

COLLEGE OF SOCIAL WORK

(Affiliated to University of Mumbai)

N.A.A.C Re-accredited with CGPA of 3.53 on four point scale at Grade 'A' (2015)



FIELD WORK MANUAL MASTER OF SOCIAL WORK

(2025-2026)

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I. OVERVIEW

The Field Work Manual provides guidelines about the objectives, expectations, and policies of the Field Work courses of the College of Social Work [Empowered Autonomous], Nirmala Niketan. It is designed for use by social work students, Field Instructors, and Field Work Organizations as a framework for reference on the learning outcomes of the Field Work courses for the Bachelor of Social Work programme.

A. FIELD WORK

Field work is an essential component of the Social Work curriculum and pedagogy. The rationale of Field work is to orient and expose students' social problems that lead to marginalization and oppression, and to critically analyse the interventions of various organizations in addressing these problems. Students learn to integrate their classroom learning with field experiences. Field Work aims at ongoing learning through the integration of theoretical constructs into practice which provides an opportunity to develop intervention skills in real-life situations. In structuring the Field Work, learning outcomes and indicators are made incremental over the six semesters.

Field Work is a set of core papers offered in the Social Work Programme offered at the College. Field work is a consciously planned set of experiences occurring in a practice setting designed to move students from their initial level of understanding, skills and attitudes to levels associated with autonomous social work practice' (Dhemba, 2012, p. 2 cited in Rao, 2020). The learning components encompass factual (knowledge) content, problem-solving and intervention (skills) content, critical self-understanding, and awareness (perspectives and attitudes) content. (Trevithick, 2013, cited in Rao, 2020). Reflection is underscored as a key value and skill across the learning components of Field Work.

II. MASTER OF SOCIAL WORK (Revised 2024)

A. Introduction:

The mission Master of Social Work (MSW) program at College of Social Work, Nirmala Niketan is to prepare graduates for advanced practice in their chosen field of specialisation. Offered since 1969, the mission of MSW is accomplished through the preparation of advanced social workers capable of practice in complex, diverse and ever-changing environments. Emphasis is placed on developing evidence-based knowledge and skills for ethical, culturally competent, socially just, and empowering interventions on all practice levels.

B. Core Competencies

The core competencies of the MSW Programme are:

1. Demonstrate Ethical and Professional Behaviour
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Each core competency is defined by a set of practice behaviours that demonstrate achievement of the competency. Students are assessed throughout their graduate study on progress toward achieving these competencies.

All students of the MSW programme receive instruction in the Foundations of Social Work. The courses offered include Social Work History/ Philosophy, Human Behaviour and the Environment, Social Welfare, Research, and Fundamentals of Social Work Practice, providing a foundation for all fields in social work. Specializations are built upon this framework to teach targeted skills and knowledge in individual practice areas- three fields of practice areas for MSW students to specialize. Students choose from a specialised field of **Health; Child and Family; or Community** Social Work practice.

Health Social Work practice-prepares students for advanced social work practice in multiple clinical/ health settings, often working with interdisciplinary teams. The specialization is designed for those who wish to work one-on-one with clients, families, and groups, providing case management, counselling, mental health care, and more.

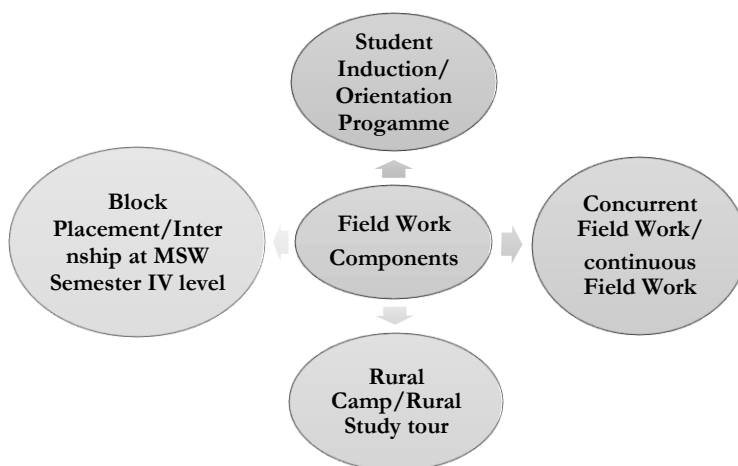
Child and Family Social Work practice- prepares students for working with children and families. Students learn to apply life span, family systems theories and methods of intervention with women, children, youth and senior citizens.

Community Social Work practice- prepares students for working with public and/or non-profit organizations, communities, and labour/human rights agencies. Students learn to apply evidence-informed and asset-based community practice frameworks and methods of intervention to develop

responsive human resource systems, sustainable physical and social environments, and just public and institutional policies.

III.FIELD WORK COMPONENTS

Field Work in a social work educational programme involves multiple learning pedagogies and activities. Field Work courses at MSW level has four components:



i. Student Induction Programme (SIP)/Orientation Programme

The University Grants Commission's Student Induction Policy, 2019, endorses the relevance of the Student Induction Programme for new entrants. The Policy states that the purpose of the *Student Induction* is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and Faculty Members, and expose them to a sense of larger purpose and self-exploration. The term *induction* generally describes the process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, Induction is a well-planned event to educate the new entrants about the environment in a particular institution and connect them with the people in it.

The College of Social Work has formulated the Student Induction Programme for the new entrants at the Social Work Programme, based on the four components outlined by the University Grants Commission Student Induction Programme Policy, 2019. The SIP at the College is organized during the first two weeks of the new academic year. The minimum hours allotted for the Student Induction Programme is 36 hours per semester.

Attendance in the Student Induction Programme/Orientation Programme is mandatory. Students have to compensate the days they have been absent from Field Work during the Field Work. Students who are unable to attend the Student Induction Programme due to late admission will be required to compensate for the hours during the Field Work Programme.

ii. Concurrent Field Work and Continuous Field Work

Students are placed in groups for Field Work across varied settings in Mumbai, Thane, and Raigad. Field Work includes:

- i. Concurrent Field Work-Two consecutive days in a week: Thursday afternoon, Friday full day and Saturday full day) and
- ii. Continuous Field Work-generally organized during the second semester which helps students a total immersion into the learning experience, ensuring continuity with the client system and exposure to multiple learning opportunities.

iii. Rural Camp/Rural Study Tour

A five-day rural camp/rural study tour is organised in MSW I Semester II to provide students with exposure to socio-economic, political, and cultural situations and problems of rural life under the guidance of the Faculty Members. Visits to various organisations working with marginalized groups are planned to provide insights into their intervention strategies. Rural camp/rural study tour is designed in such a way that students get involved in the entire process of planning, administrating and evaluation of the camp through their organisation in various committees. This process also facilitates group living amongst students. College has a Camp Policy in place which outlines broader objectives of the camp, learning outcomes and assessment. *All expenses of the camp are borne by the students.*

iv. Block Placement

Students of Master of Social Work, Second Year must complete the one-month Block Placement at the end of Semester IV. The Block Placement aims to prepare students for more advanced job roles by encouraging them to independently undertake need-based interventions in the organization. Students are allowed to choose the organizations for Block Placement from a list of organizations provided by the College or select organizations across India based on their professional interests. The organizations selected by the students must meet the criteria of the Placement Policy of the College and be approved by the Field Work Committee. *Students are not permitted to select organizations in which they have received a job offer for their Block Placement to avoid conflict of interest.* Detailed Block Placement guidelines are provided as Annexure No. 8

IV. Master of Social Work (Revised 2024)
Semester wise Field Work courses with Indicators for Assessment

MASTER OF SOCIAL WORK (Revised 2024)

SEMESTER I

ACADEMIC YEAR: _____

FACE SHEET

NAME OF THE STUDENT: _____

NAME OF THE FIELD WORK PLACEMENT: _____

NAME OF THE FACULTY ADVISOR: _____

NAME OF THE FIELD INSTRUCTOR: _____

NAME OF THE FIELD CONTACT _____

TOTAL DAYS/HOURS COMPLETED BY THE STUDENT: _____

NUMBER OF DAYS ABSENT: _____

TOTAL DAYS/HOURS COMPENSATED BY THE STUDENT: _____

TASKS ACCOMPLISHED:

- 1.
- 2.
- 3.
- 4.

NAME OF THE STUDENT: _____

SIGNATURE OF THE STUDENT WITH DATE: _____

NAME OF THE FIELD INSTRUCTOR: _____

SIGNATURE OF THE FIELD INSTRUCTOR WITH DATE: _____

NAME OF THE FACULTY ADVISOR: _____

SIGNATURE OF THE FACULTY ADVISOR WITH DATE: _____

DAY/DATE AND TIME OF THE EVALUATION: _____

MASTER OF SOCIAL WORK (Revised 2024)

SEMESTER II

ACADEMIC YEAR: _____

FACE SHEET

NAME OF THE STUDENT: _____

NAME OF THE FIELD WORK PLACEMENT: _____

NAME OF THE FACULTY ADVISOR: _____

NAME OF THE FIELD INSTRUCTOR: _____

NAME OF THE FIELD CONTACT _____

TOTAL DAYS/HOURS COMPLETED BY THE STUDENT: _____

NUMBER OF DAYS ABSENT: _____

TOTAL DAYS/HOURS COMPENSATED BY THE STUDENT: _____

TASKS ACCOMPLISHED:

- 1.
- 2.
- 3.
- 4.

NAME OF THE STUDENT: _____

SIGNATURE OF THE STUDENT WITH DATE: _____

NAME OF THE FIELD INSTRUCTOR: _____

SIGNATURE OF THE FIELD INSTRUCTOR WITH DATE: _____

NAME OF THE FACULTY ADVISOR: _____

SIGNATURE OF THE FACULTY ADVISOR WITH DATE: _____

DAY/DATE AND TIME OF THE EVALUATION: _____

Program	MSW (Revised 2024)
Course Code	CC403
Course Title	Field Work- I
Semester	I
Credits	4

Course Objectives

The course objective is to:

1. Understand the fundamental concepts in social work practice.
2. Understand and apply the social work methods and techniques to address issues faced by the persons/ groups/ communities the organization works with.
3. To develop skills in social work methods and techniques in field scenarios
4. To imbibe the value framework based on ethics and principles derived from the profession. integrate ethical values in social work practice in the field.’
5. To understand *Self* and assess one’s role as an interdisciplinary team member in the field setting.

