

FIELD WORK JOURNAL

BSWG (Fourth 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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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 (Fourth semester). As per the requirement, he/she has completed all the components of Fourth 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 / settings
4. Participated in 5 individual conferences

I hereby certify that the entire report submitted by this student is genuine and I have supervised the student for field work.

Signature:

Name:

Address:

Mobile:

Email ID:

Date:

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INTRODUCTION

FIELD WORK JOURNAL FOR BSWG FOURTH SEMESTER

Welcome to the fourth semester of your BSWG programme. We hope that the third 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 work. It comprises of 5 orientation visits, 15 days of concurrent field visits and 5 individual conferences. In this semester, you will be practicing the method of social group work during the concurrent field work days. You will be studying about the method of social group work in the theory paper BSW-125 Social Case Work and Social Group Work. You will also find detailed guidelines about how to practice social group work in this practicum journal.

As you would have observed by now, most social problems have at least some causative factors outside the problem areas or problem affected people. The complexity of the problems and the role of social workers in dealing with them will be made evident to you. Similarly, you will know the limitations and strength, of the agencies and of the personnel, dealing with these problems. More importantly, you will begin to increase your self-awareness. Increased self-awareness, professional value base and sound professional skills will help you to become a social work professional.

The objectives of fourth semester field work are the following:

- To develop capacity for observation and analyzing social realities;
- To develop an understanding of the needs, problems and programmes for different target groups;
- To develop ability and skills to effect changes in group situation and trying out innovation in practice;
- To develop process-oriented skills in working with groups with special reference to social support system;
- 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 fourth semester, you will not be allowed to take the field work of the fifth 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 to 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 Fourth Semester

In BSWG Fourth 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 Social Group Work, 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.

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 orientation visits. Seek guidance regarding report writing.
- 3. Orientation Visits I-V:** In BSWG Fourth 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 Fourth Semester, you have to complete 15 days of concurrent field work in one field work setting, where you practice the method of Social Group Work. 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 Social Group Work and how to 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 social Group Work 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 fourth 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 (Fourth 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.

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) fourth 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.

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 Fourth semester field work before the fourth 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.



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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 fourth 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

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

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Induction Meeting

Kindly contact your study centre for an induction meeting on field work. Academic Counsellor/Field work supervisor (FWS) will organize an induction meeting for the Fourth semester BSWG students for preparation of the field work. During this meeting, FWS will give you necessary guidance with regard to the purpose, expectation from field work, responsibilities of the students, teaching learning process, guidance for writing field work journal, importance of individual conferences, etc. The supervisor will also give details of the first orientation visit regarding time, place, etc.

You are expected to write a report about the induction meeting. The report will consist of guidance given by field work supervisor with subtitles of each component. It is better to first prepare a draft, do the corrections and then copy in the journal. **Remember to write the journal in your own handwriting and never type the report.**

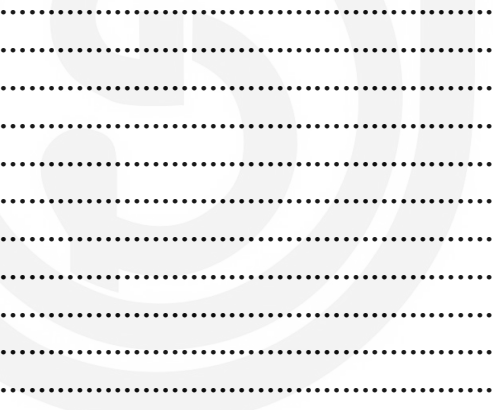
Report of Induction Meeting

Date:

Time:

Name of the supervisor:

Report:



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Report of Individual Conference-I

During the fourth 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.

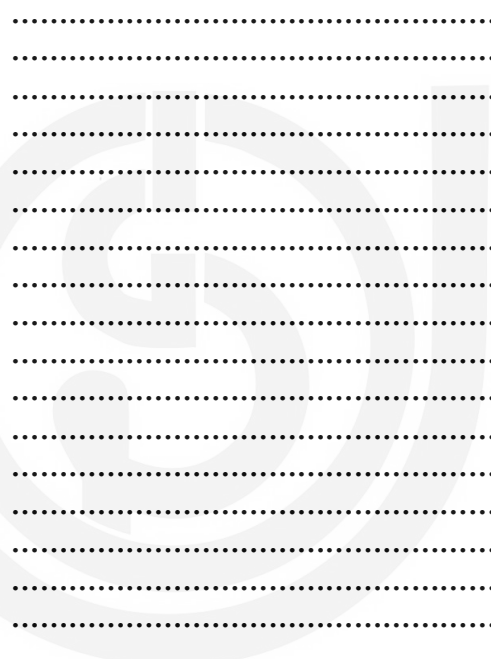
Report of Individual conference (IC) I

Note: Attending a minimum of 5 ICs is compulsory. Unsupervised field work will not be accepted. Before starting concurrent field visits, meet your supervisor. Discuss regarding the organization to be chosen. Discuss process of the field work, learning plan, report writing etc. with your FWS.

Date:**Time:****Duration:**

Name of the FWS:

Report:



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Field Work Components

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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

COMPONENT 1

ORIENTATION VISITS

By now, you have become familiar with the purpose of orientation visits. Last semester, you went to agencies, which implement only, or mainly development projects. This semester, you will be going to the agencies, mainly focus on welfare programmes. The purpose is to giving you will be going to the agencies, which mainly focus on welfare programmes. The purpose is to give you a holistic picture of the social welfare sector in India. It should not be the case that you are exposed to only a limited variety of agencies. It is quite possible that the agency you visit has both welfare and development projects. In that case, you are advised to focus extensively on the welfare aspects on that agency.

Welfare services are provided mainly to the weaker sections or to those sections of population that are temporarily debilitated. Welfare services are provided as an expression of society's concern to its less fortunate members. Destitute children and women are provided with homes so that they can live with some extent of security and dignity. Differently-abled (handicapped) individuals are provided with learning aids and vocational courses so that in the future they are enabled to live an independent and productive life in the society. Street children are provided with night shelters so that they can live without fear of abusers and even of the police. People who are victims of manmade or natural calamity are also provided services. For example, victims of riots are kept in rehabilitation camps.

In most cases, the social workers employed in welfare settings either perform administrative tasks like deciding who are more needy beneficiaries, or practice methods of social work to bring about behaviour modification in the clients and/or attempt to change their situation.

As a visitor to the agency, you must assess the following in the services provided—the sensitiveness the agency shows towards the beneficiaries; the programmes the agency implements to make the beneficiaries independent; effectiveness of these efforts; the level of commitment in the staff and the level of training which prepares them for the job and follow-up efforts.

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.

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?

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.

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.

COMPONENT 2 PLACEMENT

You are placed in the agency where the focus will be to provide you with opportunities to practice the methods you are learning in theory course. Like last year, you will observe the circumstances under which the social workers provide their services. As you are only being introduced to the methods, in the beginning you can prepare the ground work for practicing the methods. For example, you can try and build relationship with the inmates of a wing of the boys' home so that in the future you may be able to get a client or groups from that wing. Rudimentary social work can be used in the beginning and as you gain experience you can use the methods systematically.

COMPONENT 3 AGENCY CLIENT RELATIONSHIP

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

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, philanthropical, 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.

COMPONENT 4 ASSIGNMENT OF TASKS

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 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 filing 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.
 - Two, the presence of a dominating individual or group may reduce participation by others leading to dissatisfaction among others.
 - Three, some individuals and group 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.

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.

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.*

Learning

In your report you will have to specify the groupwork skills you used in the process even though they were not used wholly.

You should realize that the task itself is not as important as the experience itself. You should note the skills, which you find useful in performing the task. Also, you should look at the weaknesses in your skills, knowledge and attitude that had caused some of the shortcomings in the programme. Especially important is the manner in which you dealt with frustrations which were caused by the failure of others to meet your expectations - when they disagreed to your meaningful suggestions, broke their commitments for trivial reasons (according to you) or even attached false motives to your actions. Also important are the problems you should have anticipated but could not as you had not observed or had not been able to interpret the observations that you had seen.

COMPONENT 5 NATURE OF SOCIAL WORK PROCESS

In the fourth semester, you will practice the method of Social Group Work. Casework, group work and community organization are the core methods of social work. Further, these methods are used virtually in all settings and in all situations. Therefore, even when the social worker is using other social work methods like community organization or social work research, he/she has to use the skills and knowledge that he/she has learnt in casework and group work to achieve effective results. Thus, it can be safely said that mastery over these methods is crucial to you for becoming a good professional social worker.

You can learn groupwork only by practicing these methods in the field under the supervision of a trained social worker. The main purpose of this semester field work is to provide you with

maximum opportunities for gaining this crucial experience. Theoretical knowledge alone cannot suffice if you are planning to practice social groupwork in the field.

GROUP WORK

Group work is more difficult to practice than casework as you will need a group to begin with and sustain the motivation of the members to attend the group sessions. Group work is easier in schools, orphanages, old age and other institutional set up where people live in groups. In other areas like community set up also you will be dealing with groups but you may not be able to conduct group work sessions in a systematic manner. But here too, you will be using some techniques of group work. For example, in community setting, you will be most likely dealing with a group, which will represent the community.

Group intake-identification and selection of the members

What are the criteria for 'taking members into the group? Some of the criteria apart from availability can be mentioned such as:

- Previously existing group
- Spontaneous group
- Public advertisement
- Through public meetings (call out a group)
- Selected (purposive)
- Social action
- Learning groups
- Skills development groups
- Problem group
- Induction groups
- Health related groups
- Self help groups

Some of the questions we may ask ourselves about group work include:

What are the characteristics of the potential group members?

Why do you want to do group work with these members? (Apart from giving your experience in group work practice.)

What is the time-frame available to you for doing the group work?

According to you what will be the aims of the group?

What are the similarities and dissimilarities among the members?

Are there some members present who are noticeably different from others which can lead to members reacting adversely?

What do you think are the expectations from the group work?

Are the expectations very different from each other?

Do you think that the differences, if any, will hamper the progress of the group work?

What are the characteristics of the members?

What are the limitations of the group work when practicing in an agency?

FIRST SESSION

The first session can be used for introducing each other. In many cases, the members will be already known to each other. In such cases, you can introduce yourself and then discuss informally about the aims and goals of the group. This will help in breaking the ice, so to say.

When you record these in your journal you must mention the conditions under which you formed the group, its aims and objectives. The positive and negative characteristics are also to be mentioned. After the first session, you can prepare a background note on each member. You can see the comprehensive proforma given below and in many cases, you may not need all the information given within it. For example, if you are working in an old age home and your aim is to provide some events for the entertainment of the residents, then, it would be unnecessary to obtain details about educational qualifications, employment, individual problem, quality of relationship with others, etc. It would be more helpful if you can get some idea on the kind of events they may like you to organize.

Depending on the group, you will collect information and prepare a note on each member.

Face Sheet

Name of the client:

Age:

Educational Qualifications:

Income:

Family Background:

When the client is an orphan or does not have immediate relatives, then the people important to him/her can be mentioned.

Otherwise, the following table can be used.

S. No.	Name	Relationship with client	Age	Educational Qualifications	Occupation and income
1)					
2)					
3)					
4)					
5)					
6)					
7)					
8)					
9)					
10)					

Relation of the member with the different family members and the relationship between the family members themselves:

In the first session, you will be able to get only the client's opinions on the relationships and you would not be able to verify its veracity.

Secondly, the client would not be necessarily open about the details regarding his/her personal life. In Indian society, people rarely go to strangers with their personal problems.

Relationship with father

Relationship with mother

Relationship with siblings

Relationship with other relatives like uncle, aunty and cousins, etc.

Relationship between the parents

Relationship between the father and mother with the siblings

Significant relationship if there is an important event

Stepson-stepdaughter relationship if relevant

Residence address

Neighbourhood

You may mention the kind of neighbourhood the group member lives, the kind of peers he/she may have and the general socio-economic conditions that prevail in the area, the influence of these factors on the personality of the member, relationship with the neighbours, shopkeepers and other important individual.

School/educational institution

If your group member is a student, then you must get details of his/her school. Type of school or educational institutions, the standard of education provided in the school, the relationship with his/her classmates, relationship with teachers, his/her performance in studies and his/her performance in co-curricular activities.

Occupation/employment

If the group member is unemployed, then you can ask him/her about his/her last job and why he/she lost/left his/her job. Ask the client about impact of that on himself/herself and his/her relationships with others. You can also ask her/him about the efforts he/she is making to get a job or why he/she is not trying to get one.

Accident and trauma affected individuals

If the problem of the member is medical or psychological you must ascertain the type of the problem and its consequence on the client. You can ask the history of the problem, its initial symptoms and its later manifestations. You can ask about the step he/she has taken to alleviate the problem. In case of accidents or injuries, then you must ask how it all happened. Care must be taken to see that you deal with the situation with sensitivity which such cases deserve. In most cases, he/she would have been fed up repeating the sequence of events to various individuals.

Future Plans

The member can be asked what his/her plans are for the future. This can give you an idea about the client's psychological state.

Ending the session

You should also ask and assess the following:

Ability

Attitudes towards the group work

Interpersonal relations

Resources

Material

Skills

Knowledge

Potential to improve

SECOND SESSION

By this time, you can make some predictions regarding the aims, goals and behaviour of the group members. For example, a group of boys can be expected to ask you to do one of the following –organise a game or a trip, talk about films or sports. You can prepare yourself for this by collecting some interesting information (new or recent happening), joke or recent happenings. For example, if the boys are interested in cricket and it is world cup season you can tell them something about the amount of money the cricketers are earning.

At this time, you must keep in mind the objective of the field work and remember that these are merely devices for you to engage the group members for interacting with each other and with you and it is not an end in itself.

As the interaction proceeds, you may be able to see patterns of interaction emerging.

Are some members talking to only certain other members while avoiding others?

Has the group divided itself into many sub-groups?

What is the perception of the members regarding similarities, status, liking and the opinion on the situation?

Are there any conflicts between the members?

Are there any cases of non-participation?

You may mentally keep the emergence of these patterns and later note them down in your journal.

THIRD SESSION

General goals of the group work

Maintenance

Members will have the need to maintain the relationships, motivation levels, etc.

Enhancement

To improve the social functioning by providing information, conducting role play, skill training, improving communication and interpersonal skills.

Eliminative

Some problems can be related to the behaviour of the individuals and have to be eliminated. For example, juvenile delinquents who have the habit of stealing may undergo behaviour modification exercises.

Alleviating

Self-help groups and action groups may have the objective of alleviating poverty of their community as their objective.

Similarly, the groups like Alcoholic Anonymous may have treatment of the addicts as their final objective.

Modification

Changes in the behaviour of the individuals like improving study habits, improving public speaking skills or improving knowledge on subjects like HIV/AIDS can be the goal of groups.

Decide which type of group you have formed.

Decide the group's need.

Decide along with the members, goals of the group, which will fulfill group goals.

Develop intermediate goals, which will lead you to the final group goals.

Decide on the activities, which will further improve group goals.

Decide the activities needed to improve the goals of group members.

For example, you are dealing with children with behaviour problems in an orphanage. Their matron complains that they frequently fight among themselves, are disobedient and occasionally indulge in stealing. However, she also feels that these boys are not necessarily delinquents and can be reformed. You decide to do group work with them with the aim of changing their behaviour. You feel that the root of the problem is that these boys feel that they are neglected and that their energies have to be channelized in a positive manner. You start with building group cohesion and facilitating group acceptance of members. You offer to conduct group games in which the members have to cooperate with each other to win or to complete the task successfully. Once the given tasks have been achieved you can move to the next intermediate goals, for example: of introducing new values and developing leadership within the group. After this you can facilitate the progression of the groups towards the final goal of bringing about change in the group.

Developing group goals

By now you must be able to see clearly some of the activities the group can do, its limitations and strengths. You can start making a list of activities/events you can plan to do with the group.

Of course, applying the principle of democratic decision making and group self-determination, you will allow the members to make their own choices. However, you can always guide them to choose a realistic option as far as possible.

Group worker's role perception

You must have clear view of your own role. You must note the following:

What are the expectations of the group members from you?

Do different members think of you differently?

If most group members tend to see you as a helper, nurse or friend were you able to establish a professional relationship with the group members?

Do you think that the perceptions of your group members have influenced your behaviour? This is quite natural, but you must be self conscious about this process and try to note down relevant details and discuss it with your supervisor.

Does the group members avoid accepting responsibilities and expect the group worker to do everything?

Does the group worker take the initiative without an equal response from the group members?

Does the group members take you to be the leader rather than a group worker? Do they expect you to settle conflicts and maintain peace?

FORTH SESSION

Some of the areas of interest could be:

Are there any leaders emerging in the group?

Are there any subgroups, which contribute to group functioning?

Are there any cliques, which contribute to group malfunctioning?

How do you assess the emotional level of the group members?

Have you identified any one with enthusiasm or very introvert?

Have the members demonstrated trust and openness in the group?

How are the members, resources used?

How do members make decisions?

Do the members' associations with each other outside the group help or harm the group work process?

FIFTH SESSION

Group development can be seen through the following criteria:

Interaction pattern

- More interaction between members
- Purposeful interaction that results in achieving material and non-material goals
- More inclusive circle of members i.e. more wider circle of members in which everyone interacts
- Greater liking for each other in the group
- Greater tolerance to mistakes and shortcomings of others.
- Greater appreciation of the other member's achievement and cooperation.

Communication

- Better communication skills.
- Purposeful interaction
- Removal of defects in communication skills
- Absence of abusive language and derogatory language, etc.

Group cohesion and control

- Increasing group bonding and cohesion
- Increasing group influence over members and sub-groups
- Increasing group control over members and sub-groups
- Increasing ability to control deviant and unacceptable behaviour in groups.

Group method of functioning

- More democratic functioning
- Increasing participation in decision-making
- Increasing sensitiveness to members' individual needs
- Increasing sensitiveness to members' individual emotions
- Increasing sensitiveness to members' individual opinions
- Increasing ability to come to decisions without the group worker's assistance
- Increasing interest in the members' to participate in group activities

Group development

- Increasing ability to take more and more complex group tasks

- Increasing flexibility in group functioning
- Increasing ability to exchange roles with each other and facilitate achievement of group goals
- Increasing ability to take initiative to perform tasks
- Increasing motivation to do tasks assigned to them
- Increasing ability to take up leadership roles and the responsibility that comes with it.
- Increasing ability of group members to recognize motivation and leadership roles in the other members.

Group climate

- Increase in mutual trust and affection among the members
- Increased sharing of ideas, emotions, feelings, relieving tensions
- Lessening of the hesitation to reveal one's opinion in the group
- Better physical and emotional proximity
- Increased ability to suggest acceptable and alternate goals, ideas and opinions without fear of disapproval from the members
- Increased ability to learn from past experiences

Group worker

- Lessening dependence on group worker for simpler tasks
- Roles of the group worker are lessened
- Group worker's ability to predict behaviour increases

TERMINATION

Reasons for termination

- 1) The objectives of the field work have been achieved.
- 2) The field work period is over.
- 3) Members have dropped out of the group.
- 4) Members have moved out and shifted from their places.

EVALUATION

Evaluation of the case is done at four levels.

- 1) Evaluation done by yourself.
- 2) Evaluation done by the clients (group members).

- 3) Evaluation done by your agency supervisor and your Field Work Supervisor.
- 4) Evaluation done by agencies that have referred the case to your agency.

Some points for evaluation are:

- 1) Your assessment of the group members.
- 2) Your intervention formulated in relation to the problem.
- 3) The appropriateness of the intervention.
- 4) The outcome of the intervention in terms of the desired effect on group members.
- 5) The effectiveness of the techniques you have used.
- 6) The professional nature of relationship between you and the group members.
- 7) The support the agency has given you.

