

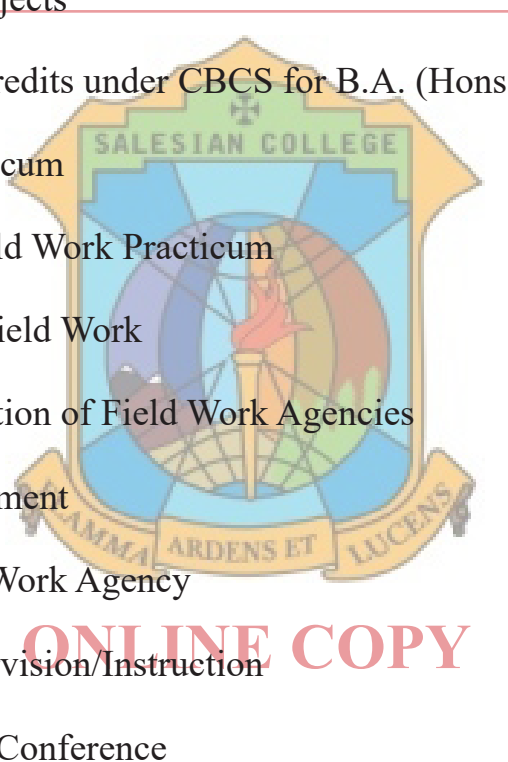
FIELD WORK MANUAL
B.A. (Hons.) in Social Work
(For Students use only)



DEPARTMENT OF SOCIAL WORK
SALESIAN COLLEGE
SILIGURI- 734209

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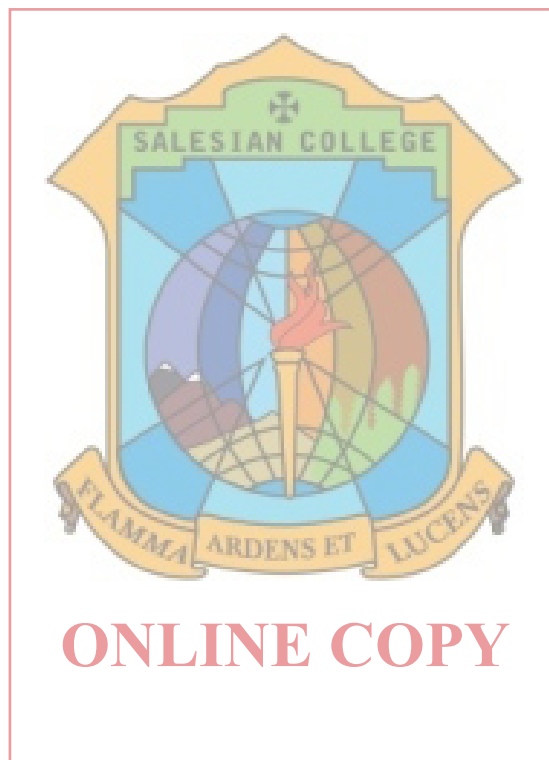
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1. Introduction to Manual

Social work education has traditionally embodied a two-pronged approach to professional learning: encouraging the assimilation of knowledge and values through the classroom setting and the assimilation of skills through a field work practicum. This direct exposure by the student to social work practice is a form of experiential learning.

The student must learn to combine knowledge with values when developing the professional use of self in social work education. The aim of field instruction is the integration of knowledge and practice resulting in an internalization of the professional role. Field instruction focuses on: 1) learning through experience, 2) reflecting upon one's practice, 3) developing a cognitive framework to inform practice and 4) enhancing self-awareness of one's impact upon client systems by an application of new knowledge and behaviors.

Field instruction is a form of teaching which occurs within an agency or organizational context and is related to student learning experiences as they interact with clients and the complex systems of service delivery. A specific purpose of field instruction is to help students link classroom theory and learning with practice activities.

2. Salesian College, Siliguri (SCS)

Salesian College (SC) is a Government recognized, minority educational institution of the Catholic Church, run by Salesians of Don Bosco, Kolkata Province where over 2000 students do their Arts/Humanities, Commerce, Science and Professional Courses (UG & PG) under the North Bengal University (NBU).

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SC was established in Shillong in 1933, before being shifted to Sonada, in 1938. It comes under section 2 (f) and 12 (B) of UGC Act of 1956. In 1935, SC received affiliation to the Calcutta University for I.A., and in 1948 for BA Course in English, History and Latin followed by Economics in 1950. In 1962 its affiliation was transferred from Calcutta University as one of the founding colleges of NBU. It was in 1970 and 1979 that SC received affiliation for BA Honours Course in English and History respectively followed by the introduction of Education and Philosophy as B.A subjects. In 2006 it received affiliation for Education Honours course. The College opened a Computer Skills Department in 2002, offering the DIT and ADIT courses of C-DAC, Pune, and the Computer Application Certificate Course of NBU in 2004.

Salesian College, Siliguri Campus was inaugurated on 9th July 2009. The Siliguri Campus offers BA/B.Com/B.Sc/BBA/BCA/BSW Honours & General courses with Career Oriented Programme (COP) courses in Travel & Tourism Management, Computer Application, Music, Sports Management and Communicative English. Salesian College is also recognized as an

IGNOU Study Centre from 2010, offering courses in BA, B.Com., CIC, CLP, M A, M.Com., BSW & BCA.

On 26th February 2010, Salesian College was conferred the status of a 'College with Potential for Excellence' (CPE) by the University Grants Commission. In May 2019 the College was re-accredited by NAAC with 'A' grade, the first College to receive such grade under the University of North Bengal.

The college has started MA in English from 2016-17 and MA in Education from 2019 and Psychology from 2020. From the academic session 2019-2020 Salesian College Siliguri campus has initiated Bachelor of Social Work (BSW) and Bachelor Vocational (B.Voc) Studies in Retail and Tourism Management.

Vision

Salesian College endeavours to be recognized nationally and internationally as:

- A model in the preparation of leaders in education, the arts and self management;
- A transformational force in advancing the scholarship of humanities and social sciences;
- An unyielding champion of access, excellence, service, equity, justice, student engagement, accountability, citizenship, and collaboration.

Life-oriented and value-based teaching and nurture of solidarity is Emphasized. The educators and the educated join hands to mould intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more humane social order within the context of the nation's plurality of religions and diversity of cultures.

Mission

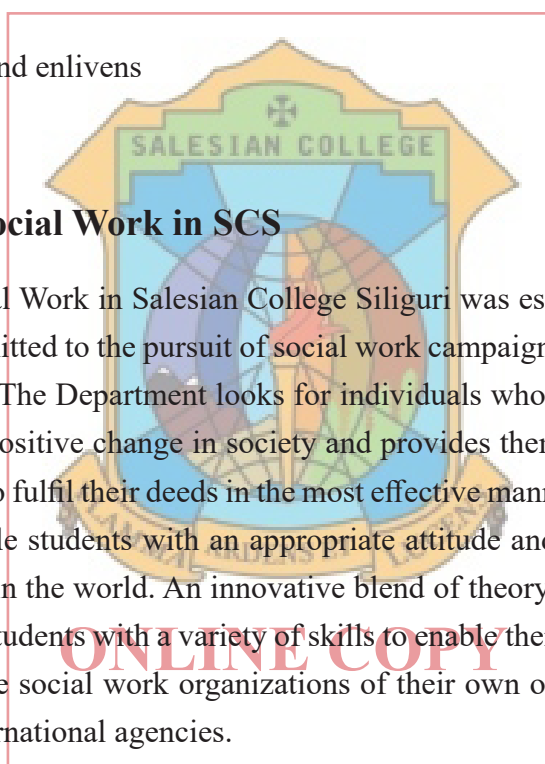
- To prepare and develop socially committed and value oriented leaders for the society.
- To provide quality education to those aspiring from among socially, economically, culturally and educationally disadvantaged in the region.
- To prepare and mould honest citizens of character committed to transforming society through career oriented programmes.
- To advance the love for learning through teaching, research, and innovative modes of self-learning

Core Values

- Preparation of Noble Citizens
- Advancement of Academic Scholarship
- Providing Professional & Social Services
- Providing right – based education specially to disadvantaged groups
- To equip the student with skills for employability

Motto

A flame that enlightens and enlivens



3. Department of Social Work in SCS

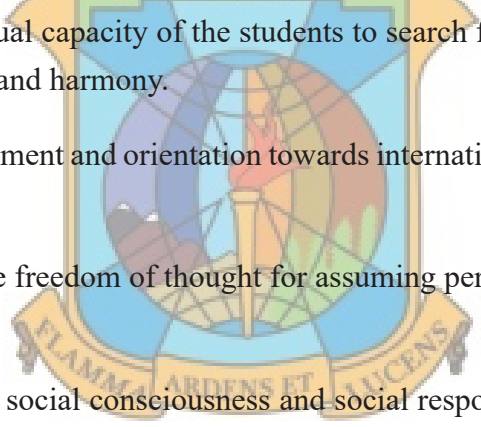
The Department of Social Work in Salesian College Siliguri was established in the year 2019. The Department is committed to the pursuit of social work campaigns to improve the quality of life of the downtrodden. The Department looks for individuals who inherently possess a commitment to bring about positive change in society and provides them with the right amount of training and orientation to fulfil their deeds in the most effective manner. The academic program is rigorous so as to enable students with an appropriate attitude and knowledge to effectively address social problems in the world. An innovative blend of theory, fieldwork and research is designed to provide the students with a variety of skills to enable them to be active social workers, to set up and manage social work organizations of their own or to find employment with various national and international agencies.

