

PREFACE

In the curricular structure introduced by this University for students of Post Graduate degree programme, the opportunity to pursue Post Graduate course in Subjects introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.

Keeping this in view, study materials of the Post Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analyses.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these to admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor

Revised print : September, 2018

Subject : Post Graduate

**Master in Social Work
[PG : MSW-VII]**

**Paper : VII
[Manual for Field Work]**

Writer

Smt. Kasturi Sinha Ghosh

Notification

All rights reserved. No part of this study material may be reproduced in any form without permission in writing from Netaji Subhas Open University.

Mohan Kumar Chattopadhyay
Registrar



**Paper : VII
[Manual for Field Work]**

Unit 1	<input type="checkbox"/> Introduction to Field Work	7-12
Unit 2	<input type="checkbox"/> Application of Social Work Methods in the Field Setting	13-19
Unit 3	<input type="checkbox"/> Writing the Field Work Report	20-23

List of NGOs : Follow the separate link on the website.

Unit-1 □ Introduction to Field Work

Structure

- 1.1 Introduction
- 1.2 Understanding the nature and role of NGOs in India
- 1.3 Objectives of Field Work
- 1.4 Field Work Curriculum

1.1 Introduction

Social work is a Professional course whose main objective is to enhance the quality of life and promote wellbeing of individuals, families, groups, and communities with the help of research, policy planning, community development, crisis intervention, ensuring social welfare and security for those affected by social disadvantages such as poverty, unemployment, illiteracy, Gender related issues, problems of old aged and physically disabled, and speak against social injustice and establishing Human Rights for everybody in the society.

Let us now try to understand the definition of Social Work as given by International Federation of Social Work 2014—

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to Social Work. Underpinned by theories of social work, Social sciences, humanities and indigenous knowledges. Social work engages people & structures to address life challenges & enhance wellbeing”.

Thus keeping the above definition in mind, the field work exposure shall help the learners to develop those professional skills, which will help them to work for the cause of humanity and bring about desired social changes and ensure sustainable development of our society. The learners would learn to incorporate the various theoretical knowledge in practice and become capable of challenging injustice & unequal distribution of power in our society. Thus strive to restore human rights and enhance well being for everyone.

Field placement is an integral and most important curriculum of Social Work Course.

Once the students visit the field they may relate their theoretical knowledge with their practical exposure and this will help them to develop a clear conception about the application of social work methods in the community setting. Preferably the field placement must start soon after the learners are given an outline of the historical and philosophical background of Social Work profession and are also made aware of its six basic methods, values, ethics and the guiding principles of Social Work.

Since Social work is a professional course, therefore our main thrust is to equip our learners with desired skills and techniques to carry out their field work activities and plan out strategies to deal with the problems, that may arise in the community. The learners are expected to become professionally qualified individuals to deal with such social problem which arises in our society and must understand its causes, consequences and extend, in order to mitigate them. This can only be done by proper application and understanding of the social work intervention process.

India is a land of diversity where people speak different languages, follow different religion and cultural pattern. Therefore it becomes essential to train our learners to get familiar with the different circumstances and become acquainted with the various social work methods and techniques and its application in the field.

These community based training not only help the learners to develop their skills but it also enhances their confidence and cognitive thinking which enables them to work with much ease in the future. In the long run these experiences will make the learners to think in a more innovative and unique manner which will lead to the further advancement of the profession of Social Work curriculum as a whole.

The learners must select the area of field work according to their choice and aptitude and be in constant touch with the concerned faculty and field supervisor for guidance. They must be encouraged to ask questions and clear their doubts whenever required.

1.2 Understanding the nature and role of NGOs in India

Non-Governmental organization (NGO) aims to achieve a holistic vision of development, including promotion of social justice, gender equality, inclusion, citizen's awareness & empowerment of mass by improving the quality of life.