COMPONENT 6 TEAM WORK

This semester you will work in a team—members will be other social workers and members of other professions. Now since you are a student, you may not be able to function as a full-fledged member of the team. In any case, there are problems of cooperation and conflict between the various professionals when they work together. It is mainly social worker's responsibility to see that these problems do not interfere with service delivery of the agency. Another significant factor is that the social worker needs the help of other professionals to deal with problems and it is important that you develop contact with these professionals. This will help you seek information and to do referral services.

Who are the professionals who work with you?

List all the professionals.

What are their roles in the agency?

What services do they provide?

COMPONENT 7 ADMINISTRATIVE ASSIGNMENTS

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.

You are expected to do the following:

- Learn to maintain simple service statistics of the agency
- Participate in the planning of basic programmes and find out how the agency relates the programmes to the wider objectives of the agency.
- Plan out your own programmes in consultation with the agency staff.
- Assist in tasks like correspondence, report writing etc.

COMPONENT 8 RECORDING

Till now you were doing verbatim recording which means that you were recording the events as it happened. In your third semester, you were asked to record also the causative factors of the problem you have observed. During this semester, you will have to record the process of work and also the dynamics between the systems and subsystems. This means that your reporting should reflect the theory you have studied so far. You will have to do verbatim recording. Verbatim recording is a process of recording which describes the experiences of the social worker as it happens. In this method of recording, you can include the following sections namely:

- 1) Interview and observation
- 2) Student's initial reaction
- 3) Student's subsequent reaction along with theory used to analyse the case.
- 4) Student's future plan
- 5) Comment of the Field work supervisor

The method envisages four stages of record writing:

- 1) Recall
- 2) Writing
- 3) Reflection
- 4) Writing again

Recording should be made so that the increasing information you elicit from this related to the problem and the analysis is made more sound. The complexity of the problem should be reflected in the reports.

COMPONENT 9 FIELD INSTRUCTION

The relationship between you and the field work supervisor is a crucial one. It is a professional one in which the field work supervisor is your friend, philosopher and guide. It is up to you to make best use of the field work supervisor. You should seek time from the field work supervisor and do/ not expect him/her to give you time and guidance.

Report of Orientation Visits

I – V



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Orientation Visits

During the fourth 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

Level	Number	Qualification	Position Held
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
- i) Your observations about the agency, staff, and today's activity.

Comments of field work supervisor

Orientation Visit I

Note: Follow the report writing guidelines for more details on this activity.

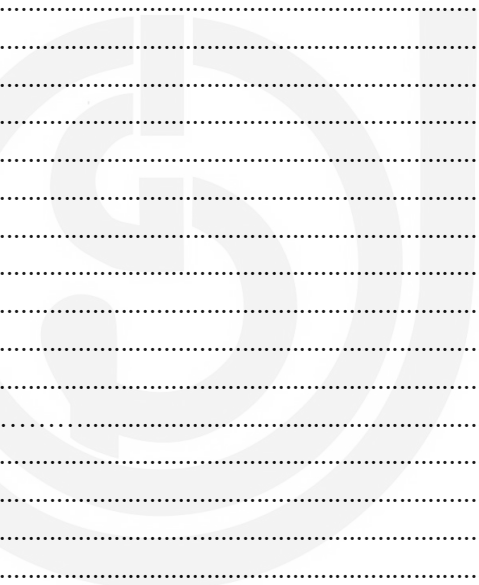
Date:

Time:.....am to pm Duration Hours

Name of the organization:

Name of the FWS:

Report:



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Comments by FWS

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Orientation Visit II

Note: Follow the report writing guidelines for more details on this activity.

Date:

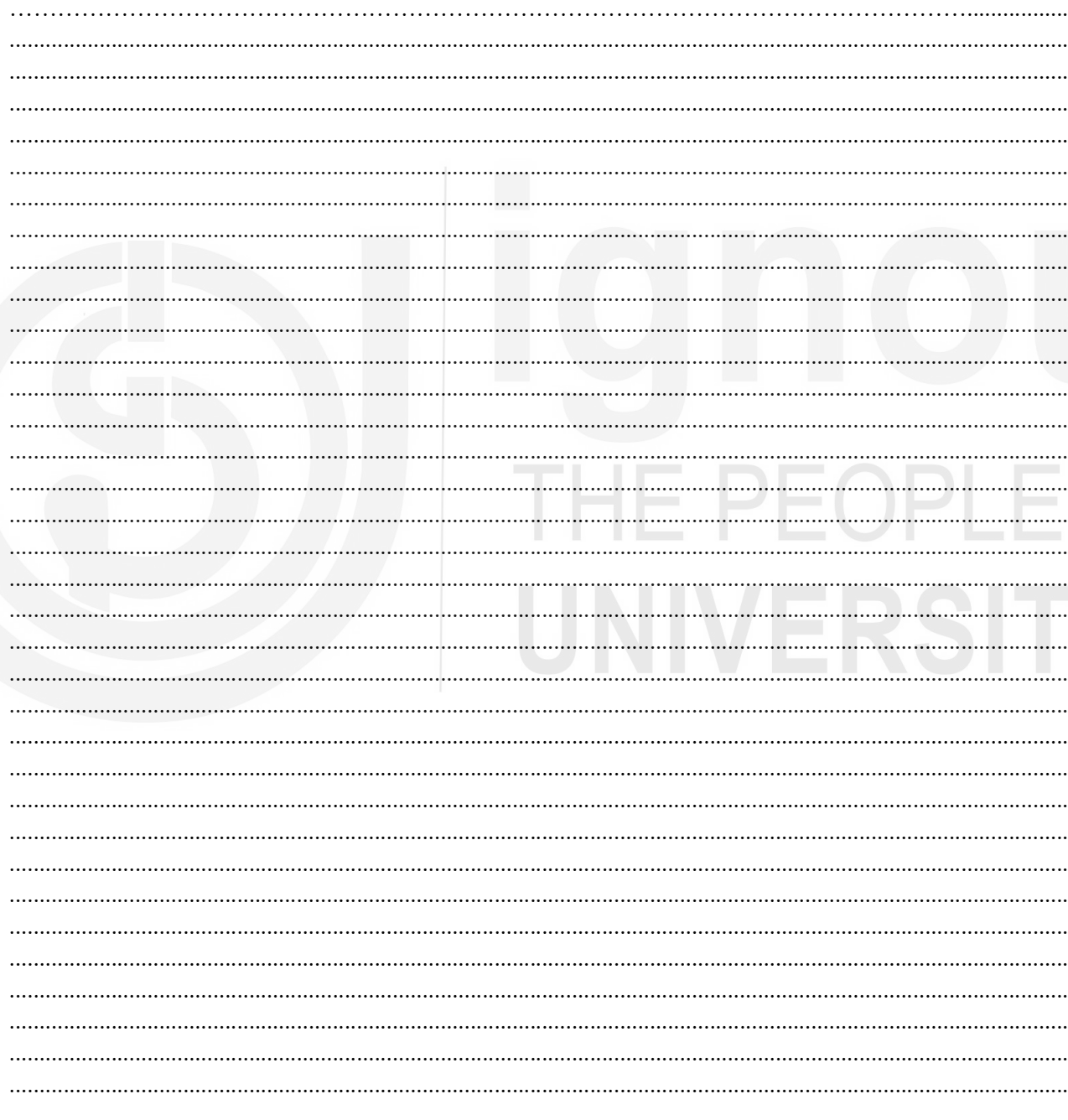
Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:

Report:



Comments by FWS

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Orientation Visit III

Note: Follow the report writing guidelines for more details on this activity.

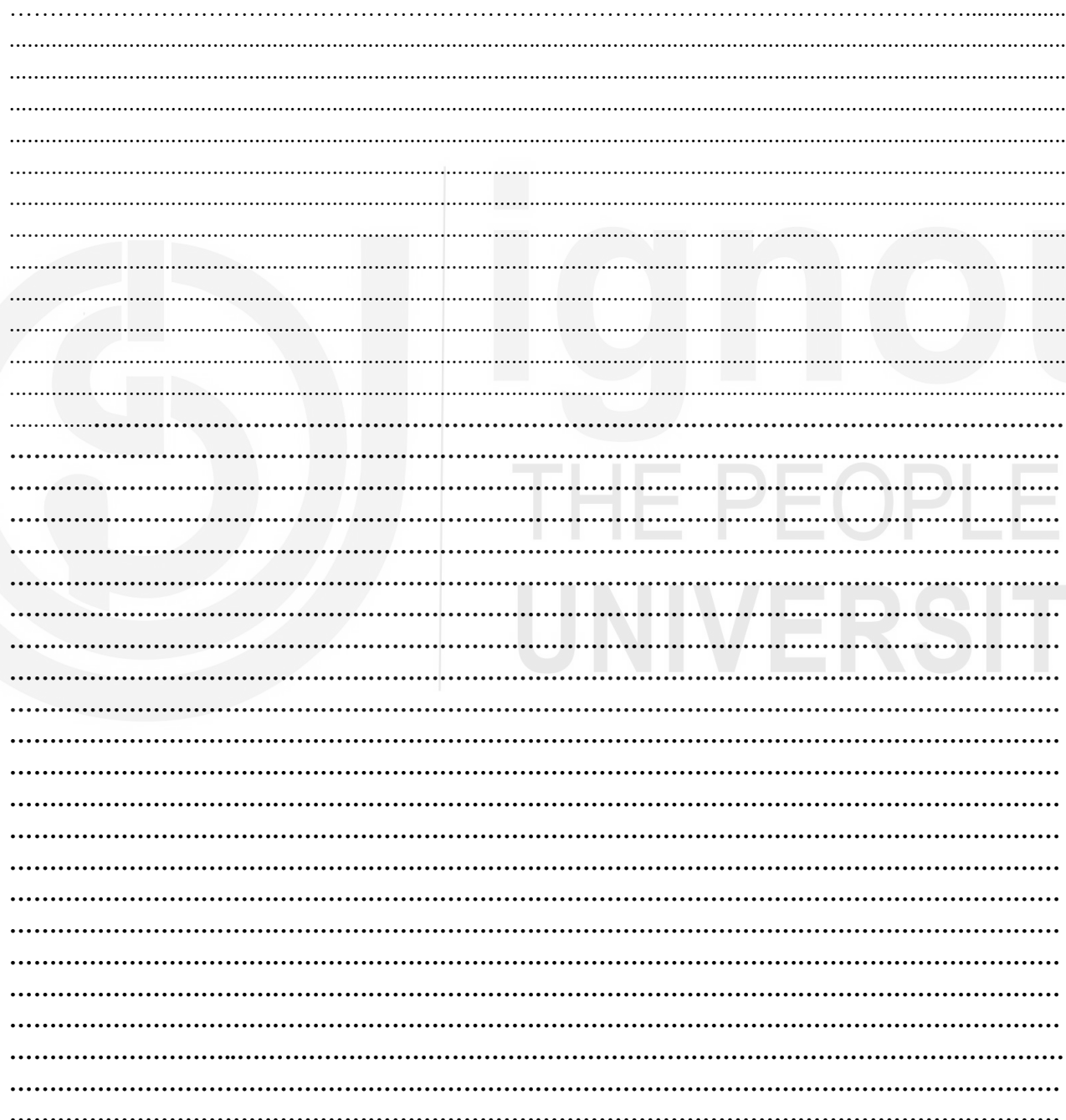
Date:

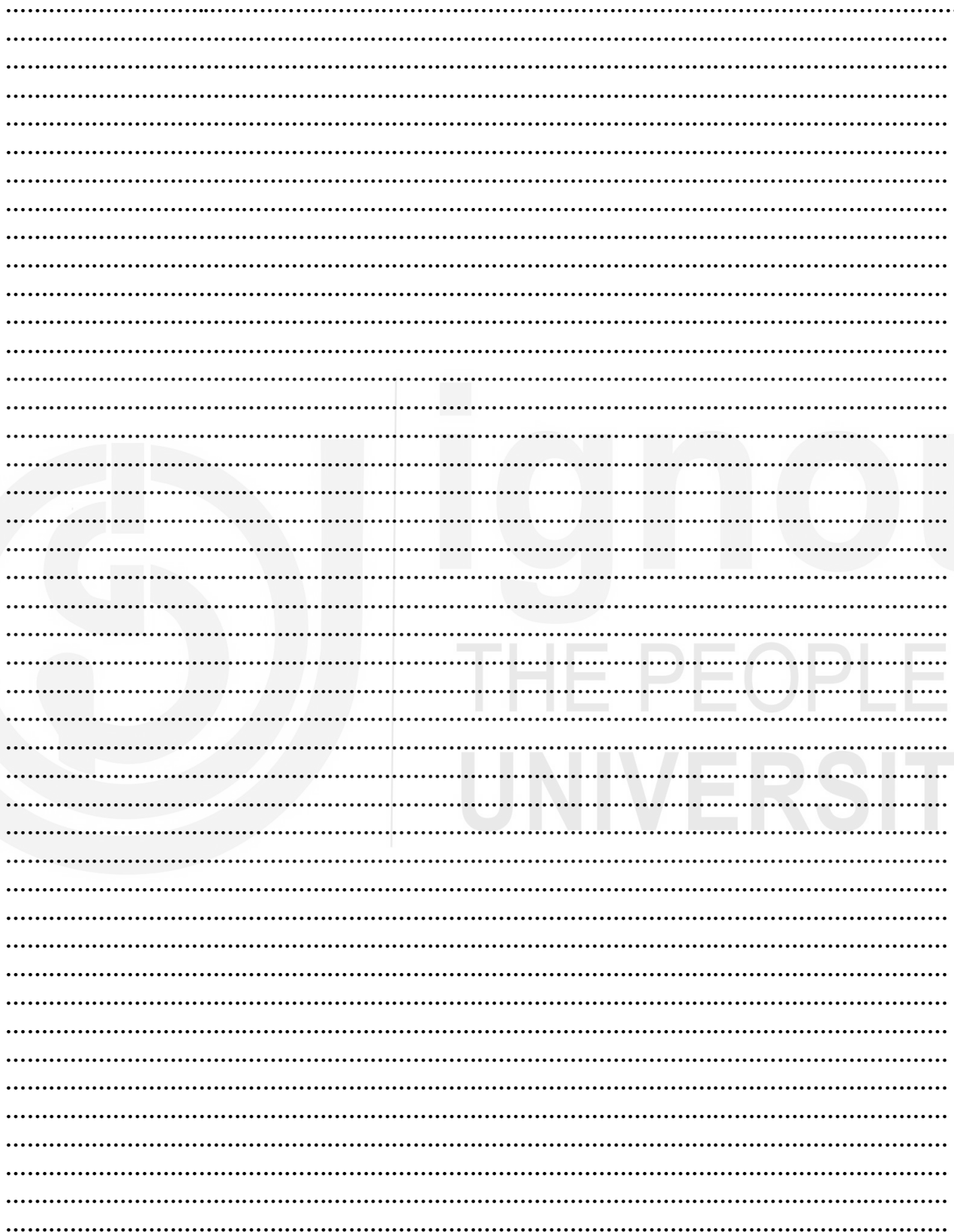
Time:.....am to pm Duration Hours

Name of the organization:

Name of the FWS:

Report:





Comments by FWS

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Orientation Visit IV

Note: Follow the report writing guidelines for more details on this activity.

Date:

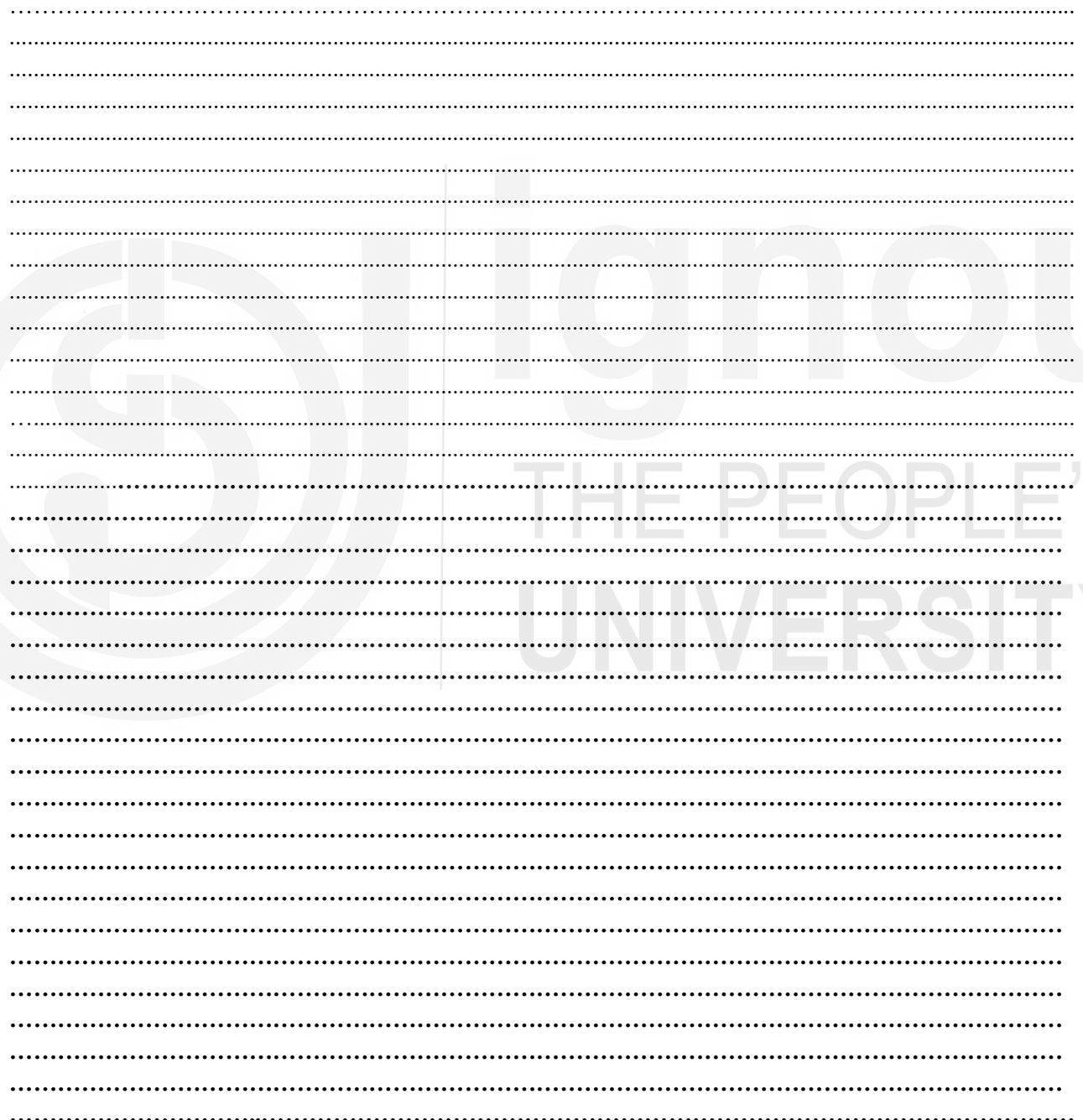
Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:

Report:



Orientation Visit V

Note: Follow the report writing guidelines for more details on this activity.