4. Social Work Profession

Social work as a profession from its very inception has been concerned with the promotion of the well-being of people to fulfil their unmet/felt needs and find the solutions to lead a meaningful and satisfying life in the society. Social Workers are professionals who have received a special education which enables them to assist individuals, groups, families, social organizations and other human communities. They assist by helping to identify, ameliorate, solve or prevent the occurrence of personal, interpersonal and community problems. The social worker may focus on persons, on the relationships among persons or on the relationships between persons and their social environment.

The practice of social work requires a substantial body of knowledge and specialized skills. It also requires values, attitude and self-discipline, all of which build productive relationships and practical solutions in challenging areas of social functioning. The Social work professional must be able to confirm the harsh realities of life objectively. But he or she must retain compassion for persons, convictions about the place of human values in a free society, motivation to reduce human suffering and to strengthen the social fabric and a readiness to persist in a disciplined professional role.

Social Workers build careers in many types of agencies and organizations in the public and the private sectors. Specialized careers can be developed around specific human problems, such as illness, poverty or delinquency. Careers can be related to particular population groups, such as the aged, the young or various ethnic minorities. Other careers in social work are based on specific methods of practice, such as social administration or direct clinical services. Through Social Work Education the department fulfils its mission by discovering, testing and transmitting both knowledge and values for the service of humanity. It aims at:

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1. Developing intellectual capacity of the students to search for knowledge, truth, justice, development, peace and harmony.
 2. Providing an environment and orientation towards international standard in professional Social Work
 3. Fostering in them the freedom of thought for assuming personal responsibility for their own lives.
 4. Forming in them the social consciousness and social responsibility to foster good relationship with others, to be open to other religions and cultures, to possess an attitude of solidarity and dialogue to insert themselves into the society with a sense of co-responsibility and participation and to be the agents of social change expediting priority care to the poor, the oppressed and the vulnerable.

Vision: Empowerment of stakeholders towards the marginalized, envisioning a society that is socially just, humanly well integrated to make life meaningful with whatever types of limits and challenges, troubles and distress prevalent in society.

Mission: The mission statement of the Bachelor of Social Work (BSW) Program in the Department of Social Work is to provide a curriculum reflecting the history, knowledge, values, ethics and skills of the profession. This entails educating students to engage in the problem solving process with individuals, groups and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity.

To Empower young people to get actively involved in the life of the people in the vicinity, by developing socially conscious environment within the academic ambient, creating an attitude of sensitivity among students to the social issues plaguing the wellbeing of the people and to assist the deprived in getting access to resources that will help towards holistic development of a healthy society.

Objectives:

- To impart training in professional social work in order to develop human resources having competence to work with individuals, groups and communities for the promotion of welfare and development
- To develop, shape and equip students with competencies and advanced level professional practices catering to national and international standard to apply in diverse cultures in developed, developing and underdeveloped countries.
- To familiarize the students and develop competencies with knowledge, skills and attitudes required for social work intervention
- To develop the students as professional social workers with sensitivity towards social concerns and problems through inculcation of democratic and humanitarian values.

5. Code of Ethics for Social Work

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

1. Value: Service

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

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

2. Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused

primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

3. Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

4. Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

5. Value: *Integrity*

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

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

6. Value: *Competence*

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

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

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6. BSW Course Subjects

Schedule of Papers for Various Semesters

Semester -1		Semester -2	
C-1	Fundamentals of Social Work	C-3	Contemporary Social Concerns
C-2	Introduction to Society for Social Work	C-4	Understanding Psychology for Social Work
GE1	Paper 1: Any one of the following 1: Social Work with Youth 2: Disability and Social Work	GE2	Paper 2: Any one of the following 1: Social Work Response to Health Care 2: Criminal Justice Social Work

Semester -3		Semester -4	
C-5	Working With Individuals	C-8	Working With Communities
C-6	Working With Groups	C-9	Social Psychology For Social Work
C-7	Social deviance and Social problems	C-10	Areas of SW Practice
S E C 1	Paper 1: Any one of the following 1: Communication for Development 2: Programme Media in Social Work	SEC 2	Paper 2: Any one of the following 1: Application of Programme Media 2: Skill and Technique of Field Work Practice
GE 2	Paper 1: Any one of the following 1: Integrated Methods In Social Work Practice-1 2 : Palliative Care in Social Work	GE2	Paper 2: Any one of the following 1: Social Work with Older Persons 2: International Social work

Semester -5		Semester -6	
C-11	Social Policy and Development	C-13	Social Welfare Administration
C-12	Social Action and Movements	C-14	Research in Social Work
DSE Paper 1& Paper 2: Any of the following		DSE Paper 3: Any of the following	
DSE 1	Social Legislation and Human Rights	DSE 3	Social Work Practice in Different Settings
DSE 2	Health and Social Work	DSE 3	Counselling Skills in Social Work Practice
DSE 1	Social Work Intervention in Disaster	DSE 3	NGO Management
DSE 2	Social Work Response to Social Concerns	DSE 4	Project Work/Dissertation

7. Distribution of Credits under CBCS for B.A. (Hons.) Social Work

	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)	Field Work
I	C 1	(English/MIL Communication) Environmental Science			GE-1	7credits (225 Hrs)
	C 2					
II	C 3	(English/MIL Communication) Environmental Science			GE-2	7credits (225 Hrs)
	C 4					
III	C 5		SEC-1		GE-3	7credits (225 Hrs)
	C 6					
	C 7					
IV	C 8		SEC-2		GE-4	7credits (225 Hrs)
	C 9					
	C 10					
V	C 11			DSE-1		8 credits (250 Hrs)
	C 12			DSE-2		
VI	C 13			DSE-3		8 credits (250 Hrs)
	C 14			DSE-4		
CREDITS	14x4=56	2x2=4	2x2=4	4x4=16	4x4=16	44

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8. Field Work Practicum

Field work practicum in social work is different from other social sciences. It is an integral part of social work education. Thus, field work practicum is comprised of at least one-third weightage of the total marks scheme. Field work is a practical experience deliberately arranged for the students. In field work, field will be a situation (a social welfare and/or development agency or open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills and techniques under the guidance of faculty of the respective college and practitioner of the agency.

9. Objectives of Field Work Practicum

The field work practicum has been developed to achieve the following objectives:

Semester-1

1. To Orient students with social work lexicon and prepare the students with requisite value orientation
2. To develop understanding of field and field work; and attaching the students various types of agency
3. Develop understanding of social structure and social systems.

Field Program: Planning orientation programme, Agency/ Community Visit, Placement for learning Agency Structures, Organisational Activities, Perspectives Building Workshop, Social Sensitization Workshop (Semester I)

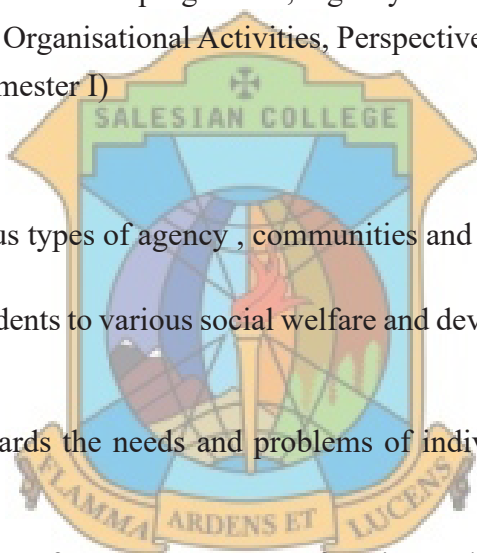
Semester-2

1. Place the students various types of agency , communities and with professionals
2. Give exposure to the students to various social welfare and development programmes and services.
3. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
4. Develop an understanding of agency's structure, function and service delivery system.

Field Program: Placement in the communities, Village/ communities visit, Concurrent Field Work to be decided by Departmental Committee, Workshops on Attitude Building, personality development

Semester-3

1. Provide an opportunity to practice the methods of working with individuals, groups and communities; to learn to make use of professional relationship and referrals to deal with human problems.
2. Imbibe the ethics and values of social work profession including attributes for the same.
3. Develop an ability to narrate of experience/learning, assessment of services & resources and participate in service delivery.



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Field Program: Skill Development Workshops, Orientation Programme, Concurrent Field Work (Refer: Components of Field Work)

Semester-4

1. Learn to mobilize clients/beneficiaries to utilize the services provided by the agency.
2. Coordinate the services provided by governmental and non-governmental organizations in meeting the additional needs of the clients/beneficiaries.
3. Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.
4. Develop ability to assess own performance and improve it accordingly.
5. Develop capacity to prepare process/method-oriented records.

Field Program: Skill Development Workshops, Concurrent Field Work (Refer: Components of Field Work)

Semester-5

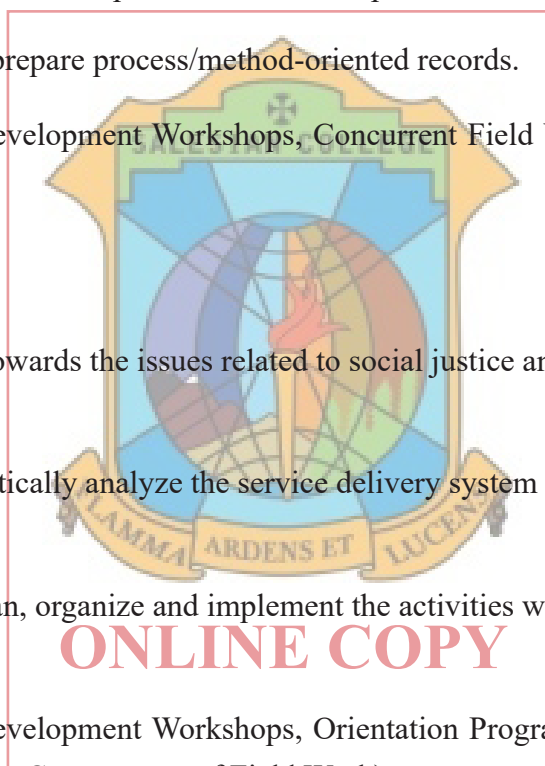
1. Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
2. Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
3. Develop ability to plan, organize and implement the activities within agency/community framework.

