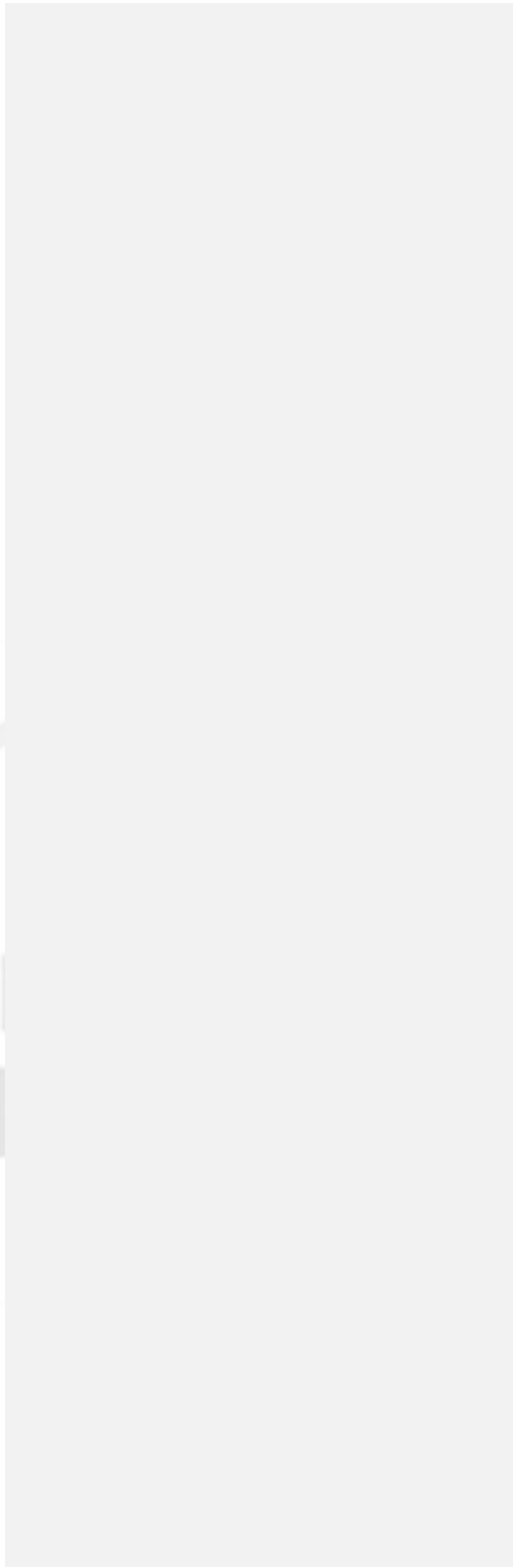
During the second semester, you are expected to gain 15 days of experience in the project/agency. These visits in social work terminology are called concurrent visits. During the 15 days of concurrent field work, you are required to practice community organization as a method of social work. You will be placed in a development project or agency for field work practicum by the FWS in groups of three to six. Your concurrent field work practicum reports are to be written after each visit. You may follow the instructions given in the journal for report writing in second semester.

You are expected to read the portion on field work components before you write your draft report so that important points are included in the report. Depending on the activities you can use the space for each visit. For some visits you may require more space while for some others you may require less. It is desirable that you prepare a draft, correct it and then copy the same in your journal. Remember to write your journal in your own hand writing and never type the report. You must use the following proforma for writing the report. After writing 15 concurrent field reports, you will have to write the report on community organization.

#### **Proforma for report on concurrent field work**

<b>Date of field work</b>	<b>Time spent in the agency</b>
<b>Activities performed today</b>	
<b>Observations related to the agency functioning or related institution functioning.</b>	
<b>Teamwork</b>	
<b>Assigned tasks (which stage and progress so far etc.)</b>	
<b>Observation regarding client system and service delivery</b>	
<b>Administrative assignments</b>	
<b>Social work techniques used</b>	
<b>Field instruction expected for the following</b>	
1)	
2)	
<b>This will include your doubts and observation</b>	
<b>Comments by the Field Work Supervisor</b>	

**Report of Concurrent Visits  
I – V**



**Concurrent Visit I**

**Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.**

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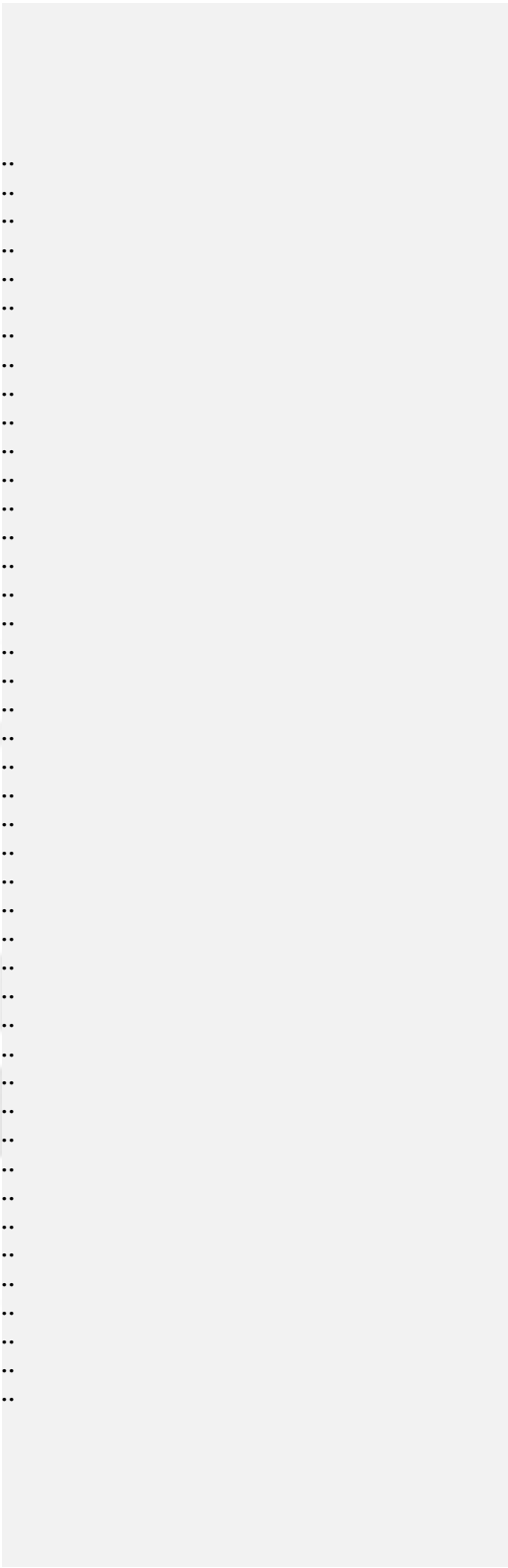