Date:

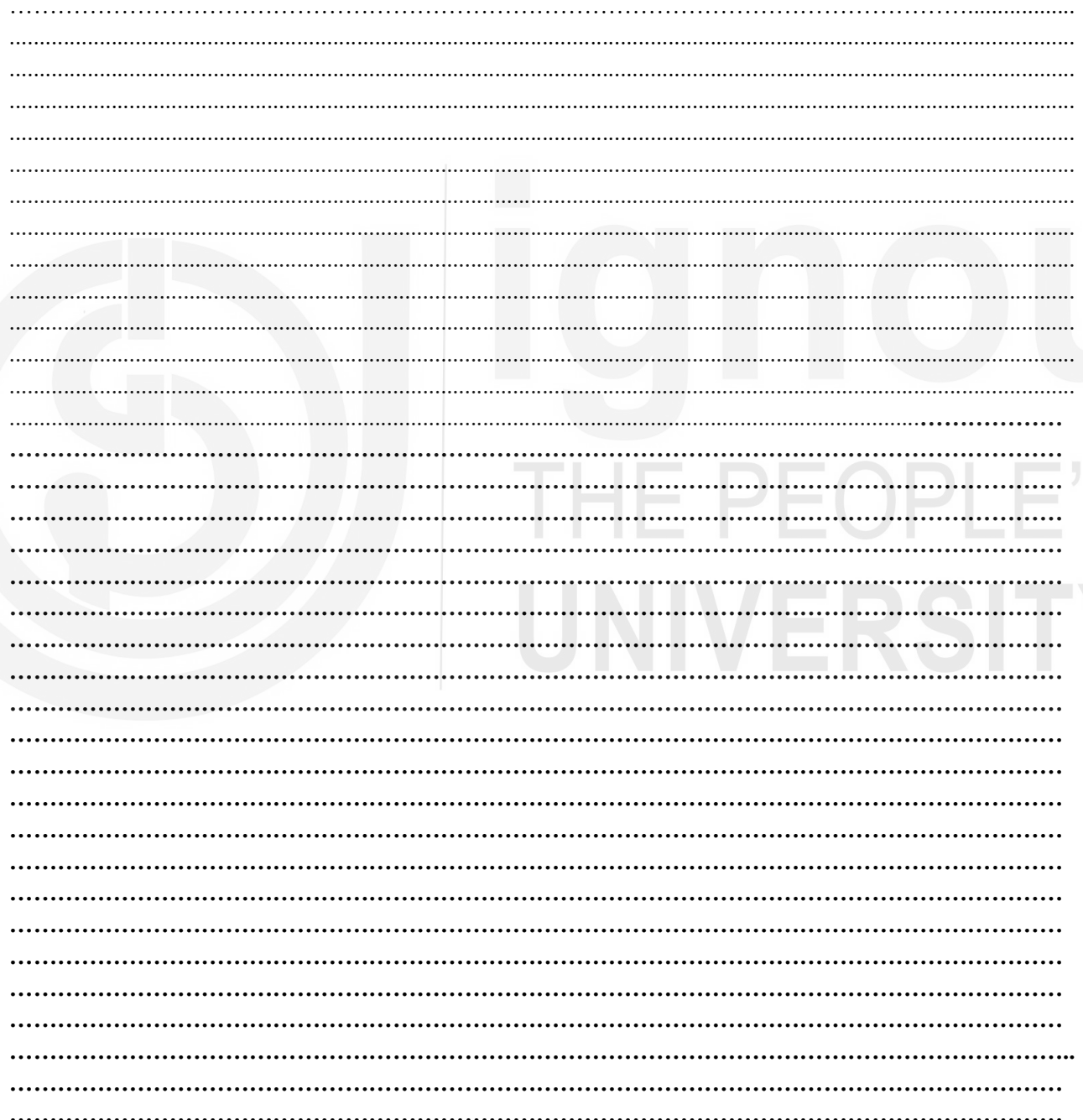
Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:

Report:



Comments by FWS

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Report of Individual conference (IC) II

Note: Attend IC along with your field work reports before proceeding for your next field visit. Discuss inputs regarding field work and report writing with your FWS.

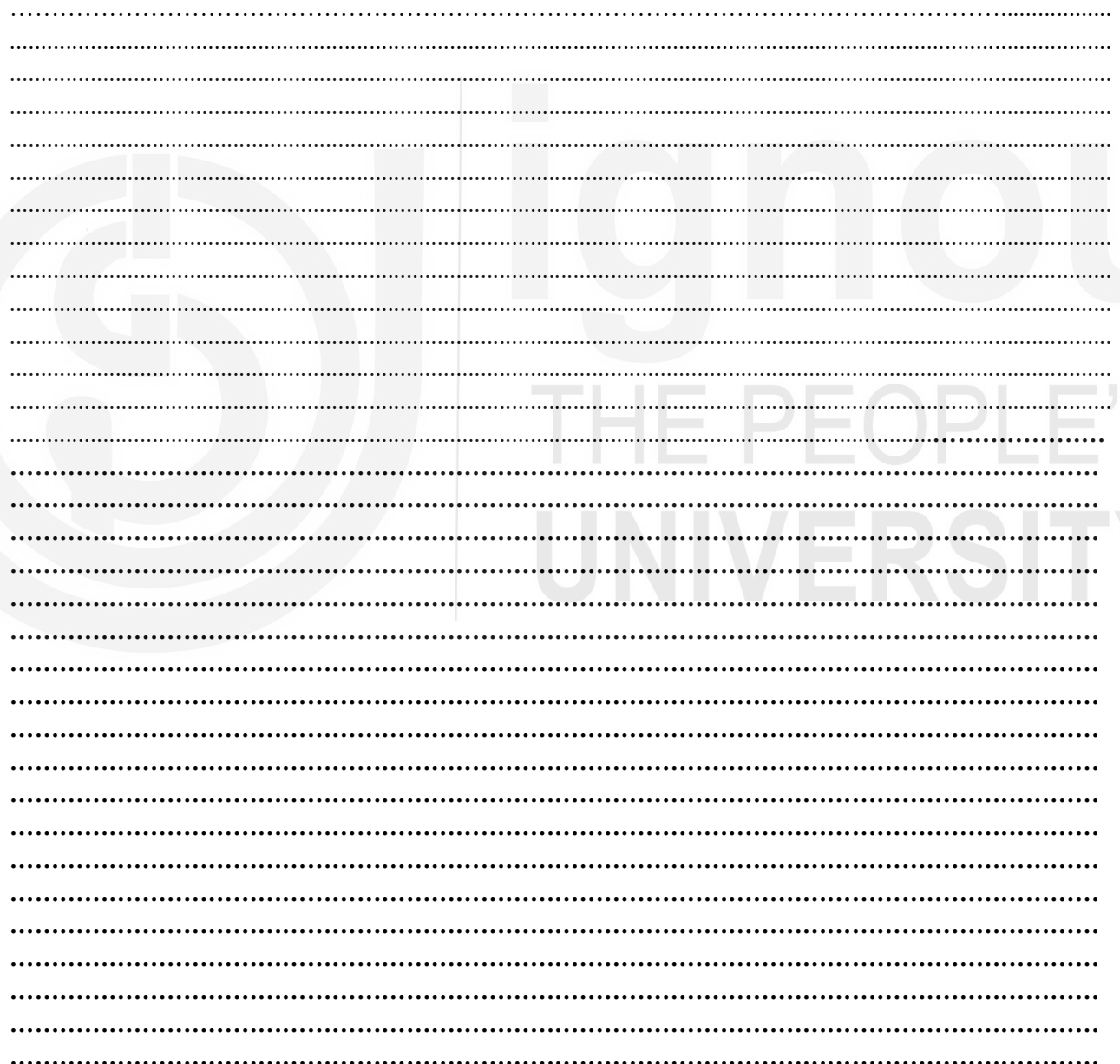
Date:

Time:

Duration:

Name of the FWS:

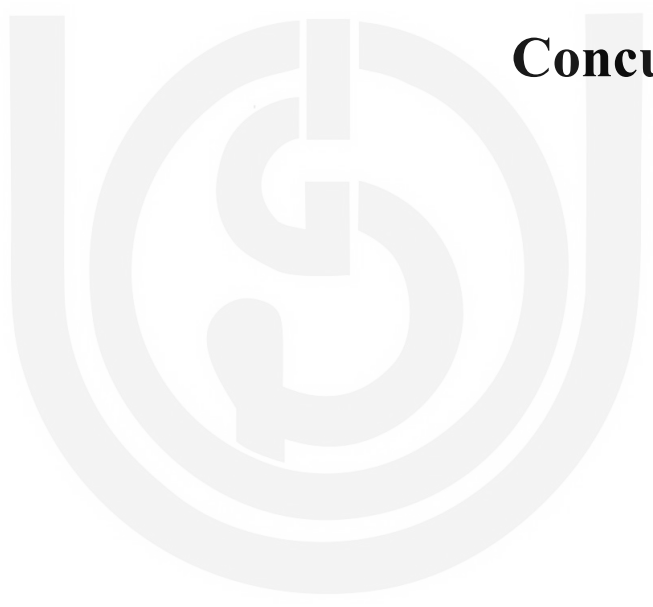
Report:



Date of Submission

Comments by FWS

Signature and Date



Concurrent Field Work

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Concurrent Field Work Reports

During the fourth semester, you are expected to complete total 25 days of field work during which you will 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 social group work 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 fourth 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 social Group Work.

Proforma for report on concurrent field work

Date of field work

Time spent in the agency

Activities performed today

Observations related to the agency functioning or related institution functioning.

Teamwork

Assigned tasks (which stage and progress so far etc.)

Observation regarding client system and service delivery

Administrative assignments

Social work techniques used

Field instruction expected for the following

- 1)
- 2)

This will include your doubts and observation

Comments by the Field Work Supervisor

Report of Concurrent Visits

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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.

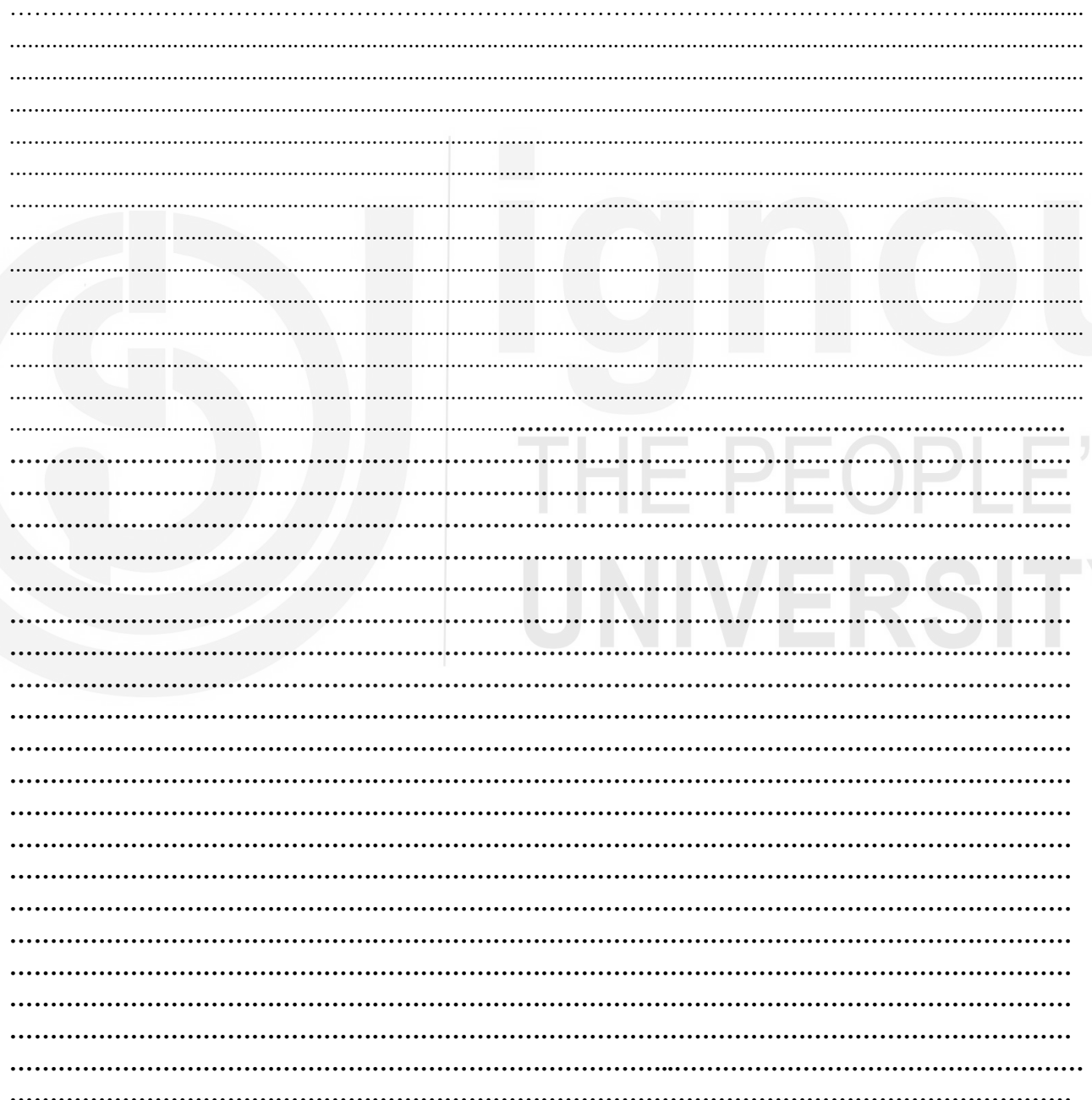
Date:

Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:



Concurrent Visit II

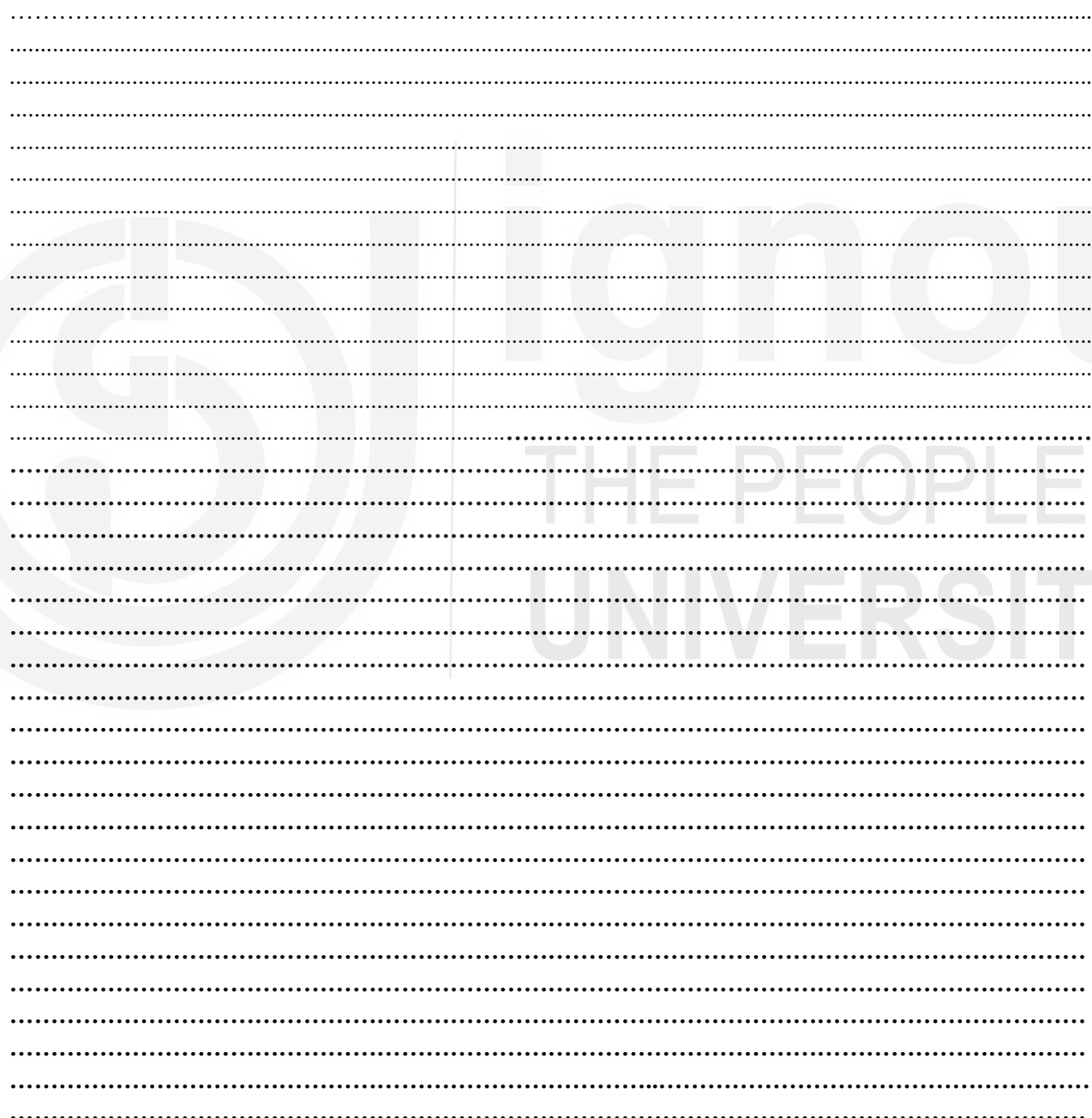
Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

Date:

Time:.....am to pm Duration Hours

Name of the organization:

Name of the FWS:



Comments by FWS

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Concurrent Visit III

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.

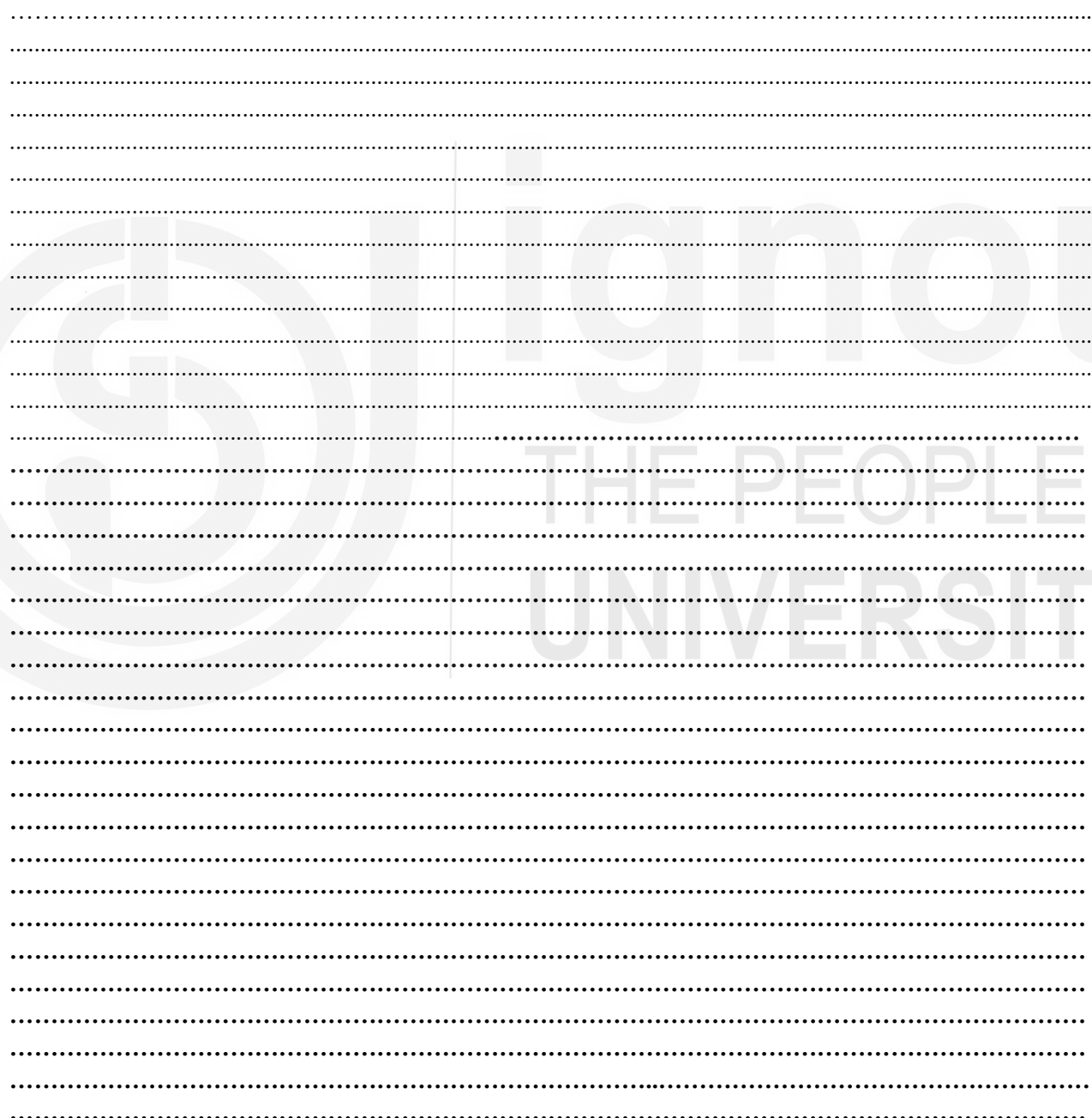
Date:

Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:



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Comments by FWS

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Concurrent Visit IV

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.