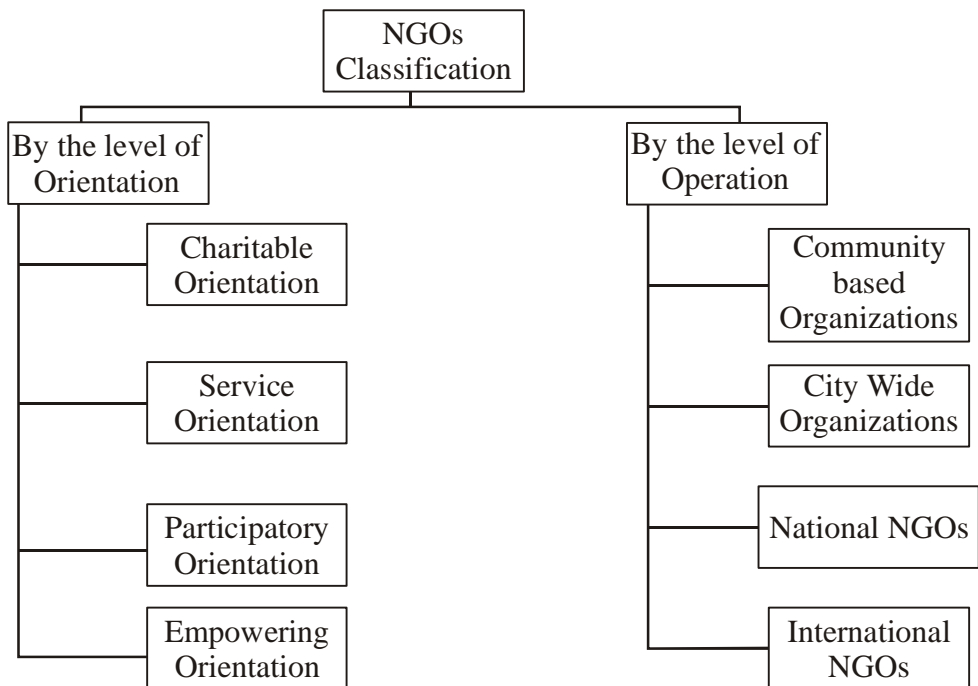
In a developing country like India the NGOs play vital roles in promoting and restoring social security, social justice and social welfare in backward and vulnerable communities. NGOs are instruments for bringing about social change in our society. They are legally constituted and registered organization, which may be partially or completely funded by

Government. However funds are also obtained from national and international agencies as well. It works hand in hand with the government to augment Social Development.

“These NGOs believe in the tasks of mobilizing and conscientization of the masses or their specific target groups be they women, children, agricultural labourers, construction workers or the social castaways like widows, devdasis or under trial prisoners. They believe sincerely in educating the people & preparing them for ongoing struggls. They believe in social awakening induding legal literacy and confidence-building” (Punabkar 2004)

The NGOs play a significant role in promoting Social Development by involving the community. It may work with lot of compassion to educate, awaken and motivate the people to participate in their own developmental activities and thus work in a much more meaningful & democratic manner.

According to National crime Records Burea (2014) there were around 173 Lakh men working as police while the total number of Registered NGO were reported to be 31 lakhs. Uttar Pradesh has the maximum number of NGOs —5.4 Lakhs, followed by Maharashtra which has 18 Lakh NGOs, Kerala was third in term of under of NGOs, with 3.7 Lakh NGOs while West Bengal was reported to have 2.34 Lakh NGOs.



Role of NGOs

NGOs in India apply both people-oriented and people-centered strategies for achieving the desired objective of Social development.

It has brilliantly worked to bring about Social mobilisation in community setting through proper advocacy, campaigns & effective networking & communication. In recent time NGOs in India are actively engaged in issues like Child Rights (Protection & Development), Old aged problems, Human trafficking, Domestic violence, Molestation of womens, Sexual harassment in work place, Human Right and implementation of Schemes & Programmes by Government for the development of our Society.

NGOs can be distinguished

- *By area of speciality*
(nutrition assessments, selective feeding, general food rations, livelihood support, advocacy);
- *By the way they work*
(whether they are operational or work through local partners);
- *By relationship and dependence on donors*
(whether mainly dependent on donors that provide only food assistance or not).
- *Sources and mechanisms of funding very enormously.*
some largely dependent upon government, while others have developed mechanisms to access large amounts of private and public funding (→greater autonomy in strategic direction and geographic locations)

Key Role of a NGO are :

- a) Education of the mass.
- b) Be a catalytic agent to bring about changes
- c) Supplement the efforts of the Government
- d) Organisation the community
- e) Disseminate in promotion & Decentralization of power.
- f) Mobilization of the available Resources.
- g) Represent People.
- h) Mobilization of the available Resource.
- g) Represent people
- h) Act as Innovators

1.3 Objectives of Field Work

To help the learners understand the socio-economic, cultural and political milieu and develop analytical skills to critically examine the nature and cause of social problems and their consequences.