Learner Outcomes

After completion of the course, the student will be able to

- CO 09:** Demonstrate an understanding of the fundamental concepts in social work practice within their field work settings.
- CO 10:** Apply basic social work methods and techniques in field scenarios, effectively engaging with individuals, families, groups, and communities to assess and address social issues.
- CO 11:** Uphold professional ethics and values in all interactions, demonstrating respect for diversity, social justice, and client autonomy in field work practice.
- CO 12:** Engage in reflective practice and self-assessment to foster continuous professional growth, learning, and effective integration of feedback in field work settings.

EVALUATION CRITERIA

ANALYTICAL ABILITY

Outcome Goal: The student collects information about the Field work organization using various sources and writes a report while locating it in the larger context. The student gains a comparative understanding of the Field work organization with other similar organizations at the city and state level, working on the same issue.

Indicators
1. Makes efforts to understand the organization by collecting information about the organization using various sources and writing a report while locating it in the larger context.
2. Understands cause and effect relationships in the context of problems faced by persons, groups, and the community.
3. Maintains a daily diary with noting and observations mentioned date-wise.
4. Ability to understand the organization through an in-depth literature review on the issues addressed by the organisation.
5. Ability to articulate and present an analytical paper on the strategy used by the organization
6. Prepares the client profile and illustrates the problems faced by them through case studies.

Mandatory Tasks
Develops a review document on Any One of the following-
• Analysis of the issue regarding its magnitude and progression over time. • Analysis of policy, scheme, or legislation; overview of intervention strategies concerning the issue, government implementation mechanism and civil society response. • Psycho-social profile of the client system (individual, group, or community), illustrating cause-effect relationships in the context of the problem situation
Submits an agency profile in the prescribed format
Submits a summary recording along with a critical analysis of the strategies used by the organization using theory learned in the class.

PROBLEM-SOLVING SKILLS

Outcome Goal: The student effectively utilises social work techniques in problem-solving and works with the various practice systems at the micro and macro levels.

Indicators
1. Introducing and identifying self as a professional social worker
2. Builds and strengthens working relationships at three layers: With the co-students/peers; with the staff/contact persons of the organization, with the persons either as individuals, as a group, or community members; and with other organizations /Government offices, the organization collaborates with.
3. Actively takes part in planning and implementing various programmes conducted by the organization
4. Writes clear, concise, structured timesheets, process recordings/activity reports, and programme reports as per the prescribed format. Integrates the tools and techniques taught in class in the presentation of the recordings.
5. Conducts home visits, community visits (community-based setting) and/or in-depth and reflective observation of sessions (Institutional setting).
6. Follows an appropriate communication pattern to facilitate the progression of the work assigned.

Mandatory Tasks
1. Undertakes simple need assessment surveys using fact-finding tools such as home visits, interviews, and observation.
2. Plans and undertakes independent sessions with diverse groups, making use of various forms of programme media.
3. Initiates and plans community-based programmes while networking with various other stakeholders.

PROFESSIONAL DEVELOPMENT

Outcome Goal

The student can identify as a professional social worker and integrate social work values and principles into the field practice.

Indicators
1. Takes initiative in the field
2. Is regular, punctual, accountable in the Fieldwork in terms of timing and hours and motivates others in the team to maintain discipline
3. Imbibes and reflects the basic values and ethics of professional social work
4. Demonstrates appropriate use of self and engages in multidisciplinary teamwork.
5. Displays awareness of body language, self and biases held and makes an effort to address the biases. The student introspects and makes efforts to change self.
6. Wears field-appropriate attire and presents self as a professional social worker

USE OF FIELD INSTRUCTION

Outcome Goal: The student understands and recognises the role of the Faculty Advisor, Field Instructor, and Field Contact, and takes responsibility for learning. The student acknowledges the relevance of Field Instruction for personal and professional growth.

Indicators
1. <i>Conferences:</i> Takes initiative in organising conferences regularly for planning tasks and guidance. Narrates the experiences of the Fieldwork and plans the tasks along with the Field Instructor and the team regularly. Maintains a record of the conferences separately. Follows up on tasks /suggestions discussed with Field Instructor/Faculty Advisor. . Introspects and accepts feedback positively and incorporates the suggestions of the Field Instructor for professional growth
2. <i>Recordings:</i> Ensures timely submission of recordings and utilizes recordings as a tool for learning.

Program	MSW (Revised 2024)
Course Code	CC407
Course Title	Field Work -II
Semester	II
Credits	4

Course Objectives

The objectives of the course are

1. To understand the dynamic role and responsibilities of the social worker across field settings
2. To develop the ability to analyse theory-practice linkages
3. To apply problem-solving, communication, administration and documentation skills in social work to field practice
4. To apply client centered approach in Field work practice
5. To demonstrate skills, attitudes and conduct as a professional social worker and function as an interdisciplinary team member.

Learner Outcomes

After completion of the course, the student will

- CO 41:** Demonstrate a comprehensive understanding of the role and responsibilities of a social worker in various field settings (e.g., healthcare, community development, child welfare, etc.) and integrate theoretical frameworks into practice through direct client engagement, group facilitation, and community intervention strategies.
- CO 42:** Exhibit proficiency in core social work skills, including effective communication, assessment, intervention planning, case documentation, and advocacy, by actively engaging in direct service delivery and collaborating with interdisciplinary teams in a professional environment.
- CO 43:** Demonstrate the development of a client-centered approach with an emphasis on cultural humility, empathy, ethical decision-making, and professional integrity. Engage in reflective practice to critically assess own personal biases and values, ensuring a respectful and nonjudgmental approach to diverse populations.
- CO 44:** Develop a professional social work identity by applying the principles of continuous self-reflection, self-care, and supervision. Demonstrate an awareness of the broader social work profession, its standards, and its contributions to social change, and actively seek opportunities for ongoing professional development.

EVALUATION CRITERIA

ANALYTICAL ABILITY

Outcome Goal: The student collects information about the Field work organization using various sources and writes a report while locating it in the larger context. The student gains a comparative understanding of the Field work organization with other similar organizations at the city and state level, working on the same issue.

Indicators
1. Completes the literature review on the issues addressed by the organization.
2. Prepares the client profile and illustrates the problems faced by them through case studies.
3. Locates the organization in a larger context and develops a SWOT analysis.
4. Reviews policies/ schemes related to the Field work issues.
5. Summary recording covers the strategies used by the organization.
6. Develops an organogram/ community map/ resource map.

Mandatory Tasks
1. Develop a review document on Any One of the following-
2. Analysis of the issue regarding its magnitude and progression over time.
3. Analysis of policy, scheme, or legislation; overview of intervention strategies concerning the issue, government implementation mechanism and civil society response.
4. Prepares a psycho-social profile of the client system (individual, group, or community) illustrating cause-effect relationships in the context of the problem situation

PROBLEM-SOLVING SKILLS

Outcome Goal: The student effectively utilises social work techniques in problem-solving and works with the various practice systems at the micro and macro levels.

Indicators
1. Prepares a weekly plan/actively participates in the planning process.
2. Writes clear, concise, structured timesheets, reflective process recordings, and programme reports with analysis and theoretical linkages.
3. Conducts simple surveys for need assessment/ assessment of the organization's interventions. The student conducts home visits/ community visits (in community settings)/ in-depth and reflective observation of sessions (in institutional set-up).
4. Utilises effective verbal and nonverbal communication skills
5. Executes tasks using appropriate programme media/ IEC
6. Mobilises of resources required in the problem-solving process.
7. Prepares a weekly plan/actively participates in the planning process.

Mandatory Tasks	
1.	Undertakes simple need assessment surveys using fact-finding tools such as home visits, interviews, and observation.
2.	Plans and undertakes independent sessions with diverse groups, making use of various forms of programme media.
3.	Initiates and plans community-based programmes while networking with various other stakeholders.

PROFESSIONAL DEVELOPMENT

Outcome Goal

The student can identify as a professional social worker and integrate social work values and principles into the field practice.

Indicators	
1.	Takes initiative in the field
2.	Demonstrates ethical and professional conduct in the field.
3.	Demonstrates appropriate use of self and engages in multidisciplinary teamwork.
4.	Displays maturity and sensitivity while dealing with the socio-cultural context of the client.
5.	Demonstrates accountability to stakeholders.
6.	Displays awareness of body language, self and biases held and makes an effort to address the biases. The student introspects and makes efforts to change self.

USE OF FIELD INSTRUCTION

Outcome Goal: The student understands and recognises the role of the Faculty Advisor, Field Instructor, and Field Contact, and takes responsibility for learning. The student acknowledges the relevance of Field Instruction for personal and professional growth.

Indicators	
1.	Attends all group and individual conferences and maintains a record of them separately; takes up specific roles during conferences; ensures timely submission of recordings and utilizes recordings as a tool for learning.
2.	Introspects and accepts feedback positively and incorporates the suggestions of the Field Instructor for professional growth.

MASTER OF SOCIAL WORK (Revised 2024)

SEMESTER III

ACADEMIC YEAR: _____

FACE SHEET

NAME OF THE STUDENT: _____

NAME OF THE FIELD WORK PLACEMENT: _____

NAME OF THE FACULTY ADVISOR: _____

NAME OF THE FIELD INSTRUCTOR: _____

NAME OF THE FIELD CONTACT _____

TOTAL DAYS/HOURS COMPLETED BY THE STUDENT: _____

NUMBER OF DAYS ABSENT: _____

TOTAL DAYS/HOURS COMPENSATED BY THE STUDENT: _____

TASKS ACCOMPLISHED:

- 1.
- 2.
- 3.
- 4.