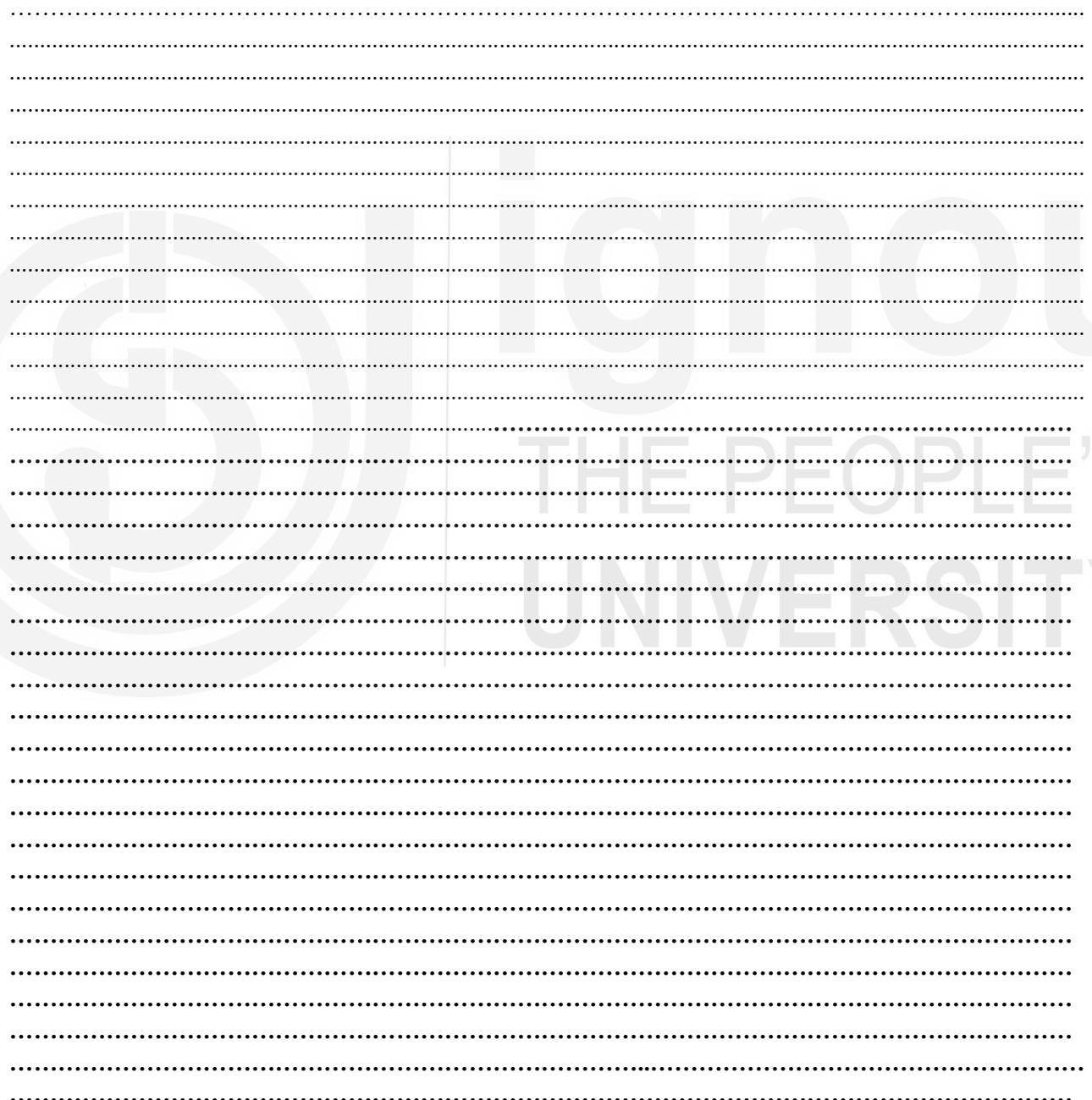
Date:

Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:



Comments by FWS

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Concurrent Visit V

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.

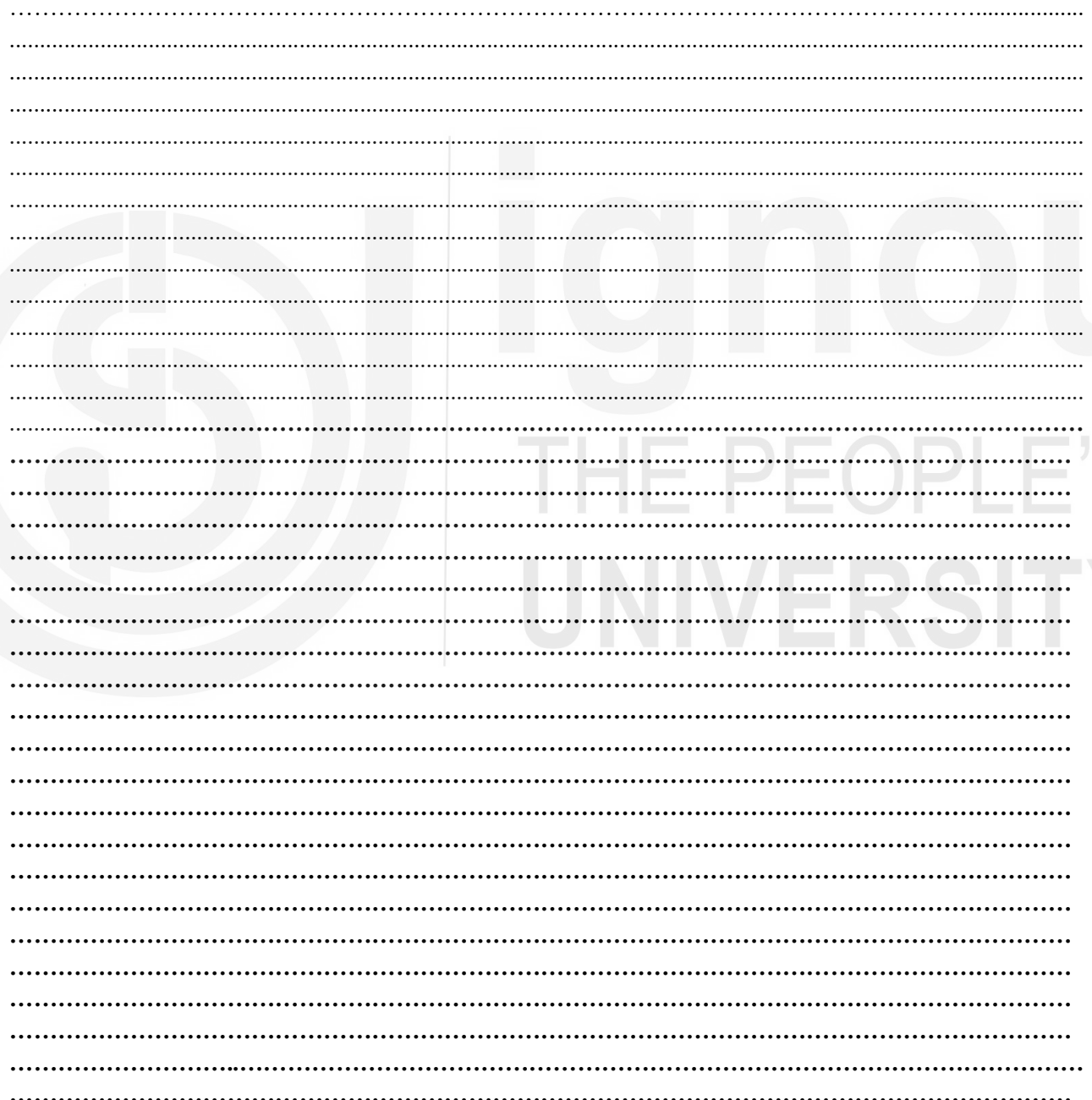
Date:

Time:.....am to pm

Duration Hours

Name of the organization:

Name of the FWS:



Comments by FWS

95

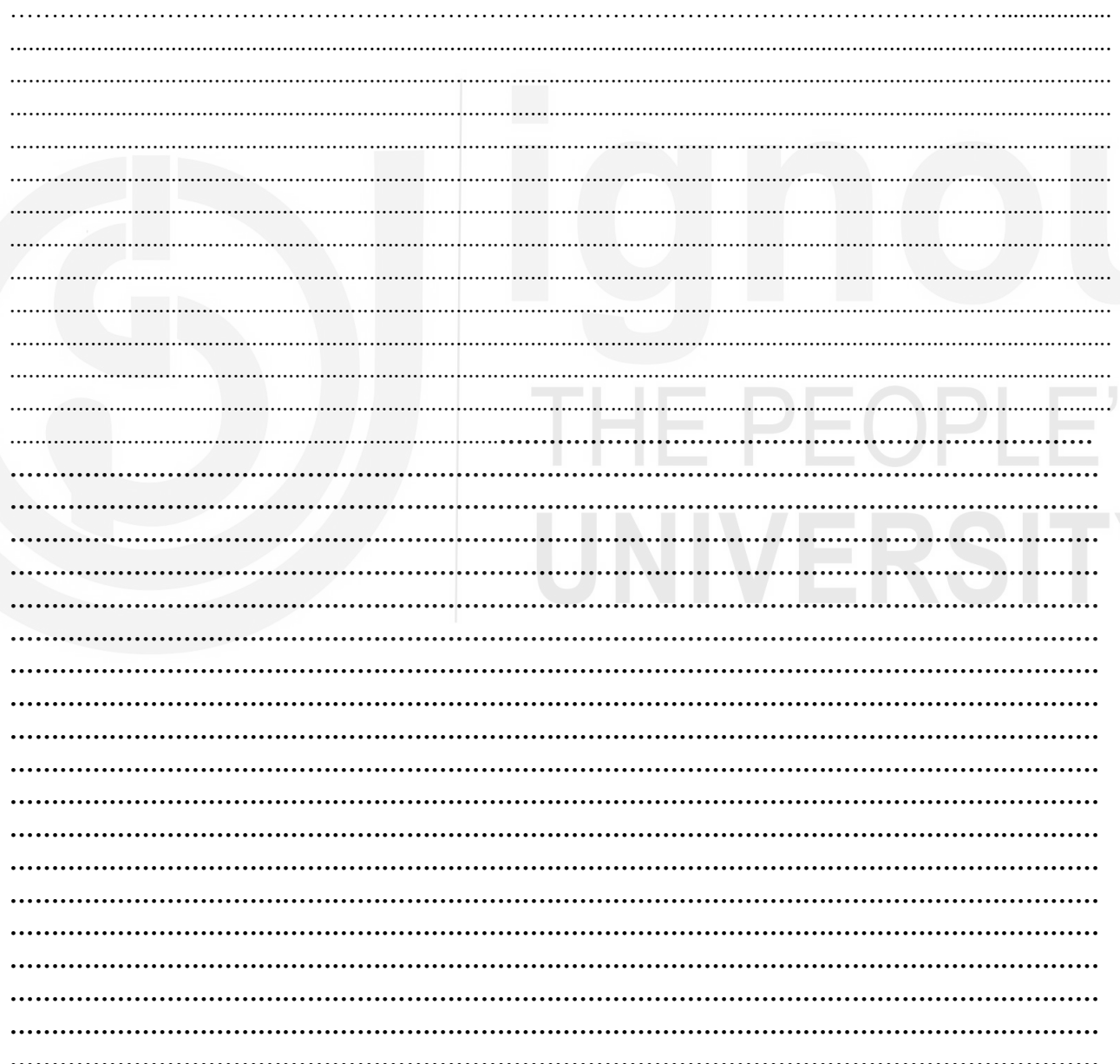
Report of Individual conference III

Note: Attend IC along with your field work reports before proceeding for your next field visit. Discuss inputs regarding field work and report writing with your FWS.

Date:**Time:****Duration:**

Name of the FWS:

Report:



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Report of Concurrent visits

VI – X



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Concurrent Visit VI

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.

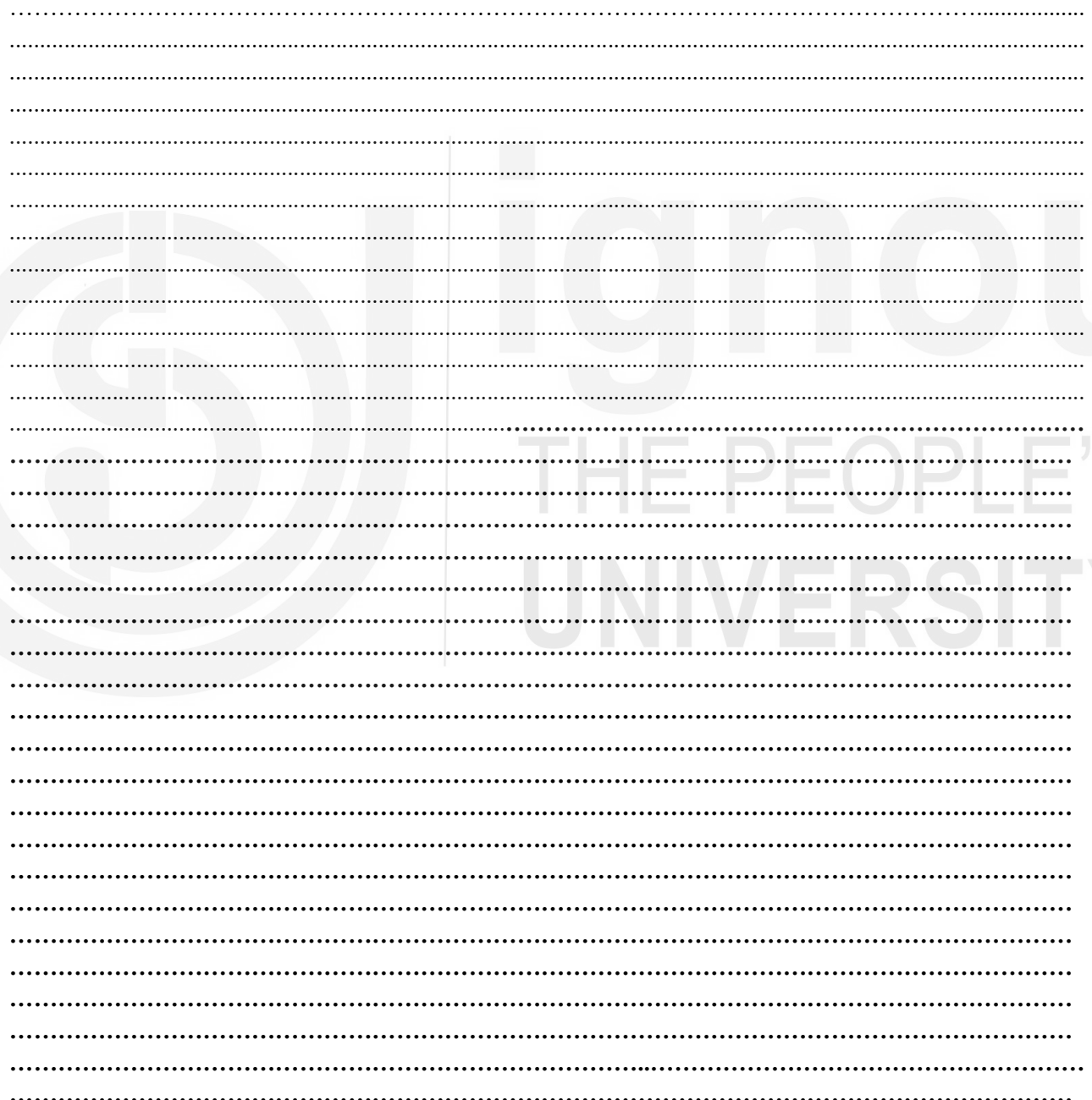
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Comments by FWS



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Concurrent Visit VII

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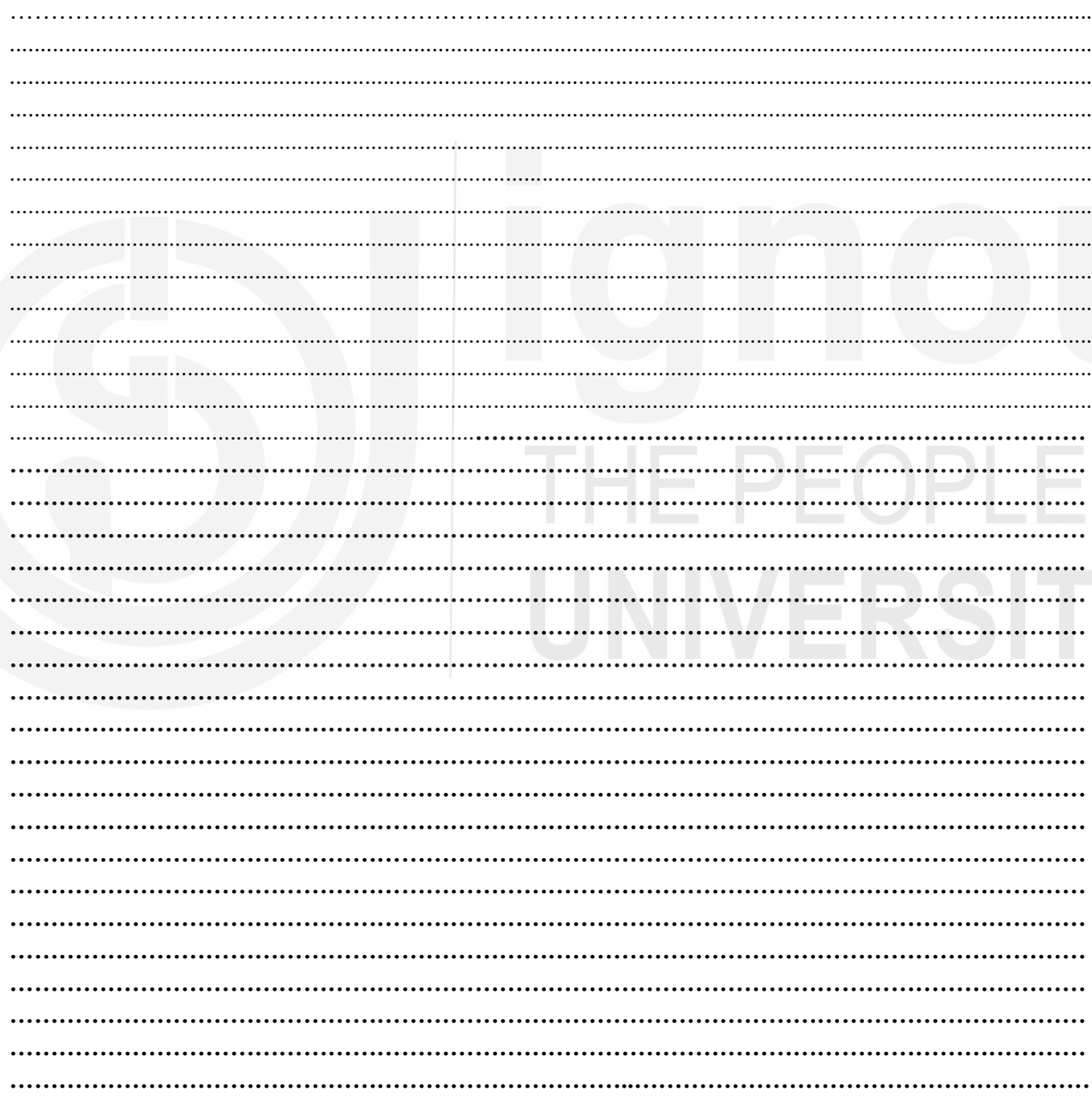
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Duration Hours