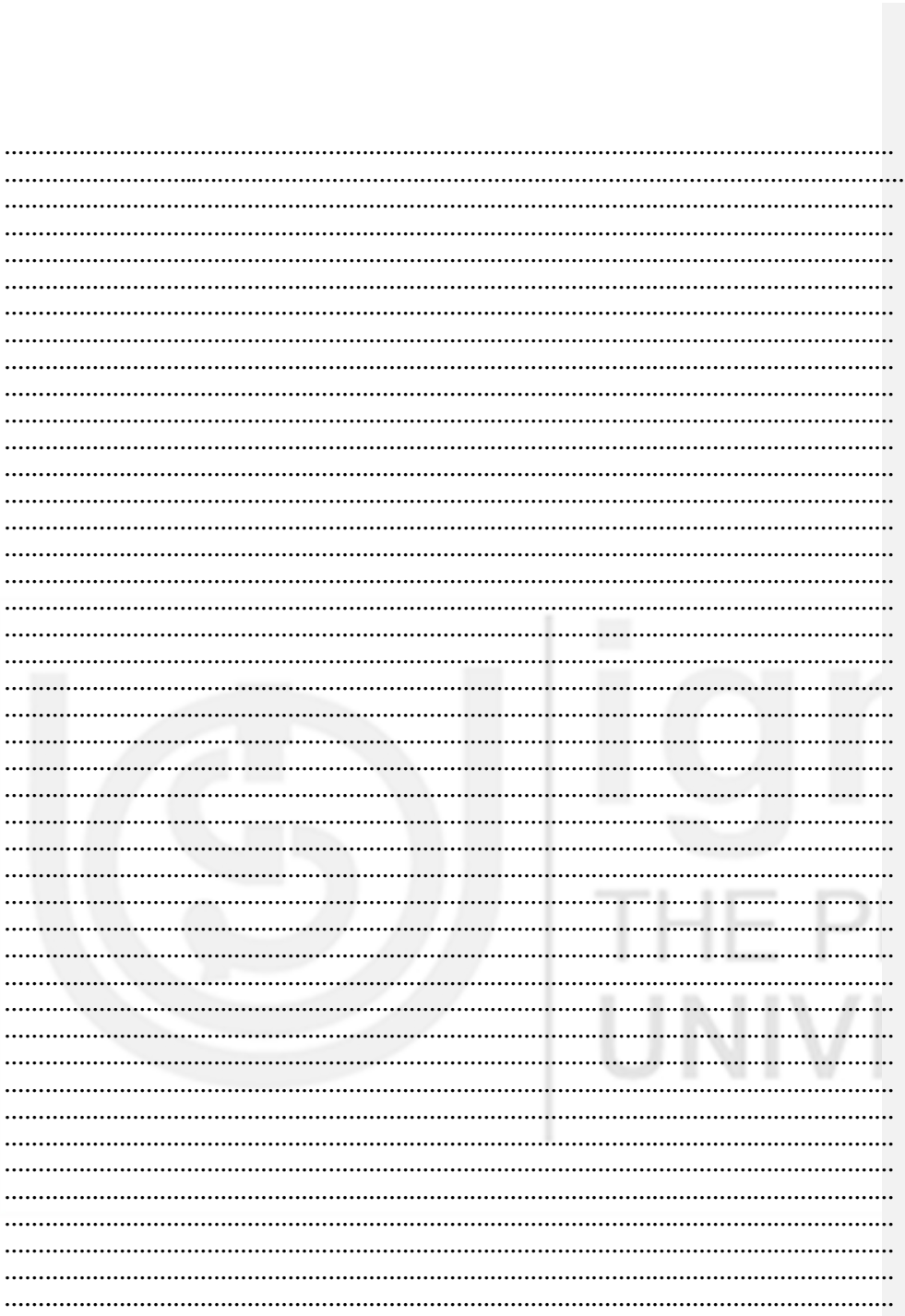






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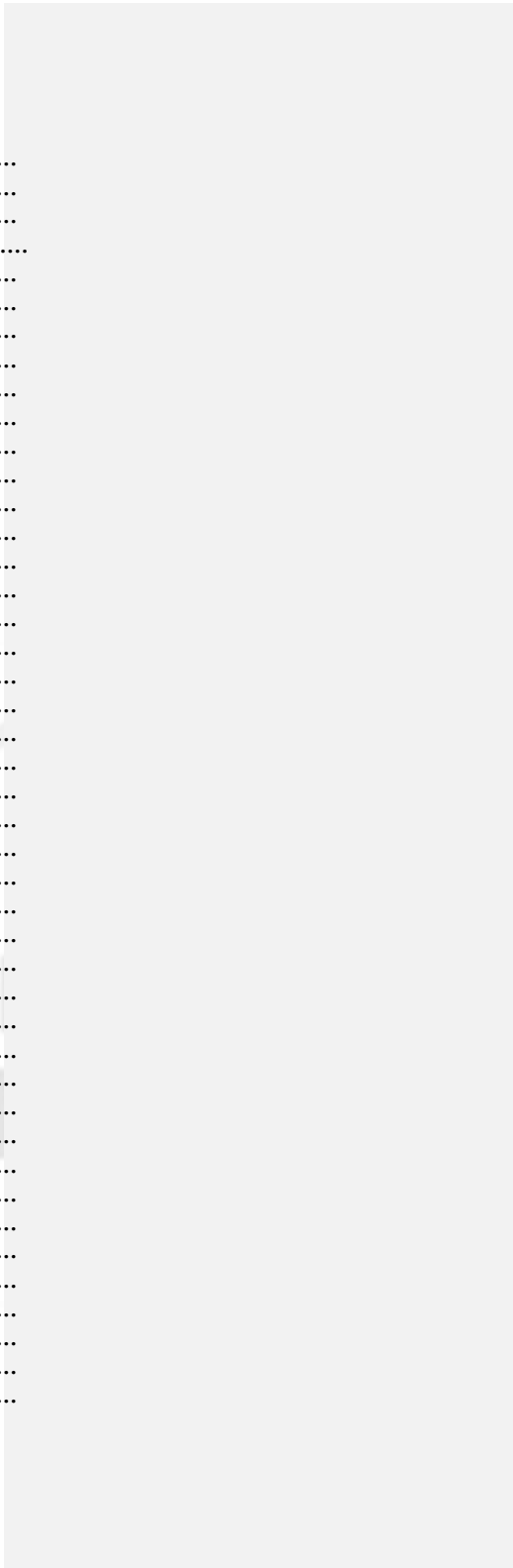
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Report of Concurrent visits  
VI – X