Field Program: Skill Development Workshops, Orientation Programme, Concurrent Field Work, Rural Camp (Refer: Components of Field Work)

Semester-6

1. Develop ability to effect changes in improving service delivery by introducing innovations in practice.
2. Improve skills in communication and networking with other organizations.
3. Learn to make use of practice-learning instructions.

Field Program: Skill Development Workshops, Concurrent Field Work, Block Field Work (Refer: Components of Field Work)



10.Components of Field Work

Field work in social work educational programme involves multiple learning pedagogies and activities. The components of field work are:

- A. Observation Visits:** Students of semester-1 will be given an opportunity to visit and observe various agency/community setting in order to know about the initiatives of governmental and non-governmental organizations towards social problems.
- B. Orientation Programme:** Three-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester-1, semester-3, and semester-5 of second, and third years respectively before starting concurrent field work. No student will be admitted after the commencement of the orientation programme. Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory.
- C. Concurrent Field Work:** Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of all the semesters (both odd and even) of all three year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate minimum 200 hours each semester or a total of 400 hours for two consecutive semesters.
- D. Urban Camp:** Five-day day urban camp may be organized for the students of semester-3 & 4 of the Second year to provide exposure to the students about the socio-economic, political and cultural situations and problems of urban life. The urban camp will be organized under the guidance of the faculty members. Attendance of urban camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities
- E. Rural Camp:** Five-day rural camp will be organized for the students of semester-5 & 6 of third year (preferably for semester-5 students) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. There shall be 20 marks for performance, behavior and learning in rural camp which shall be awarded by camp in charge and faculty supervising camp activities.

F. Block Field Work: At the end of semester-6 of third year, students will be required to undergo four- week block field work training in a social welfare agency or project in or outside Siliguri. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block fieldwork.

During block field work, a student will be expected to submit weekly reports to the Department of respective College in a prescribed manner. Leave will be allowed during the entire period of block field work mainly on the ground of sickness. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded.

G. Skill Development Workshops: The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

The students need to understand social issues affecting individuals, groups and communities. They need to know the relevance of agencies addressing those issues in the given context. Acquiring the suitable skills will help the students to analyse the critical social situations and intervene in the client system to generate possible solutions.

Task 1: Understanding about the Agency they are placed with for fieldwork

Activity 1- Reading the agency reports and related documents (Vision and mission statements & objectives/brochures/ project reports/ agency magazines/ publications).

Activity 2- Gain clarity about the agency structure and functioning/operations (Preparing organogram, roles and hierarchy, administration of the agency).

Activity 3- Obtain knowledge about the programs and services offered by the agency and gain familiarity about the client groups that the agency works with.

Activity 4- Presenting to their peers and faculty on their basic understanding about the agency they are placed with.

Task 2: Identifying and understanding social issues that the agency works with

Activity 1- Engaging with the client systems (of the community) where the agency is located (Home – visits, community mapping, basic survey, preparing profiles of client systems and other similar activities as per a given agency setting)

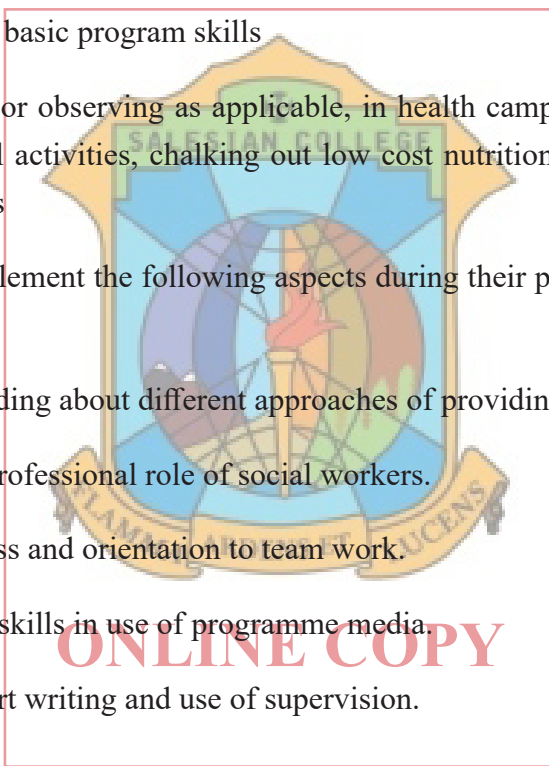
Activity 2- Conducting of basic awareness programmes relevant to the client system.

Task 3: Developing their basic program skills

Activity 1- Participating or observing as applicable, in health camps, street plays, awareness programmes, recreational activities, chalking out low cost nutrition recipes and preparing of family assessment reports

The students need to implement the following aspects during their progressive field work programme.

- develop an understanding about different approaches of providing help to people in need.
- familiarize with the professional role of social workers.
- develop self-awareness and orientation to team work.
- develop introductory skills in use of programme media.
- develop skills in report writing and use of supervision.



11.Criteria for Selection of Field Work Agencies

Only faculty of the college and/or agency personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work setting:

1. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
2. The Agency must be willing to accept and follow the requirements of the College for participation in the field work practicum.

3. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfil his/her roles.
4. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

12. Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters will be placed under the supervision of a faculty member of the department of the respective College. One or two students will be placed with a field work agency by the college supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be considered. During the placement process, each student is required to attend pre-placement counseling with his/her respective college supervisor/instructor. Following points should be taken into consideration during the field work placement:

- a. Gender considerations;
- b. Agency's concerns/expectations about the placement; and
- c. Constraints of students such as - disability, language barrier etc.

Placement of students under the college supervisors/instructor will be done as per following modalities:

- a. Placement of students under the college supervisor/instructor should be done as per the 1:10 teacher-learner ratio;
- b. Ratio of girls and boys students should be appropriately distributed among all the college supervisors (in case of co-educational College);
- c. Student should not repeat the college supervisor/instructor; and
- d. Equal numbers of students from each class should be given to all the college supervisors/instructor.

The field work agency of the students will remain the same for two consecutive semesters of a year.

13. Change of Field Work Agency

Generally, a student should complete two consecutive semesters in the same agency. If a change of field work agency is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student, agency and the college. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

14. Field Work Supervision/Instruction

Supervision is the most significant aspect of field work practicum. The purpose of supervision is to facilitate professional development of students to ensure that their work is effective, efficient, accountable and undertaken in ways that sensitively address the needs of the target population / client system / service users. An important aspect is the quality of supervision and the capability to use that supervision effectively. In fact, the goal of field work is achieved by placing the students under the supervision of a faculty member in the college as well as professionally trained social worker in the agency.

Objectives

- To facilitate an educational and learning environment which encourages the students to participate freely in discussing issues arising in a practice setting
- To assist students to acquire a capacity for critical analysis of the issues involved in any practice setting
- To inculcate among students, values and attitudes appropriate to the practice of Professional Social Work

The Role of college supervisor/instructor

1. Prepare a schedule of meeting with students;
2. Help the students in preparing learning plan;
3. Make the students understand the field work setting and its requirements
4. Help the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;
5. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;

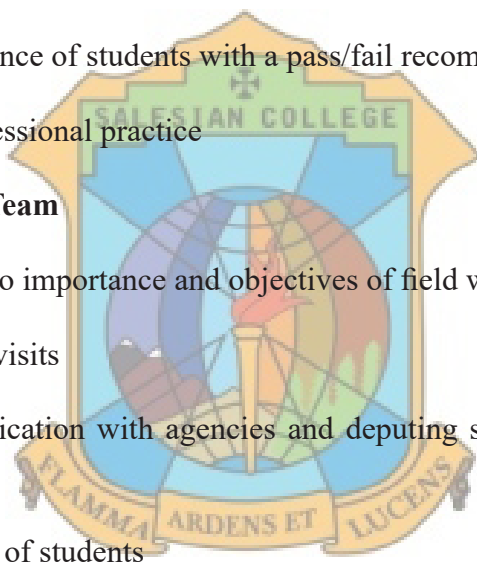
6. Monitor continuously the progress of students and provide feedback to them about the performance;
7. Arrange periodic visits and meetings with agency supervisor/instructor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency;
8. Read and check the field work reports and provide necessary guidelines to the students regarding report writing;
9. Develop insight into the process of social work intervention using social work philosophy, principles, methods and skills;
10. Provide regular, timely and systematic inputs; and
11. Assessment of performance of students with a pass/fail recommendation.
12. Be a role model of Professional practice

Role Field Work Faculty Team

- Orientation of students to importance and objectives of field work
- Arranging Observation visits
- Laisoning and communication with agencies and deputing students for concurrent Field Work
- Maintaining Attendance of students
- Pointing out corrections in Filed Work records in case of: a) incomplete records, b) wrong mention of date and c) malpractice in presenting reports
- enabling faculties to regularly monitor record maintenance
- identify defaulters (late submission, leave taken etc)
- Arrangements for Viva Voce examination at the end semester.