To encourage the learners to apply theories in practical situations for solving the problems with individuals, groups and communities.

To assist the learners to chalk out strategies and plans to deal with social problems and guide them to implement the methods of social work according to the demand of the situation.

To enable the learners to understand the nature and role of social work profession .Through the field work experience the learner would become aware, how this profession leads towards the empowerment of individuals, groups and communities by facilitating social change, ensuring human rights and social justice

To help learners develop desired skills and qualities, which are required for professional social work practice.

To provide opportunities to accept challenges and become responsible by taking appropriate action.

To develop documentation skills including writing and maintaining records for future reference.

To understand the agency as a system –governance, philosophy, objectives, structures and management of services / programmes.

To identify and utilize the community resources, both at Government and private levels.

To enhance the ability to work as a team.

Expectations from the learners :

At the end of the field placement learners are expected to develop respect respect for the professions of Social Work, and become empathetic towards their co-workers. They must develop a better communication skill, which will also help them to improve their interpersonal relationship. They must learn to apply the methods of social work, according to the situation and develop meaningful professional relationship with the client.

1.4 Field Work Curriculum

The University may arrange 6 hours PCP Session on Field Work activities, where the learners are expected to clarify their doubts and queries and understand what they have to actually perform in an agency setting. A list of NGOs within West Bengal is available on NSOU website, from where they may choose the NGO according to their own aptitude and convenience. The learner may however also choose the NGO out the of the suggested list, but would have to make sure that the NGO is registered and work strictly on Social Work Methods and Principles.

If the learner selects NGO which is another not mentioned in the list given by the University, they are required to get approval from the School of Professional Studies through the coordinator of the respective Study Centre. The application should be submitted with the credentials of the NGO.

The 7th Paper of Social Work Course i.e. the Field work Report carries 100 marks and the learners would have to appear for a Viva-Voce which carries 50 marks. Report must be submitted at the time of the Viva –Voce Examination as per the notification of the examination department.

Unit-2 □ Application of Social Work Methods in the Field Setting

Structure

- 2.1 Introduction
- 2.2 Community Development
- 2.3 Health related issues
- 2.4 Women issues
- 2.5 Child Welfare
- 2.6 Other Contemporary Social issues

2.1 Introduction

Field Work based on Specializations:

Generally speaking, Specialization in a particular area enables us to work with more efficiency and confidence. We choose the areas according to our aptitude, liking and interest. Specialization helps us explore and analyse our area of interest and thus equips us to work more efficiently and with a professional approach. Based on their specialization, our learners may choose their career in near future. Learners may thus accordingly make a choice, to select the NGO, and gain expertise knowledge to work in the field. The learners must see how the NGOs are applying Social Work methods and skills to carry out their activities in the field.

Before going further let us recapitulate what we have already learnt about the methods of social work practice in our theory papers—

The discipline of Social Work applies following methods:

PRIMARY METHODS

- Social case work
- Social group work
- Community organization

SECONDARY METHODS

- Social welfare Administration
- Social Action
- Social Work Research

Primary methods are the methods which directly intervene with the client who are in need of any professional help; while the secondary methods aim at changing and improving the various social as well as economic institution.

The Secondary Method also makes an effort to understand & develop various administrative and the other professional skills amongst the professionals to carry out social work activities. This Method helps to probe into social problems and carry out extensive research to deal with such problem and also suggest relevant recommendations :

Primary Methods

- **Social Case Work** : Assists Individuals to adjust with his/her environment and cope up with it meaningfully.
- **Social Group Work** : Developing capabilities of individuals through group activities.
- **Community Organization** : This method organises a community in a scientific way and help its members to identify its needs and work on it.

Secondary Methods

Secondary methods of Social Work, i.e.-Social welfare Administration, Social Action & Social Work Research basically are the supporting methods which helps us to work with individuals, group & communities. This methods help us to develop administrative as well as managerial skills to carry out various social actions which are needed to enhance the socio-economic institutions and also carryout systematic investigation of various social problem and address these problems by suggesting remedial measures.