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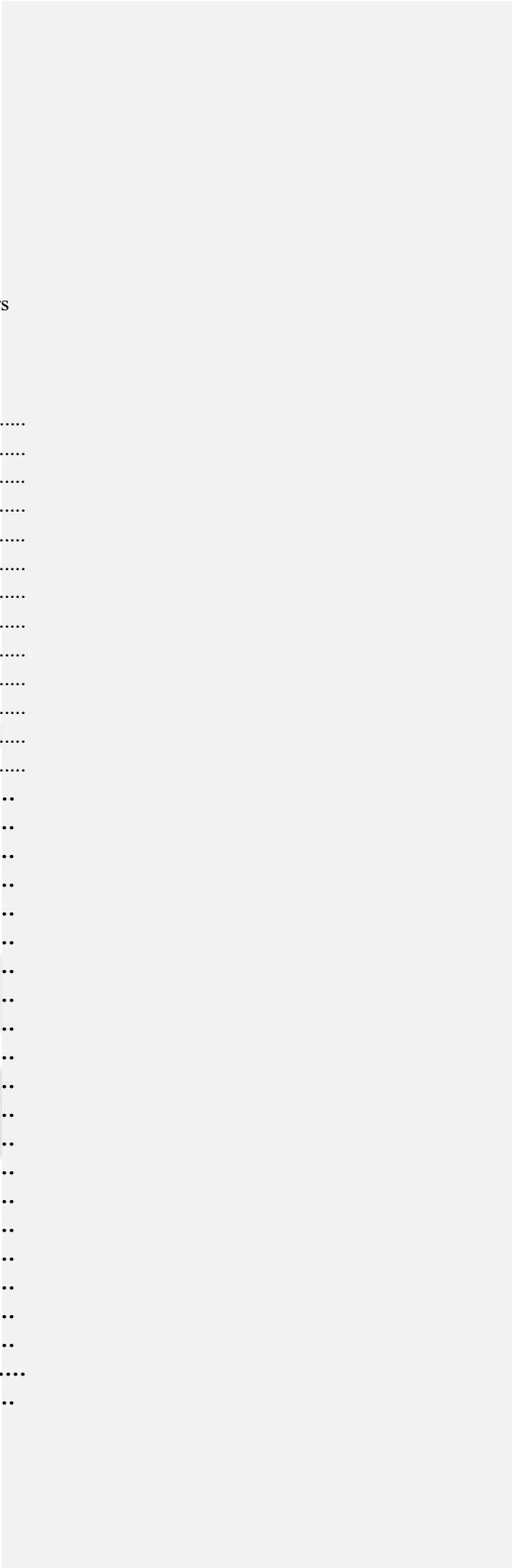
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**Concurrent Visit VII**

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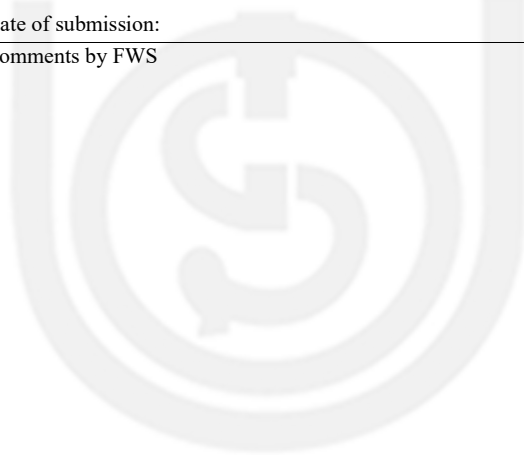






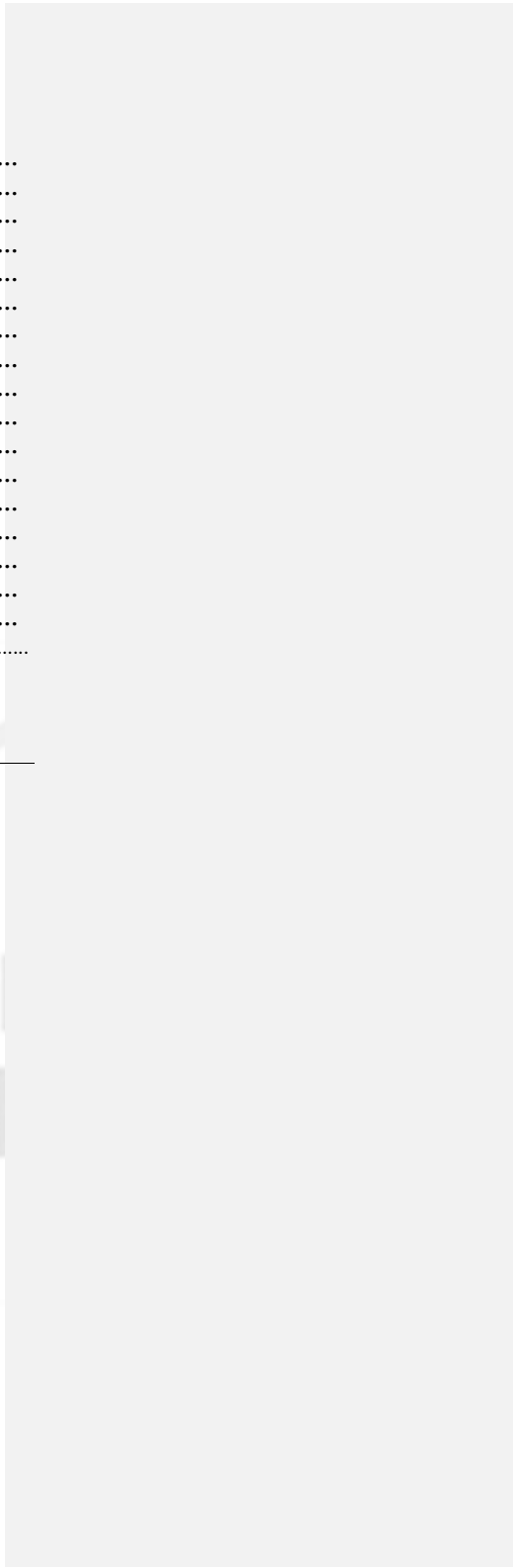
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**Report of Concurrent visits  
XI – XV**