NAME OF THE STUDENT: _____

SIGNATURE OF THE STUDENT WITH DATE: _____

NAME OF THE FIELD INSTRUCTOR: _____

SIGNATURE OF THE FIELD INSTRUCTOR WITH DATE: _____

NAME OF THE FACULTY ADVISOR: _____

SIGNATURE OF THE FACULTY ADVISOR WITH DATE: _____

DAY/DATE AND TIME OF THE EVALUATION: _____

MASTER OF SOCIAL WORK (Revised 2024)

SEMESTER IV

ACADEMIC YEAR: _____

FACE SHEET

NAME OF THE STUDENT: _____

NAME OF THE FIELD WORK PLACEMENT: _____

NAME OF THE FACULTY ADVISOR: _____

NAME OF THE FIELD INSTRUCTOR: _____

NAME OF THE FIELD CONTACT _____

TOTAL DAYS/HOURS COMPLETED BY THE STUDENT: _____

NUMBER OF DAYS ABSENT: _____

TOTAL DAYS/HOURS COMPENSATED BY THE STUDENT: _____

TASKS ACCOMPLISHED:

- 1.
- 2.
- 3.
- 4.

NAME OF THE STUDENT: _____

SIGNATURE OF THE STUDENT WITH DATE: _____

NAME OF THE FIELD INSTRUCTOR: _____

SIGNATURE OF THE FIELD INSTRUCTOR WITH DATE: _____

NAME OF THE FACULTY ADVISOR: _____

SIGNATURE OF THE FACULTY ADVISOR WITH DATE: _____

DAY/DATE AND TIME OF THE EVALUATION: _____

Program	MSW (Revised 2024))
Course Code	CC 503
Course Title	Field Work in Specialization Area- Part 1 A. Health Social Work Practice B. Community Social Work Practice C. Child and Family Social Work Practice
Semester	III
Credits	4

A. Health Social Work Practice

Course Objectives

The objectives of the course are to

1. Apply the principles of programme planning, budgeting, implementation, and evaluation of health programmes and initiatives
2. Develop and apply the skills in networking to ensure need-based and accessible, affordable health care services.
3. Understand the roles, responsibilities and educational requirements of a variety of health care professionals as part of the health care team.

Learner Outcomes

After completion of the course, the student will

CO 73: Utilises the principles of programme planning, budgeting, implementation, and evaluation of health programmes and initiatives

CO 74: Exhibits skills in building effective, sustainable partnerships and collaborations that ensure need-based, accessible, affordable and effective healthcare services

CO 75: Demonstrates an understanding of the roles and responsibilities of different members of the healthcare team, as well as the educational requirements for admissions and licensure for common healthcare programs for a variety of healthcare professionals

ANALYTICAL AND SKILLED TASKS

Indicators
1. Designs a programme on Health Education in collaboration with various stakeholders and utilises oral, written, digital and visual presentation
2. Intervenes and does follow-up in a minimum of two cases using problem-solving skills, psychosocial assessment and mobilization of resources and referrals
3. Identifies and undertakes group-based counselling sessions (8 sessions)

PROFESSIONAL DEVELOPMENT

Indicators
1. Demonstrates appropriate use of self and engages in multidisciplinary teamwork.
2. Demonstrate practising ethical codes and values with patients, their families, and all healthcare team members.
3. Demonstrates empathy, reflection, and interpersonal skills to effectively engage with diverse clients and stakeholders.

USE OF FIELD INSTRUCTION

Indicators
1. Submits weekly recordings regularly and in the specified format.
2. Demonstrates openness to learning and taking suggestions from the Field Instructor
3. Appreciates the Field Instructor's efforts at guidance through comments in the recordings and uses them to prepare for conferences.
4. Takes leadership in initiating, discussing, and highlighting issues in group conferences, and solving problems in the team
5. Submits weekly recordings regularly and in the specified format.

B. Community Social Work Practice

Course Objectives

The objectives of the course are to:

1. Learn and apply community development skills in field practice
2. Apply communication and administrative skills in work with communities
3. Examine the relevance of people's participation in planned interventions

Learner Outcomes

After completion of the course, the student will

- CO 76:** Demonstrates community development skills such as identifying, influencing and engaging grass root urban leaders, rapport building, resource mobilization, recording, **advocacy and lobbying**
- CO 77:** Demonstrate skills in communicating, fact-finding, fundraising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation
- CO 78:** Reflect on the importance of people's participation in implementing the intervention planned

ANALYTICAL AND SKILLED TASKS

Indicators
1. Exhibits community mobilization and organization skills
2. Participates in networking with various organizations at micro and macro levels for need-based interventions.
3. Utilizes problem- solving skills and resource mobilization (within or outside the community) in addressing any one issue of the community

PROFESSIONAL DEVELOPMENT

Indicators
1. Engages in reflective practice and self- regulation while maintaining personal values and professionalism in practice situations
2. Demonstrates professional demeanor in behavior; appearance, and oral, written, and electronic communication.
3. Utilize supervision and consultation to guide professional behavior.

USE OF FIELD INSTRUCTION

Indicators
1. Submits weekly recordings regularly and in the specified format.
2. Demonstrates openness to learning and taking suggestions from the Field Instructor
3. Appreciates the Field Instructor's efforts at guidance through comments in the recordings and uses them to prepare for conferences.
4. Takes leadership in initiating, discussing, and highlighting issues in group conferences, and solving problems in the team
5. Utilizes the Field Instructor in a consultative capacity

C. Child and Family Social Work Practice

Course Objectives

The objectives of the course are to:

1. Learn and develop skills in working with individuals and families across various settings
2. Learn and apply counselling and psychotherapeutic skills in case work interventions
3. Develop and reflect on a theoretical framework based on social work intervention models in interventions with families and children.

Learner Outcomes

After completion of the course, the student will

CO 79: Utilize skills in working with families and children across various settings, including child protection and child placement, home-based services to families at risk, etc.

CO 80: Apply counselling and psychotherapeutic interventions in casework and case referrals

CO 81: Apply social work intervention models with families and children

ANALYTICAL AND SKILLED TASKS

Indicators
1. Conducts assessment of families through Ecomap, Genogram and Family Dynamics and other social work techniques, such as Home Visits, Observation, etc
2. Conducts sessions on Family Life Education
3. Develops a child and/or family-centred plan and referrals in a minimum of two cases of children

PROFESSIONAL DEVELOPMENT

Indicators
1. Demonstrate child and family practice competencies while performing assigned responsibilities.
2. Relate to families with maturity, courtesy, respect, acceptance and patience
3. Demonstrates the ability to introspect and handle dilemmas in Field Work through documentation and Conferences.

USE OF FIELD INSTRUCTION

Indicators
1. Submits weekly recordings regularly and in the specified format.
2. Demonstrates openness to learning and taking suggestions from the Field Instructor
3. Appreciates the Field Instructor's efforts at guidance through comments in the recordings and uses them to prepare for conferences.
4. Takes leadership in initiating, discussing, and highlighting issues in group conferences, and solving problems in the team
5. Utilizes the Field Instructor in a consultative capacity

Program	MSW (Revised 2024)
Course Code	CC507
Course Title	Field Work in Specialization Area- Part II A. Health Social Work Practice B. Community Social Work Practice C. Child and Family Social Work Practice
Semester	IV
Credits	4

A. Health Social Work Practice

Course Objectives

The objectives of the course are to:

1. Apply the principles of programme planning, budgeting, implementation, and evaluation of health programmes and initiatives
2. Develop and apply the skills in networking to ensure need-based and accessible, affordable health care services.
3. Understand the roles, responsibilities and educational requirements of variety of health care professionals as part of the health care team.

Learner Outcomes

After completion of the course, the student will

- CO 111:** Apply the principles of programme planning, development, budgeting, implementation, and evaluation of health programmes and initiatives
- CO 112:** Develop effective sustainable partnerships and collaborations that assure need-based, accessible, affordable and effective healthcare services
- CO 113:** Demonstrate an understanding of the roles and responsibilities of different members of the healthcare team, as well as the educational requirements for admissions and licensure for common healthcare programs for a variety of healthcare professionals

ANALYTICAL AND SKILLED TASKS

Indicators
1. Designs a programme on Health Education in collaboration with various stakeholders and use oral, written, digital and visual presentation
2. Counselling intervention and follow-up in a minimum of two cases through the use of problem- solving skills, psychosocial assessment mobilization of resources and referrals
3. Identifies and undertakes group- based counselling sessions (8 sessions)
4. Undertakes psychoeducational programmes
5. Designs a programme on Health Education in collaboration with various stakeholders and use oral, written, digital and visual presentation

PROFESSIONAL DEVELOPMENT

1. Demonstrates appropriate use of self and engages in multidisciplinary teamwork.
2. Demonstrates an understanding of an ethical system of care that values patients, their families, and all healthcare team members.
3. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and stakeholders.

USE OF FIELD INSTRUCTION

1. Submits weekly recordings regularly and in the specified format.
2. Demonstrates openness to learning and taking suggestions from the Field Instructor
3. Appreciates the Field Instructor's efforts at guidance through comments in the recordings and uses them to prepare for conferences.
4. Takes leadership in initiating, discussing, and highlighting issues in group conferences, and solving problems in the team
5. Utilizes the Field Instructor in a consultative capacity

B. Community Social Work Practice

Course Objectives

The objectives of the course are to:

1. Learn and apply community development skills in field practice
2. Apply skills communication and administrative skills in work with communities
3. Examine the relevance of people's participation in planned interventions

Learner Outcomes

After completion of the course, the student will

CO 114: Apply community development skills such as identifying, influencing and engaging grassroots urban leaders, rapport building, resource mobilization, recording, advocacy and lobbying

CO 115: Apply skills of communicating, fact-finding, fundraising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation

CO 116: Demonstrate the importance of people's participation in implementing the intervention planned.

ANALYTICAL AND SKILLED TASKS

Indicators
1. Participates in networking with various organizations at the micro and macro levels for need-based interventions.
2. Utilizes problem-solving skills and resource mobilization (within or outside the community) in addressing any one issue of the community.

PROFESSIONAL DEVELOPMENT

Indicators
1. Reflects and engages in self-regulation to manage personal values and maintain professionalism in practice situations
2. Demonstrates professional demeanour in behaviour, appearance, and oral, written, and electronic communication;
3. Utilises supervision and consultation to guide professional judgment and behaviour.