Name of the organization:

Name of the FWS:



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Concurrent Visit VIII

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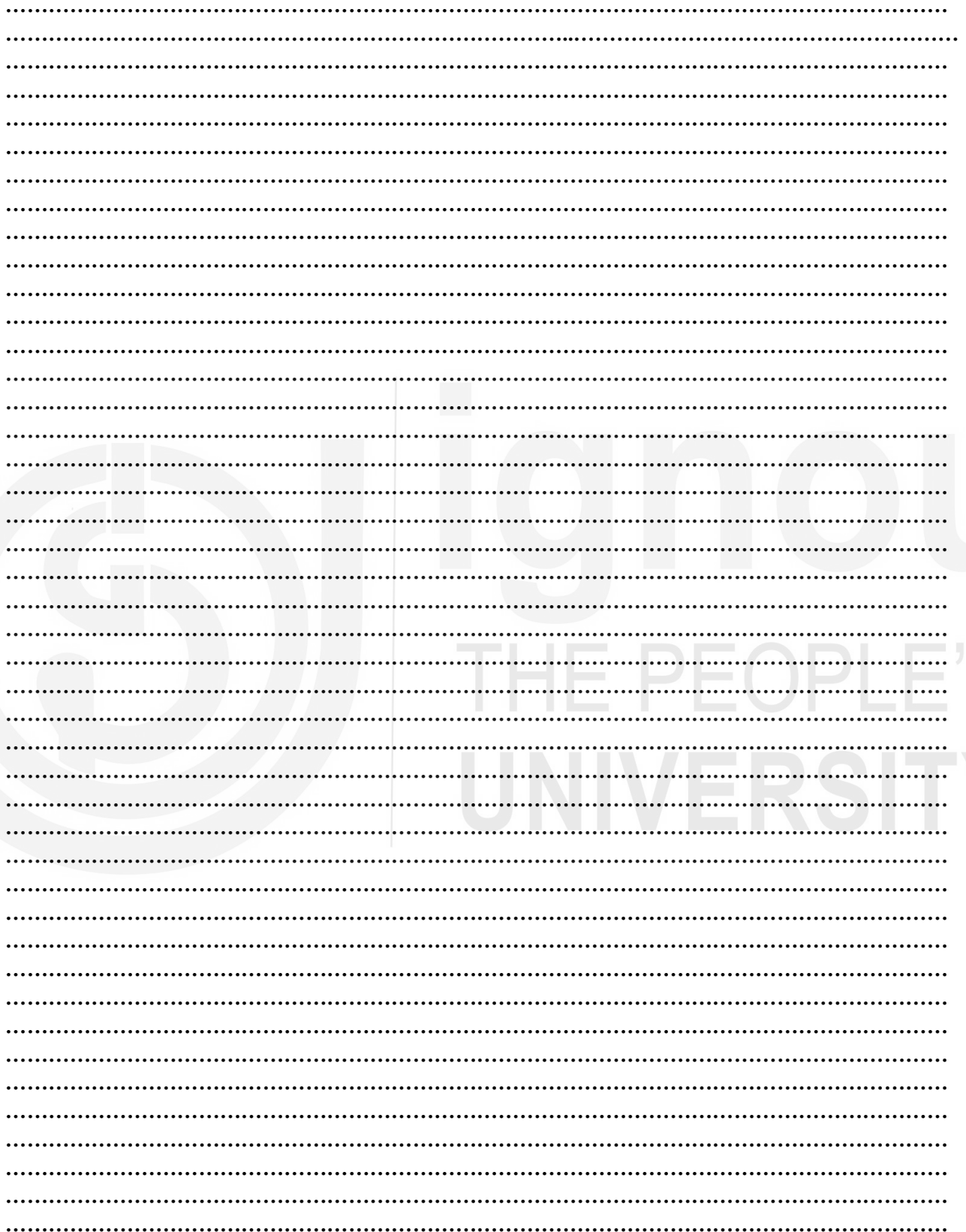
Date:

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Duration Hours

Name of the organization:

Name of the FWS:



Comments by FWS

112

Concurrent Visit IX

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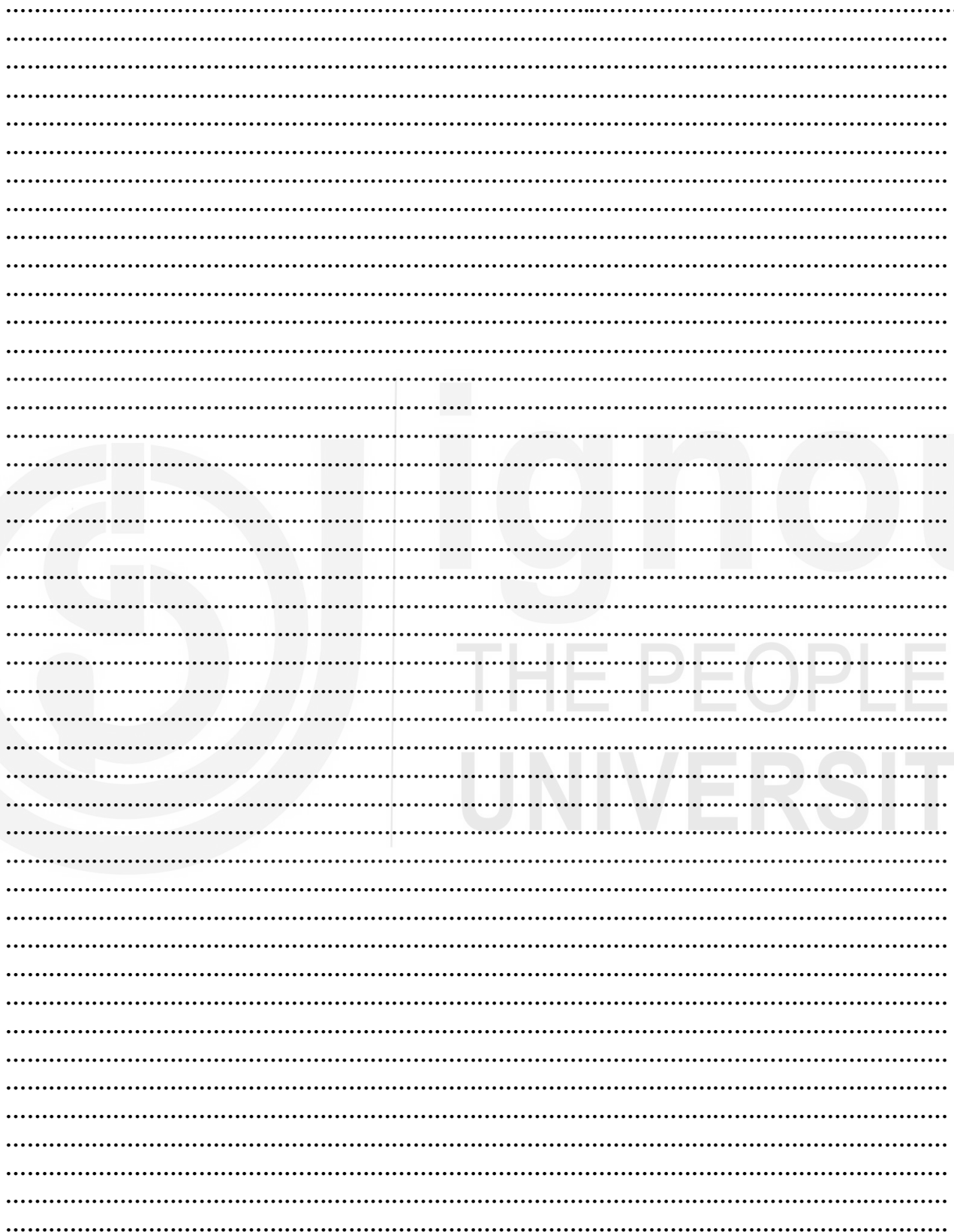
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Duration Hours

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Name of the FWS:



Comments by FWS

116

Concurrent Visit X

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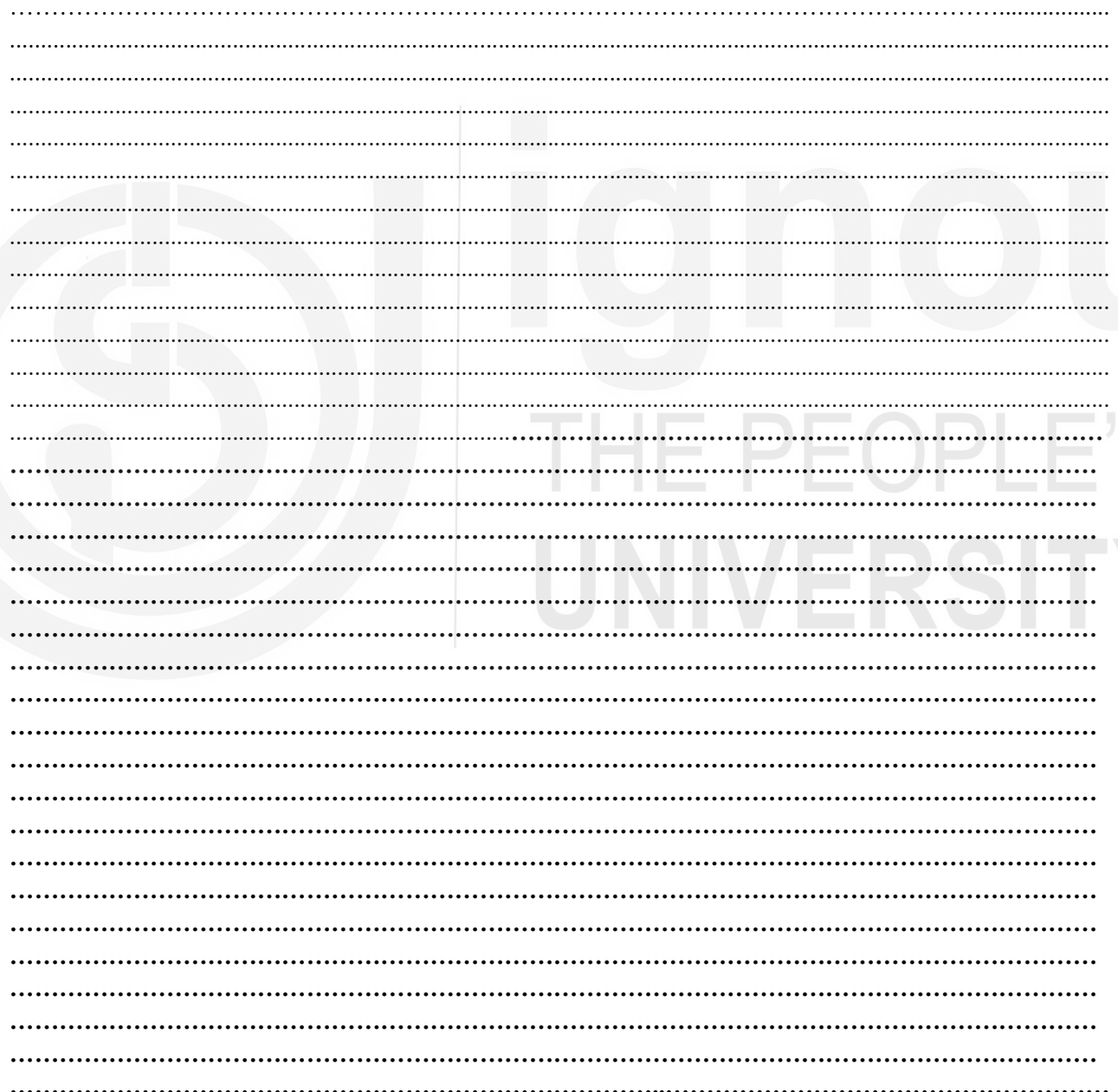
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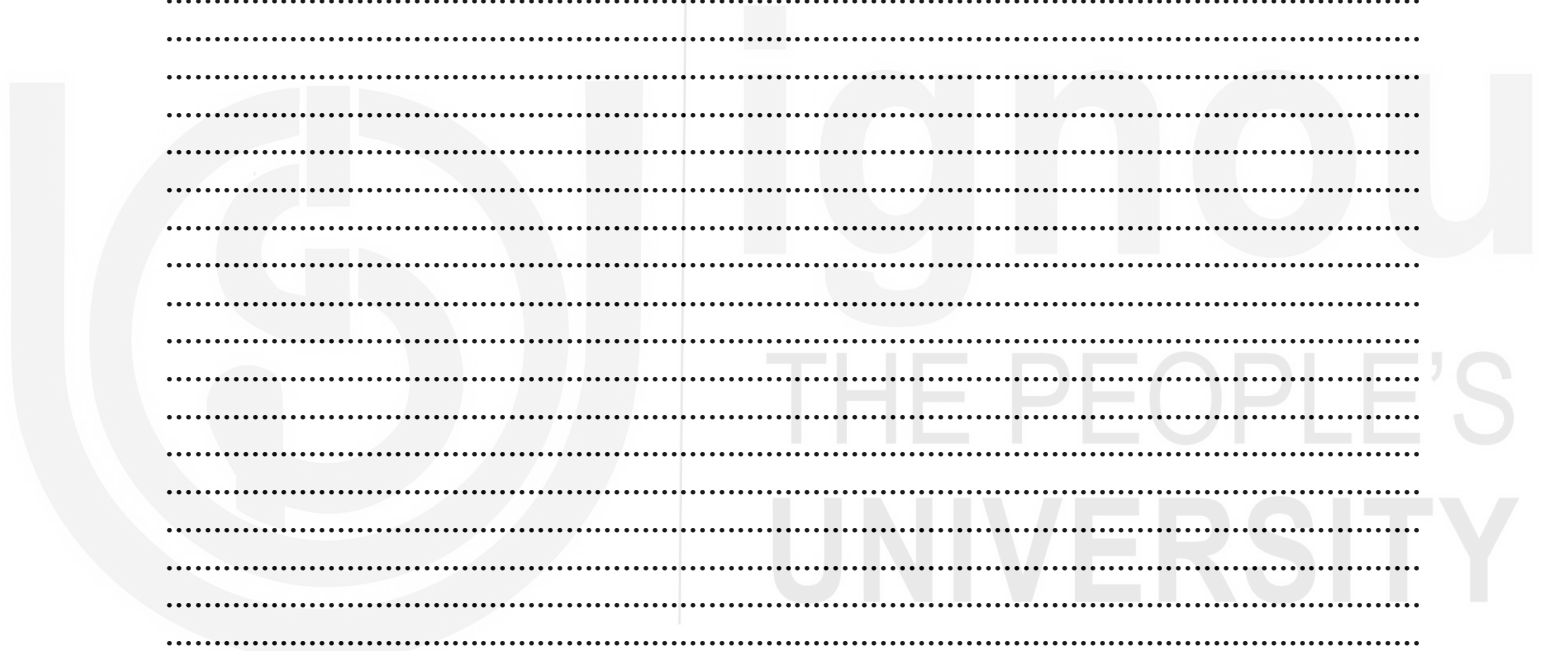
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Name of the FWS:





Comments by FWS

120

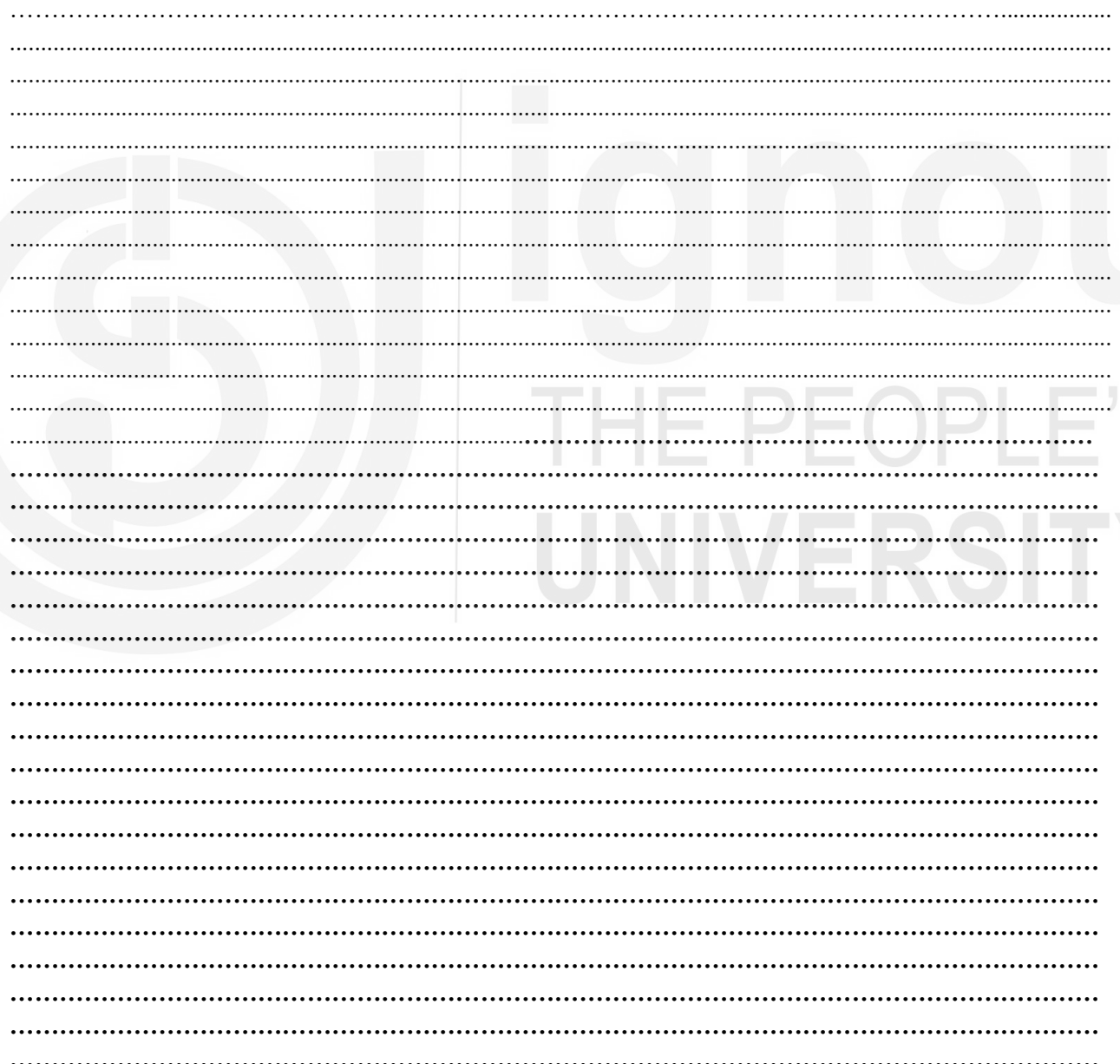
Report of Individual conference IV

Note: Attend IC along with your field work reports before proceeding for your next field visit. Discuss inputs regarding field work and report writing with your FWS.