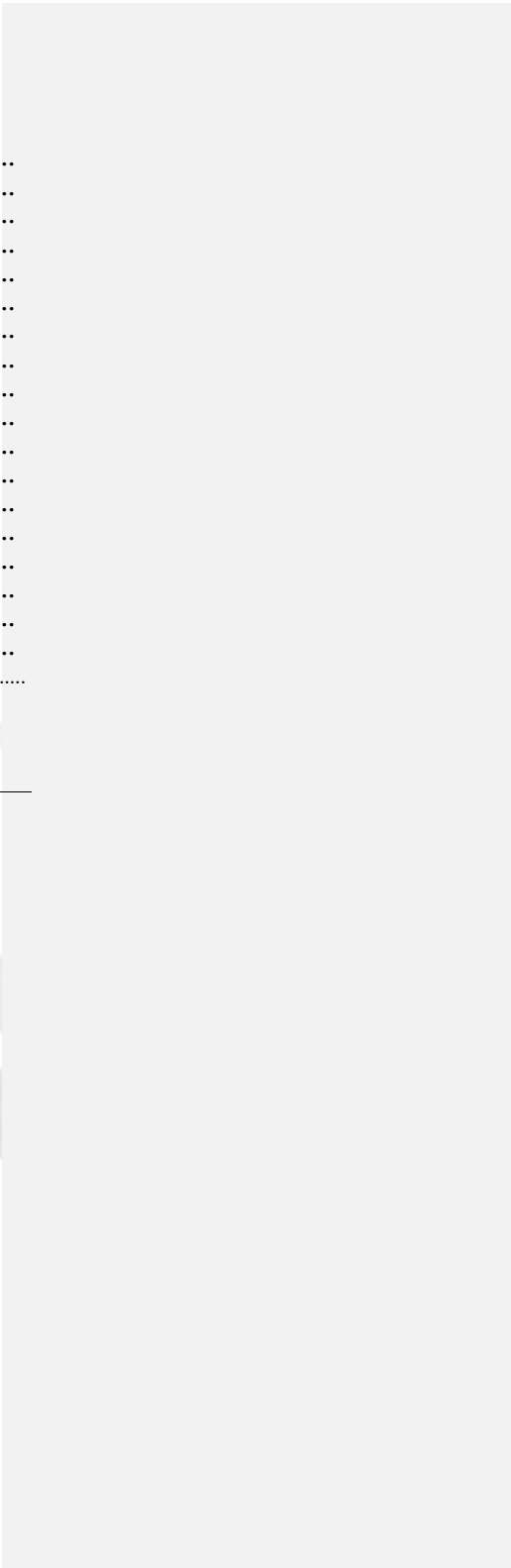




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## Community Organization



## COMMUNITY ORGANISATION

In the second semester, during 15 days of concurrent field work, you are required to practice community organization as a method of social work. Community organization is an important method of social work especially in the Indian situation where the key issues of the society are poverty, discrimination, human rights and abuse of authority. These problems cannot be resolved by treating individuals and groups. They have to be dealt with at the community level. You will however be using the skills of some of the methods like casework and group work when you are doing community organization.

### Please remember the following

- 1) As much as possible try to enter the community through known persons that is, with the community worker of the agency or other persons familiar with you and the community.
- 2) Please avoid situations where you will be putting yourself at risk. You should be careful when dealing with strangers.
- 3) Always seek the guidance of your FWS.

An example of a report on community organization is given below.

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## REPORT OF A COMMUNITY ORGANIZATION PROGRAMME FOR PROMOTION OF EDUCATION

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### Introduction

The purpose of presenting this case study is to illustrate the practice of community organization in an urban slum community. It narrates how the process of community work was initiated and facilitated by a professional social worker. The case study is presented in seven stages clearly describing step by step the process of community organization initiated by social work trainee. Please note that the present case is an example and not a model to follow. The process of community organization is very dynamic and situation specific.

A community for the present case is defined as a group of people living in a contiguous geographical area, who have some shared interests and concerns. Community organization as understood here is a process by which people of communities join together as individual members or as representatives of groups, to identify their needs and plan ways of meeting these needs by mobilizing the resources from various sources. The role of community worker in this context is to initiate, facilitate and coordinate this process.

### The community

Sanjay Amar colony is one of the largest unauthorized slum cluster, known as Yamuna Pushta. It is located behind the historical Red Fort and stretched along the river Yamuna near old Yamuna bridge in North East of Delhi. It is a cluster of more than 15000 families with population of about 60000 people. Mostly people are migrants from villages of West Bengal, Bihar, Uttar Pradesh and Rajasthan. Although they share a common area, based on their regional backgrounds, the community is sub-divided into three distinct communities namely, Bihari basti, Rajasthani basti and Bangali basti.

### Reason for choosing this community

There were multiple reasons for choosing this community for concurrent field work. Familiarity with the community and experience of working there is one of the first reasons. Secondly, the community being underdeveloped had great potentials for development work. Thirdly, the different groups and factions in the community were enthusiastic and found responsive if the programmes are taken in accordance with their interest. The social work student could identify the areas of their interest and initiate the process of working with different individuals and groups in the community. This provided variety of opportunities for students to learn about the community work. It offered students enough scope to plan independently and perform under supervisory guidance. The prevailing community dynamics and heterogeneous nature were other aspects to which student could get exposure.

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### Stage I: Beginning with Inhibitions and Preconceived Ideas

In the first meeting between student and supervisor, briefing and discussion about community work in general and Sanjay Amar Colony in particular took place. The student was excited and enthusiastic about community work but expressed some inhibitions. She shared her apprehension about being able to communicate effectively with members in community, being accepted by the community members for having different social and cultural background. At this stage a student raised specific questions such as what is her role in the community, is she supposed to be solving or alleviating some of the community problems? What if the community is content with its existing situation, whether she should intervene and propose some change?

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The student also talked about her ideas about slum community. She carried an impression that slum community was a small dingy place, clustered with people who live in the most unhygienic condition and terrible poverty. The reason why the people are living in such condition is because they are not willing to change. People in slum are poor because they don't know where and how to spend their earning. They need to be taught about family planning, nutrition of children, hygienic living, sanitation, etc.

**Summing up:** The student should enter the community as a learner rather than an expert with solution to the community problems or situation. Being aware of the strengths and limitations, student needs to adjust herself in a manner whereby she could contribute to improve the situation of the community while learning from the people. Visit the community, walk through different lanes, get acquainted with the location and area, observe whatever is happening and interact with a few people during the initial visits. Be prepared to answer queries about identity, purpose of visits and programmes.

### Stage II: Entry and Initial Visits to the Community

The student visited the community on her own. She visited different areas in community and met men, women, and children. She went through different lanes, enquired about people and at times introduced herself as a

student social worker who will be doing some activities for the community members. Thinking that women in the community will welcome her, she approached more women and attempted to initiate discussion with them. However, she received very cold response from them. The student felt very uncomfortable and disturbed when a member commented that she is one of those people who come with the promise to work for community but actually they have their own agenda. They don't do anything for community and disappear at their convenience.