USE OF FIELD INSTRUCTION

Indicators
1. Submits weekly recordings regularly and in the specified format.
2. Demonstrates openness to learning and taking suggestions from the Field Instructor
3. Appreciates the Field Instructor's efforts at guidance through comments in the recordings and uses them to prepare for conferences.
4. Takes leadership in initiating, discussing, and highlighting issues in group conferences, and solving problems in the team
5. Utilizes the Field Instructor in a consultative capacity

C. Child and Family Social Work Practice

Course Objectives

The objectives of the course are to:

1. Develop skills in working with individuals and families across various settings
2. Understand and apply counselling and psychotherapeutic skills in case work
3. Understand and apply the skills in methods courses in interventions with families and children.

Learner Outcomes:

- CO 117:** Applies skills in working with families and children across various settings, including child protection and child placement, home-based services to families at risk, children's group and residential care, school social work, child guidance, child and family service, juvenile and family courts, child and family advocacy and policy development
- CO 118:** Demonstrates therapeutic interventions in casework and case referrals
- CO 119:** Applies social work methods for intervention with families and children

ANALYTICAL AND SKILLED TASKS

Indicators
1. Assessment of families through Ecomap, Genogram and Family Dynamics and social work techniques: <i>Home Visits, Observations etc.</i>
2. Conducts a session on Family Life Education
3. Conducts assessments through home visit meetings, observation, and resource consultation
4. Develops a case plan and referrals for a minimum of two cases of children in need of care and protection
5. Conducts capacity-building workshops for various stakeholders in working with children and families

PROFESSIONAL DEVELOPMENT

Indicators
1. Demonstrates competency, good judgment, and self-control in working with families and when performing assigned responsibilities;
2. Relates to families with maturity, courtesy, respect, acceptance and patience
3. Demonstrates the ability to introspect and reflect on social issues affecting children and families; on one's views and practices as well as dilemmas during both in recordings and conferences.

USE OF FIELD INSTRUCTION

1. Submits weekly recordings regularly and in the specified format.
2. Demonstrates openness to learning and taking suggestions from the Field Instructor
3. Appreciates the Field Instructor's efforts at guidance through comments in the recordings and uses them to prepare for conferences.
4. Takes leadership in initiating, discussing, and highlighting issues in group conferences, and solving problems in the team
5. Utilizes the Field Instructor's guidance in a consultative capacity

V. DUTIES AND RESPONSIBILITIES

A. FIELD WORK COMMITTEE-

The Field Work Committee coordinates the Field Work Programme. The tasks undertaken by the Field Work Committee are listed below:

Coordination of Field Placements for all classes

1. Select Field Work placements as per the Field Placement Policy of the College. Placement requests sent by organizations are reviewed at the end of the academic year. A core team is formed to visit the organization and review the scope of learning opportunities for the class of students required by the organization. The review is shared during the Faculty Meetings for final decision.
2. Informing organizations selected for placement about the commencement of the Field Work programme, and the Field Work Calendar [dates of the Field Work].
3. A Memorandum of Understanding needs to be established with the agency for each academic year. Coordination with organization for the MOU/Acceptance Letter, and Field Experience Certification in consultation with the Faculty Advisor.
4. Assigning Field placements to students across classes based on a detailed review of previous Field experiences, supervisors, place of residence, requirements of the placement organizations and so on.
5. Allotment of placements to the Bachelor of Social Work Third Year based on the area of specialisation
6. Orient the agency on the Field Work Objectives, the Field Work Calendar for the academic year, Field Work policies, and circulars
7. Organize Field Supervisors meetings once a Term to discuss, dialogue and review the Field Work Programme in the best interests of the students and values of the social work profession.
8. Obtain structured feedback from all relevant collaborators related to Field Work at the end of the academic year.
9. Collate the minutes of the meetings and annual feedback received by the Field Work agency for identifying relevant measures to enhance the quality of the Field Work programme
10. Address feedback/concerns of the agency regarding the placement in consultation with the Faculty Advisor/Field Instructor of the Placement.
11. Review of continuation of Field placement in any agency for Term II based on any emerging concerns.

Consultation and Guidance

1. Orient newly appointed Field Instructors on roles, responsibilities, recordings, and continuous and term-end assessment
2. Coordinate with Field Instructors regarding the day/date/ time of assessment in each term

Documentation

1. Distribution of Field Work Manual to all collaborators.
2. Consolidated Time Sheets to be prepared annually as per the academic calendar.
3. Distribution of assessment forms to all Field Instructors.
4. Periodical review of Field Work manuals, policies, and assessment processes in consultation with the Faculty Advisors/Field Instructors based on learning outcomes.
5. Format for entry of Field Work marks to the Administrative Department.
6. Maintenance of records: MOUs, Consolidated Time Sheets, Field Work Calendar, Field Work Reports, Mark sheets and so on
7. Annual Report and presentation of the Field Work Practicum of the academic year.

Support Examination Committee for Assessment of Field Work Courses

1. Facilitating assessment of all the field work courses in each semester of BSW program
2. Facilitating assessment of Internship (On-Job training) at BSW Semester VI level
3. Organize Small Group Meetings at the end of Term I and External Assessments at the end of Term II.
4. Finalization of the Panel for External Assessment in coordination
5. Coordination with Field Instructors for submission of Field Work documents of students.
6. Obtaining structured feedback from Field Instructors/External Examiners on the assessment process and Field Work programme.

Block Placement for Master of Social Work, Second Year.

1. Orientation to Master of Social Work Second Year students on the Block Placement Programme and Policy.
2. Confirmation of the organization selected for the Block Placement based on the Placement Policy of the College
3. Official correspondence with the selected organization for the Block Placement with details of the students, assessment process, and Block Placement Policy.
4. Coordination with students and administrative in charge for submission of the Block Placement Report.

5. Coordination with organization for MOU/Acceptance Letter, Assessment Form and Block Placement Certification.
6. Maintaining Block Placement reports, agency correspondence and assessment forms for records.

Interagency Collaboration/Seminars and Workshops

Organizing interagency events on important aspects of the Field Work based on emerging trends and programmes

B. FIELD SUPERVISORS

An important aspect of the Field Work practicum is Student Mentorship. Supervisory relationship shapes how students and supervisors approach the Field Work experience and determines the quality of learning and skill development that affects interventions with the persons the organization works with. Types of Field Work Supervision include supervision provided by Faculty Members; contracted social work practitioners appointed as Field Instructors; and Field Contacts within the organization. Students may receive supervision from more than one Field Contact, including an organization-based supervisor, along with the Field Instructor.

i) Faculty Advisor

The Faculty Advisor is a liaison between the College, the organization, and the student. The Faculty Advisor helps the student adjust to the field and the social work programme. The Faculty Advisor is expected to:

1. Inform the organizations of confirmation of the student's placement at the beginning of the year, and give relevant information about the student to the organization such as the profile of the student, previous social work experience, special interest, and any other relevant information wherever needed. The information that is likely to prejudice the organization should be avoided.
2. Provide the Field Instructors with a copy of the Field Work Manual.
3. In consultation with the Field Instructor and Field Contact plan the tasks for students in the field.
4. Discuss the placement with the student and give an orientation regarding Field Work patterns and assessments.
5. Accompany students to the organization and introduce them to the Field Instructor/Field Contact and organization staff.

6. Meeting with students assigned at least once a month to discuss Field Work-related experiences, and provide feedback and guidance whenever needed. If necessary, read their recordings in consultation with the Field Instructor. During conferences, concerns of assigned students other than those in the field may also be discussed such as difficulties in academics, scholarships required, attendance and so on. However, problems other than these should not be discussed to keep the role of an educator distinct from that of a therapist. Students requiring emotional help may be referred to the Counsellor.
7. Keep regular contact with the Field Instructor regarding the student's performance in the field and offer suggestions-based feedback.
8. Visit the organization (2-3 visits per term) to obtain first-hand knowledge of the organization's functioning and the student's progress.
9. Hold regular meetings with the organization personnel, such as the Field Instructor, Field Contact, and others who are involved in the student's learning.
10. Review the student's assignments and recordings whenever necessary.
11. At the end of the Field Work Term, meet the Field Instructor/Field Contact for evaluation. Learning experiences, supervision, student performance, and recommendations for future placements should be discussed.

ii) Field Instructor

The Field Instructor is directly responsible for the student's learning in the field. In most instances, the Faculty Advisor and the Field Instructor are the same people. The Field Instructor must have a degree of Master of Social Work degree from an accredited College of Social Work with a minimum of two years of experience in the field. The Field Instructor is expected to:

1. Obtain knowledge of the student's profile before Field Work begins.
2. Prepare the organization personnel for the student's placement.
3. Provide students with a comprehensive orientation to the organization at the start of the Field Work. This orientation should include but is not limited to, introducing students to administrators and co-workers with whom the student will be interacting, orientation on relevant policies and procedures, including those related to safety, dress code and work hours, expectations for the Field Work and supervision, as well as any other relevant areas. Field Instructors are expected to discuss safety measures that should be taken and the process for reporting safety concerns, including harassment or discrimination.
4. Assign work to the student in consultation with the organization's personnel. Specific tasks should be assigned considering the sequential level of learning. These tasks may have to be

reviewed given the student's capacity, socio-economic background, previous experience, and Field Work Indicators.