Responsibilities of Students

- Accept the role of the faculty and the agency supervisor
- Develop the ability for critical analysis
- Inculcate the practice of adhering to the norms and requirements of field work
- Involvement and active participation in the fulfilment of the field work components



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- Endeavour for the maximum utilization of the supervisory inputs both from the faculty and in the agency
- Acquire clarity of concepts by initiating frank discussions during conferences
- Carry out periodic evaluation of personal and professional development

Role of the Placement Agencies

The placement agencies enable the students to get exposed to the various field realities and professionally intervene with a variety of client population. The Department cherishes the enduring relationship with the agencies that form an integral part of field work training.

The department enters into a collaborative relationship with the placement agencies that offer to train the students.

- ❖ The placement agency would provide the student with adequate time and inputs regularly and designate a person with social work qualifications as an agency supervisor to monitor and supervise the field work students and their assignments.
- ❖ Ensure professional work habits and responsibilities from the student and notify the social work department any issues concerning students
- ❖ Maintain a record of the student's attendance and their activities in the field

Role of the Agency Supervisor

- Provide a stimulating learning environment for the students
- Ensure that the students are given ample time and space in the agency
- Maintain a close liaison with the faculty supervisor
- Help the student to realize the field work objectives by coordinating with the faculty supervisor to assist the students in the plan of action.
- Provide professional and infrastructural support required for the learning of the student
- Attest the daily field work of the students

Field work supervision inputs are made at different levels. Each student should get adequate of supervision per week with the respective college supervisor/instructor on a well planned basis and without any interruption. These hours of supervision will be essentially calculated in total teaching hours of a college supervisor/instructor as per the placement of students under him/her. Generally three major method of supervision/instruction are: Individual Conference; Group Conference; and Agency Visits.

Individual Conference is a tutorial approach to field work supervision. It is a medium through which the college supervisor/instructor provides the individually planned educational experience. **Group Conference** is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors. A schedule of group conference should be announced by the department of the college.

The college supervisors/instructors must get in touch with the field work agencies under their supervision by making regular visits in order to be vigilant on the students' field work tasks and to meet agency supervisor (at least one visit per month to each agency under their supervision and more if necessary). The goals of such agency visits are to: (i) Review the students' assignments and tasks; (ii) Provide support for the students; (iii) Discuss students' learning experience with agency supervisor; (iv) Monitor that the students are receiving quality field work training; (v) Facilitate the integration of theory and practice; and (vi) Know about the performance of the students.

It is the responsibility of the college supervisor/instructor, in consultation with the agency supervisor, to assess the students' performance with a pass/fail recommendation.

15. Field Work Evaluation

Field Work Evaluation is a continuous process of field work practice. Evaluation of the student is done to determine the level of professional competence achieved by the student during the training period. Field Work evaluation is done based on various aspects such as regularity and punctuality in Field Work Practice, Record submissions and attending filed work conferences.

1. Field Work Conference

Field work conference is an essential component of field work training. It provides an opportunity for guided supervision of field work activities done by the student, gives space to voice concerns, raise doubts and seek clarifications and get guidance from the faculty for effective practice. The students should attend Fieldwork conference without fail. Being absent for field-work conference will have a bearing on assessment and evaluation.

2. Self Evaluation

Includes recording of the key competencies (Personal & Professional) gained in terms of incorporating the knowledge, skills and values of the profession acquired in the process of the field work practicum during the semester.

(a) Personal Learning

(b) Professional Learning

16. Administration of Field Work

The administration of field work programme of the college will be ultimately responsibility of the field work coordinator. Any official correspondence with the field work agencies, agency supervisors/instructor, students, college etc. regarding all the aspects of field work programme will be done by the field work coordinator. Field work coordinator should be nominated through the unanimous decision of the departmental meeting of the respective College to be held with completing the corium. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme. The position of field work coordinator shall be honorary and will keep on rotating among the faculty members of the department one year interval.

17. Field Work Attendance

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

1. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance. All leave applications should be addressed to the college supervisor/instructor. In case a student is unable to attend field work due to physical problem, he/she must arrange to send message as soon as possible to the agency as well as college supervisor/instructor.
2. A student is not required to attend field work on college holiday, however, it may be utilised as per the instructions of the college supervisor/instructor and all such days will be called additional field work.
3. Eighty percent (80% attendance in the concurrent field work and seventy five percent (75%) attendance in theory classes is compulsory.

4. Attendance of all the components of field work i.e. orientation programme, Observation Visits, workshops, individual conferences, group conferences, rural camp, special lectures/ Interaction with social work practitioners and seminars is also compulsory.
5. In case, a student is unable to attend scheduled thirty days of concurrent field work in semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the college supervisor.

If the required hours of field work and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued **by the respective college supervisor/ instructor**. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

18. Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:

1. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to both college and agency supervisor/instructor
2. To maintain a cumulative record of actual hours spent at the field work.
3. To complete and submit weekly records of concurrent field work in prescribed manner
4. To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc, separately.
5. To complete and submit field work self-assessment form after termination of field work

19. Discipline at Field work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals.

1. Be punctual, if late at field work inform college and agency supervisors
2. If absent from field work and/or individual or group conference notify college and agency supervisor
3. Diligent in completion of task assigned by the agency and/or the college

4. If you miss appointments with the clients or agency supervisor inform
5. Respect and be sincere in dealing with clients or clients family
6. Maintain clients' confidentiality and their beliefs, culture, life style etc
7. Intimating physical confrontation with a client, client's family members, agency supervisor or agency staff
8. Acting in a discriminatory manner towards a client
9. Be genuine in the documentation of agency records and field work reports
10. Respect and be sincere with the agency by avoiding misuse of agency services/resources
11. Avoid any behaviour that would constitute malpractice
12. Display respect and appropriate behaviour towards a client, client's family, agency supervisor or agency staff
13. Exhibit supportive or respectful behaviour; acting in a professional or appropriate manner while at the field work such as – appropriate display of emotions or mature behaviour; and
14. Dressing in an appropriate and or professional manner

If the complaint is received by the college supervisor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

1. Issuing show-cause notice to the student duly signed by college supervisor, field work coordinator and Teacher Incharge of the college;
2. Receiving written explanation from the student;
3. Holding inquiry into complaints by the Principal, field work coordinator and college supervisor (if not satisfied with the explanation);
4. Making decision for disciplinary action against the student including dismissal from the course
5. Issuing punishment order.

20. Assessment of Field Work

At the end of the semesters, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective college supervisors/instructors after the termination of field work. Students will have to prepare a field work self-assessment report as per the guidelines in a prescribed form and submit the same to the respective college supervisors/instructors. The college supervisors/ instructors will also prepare an assessment report regarding the performance of the concerned students using the following:

Assessment of field work shall be on the basis of:

Field work (Internal supervisors): 70 marks

Viva-voce (External examiner): 30 marks

21. Internal Assessment of Field Work

The student should be assessed for effort and progress towards task assigned from one point of stage to another in the learning process during the field work. The department supervisor is required to select the tasks systematically for the students. Then, the students with assistance from their respective college supervisor/instructor will develop a learning plan for field work that encompasses the activities those are specific to that agency. At the end of each semester, the students and their college supervisors/instructors will meet to review the students' progress and accomplishment. The marks should reflect the students' achievements in terms of completion of the tasks and assignments and demonstration of proficiencies required for field work. The marks of 'pass' or 'fail' will be recommended by the college supervisor/instructor as per merit of the performance.

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The following are the parameters of internal assessment of field work:

S.No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, Sincerity, ability to establish and maintain professional relationship with clients, agency staff co-workers etc.
2.	Attendance (2.5% weightage)	Attentiveness in the field work, individual & group conferences, workshops, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.

4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and /or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organisations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/ problems; ability to integrate theoretical knowledge with field practice i.e. methods, principles, skills, techniques in accordance with learning plan; ability to utilize administrative skills etc.
6.	Professional Development (1.0% weightage)	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences (0.5% weightage)	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

Viva Voce: Viva-Voce will be conducted jointly by the Department of Social Work, North Bengal University and the respective college. Viva-voce will be held in the presence of Teacher-in-charge, Field Work Coordinator and one External Examiner appointed by the North Bengal University. The minimum marks required to pass in the field work will be forty (40%) percent. While awarding marks, the college supervisor/instructor and external examiner or both should place reasons on record for awarding less than 45% marks or more than 75% marks to the students.

22. Expected Outcome from BSW Program

Social work graduates are expected to learn primary methods of social work that includes case work, group work and community work and auxiliary methods that include social work research, social action and social welfare administration. In practice of the different methods,

techniques and skills are used to assess problems and develop interventions. These are to be imbibed among students by acquiring various social work attributes such as having disciplinary knowledge, Communication Skills, Problem solving, Analytical reasoning, research skill, team work, reflective thinking, diversity management, moral and ethical awareness and lifelong learning.

Hence, students should be able to demonstrate the following competencies and foundational and advanced level practice behaviours at the completion of the program.

1. Identify and conduct as a professional social worker
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Apply knowledge of human behavior and the social environment
5. Engage diversity and difference in practice.
6. Advance human rights and social, economic, and environmental justice
7. Engage in practice-informed research and research-informed practice
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Advance human rights and economic justice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.