During this period the student reported, "first time being in the community I got totally stunned as the place was so big and I had no clue from where to begin. I just walked through different lanes and observed the situation around. It was one of the most difficult days for me. Going into the community was very difficult. The condition of the children was very painful. There were many malnourished and barefoot children with wounds, stunted growth, and inflated bellies. It was the first time I had been in an area like this". While sharing her impression about the community she explained, "families are living in single room houses, or jhoggies, which serve as a bedroom, common room, kitchen and sometimes bathroom. Most of them are not as poor as I thought of. They have the basic amenities to live comfortably. Many of them have fans, refrigerators and sewing machines. There is no reason why they can't afford to feed their children. First of the major things that was lacking was use of birth control measures. Another thing was lack of clean and hygienic, sanitary environments. Because of the lack of cleanliness, often children defecate inside the house and the food items are left exposed in close contact with flies. Although, there are plenty of clean new dishes at the home, dirty dishes and old milk bottles are used for serving food to children."

"I feel really overwhelmed and pressured to begin a project during field work. During my first visit itself I decided to promote family planning, health and then education in the community. However, my interaction with the women on the issues like family planning, nutrition and health care was very frustrating. Women outrightly rejected me by showing their disinterest. In yet another visit seeing a school in the community, I thought I got a beginning, as education is also one of the important components in people's lives. When I tried, I felt more capable and comfortable talking to younger children about education than to mothers about family planning, nutrition and health issues.

At this stage the student raised questions like how to get acceptance from the community members? People have basic amenities to live comfortably, then why there are so many malnourished children? Why people in slums are so unconcerned and careless about family planning, nutrition and health? Why people are not receptive to the sincere efforts of the student social worker in changing their condition?

### Learning

- Physical living conditions of the community (narrow lanes, single room, exposed waste disposal system, etc.)
- Gained a superficial understanding of the living conditions in the community mainly through observation.
- Initial visits fostered an interest in finding the deeper reasons behind the health conditions of the community.

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**Summing-up:** *Entering a community and initial contacts are crucial for creating an environment of acceptance/mutual recognition and working relations with the community members. At this stage, the student*

*should not forget that she is a learner. Never give introduction or impression of a social worker or one who can do things for them. Should avoid the temptation of giving false hopes, promises or make tall claims about what she can do for the people. Before understanding the community, there is a need for the student to become aware of his/her own strengths, limitations, biases and preconceived ideas. Acceptance in the community can come only after the student approaches people with open mind, without judgement and accepting people with their situation. Issues like family planning, nutrition or health needs to be understood more holistically by considering the socio-cultural and religious background of the community members. The student should begin with a small area, contact as many people as she can, talk to them on the matters of their interest and establish rapport. She should consciously avoid lecturing, finding faults, winning over, and impressing or pushing people to accept her viewpoints.*

### **Stage III: Process of Building Report**

The supervisor accompanied the student in the community and formally introduced her to different key persons like leaders, school teachers, Anganwadi workers, and staff members of an agency working in the area. She was introduced as a student of social work and the purpose of her field work is to learn from community life. It was clarified that while learning from the community life she may conduct some activities with cooperation and support of the community members.

The student decided to interact with families in “A” block. She visited and revisited families in order to build personal rapport. The trainee initially decided to interact with at least ten families during every visit and spend more time with families showing receptivity. She interacted mainly with the women in the house and sometimes spoke to their fathers and/or husbands. After some acquaintance, student participated in daily activities of the household such as cooking, cutting or cleaning vegetables, making bindis or seasonal crafts, etc. She started talking and playing with children when women were busy with their activities.

The student during this phase reported, “I learned so much about these women and established a great sense of rapport. Even though my goal was to visit ten families, I realized that this takes time. I can’t build trust and relationship by hopping from house to house and not really letting the women share. I felt good spending the whole day speaking and listening in local Hindi. Connecting with these women opened my eyes to their reality, and not just a sad situation that made me feeling sorry for or blaming them. I have an amazing opportunity to learn about their histories, migration to the slum area and coping strategies.

The student shared her experience that initially the women were cautious, apprehensive and curious about her presence in the community. “It was very difficult to break the ice and get inside their homes. But once they became friendly, they started sharing everything about their personal and family history. Also they wanted to know more and more about me.”

At this stage the student discussed questions such as: How much should worker reveal about herself? How to deal with the people having a tendency to become too personal, sharing their personal stories and being interested in finding all about the student’s family? How to refuse water or food offered to eat in the community?

### **Learning**

- The student was exposed to a deeper understanding of the community life.
- Regional, religious and social cultural traditions and its effect on community health.
- Skills of communicating (speaking and listening) with members of the community.
- Establishing rapport and building trust through an egalitarian, non-judgemental relationship that fosters mutual learning and respect.

**Summing-up**

*The student's interactions with women are very much instrumental in forming rapport with them. It is good to see that people are responding to her presence very positively and showing acceptance. It is important to note that at this stage active listening is more important than speaking. In the case of people interested in finding all about the trainee, she should politely divert such queries towards a discussion on general issues. Taking water or sharing food with community is very effective tool in establishing rapport with people; however, if the worker does not feel comfortable with it, she can politely refuse. While denying student should be careful and aware of her expressions, body language and words. Approaching children and playing with them is a good idea to establish rapport. The student can spend some more time playing and chatting with children and through them she can approach their parents. After having some rapport in the community, the trainee should make preparations for the next stage to work. Try to make interactions more focused to collect more information through listening and observation.*

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**Stage IV: Developing a Community Profile**

As per instructions and assignments, the student focused her attention on getting information about the community and compiled the same in the form of community profile. Besides observation and listening to different sections in the community, she had formal and informal interactions with pradhans, anganwadi workers, agency workers, school teachers, doctors, tuitions masters, temple priest, shopkeepers, etc. She also gathered information from organizational records and reports. She prepared community map locating important landmarks, social characteristics, resources, etc. with the help of community members.

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The student reported, "for preparing community profile I tried to get the details from various sources. The study helped me to understand the different aspect such as historical facts, social life, occupational background, cultural issues, health situation, educational level, community dynamics, different factions and groups, etc. To some extent, it helped me to find out the needs of the different sections. While getting information from the people and trying to make sense out of that was really a tough task. It becomes more difficult when different sections of the community gave different versions about their situation; the needs expressed by them were at times conflicting with one another and sometimes there were clear indications that people were not giving true information. I gathered, that there is need for promotion of health and education for children in the community. "Some of the points/characteristics presented in the community profile can be extracted as follows:

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"Sanjay Amar Colony is spread within an area of 1½ kms. It was difficult to arrive at the exact figure of its population as there is no survey report available and different people reported different figure. The figure they

quoted was somewhere between 60,000 to 1,25,000 people. The land of the community belongs to government. Majority of the population are Muslims (nearly 70 percent) and the rest belong to Hindu religion. The education/literacy level of the community is fairly low. One can find a number of the children of school going age in the community not attending school.