2.2 Community Development

i) Urban community Development

The learners are expected to visit and observe the urban communities or slums and analyse the socio-economic life of the people dwelling here. They must try to see how they may apply the principles of Urban Community Development along with the application of professional Social Work Methods in Urban Setting. The learners must try to know the working of the municipality and how the programmes are implemented in these communities. Their focus should be on understanding the life, Social economical, political and cultural aspects of urban community with special focus on informal settlements, their needs, interest and problems. The

learners must make attempts to develop skills in identifying and utilizing urban community resources both Government and Non Government, while placed in the field.

ii) Rural Community Development

The learners must get the scope to know about the administration set up of Panchayati Raj Institution (PRIs). They must keenly observe the rural and semi rural life and analyse the power structure in rural community. The learners must observe how the rural local bodies, government and non government agencies formulate programmes and carry them out in these areas. The learners should be trained to work with disadvantaged groups in rural areas and also plan and implement methods, tools and techniques of Social work to meet the needs of the community. They should be given scope to understand the problem as perceived by the rural community. They must know the current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.

Relavant Schemes

- (a) **Rural Development** : Pradhan Mantri Gram Sadak Yojona, Indira Awas Yojona, total sanitation campaign, National Rural livelihood missions, Sampoorna Grameen Rozgar Yojona, Swarnjayanti Gram Swarozgar Yojona, Mahatma Gandhi National Rural Employment Guarantee Act. 2005, Pradhan Mantri Adarsha Gram Yojona, Rajiv Gandhi Grameen Vidhutikaran Yojona.
- (b) **Urban Development** : JNNURM, Pooled Finance, Development Fund, Rajiv Awas Yojona, National Urban livelihood mission, Heritage City Development and Augmentation Yojona, Smart Cities Mission, AMRUT, Schemes on Slum Development.

2.3 Health related issues

- i) Mental health
- ii) Communicable diseases
- iii) Fatal diseases- AIDS, cancer, Hepatitis
- iv) Mother and Child health
- v) Problems related to substance abuse

Social workers in every field of practice are concerned with promoting a positive sense of personal well-being in which individuals feel comfortable with themselves, and function well in their various roles in life, and in family and social relationships. This must be the specific focus of the work in physical and mental health settings. The learners must be encouraged to study the disease profile and critically analyse the impact of the diseases / problem/disability on the individual, family and society. Application of the methods of social work by the agency must be closely observed by the learners and they should try to integrate theory and practice in intervention. The learners must be equipped with necessary skills for the psychological assessment of the person with mental disorders and disabilities and also apply methods of Social Work in the management of persons with mental disorders, and they must be made aware of the community health programmes.

Relavant Schemes

ICDS, Janani Suraksha Yojona, Mid day Meal Scheme, Pradhan Mantri Bharatiya Jan Aushadhi Kendra, Intellectual Disability related Schemes, Janani Shishu Suraksha Karyakaran, Mission Indradhanush, Pradhan Mantri Swasthya Suraksha Yojana, National Ayush Mission, National Programme for the Health Care for the Elderly, National Tobacco Control Programme, National Oral Health Programme, National Nutrition Mission, National Sub-mission to provide safe drinking water, National Viral Hapatities Control Programme.

2.4 Women issues

- i) Trafficking
- ii) Empowerment issues
- iii) Problems of working women
- iv) Marital or family related problems

To help the learner to understand socio-economic dynamics with special reference to the family setting. The learners must be taught to identify specific issues that require immediate attention and intervention with reference to ensuring the women's Rights and in so doing enable them to understand Social Work intervention in family setting.

They must learners observe how the family counseling in done and note the case histories in detail. If possible the learners may be allowed to go for awareness generation

programmes and see how the women participates in these meetings and express their ideas about their rights. Learners must try to observe the role of police, legal personnel and the policy maker in this regard.

Relavant Schemes

Swadhar Schme for Women, Indira Gandhi Matritva Sahyog Yojana, Sabla, Ujjawala Scheme for Prevention of Trafficking and Reserve Rehabilitation & Reinegration of Victrim of Trafficking, Support to Training and Employment Programme for Women, Beti Bachao Beti Padhao Scheme, One Stop Centre, Mahila Shakti Kendras, Mahila E-haat, Family Counselling Centre Scheme & RCH.

2.5 Child Welfare

- i) Issues relating to development and protection
- ii) Education
- iii) Nutrition and immunization

The learners must be clearly explained about the difference between Child Development and Child Protection and must be helped to know the application of Social Work methods in ensuring Child Rights and dealing with children in difficult situation. They must be encouraged to apply multi-disciplinary approach . In the field, students may have placements in diverse schoolbased models, including public and government schools as well as other school-based programs sponsored by the NGOs. Social Work Practice with children in Schools, will provide specialized skills to understand the various problems that the children face in their school life.