Date:**Time:****Duration:**

Name of the FWS:

Report:



Report of Concurrent visits

XI – XV

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Concurrent Visit XI

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.

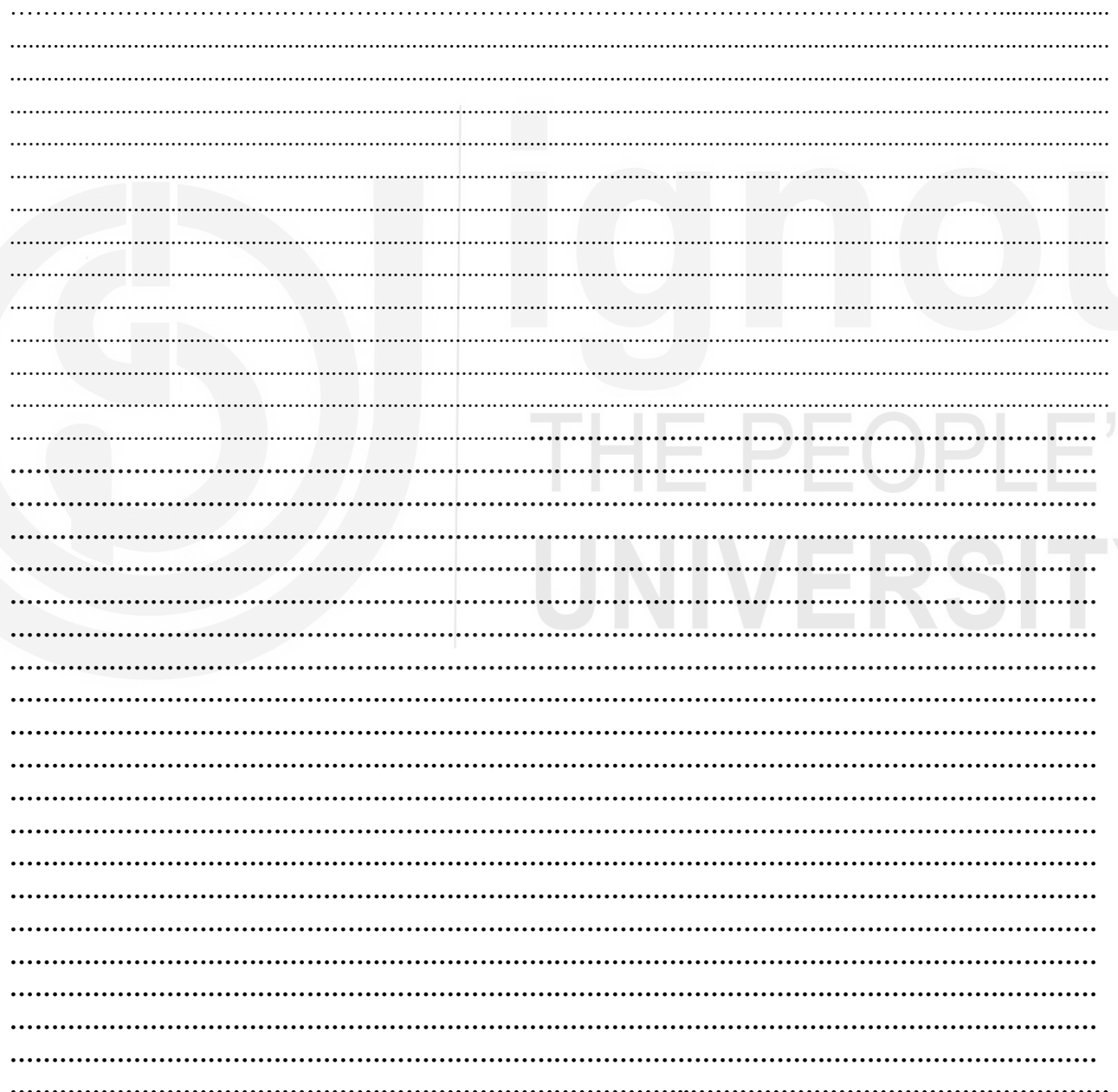
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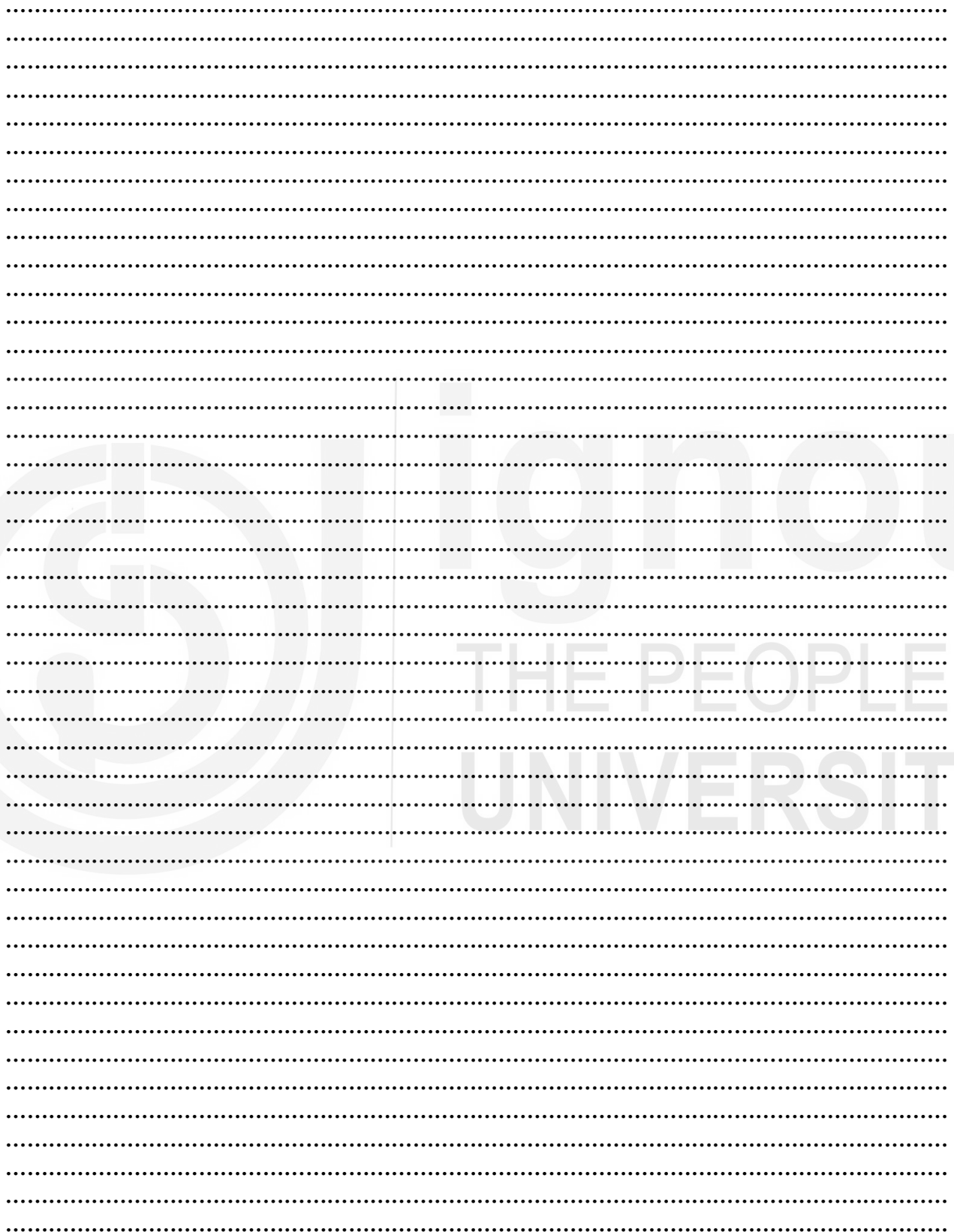
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Duration Hours

Name of the organization:

Name of the FWS:





Comments by FWS

129

Concurrent Visit XII

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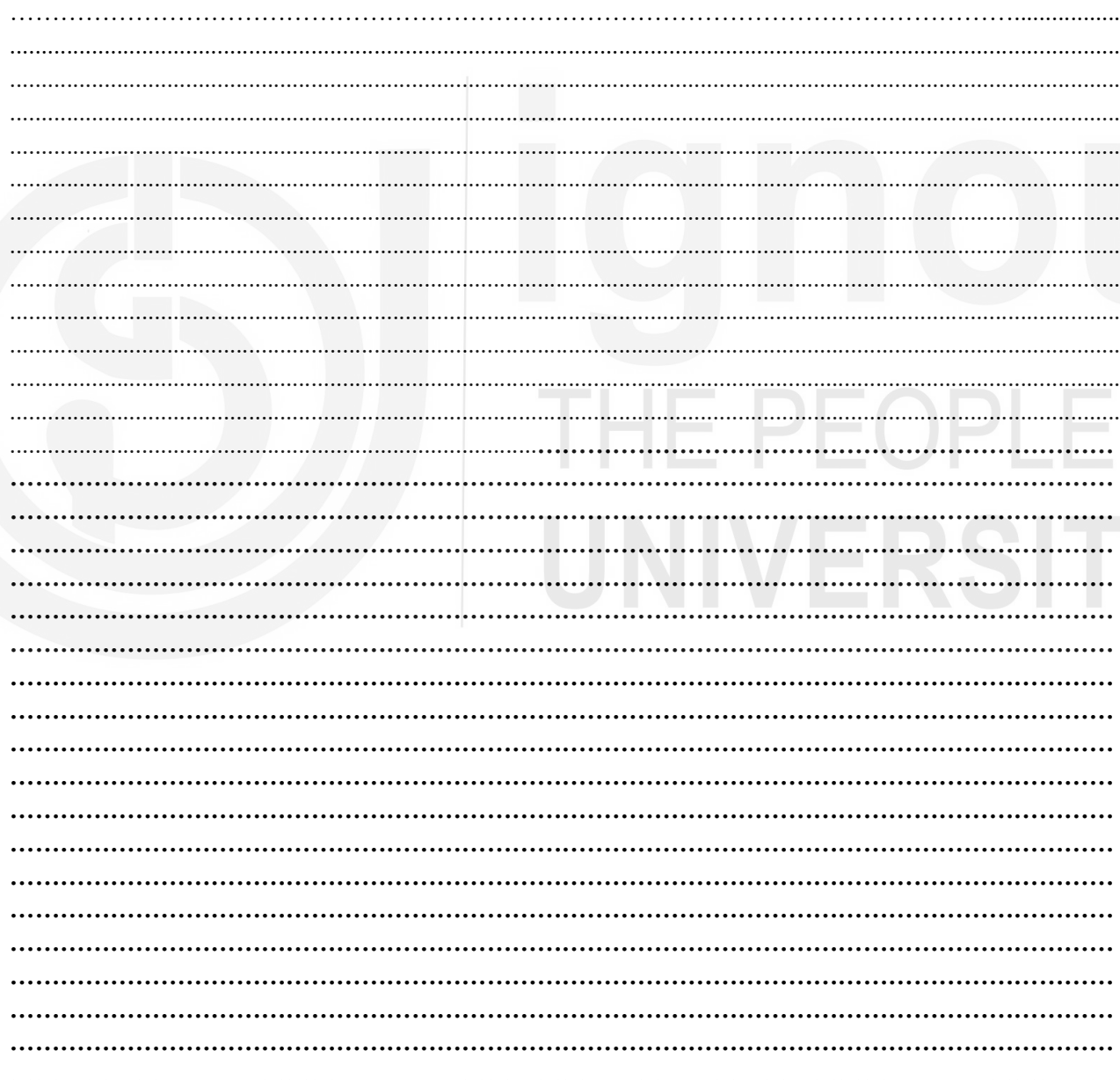
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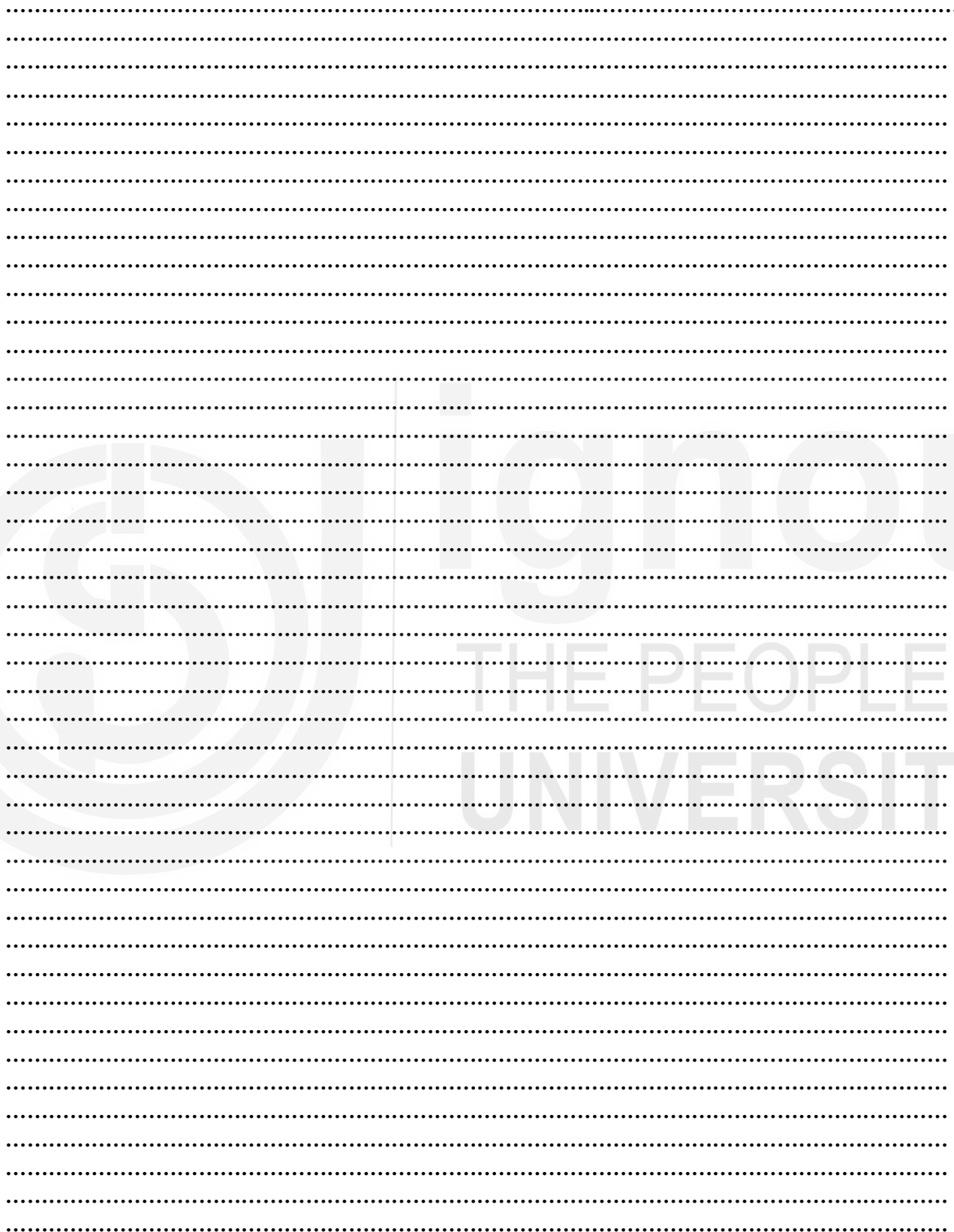
Duration Hours

Name of the organization:

Name of the FWS:



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Comments by FWS

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Concurrent Visit XIII

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.

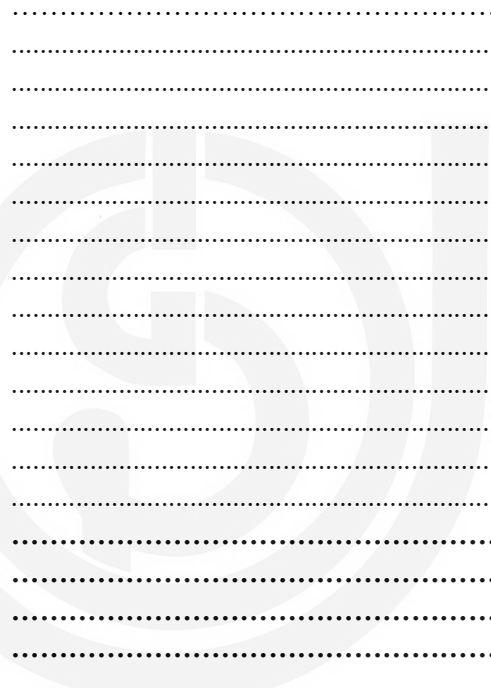
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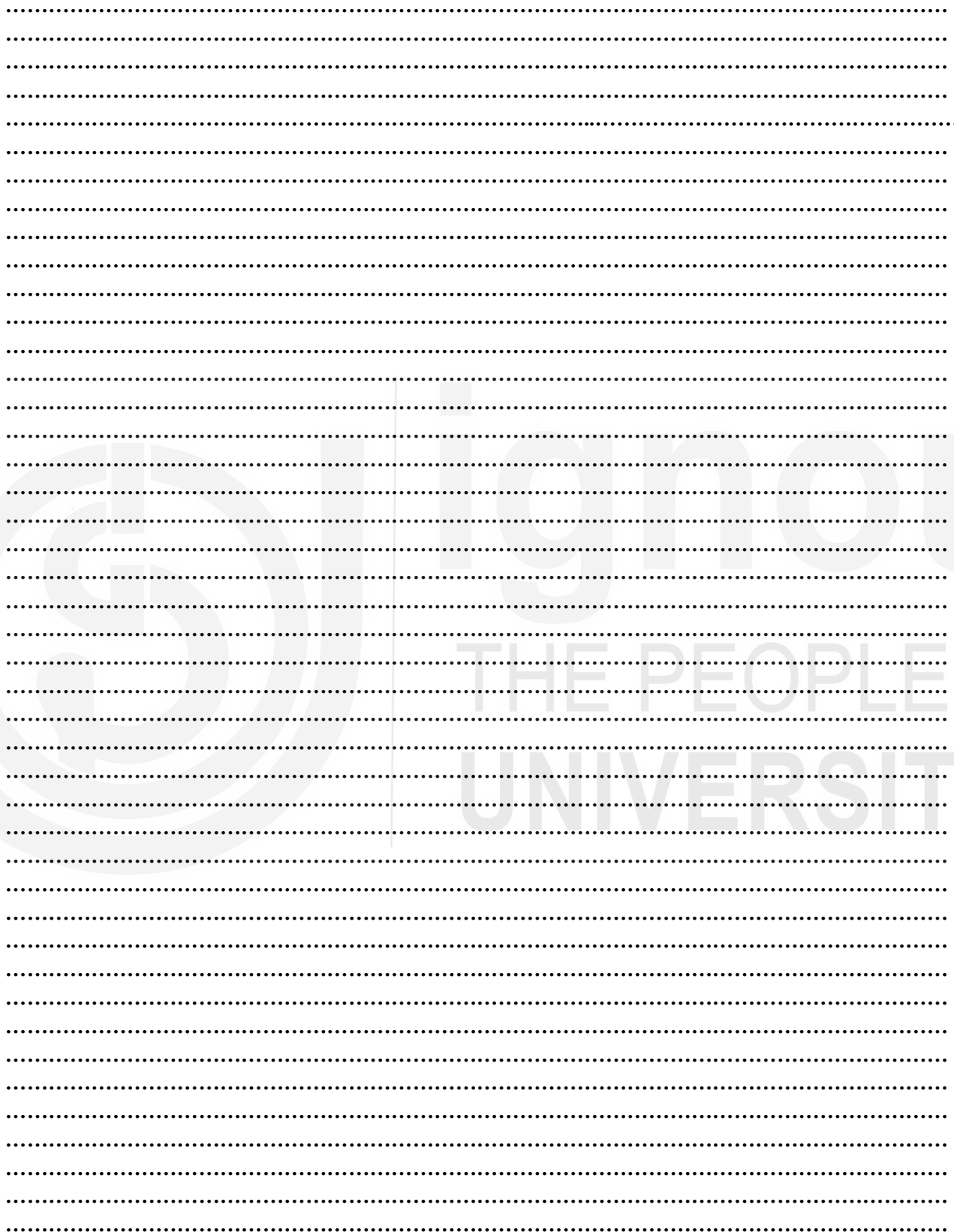
Duration Hours

Name of the organization:

Name of the FWS:



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Comments by FWS

137

Concurrent Visit XIV

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.