Both the men and women are mostly engaged in unskilled jobs. Men are found working as labourers, rag pickers, rickshaw pullers, street vendors, hawkers, etc. Women and children are engaged in doing sundry work (making *bindies*, making boxes, bead work, etc.) through agents, which is often lowly paid piecework. The economic status of most of the families lies within the lower bracket.

With regards to health, I observed high fertility rate, high infant mortality rate, malnourished children and unhygienic living condition. Water borne diseases like diarrhea, contagious skin diseases, tuberculosis and sexually transmitted diseases are common in the area. People mostly take treatment from the quacks (unqualified medical practitioners) available in the area.

In the name of culture, tradition and lifestyle the condition is very unhygienic and grim. Many pockets in the community are actually of sub-human standard. Frequent fights, quarrels and arguments over the trivial matters are usual scene of the community. The community as a whole is labeled as a “difficult community” by different organizations (government and non-government) working in the area.

There are more than 10 voluntary organizations working in this area (Navjyoti, Vidyajyoti, Hope foundation, Muneer Social welfare society, Tagore Education Centre, Saurabh Shiksha Niketan, Akshar, Snehi, Centre of Social Research, Nari Niketan, Delhi Brotherhood Society, etc.) These organizations are working in different pockets on the programmes like education and health.”

At this stage, the student discussed and raised questions such as: Which version I should take as valid information for my understanding? Where to begin with as people shared many needs and problems, everything seems important? What to do with the need expressed by different sections which is conflicting with one another? There are many organizations already working in the same community, where do I stand? What should be my role? Should I associate with one of the organizations and assist them in their ongoing programmes?

### **Learning**

- Collecting information from various sources and presenting the same in proper manner.
- Interviewing people, focused discussion, clarifying issues, etc.
- Knowledge about the people and their environment.
- Problems and issues are complex, interlinked and connected.
- Prior to organizing programmes for the community, should identify their needs.

**Summing-up:** Collecting facts about community is important step for planning and developing a programme. However, facts do not speak for themselves. They need to be organized and analyzed for the purpose of getting insight. Facts and information without analysis will not be helpful for action. It is important to find out clearly what people mean when they express their need. In order to begin, the student should identify the issues/areas,

which are non-controversial or non-conflicting and which concern the community at large. When there are more than ten organizations already working in the area it will be proper for the student to look at them as resource and explore more about them. If the promotion of health and education for children are identified as areas for work then the student should understand these issues in totality and develop a plan of action accordingly. Associating with one organization would be limiting the scope to work with community as a whole. It will be better for the student if she works with community people and assist the people to avail the services from various organizations.

**Stage V: Identification of Issues and Planning for Intervention**

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The information gathered helped the student to think of intervention plan. Her observations, interactions and information received from various sections indicated the need for education for children. She reported, “My assessment of the needs and problems with regard to health and education are based on needs “felt” and “expressed” by the community members as well as my own perception about their needs. “Thus she decided to work on the project for promotion of education in the area. Meantime the student had formed children’s group for conducting some activities with them. She continued to contact and interact with different sections in the community.

Once she decided to work for promotion of education, she focused her attention on understanding the issues concerning it. She reported, “there is no government school in the area, but there are four primary schools run by voluntary organizations. My visits and interaction with the school staff revealed that the enrollment of the children in school is very low and the dropout rate of the enrolled children is high. The number of enrolled children keeps fluctuating, as many of them are irregular. There is initiative from some parents to enroll children in school but many of them are least interested in putting their children in school. There are no efforts or steps from the school’s side to bring the drop out back to school. They said that children are not interested in attending school. Often, they leave homes for school but don’t reach school and found playing outside. On the other hand, the children say that their friends are playing or working, therefore they don’t feel like sitting in the classroom. Some of the children say their parents compel them to work, look after their siblings and assist them in household work.”

The analysis of the situation revealed that there are various factors determining the present state of education in the community. Based on her analysis, she classified the target group i.e. children into four groups: i) those who are enrolled and attending school (regular), ii) who attend school sometimes (irregular), iii) those who are enrolled in the school but now left school (dropout), and iv) who have never been to school but can be enrolled in school (potential). Accordingly, for intervention, she proposed a plan with following objectives:

Prevention		Enrollment	
Regular	Irregular	Drop Outs	Potential
Prevent children from becoming irregular	Prevent school going irregular children from dropping out	Make efforts to get drop-out children back to school	Prepare children and parents for enrollment in school

At this stage, the student discussed issues like; how to begin with the intervention? How to find the alliance to work on the identified issues? Simply offering information and telling people about importance of education do not bring about a change, what and how the programmes and activities are organized considering her limitations? What can be done to get community support, cooperation and participation to work on the project? How to identify and mobilize resources to achieve the plan?

### Learning

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- Presence of different groups in the community
- Skills to identify, understand and analyse problems and issues
- Critical thinking and analysis
- Developing action plan

**Summing-up:** The student felt very comfortable and well-adjusted to the community situation. She tried to analyse the collected information and developed on understanding about the issues relating to education in the area. She also prepared a plan for intervention. At this stage, to begin with the intervention the student should first identify the stakeholders (individuals, groups and organizations) associated with the issue and search for possibilities of alliance with them. People don't participate in programmes unless they are convinced of its importance, and when there is something visible. Therefore, student can take up small activities with people, which will demonstrate the importance of their contribution. The student can begin by identifying people who may be motivated to work with her. Skills in working with the group can be put on test at this stage.

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### Stage VI: Promoting Education through Youth Volunteers

The student has by now developed excellent rapport with men, women, youth and children in the community. The youth shared their interest, needs and problems and at the same time expressed concern for their community especially for children. While interacting with youth, she realized that they could play an important role in promotion of education. She reported, "During my discussion with youth one common interest they expressed was learning a few words and sentences to speak in English. They were also quite enthusiastic to do something for their community. Knowing their interest and willingness, I thought of working with them. I accepted their proposal wholeheartedly and formed youth group of 12 members. Two of them were studying in class 11<sup>th</sup>, four drop-outs each at class 8<sup>th</sup> and 9<sup>th</sup> and two were 10<sup>th</sup> fail. As per their suggestion, we started English speaking classes in one of the temples. I also discussed with them doing something about preventing drop-outs and enrollment of community children in school. All the members agreed to volunteer for starting campaign for enrolling children in school."