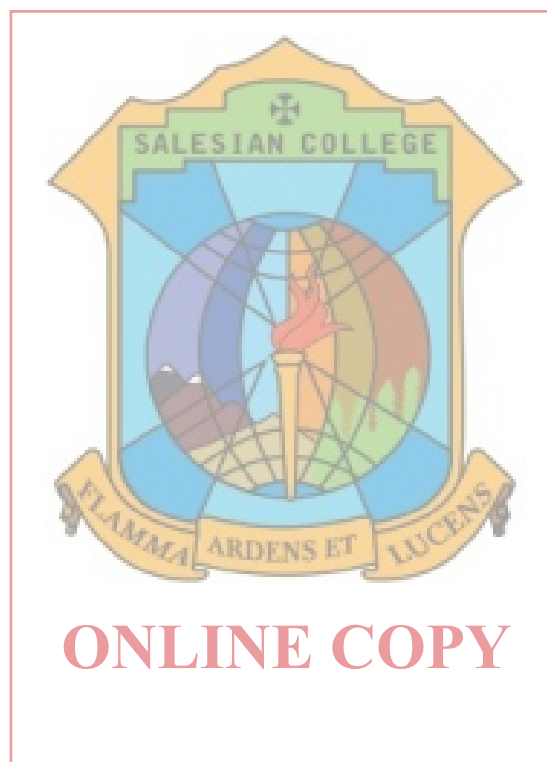
The logo of Salesian College is a shield-shaped emblem. At the top, it says 'SALESIAN COLLEGE'. The central part of the shield features a globe with a cross and a figure holding a staff. Below the shield is a banner with the Latin motto 'ANIMA ARDENS ET LUCENS'.

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Each competency in the foundation and advanced curriculum includes its own unique set of practice behaviors—comprised of knowledge, values, skills, and cognitive and affective processes—that operationalize the competencies.

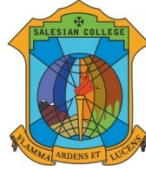
23. Conclusion

One can well state that in Social Work each day is a fresh beginning as social scenario and its expressions is constantly changing. In consideration this professional programme is designed to inculcate among the different stakeholders, teachers and students, a vision of the profession for the present and also the future; accordingly developing a quest for knowledge and lifelong learning. Understanding diverse conditions through diverse learning environment, Social work professionals use a wide range of methods of social work through the application of knowledge, skills and values. Revering individual uniqueness and respecting dignity and worth of all people, it promotes, maintains and improves the functioning of individuals, families, groups, organizations and communities existing in the society.



Appendices

1. Cover page for reports



Salesian College, Siliguri

Department of Social Work

Name of the Student:

Course: BA (Honours) Social Work:

Roll No: Semester: Year:

Specialization (if any):

Subject / Paper:

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Title of the Assignment/Report:
.....

Submitted to:

Submitted on:

2. Field work Recording

Field work Recording/Documentation is an essential skill to be developed during Social Work training. The students are expected to inculcate and advance this skill by efficiently maintaining record of all their activities in the prescribed format.

Purpose of Recording

- To enable the student to organize and present information in a chronological manner with personal reflections and professional learning
- It serves as a tool for supervision during practice
- Helpful for self-evaluation
- Enables integration of theory and practice
- A Source of documentation of the social work interventions

3. Printed Report Formats

Printed Reports should follow the standard formatting style:

Headings- 16 points, Times New Roman

Sub-headings-14 points, Times New Roman

Sub-sub-headings-12 points+Bold, Times New Roman

Text- 12 points, Times New Roman

Alignment- Justified

Line Spacing- 1.5



4. Exposure/Observation Visits

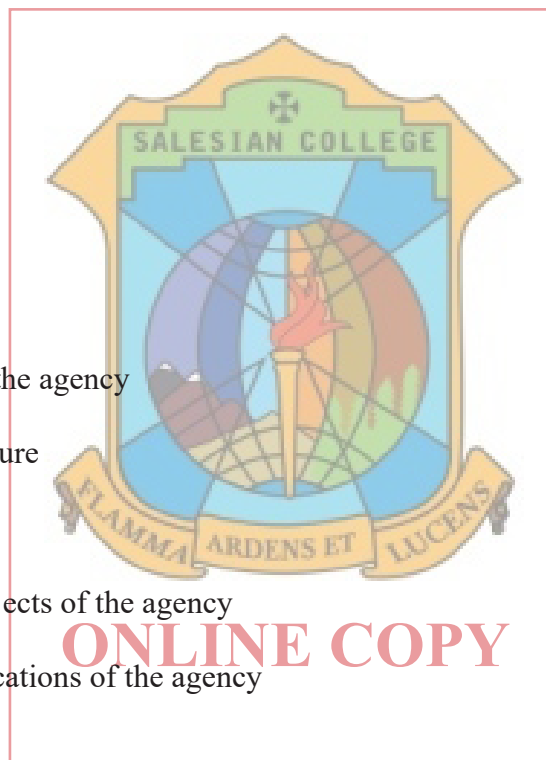
The students are expected to keenly observe and enquire about the following during their Observation visits and document the same:

- Name & Address of the agency
- Nature of organization: Government or voluntary organization

- Year of establishment
- Mission & vision statement
- Aims and objectives
- Administrative structure & staffing pattern
- Funding/ Pattern of resource mobilisation
- Programmes, Projects & Types of beneficiaries
- Observations / Suggestions
- Learning Experience

5. Agency Profile

- Introduction
- History
- Mission & vision of the agency
- Administrative structure
- Staffing pattern
- Programmes and projects of the agency
- Geographical specifications of the agency



6. Social Case Work

(A) Face sheet

Client No:

Name of the client:

Age:

Sex:

Address:

Educational qualification:

Occupation & income:

Family constellation:

S.No	Name	Relationship to client	Age	Sex	Education	Occupation	Income	Remarks

Reason for intervention:

Date of Identification:

Date of Intake:

Date of Termination:

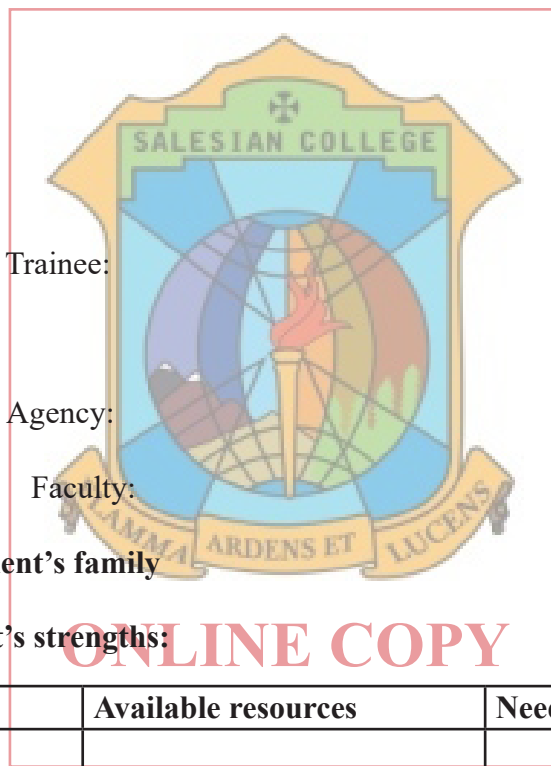
Total No. of sessions:

Name of the social Work Trainee:

Name of the Agency:

Name of the supervisors: Agency:

Faculty:



(B) Genogram of the client's family

(C) Assessment of client's strengths:

Criteria (Eg)	Available resources	Needs
Living condition		
Education & Vocation		
Financial condition		
Health		
Leisure activity		
Social support		

Personal characteristics of the client:

(D) Resource mapping: Diagrammatic representation of the resources (material, man-power, financial etc) available for the client.

The above assessments help the Social worker to identify the resources available and needs of the client. To analyse the intervention strategies appropriate for the specific need of the client.

To organize and implement intervention plans by mobilizing various resources.

(E) **Social Diagnosis:** (Detailed report about the client & the presenting problem)

(F) **Intervention plan:**

(G) **Objectives of the intervention:**

(H) **Interventions** (includes date of meeting the client, sub-objective of the day's visit, the process involved, activities carried out, observations and outcomes, further plan of action)

(I) **Follow-up**

(J) **Evaluation**

(K) **Termination**

7. Social Group Work

(A) **Group Profile**

Name of the group

Type of group: (specify the target population)

(a) Treatment group

(b) Task group

Nature of group: (permanent/ floating, homogenous/ heterogeneous)

Total no. of members in the group:

Name list of the participants

Demographic details of the group (percentage wise distribution)

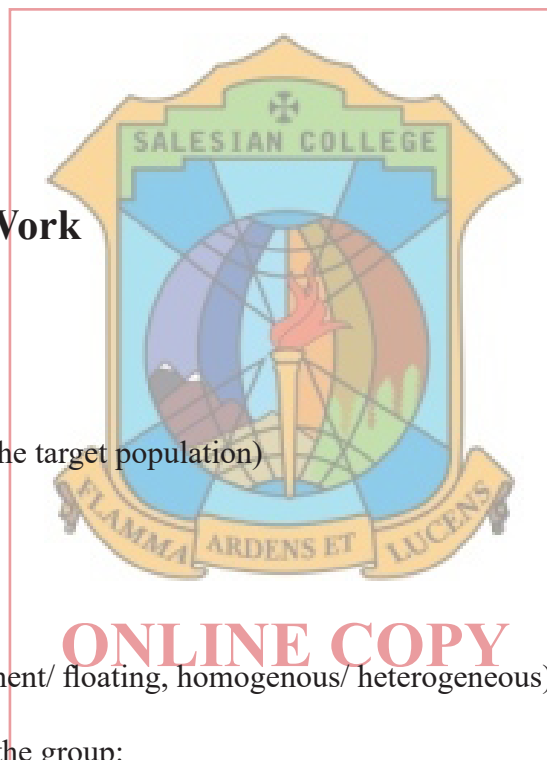
(a) Age

(b) Education

(c) Occupation

(d) Income

(e) Marital status



(B) Objectives of the group

Long term /short term goals

Group norms/ rules & regulations formulated

Plan of Action for the Group Work sessions to be organized in this semester

Title	Group	Contents	Methodology	Resources used	Date	Expected Outcomes

(C) Process recording of the Group Work Sessions:

Title of the group work session:

Objectives:

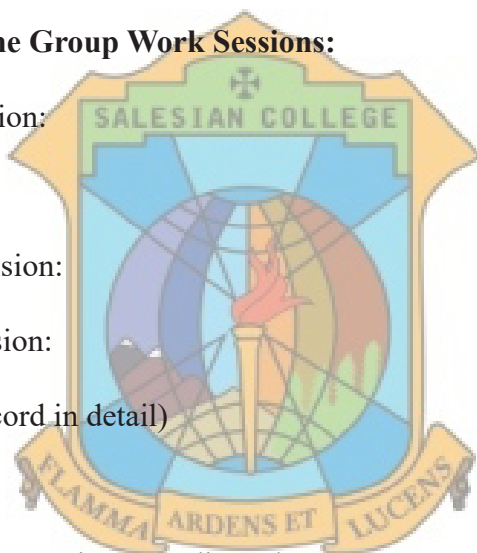
Members present for the session:

Members absent for the session:

Contents of the session: (record in detail)

Methodology used:

Resource persons involved/ agencies co-ordinated



(D) Group Work Process

(i) Group Dynamics

1. Level of communication and interaction in the group
2. Level of attraction and cohesion in the group
3. Group culture during the session
4. Adherence to the expected norms
5. Emotional reactions to the session
6. Relationship with the group worker
7. Leadership pattern followed
8. Level of participation of the members

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(ii) Sociogram / Sociometry (diagrammatic representation of the communication and interaction pattern that existed in the group)

(iii) Professional Assessment

- Barriers encountered during the session
- Overall Assessment
- Principles of Group Work applied
- Skills developed
- Evaluation & Personal Reflections

8. Community Organisation

1. Duration (number of days)
2. Visit Dates
3. Profile of the community
4. The identified need / problem
5. Reason for prioritizing the need/problem
6. Description of the nature and implications of the need /problem
7. Support systems in the community
8. Alternatives to address the need / problem
9. Reason for selection of the appropriate approach
10. Action-Plan (describe the need, objective, plan of action, methodology involved, financial aspects, collaborating bodies and the proposed outcome)
11. Implementation of the action plan (record in detail the actual implementation)
12. Evaluation & feedback/suggestions
13. Personal Reflections



9. Community Profile Format

1. Introduction

1. Name of the Community/Village:
2. Block:
3. District:
4. State & Country:

2. Population

1. Population Count (Number):

0. Number of Families
 - a. Number of houses, :
 - b. Gender Ratio (male/female)
 - c. Birth rate
 - d. Death rate

0. Demographic Analysis (Progress or Declination)

1. Political Allegiance (Contemporary)

0. Religious Ratio

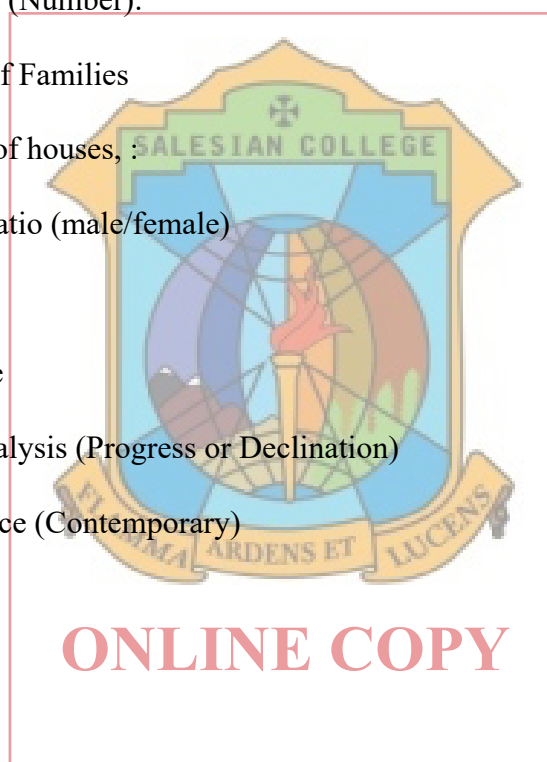
1. Caste Ratio

3. History

1. History of the Region
2. Geographical characteristics
3. History of the Community
4. History of Political Ruling (Last 20 years/Since Inception)

4. Housing

1. Type (Kacha/Pucca)
2. Belongingness (% of Owned and Rented)



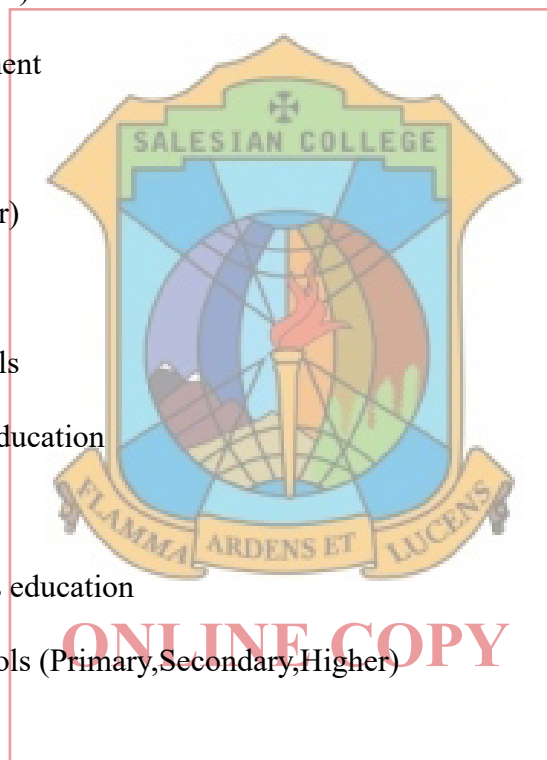
3. Plot Size
4. Cost/Value
5. Built Quality
6. Water & drainage facility
7. Electricity

5. Economy

1. Employment (%)
2. Unemployment (%)
3. Type of employment

6. Education

1. Schools: (Number)
2. Primary Schools
3. Secondary Schools
4. Further/Higher Education
5. Qualifications
6. Attitudes towards education
7. Distance of Schools (Primary,Secondary,Higher)



7. Crime

1. Statistics

8. Health & medical status (women, children & men)

1. Health Centre (Number)
2. Type (ASHA/GAK/CHC/PHC/G.Hospital/Private Clinic/P.Hospital)
3. Distance

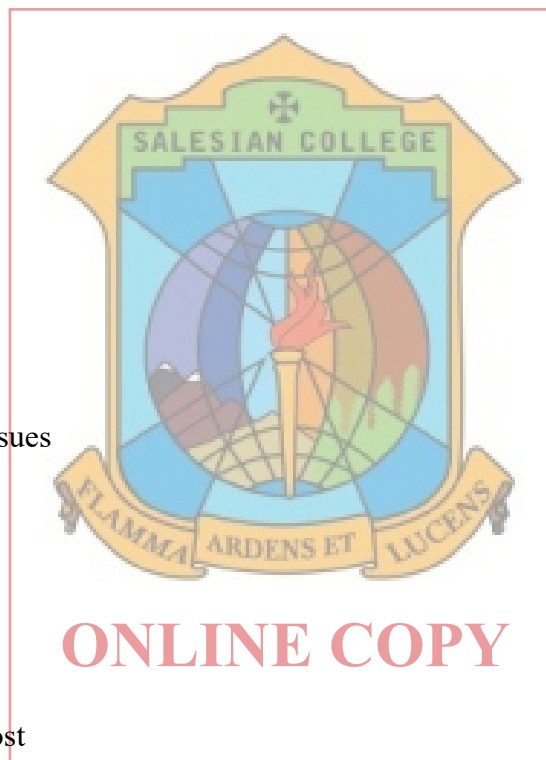
9. Facilities & Resources (welfare, civic & social facilities)

1. Key Agencies (CBO's, NGO's, Club etc)

2. Community Development Team
3. Leisure Facilities (Play Ground)
4. Shopping
5. Worship
6. Community festivals and gatherings
7. Library

10. Physical Environment

1. Size
2. Ward Boundaries
3. Attitudes
0. Workers
 - a. Residents
 - b. Non-residents
0. Environmental Issues



11. Transport
 1. Personal/Private
 2. Public Transport
 3. Availability & Cost
 4. Type of Road (Kacha/Pucca)

12. Needs of the community

Social mapping- a diagrammatic/pictorial depiction of the community with geographical indication.

Resource mapping- diagrammatic representation of the resources available in the community.

13. Conclusion

10. Concurrent Fieldwork

Visit No.:

Name and address of the organisation:

Day and Date:

Time Spent:

Objectives of the Fieldwork:

Assigned Task:

Activities carried out – It should also include activities carried out in detail.