Relavant Schemes

ICDS, ICPS, Sukanya Samridhi, Kishori Shakti Yojana, Rashtriya Bal Kosh, Sarva Shiksha Abhiyan, National Child Labour Project, Operation Blackboard, Mid-day Meal Scheme, Integrated Programme for Street Children, Central Adaption Resource Agency, Shishu Greha Scheme etc.

Community Organization can be a very helpful method in this field.

2.6 Other Contemporary Social issues

- i) Old age
- ii) Disability
- iii) Labour welfare
- iv) Youth welfare
- v) Alcohol
- vi) Domestic Violence
- vii) Poverty
- viii) AIDS
- ix) Correctional Settings

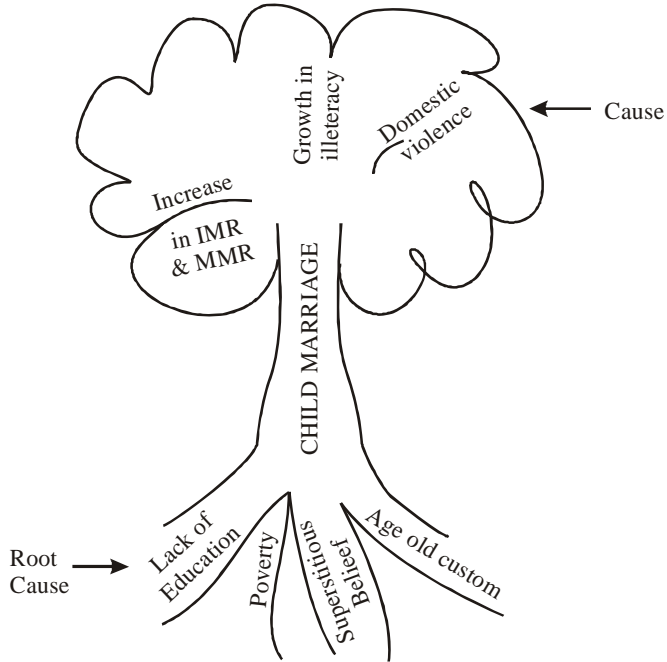
While placed in the field the learners must know to apply social work method to deal with the problems of individuals belonging to the above category . They must also know the various Government level schemes and policies which are available for them and how the relevant Ministries are taking care of these individuals. Social workers are concerned with promoting a positive sense of personal well-being so that their client feel comfortable with themselves, and function well in their various roles in life, and in family and social relationships They must also be aware of the social legislations related to their social problems. Therefore the learners must try to observe in what the NGO in which they are placed are providing a wide range of services, including, problem assesment, crisis intervention and support, clinical case management, assistance and linkage with housing, long-term care and other supportive services and resources; individual, group and family psychotherapy, community outreach and education, policy practice and social advocacy to combat ageism and promote social justice to the affected clients.

Some field activities which may be taken up while working in the community–

- (1) learning to take Case Histories and Case Studies.
- (2) Home visits.
- (3) Forming Groups, and Carrying out Focus Group Discussions on relevant issues.
- (4) Role plays / cultural therapies.

(5) Exercise-1 : Problem Tree

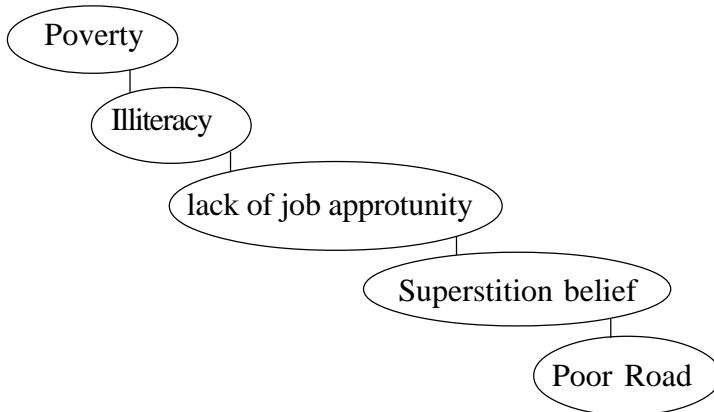
Making Problem trees with the community people to know the root cause & effect of a problem e.g.—CHILD MARRIAGE



(6) Exercise-2 : Tail Exercise

Helping the community to identify and rank their Problems.

e.g.—Problems identified—Illiteracy, Poverty, lak of job approtunity, superstition belief, Poor Roads etc.