The student had a few meetings with youth on the issue. They all decided to volunteer for promoting education for children. Meanwhile, the student contacted school authorities and three schools in the community were found flexible and accommodative. They were ready to admit children even during the middle of the session. In one of the meetings, members decided to start centers for small children in each lane. The idea was that youth volunteer would man the centre in his own lane and conduct some activities through which they can create interest among the children towards education and eventually enroll them in school. The idea was discussed with elders in the community and soon the group was able to establish 10 such centers in different

lanes. Youth group members volunteered to give one hour daily for the children. The student helped youth members with developing activities such as games, drawing, singing, etc. for the children.

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At this stage, students discussed matters related to handling the group situations. She especially sought inputs on how to sustain the interest of the group members? What can be done to make the programme sustainable?

### Learning

- Working with a youth group
- Conducting meeting
- Facilitating and coordinating programme activities

**Summing-up:** In community organization, the worker has to initiate and facilitate the process. She has to become an instrument through which people become active participant. The efforts of the worker should be to build upon confidence in people's own abilities. At this stage, there should not be any pushing from workers side but she should allow programmes to develop at its own space. Demanding too many activities or expecting the programme to achieve its goals quickly often damages the programme. In this case, student should chalk out activities in a phased manner to ensure better results. She may begin with simple tasks that can be achieved with little efforts and once the interest and participation of people increases, she can introduce more complex tasks. It is important that focus of any programme in community work should be building up capacity so that people can take care of the programme even in absence of the worker.

### Stage VII: Evaluation and termination

The student towards the end of her field work attempted to assess the success of her efforts. Most of the youth volunteer shared wonderful experience. Firstly, the youth started conducting activities regularly at their centre. They received positive response from the children and their parents. Most of them prepared a list according to the four categories of children in their lane. The student mentioned, "The success of their effort is difficult to assess but the result was beyond our imagination. Enthusiasm, active participation and a feeling of service were seen throughout among the volunteers." The student towards the end of field work systemically terminated her work. She was quite successful in making the group and their activities self-sustaining.

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At this stage student clarified her doubts as whether it is appropriate for the worker to offer small gifts for families as she terminates field work? Whether she should continue working with groups and visits them sometime in future?

**Summing-up:** Participatory evaluation is an important component of community work. It helps the worker to assess her own inputs, impact of the programme, effectiveness of the strategies, etc. It is important that the student maintains accurate records right from the beginning to assess the progress made in respect of their intervention plan. Evaluation should always be done with reference to possibilities for follow-up. Establishing systematic closure or termination is very essential for the worker engaged in community work for specific period or term. She should finish all the tasks in hand, find the ways to hand over the unfinished tasks and inform everyone about the completion of her term.



**Report of Community Organization**

Report of Community Organization

















## **Self Evaluation Report by Student**



**EVALUATION OF SECOND SEMESTER BSWG FIELD WORK**

The following parameters will be used by your FWS as well as evaluator for evaluating your performance in field work practicum in the second semester. Based on the following parameters, write the self-evaluation report.

### **Knowledge**

- 1) Knowledge about the community power structure and community power analysis.
- 2) Knowledge about the different interests of the various groups and use of this knowledge to negotiate between these groups for reaching common understanding.
- 3) Knowledge about the group dynamics and its consequences on the functioning of the group.
- 4) Knowledge about different ways in which different people communicate their feelings and ideas.
- 5) Knowledge about the different cultural traits of the population that one is working with.
- 6) Knowledge about the various programmes the government is implementing in the area.
- 7) Knowledge about the various programmes the NGOs are implementing in the area.
- 8) Knowledge about how various policies of the government affect the NGO sector.
- 9) Knowledge about the various means by which aim of social justice is achieved in specific situation.
- 10) Knowledge about the various offices and their role in the programme.

### **Skills**

- 1) Ability to use all the methods of social work in an integrated manner in the process of helping people to solve their problems.
- 2) Ability to improvise and modify community organization skills as and when required.
- 3) Ability to communicate ideas in purposeful manner to a large number of people.
- 4) Ability to gain acceptance by the community and be seen as a sincere and honest helper and guide.
- 5) Ability to perform the roles of the community organizer according to the demands of the situation.
- 6) Ability to mobilize and motivate people to participate in the programmes that are being organized.
- 7) Ability to mobilize resources from within and outside the community.
- 8) Ability to communicate one's experience of community organization initiatives to the authorities who can bring about change.
- 9) Ability to observe and learn from other individuals who are performing leadership roles in different situations.
- 10) Ability to develop one's own leadership style suited to the need and the culture of the place.
- 11) Ability to identify leaders and potential leaders of the community and orient them into the methods of democratic leadership skills.

- 12) Ability to write reports that not only describe the events but also analyse them for better understanding and for deciding further course of action.

#### **Attitudes**

- 1) Openness in dealing with people regardless of their social background.
- 2) Openness to new learning experiences and benefit from it.
- 3) Non-judgmental attitude towards non-conforming individuals.
- 4) Willingness to cooperate with others and achieve common goals.

#### **Development of Professional Self**

- 1) Self-confident enough to accept blame and share glory with others.
- 2) Ability to understand one's feeling and its influence on one's actions.
- 3) Control of frustrations when things do not go one's way.
- 4) Ability to control negative feelings towards individuals and groups when they do not match up to accept one's expectation.



**Self Evaluation Report by Student**









**Summary Report of Second Semester Field Work**



**Summary Report of Second Semester Field Work  
Orientation visits (minimum 5)**

S. No.

Name of the agency

Date

1. ....

2. ....

3. ....