5. Read the student's recordings regularly and write comments so that the student can come prepared for the conference. Comments should be related to the student's efforts at learning in the field.
6. Each week's recording should be read and signed by the Field Instructor. The date on which the recordings are read could be mentioned.
7. If a recording is submitted late, the Field Instructor must ask the student in writing the reason for doing so. Similarly, if the Field Instructor has not read recordings in time, reasons should be given to the student. If a student does not submit recordings in time despite repeated warnings on more than three occasions, a comment to that effect should be written in the student's file and the matter reported to the Faculty Advisor and Field Work Committee for further course of action.
8. The Field Instructor should maintain a monthly attendance form of students' hours. The monthly timesheet must be duly signed by the Faculty Advisor/Field Instructor. In case of Field Work hours for a month are below the prescribed hours, it should be brought to the notice of the student immediately in writing. The student must be informed of the future course of action.
9. Visit the organization at least once in two weeks during the Field Work and maintain contact and ongoing communication with the organization personnel.
10. In case of exceptional work done by a student, the recordings should be edited and sent to the Faculty Advisor/ organization personnel to be used for teaching purposes. Permission of the student and the organization concerned should be obtained before doing so.
11. Communicate and discuss students' progress with the Faculty Advisor.
12. Discuss students' progress in the field with the Field Contact.
13. Write an evaluative report of the student's performance based on the criteria specified in the Manual at the end of the Field Work Term.
14. Conduct an evaluation conference at the end of each term.
15. Attend Small Group meetings organized at the end of the term for standardization of marks.
16. Attend workshops/training programmes/mid-term meetings organized to improve/share Field Work experiences.

iii) Field Contact

The Field Contact should be a professional social worker. They may however be MSW, BSW or paraprofessional in social work. The Field Contact is expected to

1. Obtain knowledge about the student profile before placement.
2. Participate in the orientation of the student.
3. Be aware of the expected learning outcomes of the student.
4. Provide on-the-spot guidance to students on the rules of the organization.
5. Contact the Field Instructor regularly and inform the Field Instructor of the student's functioning and convey significant observations of the student's performance.
6. Act as a facilitator to students by offering knowledge regarding the organization and community resources.
7. Participate in the Field Supervisors' meetings and term-end evaluation.
8. Inform the Field Instructor of any change in contact details of the agency to facilitate correspondence.

In conclusion, the Faculty Advisor, the Field Instructor, and the Field Contact should work harmoniously to provide students with a meaningful opportunity to grow as a person and a professional.

iv) Social work student/Interns

1. Adhere to organization practices, policies, and procedures
2. Follow the Activity Plan established in consultation with the Supervisors including the compensation plan as approved by them.
3. Complete all tasks as assigned by the Field Instructor and seek assistance when needed.
4. Complete the documentation needs of the organization.
5. Participate each week in conferences with the Field Instructor.
6. Evaluate self as part of professional development.
7. Maintain discipline in the field as specified in the Manual and follow the Code of Conduct of the College.
8. Adhere to the learning outcomes and indicators specified in the Field Work Manual class-wise.
9. Participate with the Field Instructor in a formal evaluation at the end of each semester.
10. Seek permission from Field Supervisors through official correspondence for leave from Field Work and/or delay in recording submission.
11. Refrain from plagiarising Field Work documents and weekly recording reports. Strict action will be initiated for plagiarism.

VI. CONFERENCES

A. Individual Conferences

1. The Field Instructor may use individual conferences alternately according to the learning needs of the students.
2. Recordings are a tool for learning. Students should be encouraged to share and discuss their thoughts, feelings, actions, and reflections in the field.
3. Students should be encouraged to undertake reading assignments.

B. Group Conferences

1. Group Conferences can be held with students placed in the same organization or students placed in another organization assigned to the Field Instructor, or students placed in similar settings but different organizations.
2. The group conference may be guided by one or more Field Instructors/Faculty Advisors.
3. Students should be encouraged to chair group meetings/conferences, write minutes, and make presentations of the tasks accomplished during the meetings and conferences.

Areas for discussion during conferences could include reflections on the setting, the client system, its socio-economic background, students' efforts at learning to work with individuals, groups, and communities; relationships with peers and organization personnel; expected tasks and learning outcomes; students' perception and expectations from Field Instruction; students understanding of the tasks and its relevance to the overall goals of the organization and the objectives of national development, e.g., In a municipal school, a student involved in services geared to prevent drop-outs should know how the task is working to enhance the goal of education, essential for national development.

Conferences can also focus on the resources available to students for conducting their work on the micro/macro levels; students' capacity to integrate theory and practice and ways of doing the same; student's performance based on the indicators of evaluation specified in the Field Work Manual and blocks in learning.

The Field Instructor demonstrates the application of social work methods by engaging the students in role plays and mock interviews and sessions. The Field Instructor may also observe the student in the Field and then discuss the student's performance at the conference. Students

are also encouraged to make presentations during the conferences as instructed by the Field Instructor.

VII. ATTENDANCE

1. The total credits allotted for Field Work are **4 Credits**. One credit equals to minimum 45 hours. The hours to be completed for Field Work per semester are **180 hours**. Every student should have hundred percent attendance for Field Work.
2. Students should complete a minimum of 15 hours per week during Concurrent Field Work and a minimum of 6 hours a day, excluding lunch break.
3. Prior written permission must be obtained from the Faculty Advisor for leave /absence during Field Work days. A leave note duly signed by the parent/guardian with a medical certificate attached must be submitted in case of illness. The leave application will be verified by the Faculty Advisor/Field Instructor in consultation with the Field Work Committee. No communication of leave will be entertained on *WhatsApp*, *SMS*, or through another co-worker. **The student has to compensate for the days and hours as per the compensation plan approved by the Faculty Advisor/Field Instructor and Field Contact**
4. Students will be given a warning letter by mid-semester for non-completion of 50 percent of the required Field Work hours.
5. Students will avail of leave on Public Holidays/mid-semester breaks as per the leave policy of the Field Placement organization during the academic year.

VIII. FIELD PLACEMENTS

The provision of Field Work placement is a crucial component of social work education in preparing students for social work practice. Field placements provide various types of experiential learning. The Field Work Committee coordinates the placement of students in Field Work Organizations. Students are placed in the organization after taking into consideration their previous Field Work experiences, place of residence, and requirements of the placement organizations. Once the placement for Field Work is allotted the student is expected to continue in the assigned organization for two consecutive semesters. Students are not permitted to select or change the assigned placements. *Exceptions to this policy may occur under certain circumstances to be reviewed by the Field Work Committee.* Students in their second year will be assigned Field Work Placements as per the specialisations.

IX. DISCIPLINE

Students admitted to the programme are expected to behave with maturity, have respect for living beings, exhibit responsibility, and work towards maintaining the dignity and worth of individuals. To encourage ethical behaviour students are expected to adhere to the Code of Ethics and Conduct along with standard procedures of the College and the criteria for professional development specified in the Manual.

The following behaviour by the student during Field Work will be treated as misconduct.

1. Being frequently late for the Field Work without notifying the Faculty Advisor/Field Instructor and Field Contacts.
2. Absence from Field Work and/or individual or group conferences without notifying the College and Field Work Supervisors.
3. Frequently late in completion of the task assigned by the Field Work agency and/or the College.
4. Falsifying documentation in the agency's records and Field Work reports.
5. Failure to submit weekly recordings on time
6. Misuse of the agency's services/resources.
7. Taking photographs, or streaming audio/video documents and posting on social media information of the agency and client without permission.
8. Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner in the field, such as inappropriate display of emotions or immature behaviour.
9. Any other conduct disrupting the functioning of the agency and team.

If a complaint is received by the Faculty Advisor/Field Instructor regarding the conduct of the student or if the Faculty Advisor/Field Instructor has enough evidence to confirm that a student is involved in any of the above-mentioned misconduct, then the procedure for disciplinary action will be initiated by the Field Work Committee.

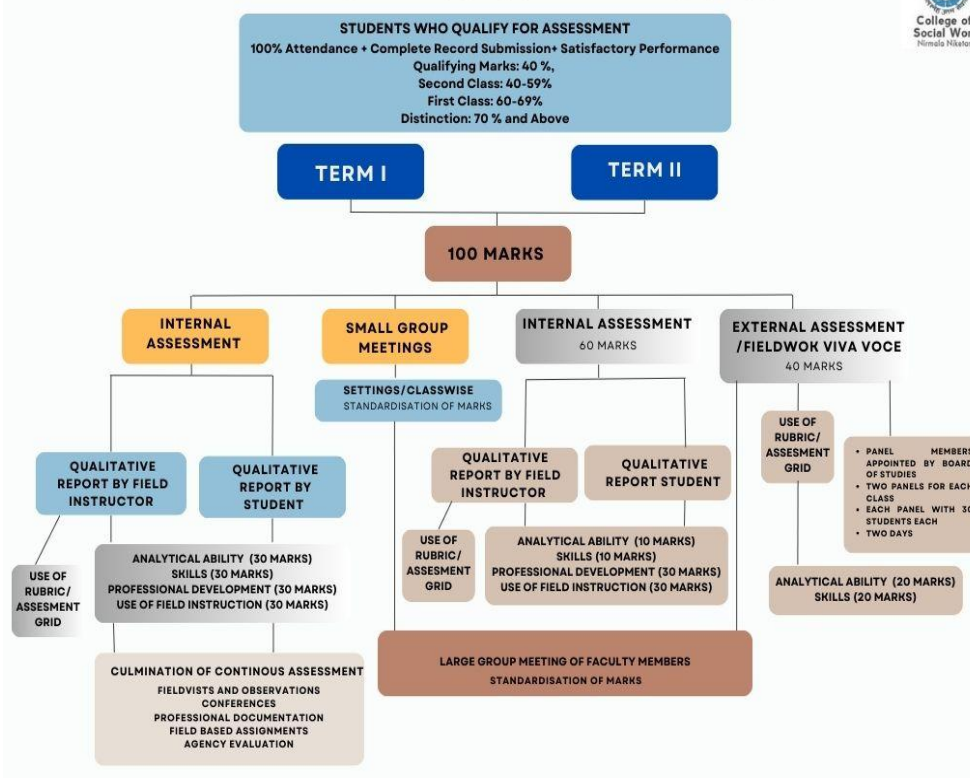
X. ASSESSMENT AND EVALUATION

Evaluation of the student is an ongoing process that should be part of weekly instructional/supervisory conferences, field visits and will culminate with the formal written evaluation at the end of the semester. The outcome goals and indicators specified in the Field Work Manual serve as the foundation and reference for the end-semester evaluation of the student's Field Work performance. The written evaluation at the end of each semester informs students of their progress and areas for growth.

The Field Work Instructor is responsible for submitting the Face Sheet, the Marks awarded, and the written evaluation and the Consolidated Time Sheet with the verified compensation plan of the student to the Administrative in charge once the evaluation is completed. The Field Instructor and the student must sign the written documents to indicate that the content has been read and verified. The documents related to the End Semester Evaluation are maintained in the student's academic file.