Observation and analysis

Social work methods/principles/Tools/Techniques applied:

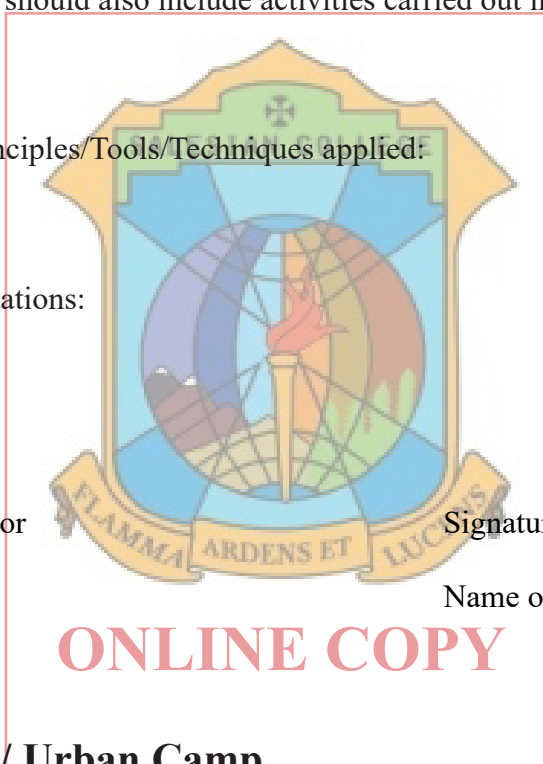
Learning of the day:

Suggestions/Recommendations:

Plan for next week:

Signature of the Supervisor

Name of the Supervisor



Signature of the Trainee

Name of the Trainee

11. Rural Camp/ Urban Camp

Introduction:

Objectives:

Day wise description of Activities:

Date:

Day: (No), (week day)

Activities undertaken:

Observation:

Learning of the Day:

Social work Tools/Techniques/methods used:

Evaluation:

Learning (Overall):

Evaluation:

Suggestions (If Any):

Conclusion:

12. Study Tour Report

I. Acknowledgement

II. Table of Contents

III. Report

1. Place of Visit:

2. Date: From _____ To: _____

3. Number of Days:

4. Introduction:

5. Organizations Visited:

6. (Daywise Report)

i. Name of the Organization:

ii. Address:

iii. Day and Date:

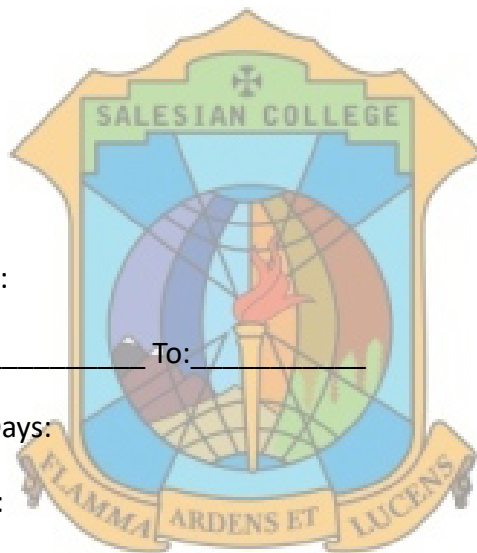
iv. Time Spent:

v. Organization Profile:

vi. Activities Undertaken:

vii. Observation:

viii. Learning:

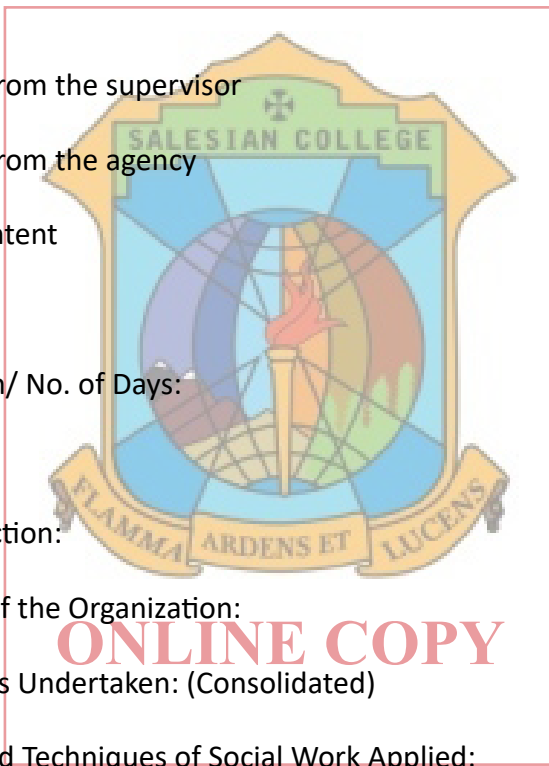


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7. Learning: (Overall)
8. Evaluation:
9. Suggestions/ Recommendations:
10. Conclusion:

13. Internship/Block Placement/Summer-Winter placement

- I. Acknowledgement
- II. Declaration
- III. Certificate from the supervisor
- IV. Certificate from the agency
- V. Table of Content
- VI. Report
 1. Duration/ No. of Days:
 2. Place:
 3. Introduction:
 4. Profile of the Organization:
 5. Activities Undertaken: (Consolidated)
 6. Tools and Techniques of Social Work Applied:
 7. Observation:
 8. Evaluation:
 9. Learning:
 10. Suggestions/Recommendations:
 11. Conclusion:
 12. Annexure: (If Any)



14. Internship Guidelines

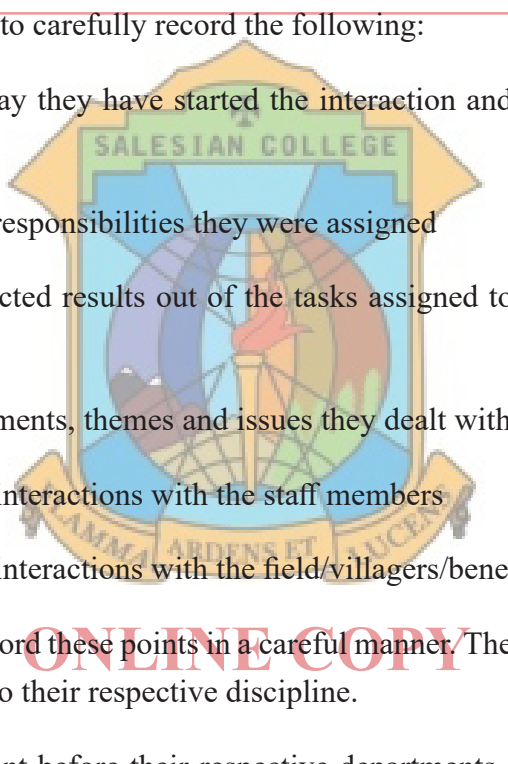
Purpose of these guidelines

1. This is to help and motivate all the interns to record their learning in a presentable way
2. This is also to facilitate them with ideas about creating their own strategies for recording and documentation while they are in the field.
3. These guidelines will work as action points for designing their methods of presentation before their respective academic departments.

Expectations from the interns

All the interns are expected to carefully record the following:

- a) How and in what way they have started the interaction and rapport building with the organization staff
 - b) What activities and responsibilities they were assigned
 - c) What were the expected results out of the tasks assigned to them by the organization staff?
 - d) Which areas, departments, themes and issues they dealt with in their respective fields
 - e) A summary of their interactions with the staff members
 - f) A summary of their interactions with the field/villagers/beneficiaries or employees
1. They are expected to record these points in a careful manner. They must use the theoretical understanding relevant to their respective discipline.
 2. This, they have to present before their respective departments and teachers after the successful completion of their fieldwork/internship, on the allotted day
 3. The methods of the presentation can be as follows, interns have to choose one of the “optional methods” listed below:
 - a. PPT Presentation with or without A/V clips
 - b. A small skit or a play
 - c. A small documentary based on the field A/V clips
 4. A **detailed report**, in print is **COMPUSLORY** for all the interns



TASK ALLOCAION MATRIX FOR INERNS FROM B.A SOICAL WORK			
S.N	COMPULSORY ACTIVITIES	OPTIONAL ACTIVITY (ANY ONE)	
1	SWOT analysis of the organization you have interacted with. The focus should be on the strengths weaknesses opportunities and threats of/for the organization OR the target village/target population. This MUST be done in consultation with the officials/ inhabitants of the organization/village.	1	A brief report on the village summarizing its demography and social work/development related issues.
		2	FGD Report from the village on any pressing issue or need you have identified in consultation with the organization staff.
		3	One case study (each student has to do one from that village on any pressing issue)
2	A Mini Project Proposal Based on your interaction with the organization with the officials of the organization you are visiting. The goal of the proposal will be to imptove the socio-economic indicators of the target village/population. (3-4 Pages)	4	A detailed report on the organogram/ administrative hierarchy structure
		5	A small documentary/selfimentary on any particular dimension of the social/economic/cultural aspect of the village life. This should be relevant to the principals and practices of social work. The length of the documentary/ selfimentary should be 5-10 minutes.

#All the A/V recording should be done with due permission from the respective agencies they have visited

15. Organisation Orientation Report

No. : 1

Day and Date:

Name of the Agency/Organization: Full name of the agency

Location of the Agency: The correct and full address of the agency

Introduction: The trainee/ social work student attended the organization orientation of
(Write a brief introduction in 2-3 sentences)

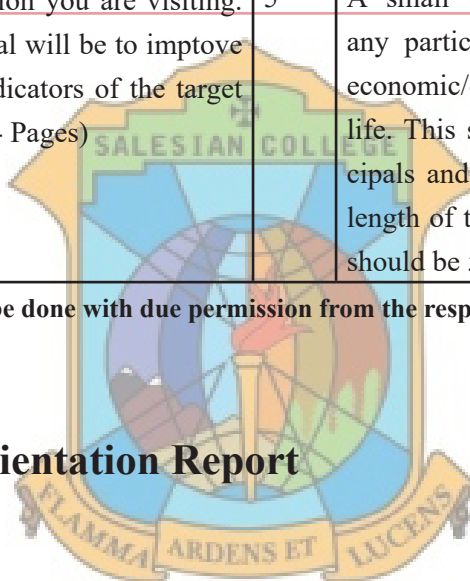
About the Agency: Mention the history of the agency (when it started, what does it work for)

Vision and Mission:

Objectives of the Agency:

Board of Directors: structure of the agency/ organization

Activities and programs run by the organization/ agency: Write down the different kinds of activities and programs that the agency conducts/ organizes.



ONLINE COPY

Role of Social Worker: role of a s/w in the organization/ if no s.w – possible roles of s.w..