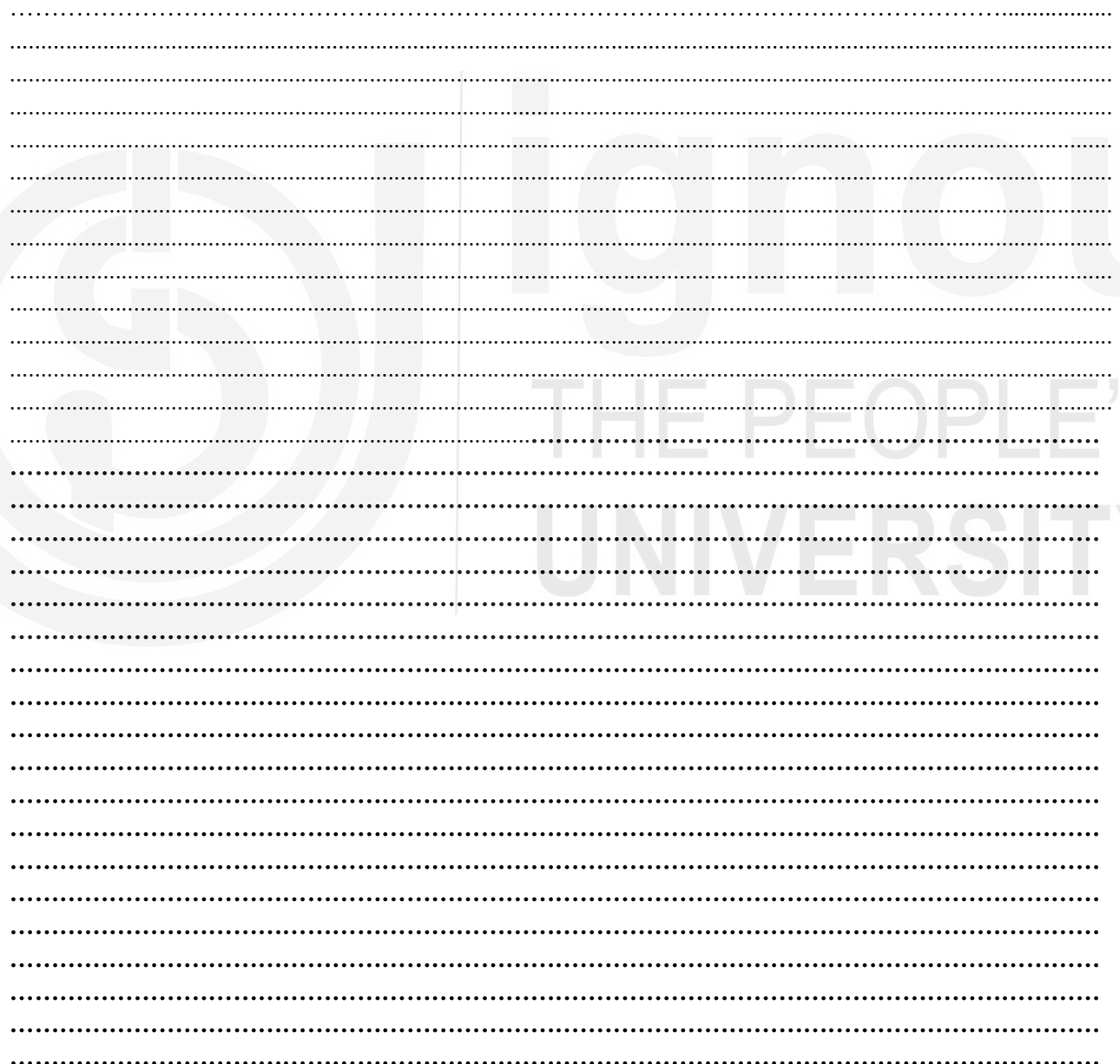
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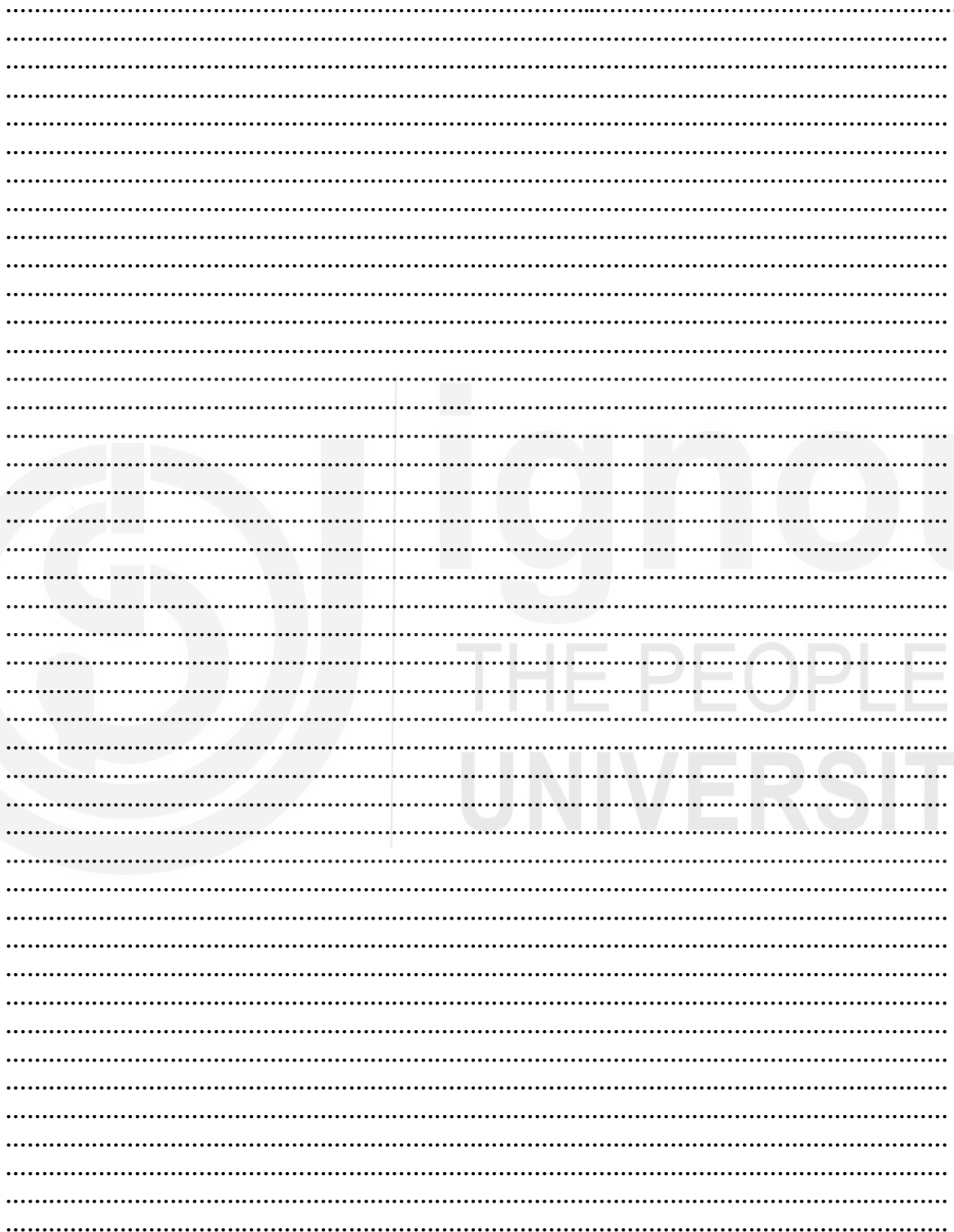
Duration Hours

Name of the organization:

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Comments by FWS

141

Concurrent Visit XV

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.

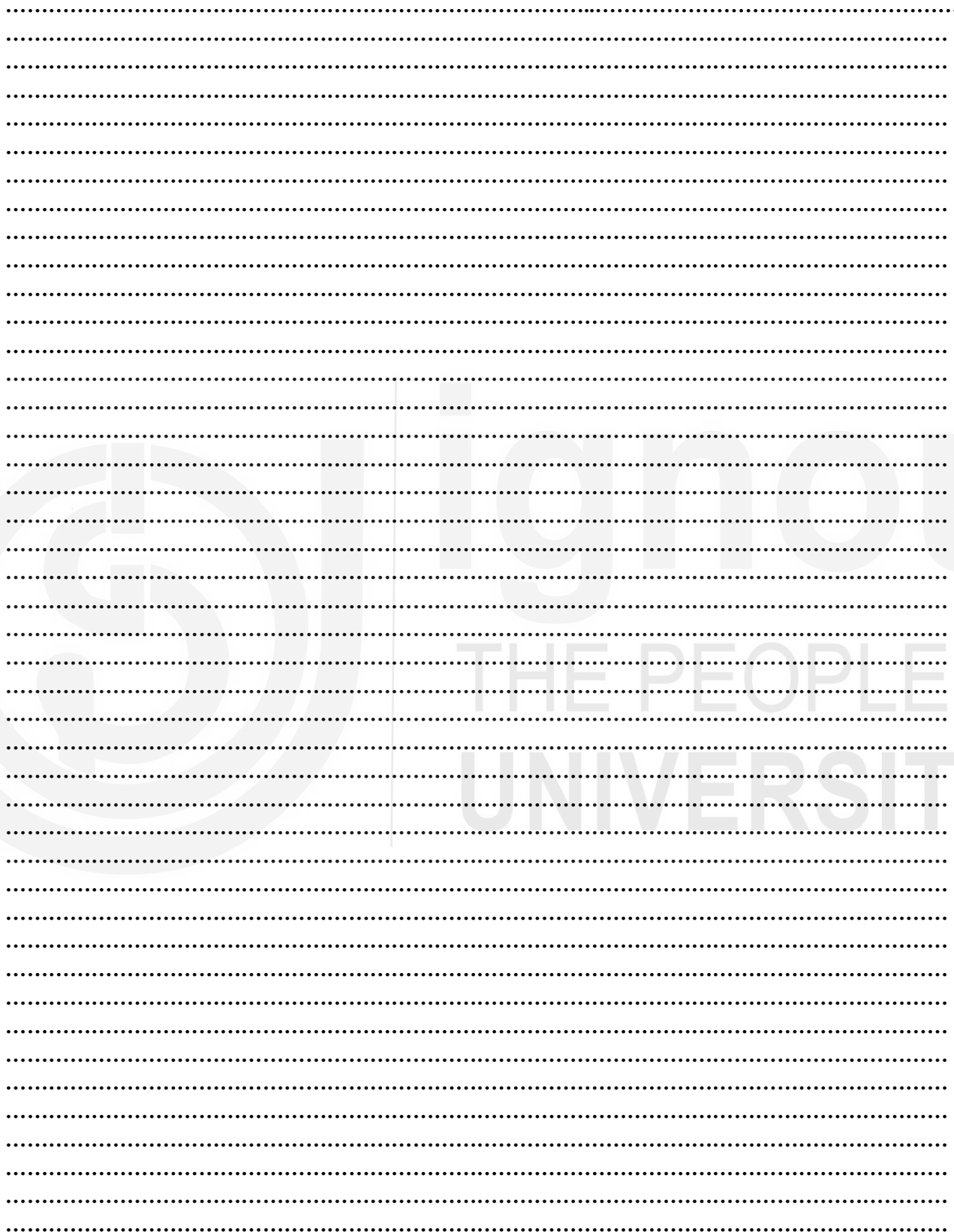
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Social Group Work

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SOCIAL GROUP WORK

In fourth semester, during 15 days concurrent field work, you are required to practice group work as a method of social work. Groupwork like casework is an interesting task to do. Here you will be dealing with a group rather than an individual. But always remember that you are a facilitator of the group work process and not its central figure. You are there to bring out the potentialities of the group members and not to demonstrate your skills. FWS will give you the necessary instructions. Group work is done over a limited period of time. The time period between the sessions cannot be too short, for example, ten sessions, in ten days. The first and second sessions will be of longer durations as you will be collecting background information and developing a rapport with the group members. Later on, the sessions will focus on specific issues and will have shorter duration. Do not hesitate to take the help of the guidance given in the Journal as and when necessary. An example of model group work is given below.

MODEL GROUP WORK REPORT: AN EXAMPLE

Report of Working with a Group of Students

Introduction

I was placed for my field work in a well-known co-educational public (private) Senior Secondary School. In the school, all the students of Class IX had Special Activity Period of one hour. As part of my assignments, I was allocated 14 students of class IX all girls, and told by my supervisor that I was free to devise any programme for the group.

The First Meeting with the Group: Wednesday

Venue: Playground Duration: One Hour

As some other group was using the classroom, I told the group members to gather under a tree in the play field. They agreed and in a short time we all were sitting under a tree.

I introduced myself as a social worker, placed under Mrs. B - their School Social Worker, for one academic year. I confirmed from them that they were aware of the existence of the School Social Worker in their school. I then asked their names and wrote them in my diary. The names of the members were:

- | | |
|-----------|--------------|
| 1) Nisha | 8) Aarti |
| 2) Jia | 9) Tanushree |
| 3) Shikha | 10) Bharti |
| 4) Renu | 11) Sanya |
| 5) Meena | 12) Priya |
| 6) Adeepa | 13) Shuchi |
| 7) Taruna | 14) Suman |

I carried out a brief conversation, learning about their family backgrounds. I learnt that eight students had one or both of their parents working in jobs while the rest (six) were from business families. Four of the business families were joint families, with two or more married brothers staying together. Two students, whose parents were in jobs, lived with their paternal grandparents.

I told them that they were free to plan some activity of their interest for one hour. They looked confused and kept quiet. Then Nisha asked, "Can we study in this period?" I asked the others, "Is that what you want to do in this period?" Most of them shook their head, a little uncertainly. I told them that I had considered taking up activities of their personal interest that they could do together in this small group. Shikha asked me whether I meant games or art sessions. I said that they could consider these also. She suggested that they play Dumb Charades. The group agreed. They made three teams and began to play, acting out words and asking the other teams to guess the right word. Two of the teams fared badly and they soon lost interest.

Before closing the meeting, I asked them whether they would be willing to try out an activity of my choice in the next class. They agreed. We dispersed, deciding to meet at the same place on the next field work day, that is, on Friday.

Observations

- 1) Members belonged to the same class and, therefore, were friendly with each other in a general way.
- 2) They were confused as to the purpose of the present period.
- 3) Most of the members tended to remain non-responsive and passive.
- 4) There was absence of interaction with each other except among a few pairs.
- 5) Members seemed to have accepted the worker and were willing to let her introduce new activities of her choice.

Future Plans

- 1) To introduce activities which
 - a) generate interactions among the members
 - b) provoke thoughts and encourage sharing of views in a non-threatening atmosphere
 - c) facilitate reflection, analysis and sharing of views and feelings on topics which were relevant to them, like understanding self, interpersonal relationships, leadership and team-work, etc.
 - d) facilitate development of rules of conduct within the group meetings.
- 2) To help the group take charge of their group meetings.

3) As the members are teenagers, to maintain the role of social worker as that of a facilitator rather than that of a leader or a teacher.

Second Meeting

Day: Friday

Venue: Playground

Duration: One Hour

No. of Members Present: 13

The Session

I reached the field, the usual venue of the session, but found no member. Puzzled, I went towards the classroom. Priya at once came to me and said, "Ma'am, our classmates are very bad. They have made my friend Tanushree cry". At my enquiry, she explained that Sanya purposely omitted Tanushree's birthday from the Bulletin Board of the class.

When I reached the classroom, there was heated argument going on. Sanya was crying and Tanushree was accusing her loudly. Girls were divided, some supporting Sanya and some Tanushree. I pointed out that the name of Tanushree could be added now. Sanya was angry because Tanushree had complained to the class teacher. I got both of the girls to see that it was really a minor point. Tanushree agreed to say sorry to Sanya and the teacher and Sanya apologized for having missed out Tanushree's name. I then asked whether we could start with our session. They agreed to move to the field.

I introduced the activity "Understanding Oneself and Others". Members were asked to recall what made them happy. After a few minutes of individual thinking, they were asked to sit in groups of three/four and share their thoughts and feelings about what gave them happiness or satisfaction. Shikha took over the task of forming groups, which apparently were based on her knowledge of who were friends. As such, the sharing and discussion was lively and frank. The three groups gave the following group responses:

- Studying hard and scoring good marks.
- Helping the needy.
- Meeting their mother after more than half a day at school.

In the bigger group, Nisha, Adeepa and Suman agreed that they started studying hard when they watched their classmates studying. Sanya said she studied hard to fulfill her parents' expectations. Jia said that studying according to her best capability gave her satisfaction. She did not give too much importance to competition with her friends.

Most of the girls described needy person as one below the poverty line or very poor. Shikha felt that the handicapped were needy. I wondered aloud whether they themselves could be considered needy. All the members gave a negative reply. I asked them whether any time in their life they have felt the need for help, whether in terms of service or emotional support.

At this comment, Shuchi and Taruna said that they never thought about this aspect and that they certainly needed help often but then they were able to help others too in their distress. Aarti, who had not spoken so far, said that they were not really needy. Her father gave donations to poor people who were always in need of help. The group seemed to accept Aarti's comment.

While presenting their response, the third group having the members Shuchi, Taruna and Priya became self-conscious before the bigger group. They felt that their response was too personal. Tanushree commented that the three of them were still babies. Shuchi began to defend their response by saying that they are not babies but weren't all of them happy to reach home and feel restful? Meena said that she missed her mother when she reached home because she was working in an office and came back only in the evening. Taruna added that sometimes she did not like warming up the food for herself and her kid brother. She wished her mother were at home to pamper her and let her just relax. Tanushree kept quiet for a while and then said that she gets a feeling of freedom when there was no adult at home to regulate her. I enquired from the group whether they would like to discuss the issue of working mothers in one of the sessions. The members agreed very willingly and with that the session ended.

Observations

- The members participated in the discussions without hesitation probably because the subgroups consisted of friends.
- The thinking of the members seemed to have been influenced greatly by their friends or parents.
- Members initially hesitated to acknowledge comments which were of a personal nature but finally found it appropriate to share their personal/emotional experiences.
- There was no shadow of the earlier quarrel on the session.