The assessment process of each term is diagrammatically represented below:

FIELDWORK ASSESSMENT PROCESS



EVALUATION PATTERN		MARKS
Term I Evaluation consists of an Internal Assessment. An evaluation conference will have held at the end of the semester on the day/date and time confirmed by the Field Instructor. Both the student and the Field Instructor need to write a report of the tasks undertaken and learning gains. During the evaluation conference, the report is read by both the Field Instructor and the student followed by a qualitative discussion of students' performance. Timely submission of field work reports and field work hours completion is the prerequisite for attending the individual evaluation conference with the field instructor.		100%
Term II assessment includes an Individual Evaluation and External Assessment. The Internal Assessment is conducted by the Field Instructor for 60 marks. Both the student and the Field Instructor need to write a report of the tasks undertaken and learning gains. During the evaluation conference, the report is read by both the Field Instructor and the student followed by a qualitative discussion of students' performance. Students are marked for the Evaluation Conference based on the criteria and marks allotted in the Field Work Manual. The External Assessment is conducted by External Examiners appointed by the Board of Examiners. The External Assessment includes a Viva-voce and review of recording files. Students are expected to make a brief presentation of their tasks and learnings during the External Assessment. The students		60:40

have to submit the recording files to the Faculty Advisor/Field Instructor after the Viva-voce is over on the same day.	
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XI. UNSATISFACTORY PERFORMANCE IN FIELD WORK.

Unsatisfactory performance in Field Work includes but is not limited to failure to submit recordings on the stipulated date; absenteeism in Field Work without intimating Field Work supervisors or concerned authorities; frequent delay in completion of tasks; violation of the clauses of Ethical conduct in Field Work as specified in the Code of Conduct of the College regarding Field Work and those specified in the Field Work Manual.

Procedure for Unsatisfactory Performance in Field Work

1. During the regular conferences, the unsatisfactory performance of the student is discussed, and the student's problems/limitations are addressed
2. If the student's performance does not show improvement, the Faculty Advisor/Field Work Instructor is expected to give a warning letter to the student with a copy to the Field Work Committee.
3. A student will be declared failed in Field Work for the following reasons:
 - a) If the student's performance continues to remain unsatisfactory even after the warning letter is given;
 - b) Failure to complete the required number of Field Work days/hours/compensation hours satisfactorily before evaluation;
 - c) Non-submission of Field Work recordings at the designated date and time;
 - d) Frequent absenteeism from scheduled individual and group conferences without prior intimation; and
 - e) Violation of the code of conduct in the field.

A student who is declared failed on the above grounds will not be allowed to appear for the Field Work External Assessment.

The concerned student must be informed in writing about the decision of the Field Work Instructor regarding the failure in Field Work.

Steps for Redressal

The student who has been declared 'failed' in Field Work can request a review with the Field Work Committee and Principal in writing. A committee nominated by the Principal will be formed to review the performance of the student based on the student's recordings, overall conduct in the field, attendance, and participation. The Recordings of the student will be assigned to an External Member for review. Based on the review and report of the committee, a final decision will be made concerning the passing/failing of the student in consultation with the Principal, the Controller of Examination, and the Field Work Coordinator.

A student who has been declared failed in Field Work is expected will have to repeat the entire Field Work which includes 180 hours per Semester. The Field Work hours completed by the student in the Semester the student has declared failed in Field Work will not be carried forward. Failure in Field Work will not entitle a student to keep terms for the higher class and will be declared fail.

Re-doing a Field Work Course

Students who do not qualify for Field Work in their respective Semester will have to forgo their hours of Field Work in that Semester. The student will be permitted to complete the entire Field Work hours for that Semester during the subsequent vacations (subject to permission of competent authorities) in a placement organization centrally decided by the Field Work Committee. The fees for the Supervision will have to be borne by the student. Only if the student completes 180 hours and the performance is found satisfactory will the student be permitted to Keep Terms for the subsequent Semester.

XII.TERMINATION OF FIELD WORK

Extra hours put in by the student during the academic year do not entitle the student to terminate Field Work early. The Field Instructor should see that before termination of Field Work as per the Field Work dates, the student fulfils the tasks assigned such as submission of recordings/reports, books, equipment, accounts, and summary reports.

If the student is asked to leave an organization, regardless of the circumstances, the Field Work Committee and the Faculty Advisor/Field Instructor will meet to decide if the student will be offered another placement and/or another supervisor.

If the student drops from Field Work without prior discussion or consent, a decision will be made by Field Work Committee on whether the student will continue the Field Work or not and if permitted, and under what conditions the student will be placed in a different setting.

Students experiencing any blocks in learning during Field Work should immediately inform the Faculty Advisor/Field Instructor. The blocks could include but are not limited to: The Field Work Placement is unable to provide adequate supervision; significant changes or problems in tasks that affect the student's learning plan; and discrimination, including sexual harassment. The Faculty Advisor/Field Work Committee is expected to support and encourage the student to address the issue; identify the nature of the issue(s), and discuss resolution options with the Field Contact/Staff of the organization. However, issues of a serious nature may require immediate intervention by the Field Work Committee. If a resolution is not possible, the student may be placed at another agency.

XIII.FIELD WORK RECORDINGS/DOCUMENTATION

Field Work recording is a written or oral narrative of the learner's engagement at the Field Work setting. Field Work recordings are used as a tool for Field Work recordings as one of the tools for monitoring, feedback, and guidance (Nigudkar, 2020).

Mandatory recordings:

- Field work file
- Time sheet of each week
- Consolidated time sheet of each semester
- Agency profile/community profile/ group profile/client or service user's profile
- Plan of action for each month
- Daily process recordings
- Group work recordings
- Case work recordings
- Summary recordings
- Information-based report
- Reports of field visit
- Administrative related report: Minutes or summary of meeting with Field Work supervisor, group meetings, staff and team member
- Project management report: Project, rationale or purpose of project, objectives, requirements, tasks to be undertaken, next steps, progress, future plans
- Miscellaneous which include book reviews, newspaper cuttings with analysis, any documents analysed based on issues addressed by the agencies.

B. Submission of Field Work Recordings

1. Students are required to record the work done in the field and submit the Field Work recordings to the Field Instructor on the first day of the week (Monday) and for rural students (Tuesday) in a prescribed format. Templates prepared for recordings can be referred to for documentation.
2. Summary recordings are expected from the students at the end of every semester.
3. Field Instructors are required to make comments on the students' recordings to guide and help them in their work. The comments serve as feedback and a weekly evaluation of the student's performance.

4. For the agency records, the student may be requested to submit a duplicate copy of the summary recording to the agency.
5. The students are expected to submit the completed Recording Files with the daily log of activities, and the Field Work Documentation to the Faculty Advisor at the end of the Term.
6. The students must explain in writing the reason for the delay in the submission of recordings without prior intimation on the stipulated date. Students who have not submitted their recordings on more than three occasions must submit them in writing to the Field Work Committee explaining the reason for the delay.
7. The Faculty Advisor will initiate the necessary course of action in consultation with the Field Work Committee for non-submission of recordings. Students who have not submitted the complete recordings till the end of the Field work every semester will not be permitted to appear for the Individual Evaluation or External Field Work Assessment

To enhance the student's learning, Field Instructors are requested to maintain educational resources such as articles, students' recordings, and newspaper cuttings about the subject area. The student can claim one-two hours (maximum) for Field Work Recordings and Assignments for each week with the permission of the Field Instructor.

FIELD WORK RECORDING GUIDELINES



FIELDWORK RECORDINGS

ACADEMIC YEAR

Submitted By

Name: _____

Class & Semester: _____

Date of Submission: _____

Signature of Student: _____

Verified by: _____

[Name & Signature of Faculty Advisor]

Name of the student:

Semester:

Contact details of the student:

Name of the Fieldwork Agency:

ORGANIZATION DETAILS

Address of the Fieldwork Agency (Address, Telephone & Fax Number, email/website)

Name of the Faculty Advisor:

Name & Contact details of the Field Work Instructor:

Name & Contact Details of the Field Contact

Period of Placement:

Details on the areas / geographical location of the Fieldwork if placed in communities:

Names and Contact details of the Field Contacts (Any Other) if any:

TIMESHEETS [WEEKLY SCHEDULE]

[illegible]

DATE/TIME OF SUBMISSION:_____

NAME & SIGNATURE OF STUDENT:_____

REMARKS/COMMENTS OF THE FIELD INSTRUCTOR:

NAME & SIGNATURE OF THE FIELD INSTRUCTOR:_____

ACTIVITY REPORT

Day/Date

Time

Title of the Activity

Objective

Inputs/Process

Output/Outcome

Reflections/Analysis/Learnings

Blocks

Follow-up of the activity planned

Remarks/Comments of the Field Instructor

Name and signature of the Field Work Instructor

Name and Signature of the student

INDIVIDUAL/GROUP CONFERENCE REPORT

Day/Date

Venue:

Time:

Members Present (name and surname with designation)

Agenda for the conference

Major decisions taken:

Follow-up strategies based on the conference insights

Name and signature of the Field Work Instructor

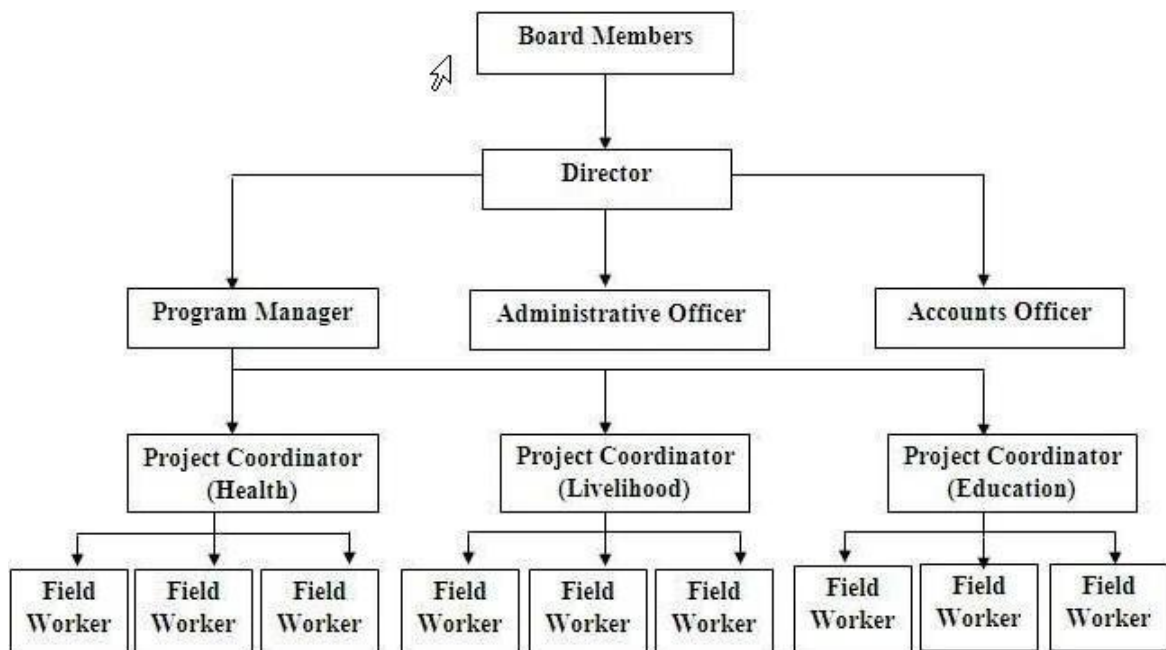
Name and Signature of the student

AGENCY PROFILE

Brief profile of the organization

- An introduction about the agency, name, location, address, year of establishment, registration details, the constitution of the board/Trust, office bearers, etc.
- Field of Practice: Check the primary field(s) of practice in the agency: Child Welfare/ Domestic Violence/Sexual Violence/ Foster Care/Adoptions Corrections/Probation Medical Social Work/ Mental Health/ Legal Services/Disability School Social Work/ Welfare/Employment/ Crisis Intervention/ Senior Services/ Housing/Poverty/ Crisis Intervention
- Vision and Mission of the organization, organizational structure, resources, network details, projects undertaken, funds/budget details,
- General profile i.e. Details about the people the organization works for and with. Prepare an organization chart for example: See Fig No 1

Fig No 1



- Major activities of the organization and plans
- Role of the social worker in the organization and specific social work skills and techniques applied.

Administrative practice

- Leadership/ management of staff meetings, multi-disciplinary team meetings, community meetings, board meetings, etc.
- Program planning, development, implementation, management, and evaluation
- Budgets and funding sources

Organizational practice

- Organizational behaviour, structure, function, practice paradigm, ethics, etc.
- Accreditation process, purpose, benefits, and challenges

Policy practice

- Organizational, local, state, national, and international policy

Community practice

- Community meetings, power analysis, engagement, awareness, needs assessments, organizing, etc.

Advocacy

- Client, organizational, community, and political

Issues

- Concerns about social, economic, food, environmental, justice, or other issues of concern

Resources Available (IEC materials, manuals etc.)**Social Media presence** (Add details)

Overall Observations/Reflections of the Student

References

[Kindly mention the references used in preparing the Agency Profile]

These could include Reading Materials (Annual Reports, Newspaper Articles, Research Articles, Programme Reports), Websites (URL), and Observations in the field.

REVIEW OF SECONDARY LITERATURE

(Books, articles in journals, documents)

Summary of the key points highlighted in the literature

Learnings (could be focused on Skills/role of social worker, the field of practice of the organization, the issues and concerns of the client, and so on)

Reference:

1. **Web:** Author [last name], A.A [first and middle initial]. (Year, Month, Date of Publication). Title. Retrieved from {link}
2. **Journal:** Author [last name], A.A [first and middle initial]. (Publication Year). Publication Title. Periodical Title, Volume (Issue), pp.-pp.
3. **Newspaper:** Author [last name], A.A [first and middle initial]. (Year, Month, Date of Publication). Publication Title. Magazine Title, pp

PROGRAMME REPORT
[STUDENTS' PARTICIPATION IN/CORDINATION OF
AGENCY PROGRAMMES]

Day/Date

Venue:

Time:

Objective of the programme

Collaborators with contact details:

Coordinators:

Agenda of the programme

Specific Contribution of the student

Details of the programme

Number of participants

Profile of participants

Outcome [Quantitative and Qualitative]

Learning Insights

Follow-up Planned

Attachments

1. Handouts
2. Copy of the attendance list of participants
3. Copy of certificate given/received
4. Any other

SECTIONS FOR THE FILE

ORGANIZATION DETAILS
AGENCY PROFILE
COMMUNITY PROFILE
TIMESHEETS
ACTIVITY REPORTS
GROUP CONFERENCE MINUTES
INDIVIDUAL CONFERENCE MINUTES
AGENCY EVALUATION REPORT
INDIVIDUAL EVALUATION REPORTS WITH CONSOLIDATED TIME SHEETS
SESSION REPORTS
FIELD-BASED ASSIGNMENTS (BOOK REVIEWS, FILM REVIEWS, SOCIAL RESOURCE MAPPING, PROGRAMME MEDIA PREPARED)
ADMINISTRATIVE TASKS (Letters, minutes, project proposals, evaluation reports etc)

COLLEGE OF SOCIAL WORK (AUTONOMOUS)
NIRMALA NIKETAN
MASTER OF SOCIAL WORK- Block Placement Guidelines
NEP, 2020

1. INTRODUCTION

The **Block Placement guidelines** provide an overview of block placement related guidelines which is a mandatory requirement as part of MSW degree program at College of Social Work (Empowered Autonomous), Nirmala Niketan, Mumbai.

2. Objectives of Block Placement:

- a) **Theory-practice linkages.** Internship promotes the application of theory frameworks in practice.
- b) **Building Competence:** Students develop competence by applying their knowledge and practical experiences in real-world settings.
- c) **Networking:** Interns identify and build connections with social work organizations, professional social workers, mentors, and potential employers.
- d) **Personal Growth:** Internship boosts confidence and self-awareness through experiential learning.
- e) **Resume Enhancement:** Successful internship adds value to resumes, showcasing practical experience and skills.
- f) **Career Opportunities:** Block placement offers students chances to explore career paths, gain practical experience, and improve employability.

3. CRITERIA FOR SELECTION OF ORGANIZATIONS FOR INTERNSHIP

- 3.1. The mission and philosophy of the organization must be congruent with the values and ethics of the profession and the vision and mission of the College of Social Work.
- 3.2. The organization must express a positive attitude toward accepting students and recognize On Job Training/ Block Placement as an important programme for preparing students as professionals.
- 3.3. The organization provides a variety of learning opportunities available for students to apply social work methods, including scope for interventions with issues of rural/urban poor and other marginalized groups.

- 3.4. There should be scope for engaging in reflective practice while engaging with diverse client groups.
- 3.5. The organization must be willing to commit staff and resources to the student, thus recognizing and supporting the importance of Field Education. The organization agrees to assign a qualified Field Supervisor who possesses a Master of Social Work [MSW] and post-MSW practice experience. If no qualified MSW supervisor is available, the organization agrees to arrange appropriate supervision for the student through Field Contacts. The Field Supervisor is available to identify tasks and provide on-the-spot guidance and periodic reviews.
- 3.6. The organization must provide clarification of any requirements for professional liability and special requirements of the placement site, such as organization policies and working evening hours.
- 3.7. There is a provision for the student's safety in the organization and the field. The organization must have established safety protocols /ICC/IC committee. The procedure for the redressal of grievances must be clarified.

4. SETTINGS FOR Block Placement

Students may undergo INTERNSHIP in a variety of settings within the country. Block Placement by the Organization may involve various areas, including but not limited to:

- a) Education Sector: Schools, educational institutions, university departments, library sports departments, and administrative offices.
- b) Healthcare Sector: Hospitals, clinics, and healthcare NGOs for nursing, medical administration, and patient care, public health departments, focus on epidemiology, health promotion, and community health outreach, healthcare management, health informatics, and healthcare policy analysis.
- c) Social Work and Community Development: Social service agencies, community centers, and NGOs for social work practice, community organizing, and advocacy, child welfare organizations, youth centers, and family support services, social policy analysis, program evaluation, and grant writing for community development initiatives.
- d) Environmental Studies and Sustainability: Environmental conservation organizations, wildlife sanctuaries, and environmental research institutes, environmental impact assessment, sustainability consulting, renewable energy projects, environmental law and policy, ecological restoration, and climate change mitigation strategies.
- e) Government/Semi Government Organizations: State/National Commissions; Mumbai Metropolitan Regional Authority, District Legal Service Authority, Family Court, etc

5. Block Placement

- 5.1** Block Placement process is an important and mandatory component of the academic programme. The following includes important guidelines related to Internship.
- 5.2** Duration of Block Placement- MSW students are expected to undertake one month of Block placement soon after the completion of their Semester VI Term end examination.
- 5.3** *Process:* Preparation for Block placement begins towards the end of the second semester, starting with an orientation given by the Fieldwork Committee regarding the purpose and process of the Internship, as well as the code of conduct during the Internship. Students are expected to explore organisations (government and non-governmental) based on their interest areas and engage in preliminary enquiries about the scope of placement with the respective organisation. Once the organization is confirmed by the student, the student must notify the Fieldwork Committee with details in a prescribed format. The Fieldwork Committee contacts the agency/organization to confirm the acceptance of the student's internship and learning opportunities. A letter with details of the Internship will be sent to the placement organizations. A memorandum of understanding is signed between the organization and the College of Social Work. Students who, due to certain circumstances, need to consider alternate dates for Internship than what is prescribed must obtain the permission of the Principal in writing. The student must also submit their undertaking and those of their parents /guardian before the Internship commences.
- 5.4** *Supervision:* Each student must be supervised by a social work professional from the Internship organization [Field Contact].

6. DUTIES AND RESPONSIBILITIES

6.1 Fieldwork Committee

- 6.1.1.** Orientation and Guidance: The Fieldwork Committee organizes an orientation session towards the end of the semester before the internship begins. This session aims to familiarize students with the purpose and process, the expectations and requirements of Internship.
- 6.1.2.** Quality Assurance: The Fieldwork Committee establishes various measures for evaluating the Internship experience, collecting feedback from students, Field Instructors and placement organizations, and making improvements to the program as necessary.
- 6.1.3.** Communication and Coordination: The Fieldwork Committee serves as a liaison between the department, students, and Placement Organization Supervisors to facilitate communication and coordination to ensure smooth implementation of the program.