Observation:

Learning:

Any other information:

The report should always be written in third person, past tense. This means you should not use personal pronouns like “I” or “we.” And all the learning and observations you mention in the report should be written about as if they happened in the past.

16. Webinar Reports

Day & Date:

Platform: (Online - google meet/ zoom)

Topic:

Keynote Speaker/Speakers/Resource Persons: (Full name with designation and address)

Report on the webinar.

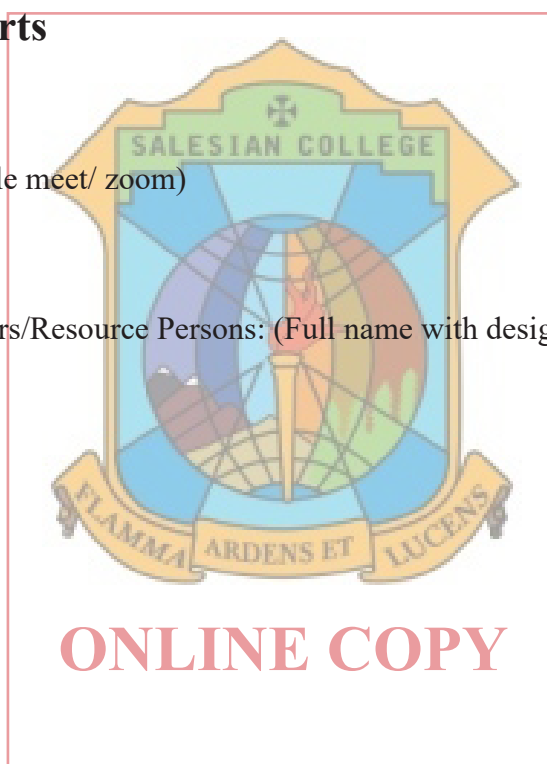
Organiser

Participants

Discussion on the topic

Overall experience

Learning of the student



The report should always be written in third person, past tense. This means you should not use personal pronouns like “I” or “we.” And details the learning you mention in the report should be written about as if they happened in the past.

17. Research Project Guide

Dissertation would be carried out by the students during 5th and 6th semester of BSW. It would be conducted simultaneously with the concurrent field work. The dissertation would be based on primary data, however, dissertation based on secondary data could also be undertaken by the student with due consultation of the field work supervisor. The dissertation work would enable the student to develop a clear understanding of the research and different steps associated with it.

The topic for dissertation would be chosen based on a student's own area of interest in consultation with the field work/research supervisor. The student would work with a field work supervisor who would also provide guidance and support throughout the course of the research.

17.1 The format for preparing synopsis/proposal

- ❖ Introduction: Identification of issue and development of proposal
- ❖ Literature review
- ❖ Objectives
- ❖ Research methodology (Universe, Sampling, Tool Preparation)
- ❖ Data collection
- ❖ Analysis and interpretation of data
- ❖ Report writing
- ❖ Conclusion
- ❖ Reference

✓ Synopsis/proposal will be of around 4-5 typed pages

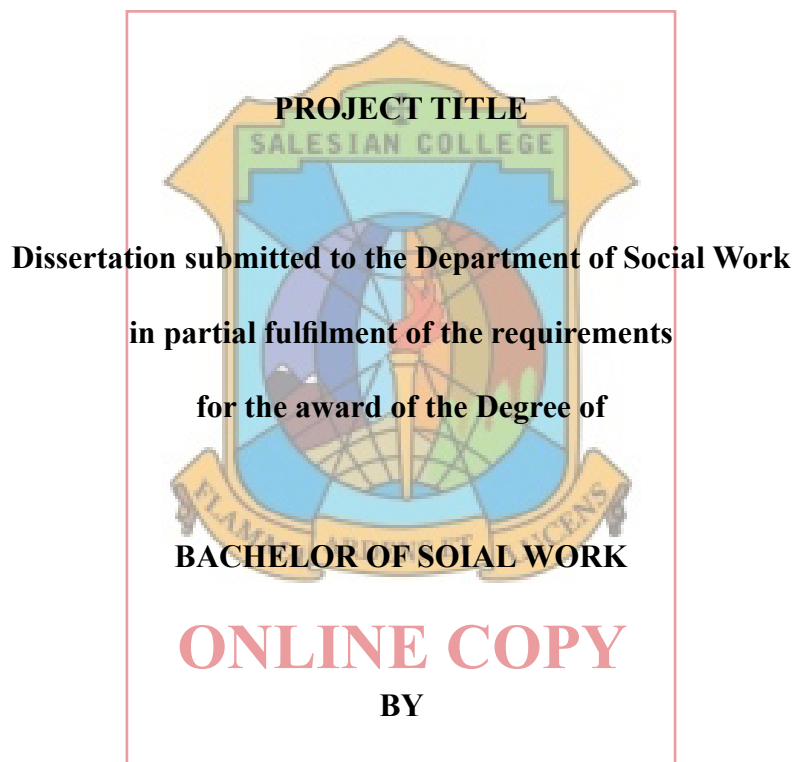
✓ Submit 2 copies of the same well in advance

17.2 The format for dissertation

- The dissertation shall normally be of 80-100 pages with proper references and scientific Organization, along with summary of around 2-3 pages before the commencement of the examinations of semester-6

- The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.
- Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) in the department.
- The references are to be written in the APA style.
- The responsibility for ensuring the originality of the dissertation is that of the student and the faculty supervisor.

Presenting and submitting the work of another student(s) as one's own work will be considered as breach of academic integrity and which ultimately may be treated as misconduct.



(NAME OF THE STUDENT)

Under the supervision of

(NAME OF THE RESEARCH SUPERVISOR)

Designation

Department



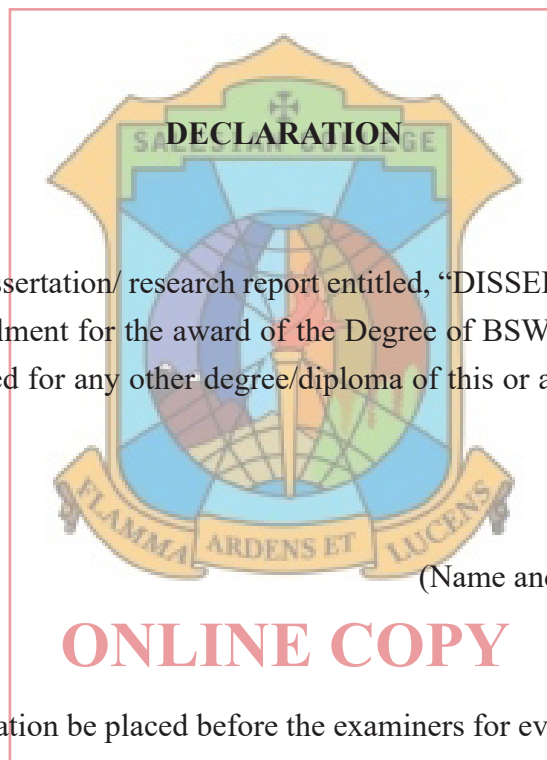
Department of Social Work

Salesian College, Siliguri

Place

Year

DATE: DD/MM/YYYY



This is certify that the dissertation/ research report entitled, “DISSERTATION TITLE” submitted by me in partial fulfilment for the award of the Degree of BSW of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

(Name and Signature of the Student)

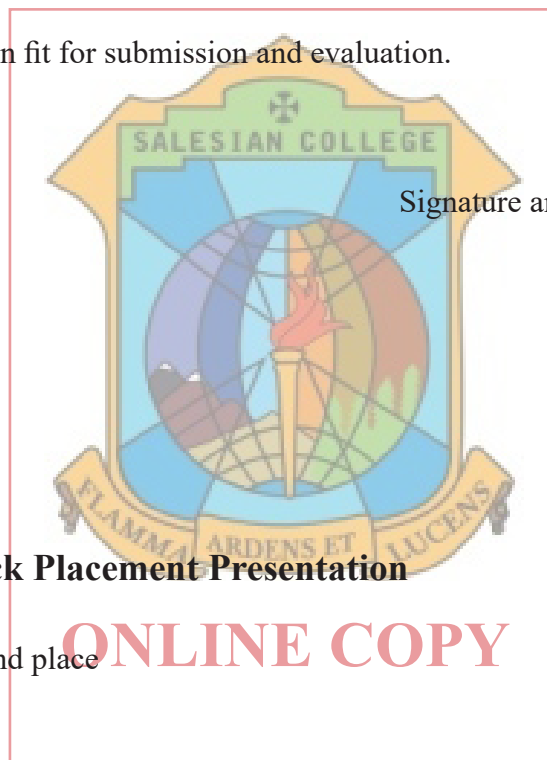
I recommend this dissertation be placed before the examiners for evaluation.

(Name and Signature of the Faculty Supervisor)

CERTIFICATE

On the basis of the declaration submitted by Mr. /Ms..... student of BSW (Semester–VI), year, I hereby certify that the dissertation titled “.....” which is being submitted to the in partial fulfilment of the requirement for the award of the degree of BSW, is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for the award of any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.



Signature and Name of the Supervisor

Date: DD/MM/YEAR

Place:

17.3 Internship/Block Placement Presentation

1. Organisation name and place
2. Name of the intern
3. Duration of internship

Details of the slides

1. outline of the presentation
2. introduction of the organization
3. objectives of the internship
4. work done (overall/consolidated)
5. overall learning

6. evaluation of the work done
7. suggestions(for the improvement of internship programme)
8. conclusion
9. thank you

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*Approved By
The Principal
Salesian College, Sonada-Siliguri
1 May 2021*