Unit-3 □ Writing the Field Work Report

Once the learners finish their field visit for a period of 30 day, they have to write a report on what they have observed, learned and practiced in their respective fieldwork. The learners must write their report in their ownwords from their personal experience. They must clearly write about their views and mention in their report, in what way they applied the social work methods, principles, tools & techniques. They may also write their ideas on how they translated their ideas on how they translated their theoretical knowledge into practical application. The report may be either written in English or in Bengali. The report may be written in the following way–

Step I : General Information

- Name of the Organization
- Address with phone number
- Date of Establishment
- Registration
- Staff Pattern
- Governing Body
- Contact person

Step II: About the Agency

History of the Agency-

The learners are expected to write about the historical background of the agency, along with its mission, vision and objectives.

Activities taken up by the NGOs-

This Section shall include the major operational areas of the agency. The kind of activities which is taken up by the agency should be clearly written in detail.

Funding pattern-

The nature of financial support and the agencies which are providing the fund to the agency must be mentioned in this part.

Collaborative agencies-

The learners must try to analyse the activities of the agencies working in coordination with the NGO in which they are placed. They must observe in what ways these NGOs work together without overlapping their core activities.

Step III: Observations made by the learner

To understand the professionalism exhibited by the staff of the Agency-

The learner must try to find out in what ways the individuals who are attached with the NGOs are carrying out their work in the community setting keeping in mind the values, ethics, principles, and methods of Social Work Practice. They must also observe how professionals are supervising , monitoring and evaluating the on –going programmes.

To see how the records and documentation work is done and maintained by the organization-

The preservation of records is one of the major task of Social Work. A good record is needed for future reference and understanding the kind of activities that were taken up in past. The learner would get the scope to understand how to maintain records and write proposals and reports.

Methods of social work applied by the NGO

While placed in the NGO our learners would get a scope to see how the agency is working with the individual, group and communities. The learners must ask questions to their field supervisors to get clarified regarding the application of these methods.

The administration pattern of the organization-

The learners must know the administrative pattern of the agency in which they are placed. This will help them to know the hierarchy which is maintained in an agency setting and in what ways each and every individual carry out their responsibility with proper co-ordination and with professionalism. They may also try to understand the interpersonal relationship amongst the staff of the organization.

Observation of the students regarding the community members , and how they are benefited by a organization-

The learners must try to get information from the community people about their needs and expectations from the NGOs which is working for them. They must also try to analyse

if the community members are satisfied and their problems mitigated by the NGO or not. If they find there are some grievances then in that case the learners must try to find out the reasons behind the failure and discuss with the concerned supervisor to plan out ways to solve it.

Step IV: Involvement of the learner

Activities in which the learner was involved-

The learners must elaborately discuss regarding the nature of work and their involvement with the agency's activities. They must keenly observe how the professionals of the agency are intervening in the programmes. The learners should actively participate in the job as assigned to them and discuss with their field supervisors about their plan of action before hand.

Methods of social work applied by the learner-

After gaining knowledge about the application of Social Work Methods the learners with the guidance of their supervisors must apply them wherever necessary. They must see how these methods can be used according to the existing situation, need and problems.

Problems faced if any-

While working in the field the learners may face certain circumstances, which is not possible for them to handle or they might not be aware of the techniques to overcome them as they are still in their learning stage and are not experienced. These instances may be noted by the learners and they may later on discuss with their supervisors or get it clarified in their PCP Sessions.

Lessons learnt from the field work-

The learners would write about their learning experience and the skills and techniques that they had developed during their placement. They may mention regarding their communication skills, how they participated or organized an Awareness Generation Programme, and in what ways did they learn to apply the method & Principles of social work.

A daily diary must be maintained for all the 30 days and attached with the reports. The diary will include the nature of work taken up by the learners and what was the outcome of it. The supervisor will write their remarks and comment along with their signature.

Specimen of the Daily Diary

Date	Nature/type of Work	Outcome	Remark by the Supervisor	Signature of the Supervisor

A certificate is required to be issued by the Supervisor after completion of the Field Work.

References

1. W. Bradford & M. Charles (2008), “Ideas for Teaching Social Work Practice”, 7th & 8th editions : Boston Pearson Allyn & Bacom.
2. W. Ron (2005), “Social Work as a Social Institution” in the British Journal of Social Work, Vol. 35, No. 5, Special Feature : Former Editor pp. 587-607.