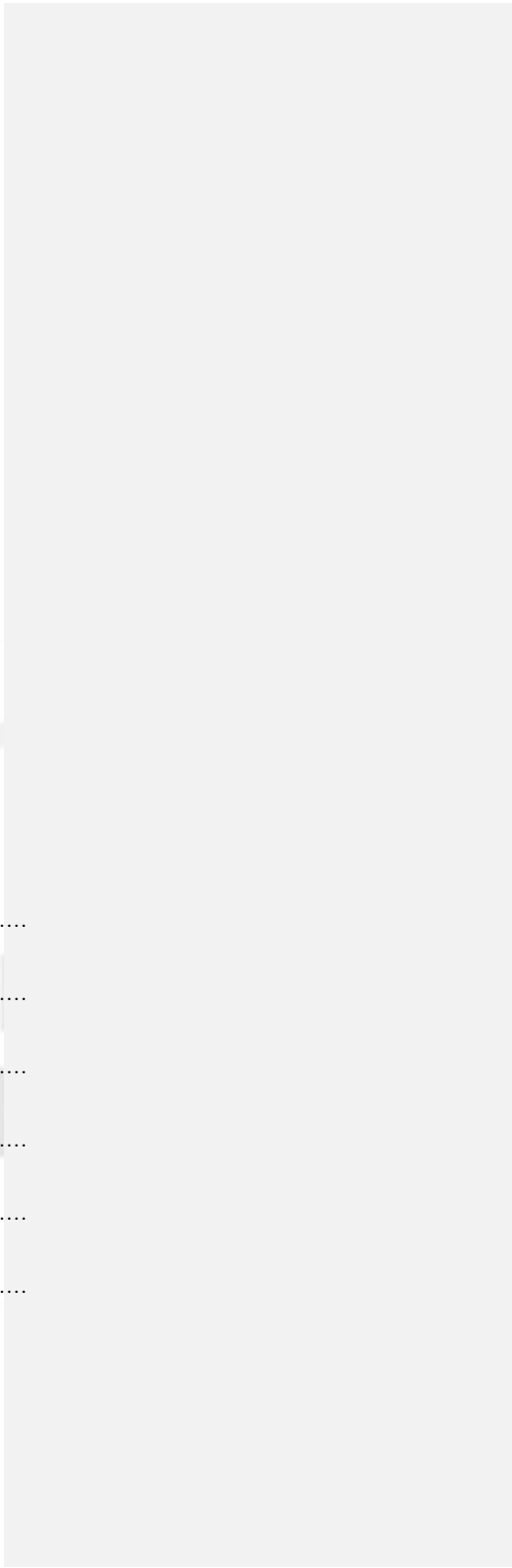
4. ....

5. ....

**Concurrent Visits  
(Minimum 15)**

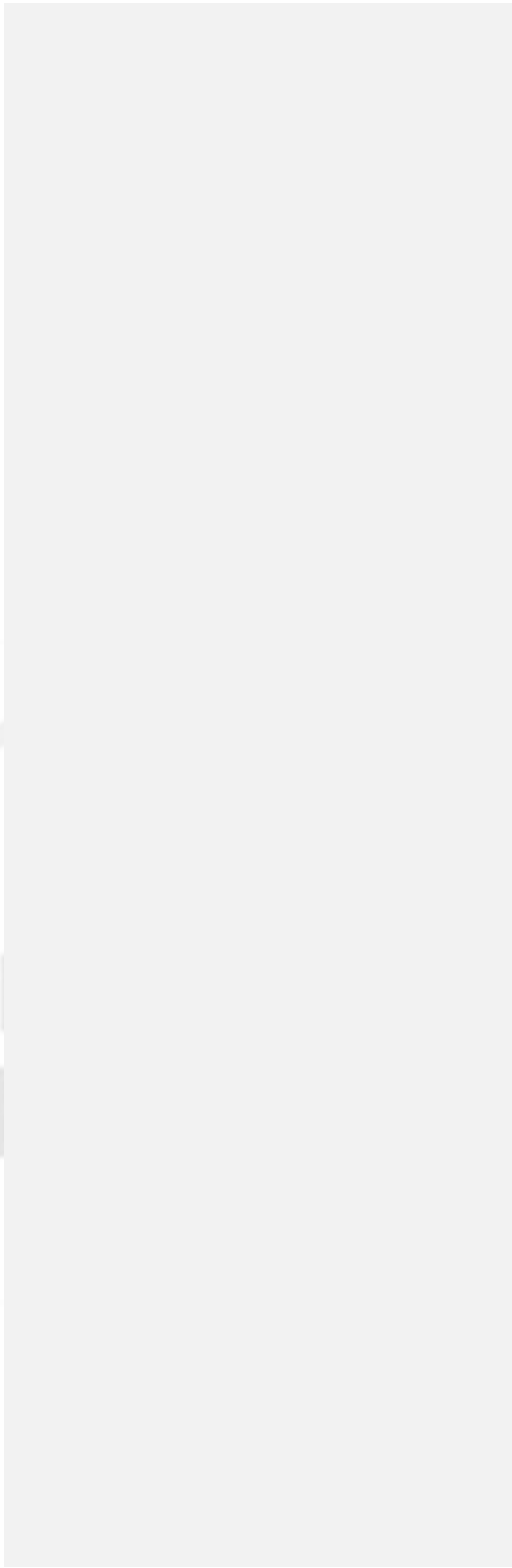
S. no.	Main activity in one line	Date
1.	.....	.....
2.	.....	.....
3.	.....	.....
4.	.....	.....
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6.	.....	.....
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11.	.....	.....
12.	.....	.....
13.	.....	.....
14.	.....	.....
15.	.....	.....

**Individual Conference  
(Minimum 5)**



S. No.	Place	Time	Date
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....
6.	.....	.....	.....
7.	.....	.....	.....
8.	.....	.....	.....
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10.	.....	.....	.....

**CHECKLIST**



Dear Learner,

Kindly check if you have completed all the components of field work. Submit your journal for evaluation at the Regional Centre only when you have completed all the required components in the journal. 100 percent attendance is mandatory in field work. Incomplete journals will be returned back. Hence carefully see the checklist and once satisfied, submit to your FWS.

1. Read Programme Guide
2. Read Guidelines for students
3. Filled in Face Sheet I (self) and face sheet II (FWS)
4. Fieldwork Practicum Certificate by Supervisor filled in and signed
5. Filled in Log Sheet duly signed by Supervisor allotted by study centre
6. Attended Induction Meeting and report written
7. 5 Orientation Visits done and reports written
8. 15 Concurrent Visits done and reports written
9. 5 ICs attended; reports written
10. Self Evaluation Report written
11. Summary reports written

#### **GLOBAL COMMENTS BY THE FIELD WORK SUPERVISOR**

**Note: It is mandatory for FWS to provide global comments on overall performance of the student based on knowledge, skill and attitude.**



**EVALUATION**



**GRADE SHEET**  
**Field Work Practicum**  
**Second Semester**

Total Marks: 200

Evaluator through SED, IGNOU: 200

Criteria for Marking	Total Marks	Marks Obtained
1) Induction Meeting Attendance and Report	20	
2) Orientation Visits Attendance and Reports	50	
3) Concurrent Field Visits Attendance and Recordings	100	
4) Individual Conferences Attendance and Reports	30	
Total	200	

Marks Assigned: \_\_\_\_\_

In Words: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

Name with Address

Note: A student needs to secure a minimum of 35% marks by evaluator (by SED) in order to Pass.