Future Plans

- 1) To ask members to act out situations of a more personal nature
- 2) To try giving more responsibility to members for conducting these sessions

Session 3

Wednesday

Venue: Playground

Duration: One Hour

Members Present: 14

The Session

I welcomed Nisha who had missed out the last session due to sickness. I asked the group whether they had thought of any activity keeping our last session in mind. Aarti said, "Ma'am, you had said that we could talk about working mothers". I asked the group whether that was alright with them. Tanushree objected to the discussion of the topic and suggested instead talking about 'Friends'. I suggested that the members should vote for their choice and we would take up the topic of the majority choice. The girls

agreed, some showing their consent by simple nodding. The members were given slips of paper to indicate their choice. After the 'voting', it was found that the majority wished to talk about 'friends', but some votes indicated the desire for talking about their future. I asked Aarti whether it was acceptable to her and she consented to follow the group decision.

I suggested that they form two groups, selected at random. They picked up slips with names and formed two groups. I offered two themes to work on: 'friends' and 'career options for girls' and asked if it was alright. Shikha said that would be good because the two groups would then have different things to talk about.

I asked them to choose the topic. There was silence for a while. Both groups looked at one another. The first group with Tanushree chose the theme of 'friends'. The other group agreed to discuss 'careers'. I then told them to select their leaders. In the first group, Nisha recommended Shikha's name as the leader. Tanushree made a face but as others agreed to the suggestion, she kept quiet. In the second group, Aarti suggested that Sanya should represent them and all the members agreed.

The two groups were given 20 minutes to discuss the issue and then share their views in the larger group. I pointed out to them that for fruitful discussions it was a good practice to establish some ground rules right in the beginning. All the members kept silent. I told them that they could decide that every member would have to express one's opinion and that they could formulate some procedure to ensure that. The two groups could have their own rules.

The two groups sat in circles in two parts of the field but close to each other. The group discussing 'careers' started off immediately. Sanya told the group that each member would speak briefly by turn. The discussion, she said, could take place after everyone had spoken. The members nodded their acceptance of her instructions. In the group on 'friends', there were heated arguments as to who would speak first or for how long. Tanushree said that the theme was her suggestion and therefore she should open the discussion. Nisha pointed out that as Shikha was the leader, she should begin. I intervened and suggested that they could pull out chits to select the name of the speaker. That seemed to sort out the difficulty and the members started talking about the topic.

The groups occasionally found themselves stuck, not knowing how to proceed. I kept moving around and put in a word or a pointer to help move the discussion on additional or new dimension. After I noticed that discussions were becoming forced, I suggested them to come in the larger group although there was still some time left from the allotted period.

I asked the members how did they feel during this activity. Shikha said, "Ma'am, the groups were not properly formed. All the members were not speaking or they could not speak properly." I said to her group members, "What do you have to say to Shikha's comment?" Suman said (a little defensively I felt), "Ma'am, it is the first time I have spoken in the group. But I felt happy being a part of this activity." I asked the others about their experiences during the activity. Taruna said, "We had thought that we were talking about our friends - classmates or girl friends. Some of our group members started talking about boyfriends. I didn't like that. I don't like talking about these things. If my parents got to know that we were talking about boyfriends, I shall be scolded." Tanushree and Nisha immediately commented that there was nothing to be ashamed of talking about boyfriends. They were grown up and there was nothing wrong in liking boys. I asked the other group that even if they had not discussed the theme of 'friends',

they could tell their views now and we could talk about 'careers' during the next session. Priya said that all the boys in their class were not decent. Some of them were 'cheap' and passed 'dirty' comments. She felt that having boyfriends was not necessary. Jia agreed with Priya but said that some of the boys were nice and she didn't mind talking with them. In fact, she added, boys like Bharat were intelligent and she discussed her problems in Maths with them, particularly with Bharat. Meena whispered something in Renu's ears. I pointed out that whispering in the group was not correct. At my insistence she acknowledged that the class felt that Jia was a particular friend of Bharat. Jia started to speak angrily but I intervened that the purpose of the group activity was to get an opportunity to discuss an issue that they could relate to. Everyone was free to express but it did not mean that the speaker should be ridiculed. I said that we should, in the group sessions, agree to say things frankly but not to hurt anyone. I mentioned to Jia that what Meena said was related to the subject on which the discussion was about. Meena nodded, looking relieved. I asked the group whether they believed that they should not talk to the boys of their class just because they are boys. Tanushree said, "Ma' am, it is our parents who tell that the girls should not mix with boys." Adeepa said, "Girls also act differently when they are with boys. Nidhi, who is my friend, ignores me when she is with boys."

I said that there were reasons why girls and boys started noticing each other at a particular age, the teenage. There were further reasons why parents felt that there was need to keep girls separate from or not too close to the boys. Sanya commented that if parents were concerned about keeping girls separate, why did they send them to a co-educational school. I said that it was an important observation and perhaps needed further thought. I commented that we were generating too many issues without getting any answers and how did they feel about it. Aarti said that she felt happy about the whole thing. It was the first time that they were able to talk about these things freely. Suman, Bharti and Shuchi felt that they had spoken for the first time in the group. In the class activities, only a few of the more active and bold ones participated. I expressed my satisfaction at their finding the sessions useful. I pointed out that we had missed discussing the experiences of the second group. Sanya said that it was all right and that they could discuss those things in the next session.

Observations

- The activity gave an opportunity to make members conscious of need for formulating norms of conduct. Democratic decision making process was introduced.
- Sanya manifested leadership qualities by setting norms in clear terms and commanding obedience. Shikha, speaking as the leader, pointed out the importance of members' skills with regard to the activity and need to form the groups keeping these in mind.
- I had to play an active role in managing conflict, though not very serious; in assisting the members set rules for performance, rules for expression of feelings and giving and receiving feedback.
- The group members were beginning to 'accept' each other.
- The school atmosphere made it easier for the worker to get her 'suggestions' obeyed and maintain an appreciable degree of order in the activity. The members saw her as one of the 'teachers',

albeit friendly, non-threatening and not oriented to disciplining. I recalled that in the community placement last year, I had tough time asserting my authority as a group leader in a group of adolescent girls of roughly the same age range.

- I wonder whether it was ethical to leave the group members with so many questions without giving them opportunity for resolving some of the doubts. The members, however, seemed to welcome the very opportunity for having talked about these concerns and feelings.

Future Plans

1) To get the feedback of the discussion - content and the process - in the second group

Session 4

Wednesday

(Missed the sessions due to an assignment in the College. Therefore, was meeting the group after a fortnight)

Venue: The Field

Duration: One Hour

Members Present: 12 (Adeepa and Renu were absent)

Session 5

Thursday

I reached the field a few minutes late as I had to give some message to Mrs. B. There was a lot of pleasurable excitement among the members. Sanya told me that they had been asked to prepare role-plays on any topic. There was going to be a competition with the students of the other section of IX class. Priya complained that they had been waiting for me for so many days. I explained the reason of my absence and clarified that I had sent the message to Mrs. B and hoped that she told them. Bharti said that they had been told about my absence but the only thing was that they missed me and their sessions with me. I told them that I was happy that they enjoyed their group sessions and asked as to what were they going to do about the role-play. Shikha said, "Ma' am, I had suggested that we could act out the points discussed by the other group on 'careers'. I appreciated Shikha's idea and asked the group about it. Sanya said that she agreed to Shikha's suggestion and her group was willing to develop the script. Shikha said that it was a matter of the entire group's prestige and they had to give tasks according to members' expertise. Jia agreed to this and added that they could divide tasks and give responsibilities to members according to their choice or skill. Shikha asked as to who could prepare the script. I intervened to suggest that they could first clarify their thoughts and solutions of the issues before these were presented in the form of a role-play.

Sanya said that they had good discussion last time in which every member had spoken about their views or feelings. Most of the group members felt that choosing careers for girls was as important as for boys. There were a couple of members like Shuchi and Meena who had reservations about a career for girls. According to them, girls had to ultimately get married and look after the family and domestic chores. Talking about fancy careers and getting into competitive world was unnecessary. Others, of course, disagreed and maintained that girls could and should take up vocations of their choice. Aarti said that in extreme cases girls could take up vocations, which could be taken up along with domestic responsibilities.

She gave example of her aunt who switched from a 9 to 5 office job to a school job as she could avail of vacations.

I pointed out that they had enough material to put into the role-play. Shikha and Sanya asked Jia to take help of Aarti in preparing the script. Tanushree was asked to take up the task of allocating different roles. Sanya told me that Tanushree was very good in dramatics. This pleased Tanushree and she started talking with Jia about the characters needed in the play. Shikha told others that nobody should fight about the allocations because it was a matter of group's prestige and whoever suited a particular role should be allowed to do so. The others agreed and I watched their deliberations. After the session's time was over, I told them that they could keep working on the role-play and it could be rehearsed in the next session. The group agreed, still talking animatedly.

Observations and Analysis

- Competition did wonders to group's acquiring an identity, and developing group norms.
- The group seemed to have taken over a lot of responsibility of conducting their own sessions.
- Sanya and Shikha emerged as two group leaders with distinct leadership qualities. Where Shikha was more concerned about the task achievement, Sanya attended the members' interactions and opinions.
- Individual members seemed to be getting a sense of satisfaction in belonging to the group. The opportunity for expression, recognition and participation helped them feel good about being part of the group.
- My responsibility of directing the group reduced in proportion to the group's taking it over.

Concluding Comments

The members presented the role-play in the school assembly and were praised for their presentation. The group sessions continued till the end of the year. Total number of sessions conducted during the period September - December were 10. Beside general discussion on themes like interpersonal relationships, study tips, communication, and stress management; following events were organized:

- a) A talk on personal hygiene by a lady doctor (attended by all the girls of class IX. The group members had a follow-up discussion during their sessions.
- b) A talk by an activist on the needs and problems of the physically disabled.
- c) Group members spent the session time playing with students of the Special Education Section of the School.

The Farewell Session

The last session took place just before the winter break. Although I was still continuing my field work in the school, my assignment with the group had ended. I mentioned the same to the group. The group

protested to this but I pointed out that I was still available in case they needed me and, in any case, they would soon be having their terminal exams.

I asked them as to how had they felt about being members of this group. Each member, shared how they had been reluctant or dissatisfied initially and how they gradually enjoyed being together and doing things different from any other group in their class. Adeepa said that she had found new friends among the group members. Jia said that they had learnt many new things. Others also nodded happily. I wished them all the best for their exams and life in the future. We shook hands and said goodbye.





Report of Social Group Work

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Date of submission:
Comments by FWS

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Report of Individual conference-V

Note: 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, IC, self-evaluation report, summary report of fourth semester field work and complete the checklist before the final submission of field work journal to your field work supervisor. After completion of field work journal, submit the journal to the Regional Centre.

Date:

Time:

Duration:

Name of the FWS:

Report:

Comments by FWS

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Self Evaluation Report by Student



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EVALUATION OF FOURTH 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 fourth semester. Based on the following parameters, write the self-evaluation report.

Knowledge

- 1) Extent of understanding the agency's place in the larger social system and its influence on the agency.
- 2) Extent of understanding the policies and procedures of the agency, organisational structure and its influence on service delivery.
- 3) Extent to which the learner applies this knowledge to the field work practice.
- 4) Extent of knowledge of the various programmes the agency implements and the nature of beneficiaries.
- 5) Extent of knowledge to protect client's right to confidentiality and maintain client's individuality.
- 6) Extent of knowledge to preserve human dignity and client's individuality.
- 7) Extent of knowledge to keep professional and personal aspects of life separate.
- 8) Extent of knowledge in identifying the purpose and the use of agency records and completes personal records on the timely basis.
- 9) Extent of knowledge to recognize the inappropriateness of moralizing and lecturing on clients.
- 10) Extent of knowledge of the purposes and processes relevant in agency meetings.
- 11) Extent of knowledge of group dynamics and use of the same to develop a positive group culture.
- 12) Extent of knowledge in relating theory and the reality he/she observes in the field.

Skills

- 1) Ability to convey interest, concern and capacity to empathize with the client system.
- 2) Ability to listen attentively and empathetically to the client.
- 3) Ability to keep focus on the attainment of objectives during an interview or group meetings.
- 4) Ability to recognize and interpret the underlying feelings of the client.
- 5) Ability to recognize and interpret the body language of the client.
- 6) Ability to help clients to elaborate on the problems and understand the cause and effect relationship.
- 7) Ability to summarise the session content of interviews and group meetings and reproduce the same when necessary.

- 8) Ability to use information from a variety of sources including collateral contacts, other professionals, written records etc. and use these to benefit the client.
- 9) Ability to understand the weaknesses and strengths of the clients without exaggerating either of the two.
- 10) Ability to participate in the staff meetings and contribute creatively to the planning, implementing and evaluating the agency programmes.
- 11) Ability to do referrals and follow-up.
- 12) Ability to act in crises situations and maintain his/her balance.
- 13) Ability to plan, set priorities, mobilise resources and implement the plan effectively.
- 14) Ability to make systematic observations and come to relevant conclusion.

Attitudes

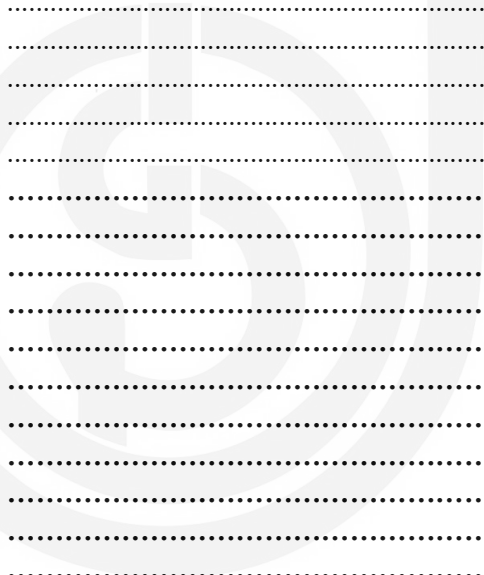
- 1) Utilization of professional values and ethics and its place in social work profession.
- 2) Presents himself/herself appropriately depending on the nature of the client system and the specific situation.
- 3) Maintains social work values and ethics in work with colleagues, clients and other professional relations.
- 4) Understands the values of teamwork and apply the same accordingly in his/her relationship with others.
- 5) Understands the diverse cultural attributes of the various groups of the society and is sensitive to the differences.
- 6) Application of social work principles to the various situations that the student involves during the field work.

Development of Professional Self

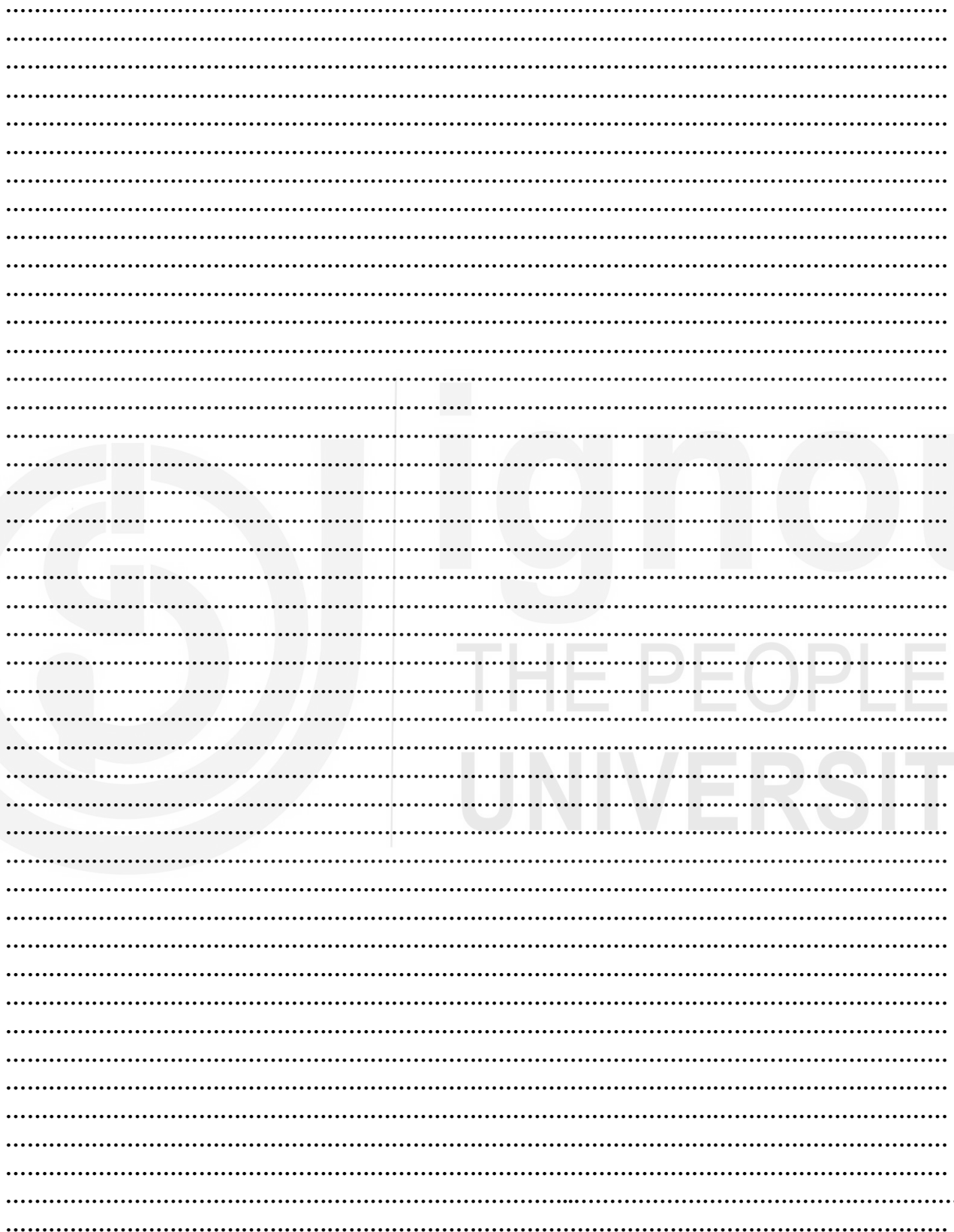
- 1) Learning to prevent personal and subjective experiences from interfering with the casework and group work process.
- 2) Learning to understand his/her attitudes, biases and stereotypes.
- 3) Learning to understand the influence of his/her behaviour on the clients.
- 4) Learning to use his/her self in a non-aggressive manner even when he/she is confronting the client.
- 5) Learning to show respect and concern in natural and realistic manner.
- 6) Learning to standing up for one's convictions.
- 7) Learning to listen to and appreciate other people's viewpoints.

Self Evaluation Report by Student

You may write a brief report regarding field work, the experience you gained during the fourth semester of your field work practicum according to the set parameters namely knowledge, skills, attitude and development of professional self.



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Comments by FWS

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Summary Report of Fourth Semester Field Work



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Summary Report of Fourth Semester Field Work
Orientation visits (Minimum 5)

S. No.	Name of the agency	Date
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1.		
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2.		
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3.		
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4.		
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5.		
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**Concurrent Visits
(Minimum 15)**

S. no.	Main activity in one line	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

**Individual Conference
(Minimum 5)**

S. No.	Place	Time	Date
1.....			
2.....			
3.....			
4.....			
5.....			
6.....			
7.....			
8.....			
9.....			
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. Report of Social Group Work written | ☐ |
| 10. 5 ICs attended; reports written | ☐ |
| 11. Self Evaluation Report written | ☐ |
| 12. Summary reports written | ☐ |

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

EVALUATION



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GRADE SHEET
Field Work Practicum
Fourth 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.