6.2. Field Contacts

- 6.2.1. Guidance and Direction regarding their role, responsibilities, and objectives within the organization.
- 6.2.1. Facilitation of Tasks based on Course Learning Outcomes in collaboration with the Field Instructor
- 6.2.2. Hands-on Training and Skill Development relevant to the work of the organisation
- 6.2.4 Feedback and Performance Evaluation, providing constructive feedback and guidance for improvement throughout the INTERNSHIP.

6.3. Organization

- 6.3.1. To provide students with information regarding policies and procedures during the internship orientation.
- 6.3.2. To provide an orientation at the start of the Block Placement on the safety policy and measures, and the code of conduct policy to ensure the student's safety, including freedom from workplace harassment and discrimination.
- 6.3.3. The organization hosting the Block Placement will evaluate students based on criteria such as punctuality, willingness to learn, adherence to the daily reporting system, and performance in skill tests. To substantiate this, the organization needs to send a **Confidential Report** at the end of one month, stating the tasks accomplished and the number of hours/days completed by the student. A certificate of completion of Block Placement may be issued by the organization.
- 6.3.4. Field supervisors appointed by the organisation must complete the **confidential report** for each student who has completed block placement and submit the same directly to the Fieldwork Committee through email or post. The report must be duly signed and stamped by the supervisor/organization head.

6.4. Student Interns:

- 6.4.1. The Block Placement is for one month duration. The student is expected to complete seven hours a day and a total of 180 hours at the end of the month.
- 6.4.2. Observe holidays as per the calendar followed by the organization.
- 6.4.3. Manage the travel, food, stay, and other miscellaneous expenditures.
- 6.4.4. Integrate oneself into the organization and its work. This entails building a positive rapport with staff, following the rules and regulations of the organization, and reporting regularly to the organization.

- 6.4.5. Maintain a daily diary for field notes.
- 6.4.6. Strict adherence to the Code of Ethics and Conduct with standard procedure of the College.
- 6.4.7. Follow the *appropriate* dress code and be sensitive to local culture.
- 6.4.8. No consumption of alcohol, tobacco or any other addictive substance.
- 6.4.9. Late-night recreation/tour is not allowed during internship
- 6.4.10. The student is expected to submit an **Individual Consolidated Report** at the end of the Internship to the host organization. The report must be stamped and duly signed by the organization's head. To substantiate the completion of the Internship, the organization needs to send a **Confidential Report** at the end of one month, stating the tasks accomplished and the number of hours completed by the student. A copy of the same must be submitted to the Fieldwork Committee. The MSW Semester IV marksheets and passing certificate will be issued to the student only after submission of the Consolidated Internship Report (signed and verified by the supervisor **with the organization stamp**) to the Fieldwork Committee, and the receipt of the Confidential Assessment Report by the organization has been received.
- 6.4.11. The student has to submit a hard copy of the following documents before the commencement of the Internship
- a. Details of the Internship detail form, duly signed by the student/s
 - b. Consent letter from the Parent/Guardian duly signed.
 - c. Tickets for Travel and Return. [Wherever applicable]

7. Suggested Tasks

Students are encouraged to undertake as many of these tasks as required for their learning and relevant to the needs of the organization. Some **suggested tasks** are outlined below:

7.1. Perspectives and Analysis

- Understanding socio-economic and political dynamics.
- Understanding the types and nature of leadership.
- Understanding political affiliations and their impact on people's lives.
- Understanding the organisation's vision and mission, and the specific objectives set out.
- Understanding strategies, programmes, and activities used by the organization in achieving its goals.

7.2. Skills

- Participating in the organization's activities and being a part of the organization.

- Surveys and home visits.
- Community/ Social Resource mapping.
- Creating a database of resources (human/material/services) within and around the area of work.
- Documentation (if required by the organization).
- Training and capacity building.

FORMS RELATED TO THE INTERNSHIP

FORM I

DETAILS OF THE ORGANIZATION SELECTED FOR INTERNSHIP

1. Contact Details of the Organization

Sr. No	Name of the Organisation	Contact Number	Address with website details	Email Id

2. Contact Details of the Field Contact/s

Sr. No	Name	Designation	Contact Number	Email Id

3. Contact Details of the students

Sr. No	Name/Names of the student	Sex	Age	Contact Number	Address	Email Id

4. Dates of the Block Placement: From _____ To _____

5. Travel Details [If applicable]

Details of travel (mode of transport and related details such as train number etc.)

Departure details	Day/Date/Time	Details of Mode of Transport	Day/Date of Arrival
Arrival details	Day/Date/Time	Details of Mode of Transport	Day/Date of Departure

6. Accommodation Details/Address while on placement [If applicable]

Name and signature of the student/s

Name	Signature

CONSENT FORM FOR BLOCK PLACEMENT BY PARENTS

Dear Parents

Sub: Consent Form for **BLOCK PLACEMENT** of your ward from _____

We seek this opportunity to thank you for your support and cooperation during the academic year _____2025-26____.

This is to inform you that for MSW students, it is mandatory to complete one month of Block Placement at the end of Semester IV after semester-end examinations. Block Placement is managed independently by students and there is no external supervision by faculty members from the College. Students are also expected to select an organisation for block placement based on their interest areas which is further confirmed by the Field Work committee of the college. Block placement is for one month duration (minimum 30 days) and each student is expected to complete minimum 180 hours by end of Block Placement period. Parents/Guardians must obtain details of organisations selected by students for their Block Placement.

Block Placement guidelines are enclosed herewith for your consideration. Please feel free to contact field work committee for any further clarification. This is to request you to fill and sign the consent form that has been enclosed herewith.

Thanking you

Fieldwork Committee

**CONSET FORM (By Parent/Guardian)
FOR BLOCK PLACEMENT**

Date: _____

To,
The Principal,
College of Social Work (Empowered Autonomous)
Nirmala Niketan
New Marine Lines
Mumbai – 400 020

Dear _____

I/We _____

Parent/ Guardian of _____ hereby **consents to the participation** of my son/daughter/ward in the one-month **Block Placement** scheduled to commence on Day/Date/Month/Year to Day/Date/Month/Year as per the academic requirement of the Masters of Social Work Programme.

I confirm the Block Placement details of my ward as mentioned below:

[To Be Filled in by Parents of Students Exploring Block Placement outside Mumbai]

1. Destination (Name of the organisation, address, email ID, and contact number)

2. Day/Date of commencement of Block Placement: _____

3. Last Day/Date of Block Placement: _____

4. Time of Departure: _____

5. Mode of Transportation:

6. Day/Date/Time of Return:

7. Transport Details:

8. Accompanying student's names and contact details

9. Accommodation details (for students exploring placements outside Mumbai)]

I/We take responsibility for ensuring the my/our ward follow and adhere to the required **Code of Ethics and Conduct** as stipulated by College of Social Work, Nirmala Niketan. I/We are also aware that there Block Placement is to be independently managed by students and there is no supervision of any kind from any of the college faculty members in this regard. Students are required to take entire responsibility of the Block Placement in terms of finalizing the organization, correspondence, food and accommodation arrangements and completing the expected tasks assigned by the organization. I/We will not hold the college or any agency contacted by them to be responsible for any unwanted loss or injury to our ward during the period of Block Placement.

Thanking you

Yours truly

Name

Signature of Parent(s)

1. _____

2. _____

UNDERTAKING BY STUDENT

I, ...ward of
student of the.....Programme at College of Social Work,
(Empowered Autonomous), Nirmala Niketan, Mumbai, permanent resident of.....do
hereby undertake on this the(day) of.....(month).....(year).....the
following:

- 1) I, hereby, promise to abide by the admissible rules and regulations, concerning discipline, attendance, the total number of hours, reporting procedures, etc. of the College and Block Placement and also to follow the Code of Ethics and Conduct and standard procedures prescribed for the students of the College, as in force from time to time, and subsequent changes/modifications/amendments made thereto. I acknowledge that the College has the authority to take necessary measures against me for violation and/or non-compliance with the same.
- 2) I, further, hereby declare that I shall be solely responsible for my involvement in any kind of undesirable/disciplinary activities outside the campus and shall be liable for punishment as per the law of the land. I further understand that the Institute shall in no way provide any support to me and will not be held responsible for any such action.
- 3) The Faculty and staff of the College of Social Work (Empowered Autonomous), Nirmala Niketan, Mumbai, will not be held responsible for any mishap/eventualities during the one-month Block Placement.

Name and signature of the student:

Phone No:

A gentle reminder!

Do's

1. Mandatory submission of one-month consolidated On-Job Training/ Internship duly signed by the head of the organization and stamped.
2. A Confidential Report of the student has to be submitted by the organization with the total number of hours mentioned.
3. The final mark sheet and passing certificate will be given to the student only after the submission of the aforesaid documents.
4. Strict Adherence to the Code of Ethics and Conduct and Safety Policy of the College is expected from every student.
5. The safety assessment/IC policies of the organization must be explored by the organization before selecting the organization.

Rules: [Specifically for students pursuing On-Job Training outside Mumbai]

Don'ts's

1. Smoking, alcohol, or drugs
2. Swimming in the pool/water bodies
3. Interchange of rooms assigned
4. Loitering on the premises of the stay after the prescribed hour specified by the organization.
5. Leaving the group and going alone anywhere during the stay

SAFETY/RISK ASSESSMENT INDICATORS

Before the commencement of the On-Job Training, the placement organization must be examined in terms of the risks while working in the organization, the field, and policies and measures of the organization to mitigate risks in the field and ensure staff safety and protection. Some of the concerns that may be explored are enumerated:

1. Is the work in the organization indoors or outdoors? The type of work and frequency of outdoor work may be explored.
2. Are members of staff required to work at night or alone?
3. Timings of the work in the office or the field
4. Security services in the organization [CCTVs, etc]
5. Provision of training on recognising and reporting harassment
6. Do people have to work alone or in isolated workplaces?
7. Travel provisions
8. Facilities and provisions for staff: For example, appropriate toilet facilities for women or gender-neutral bathrooms for trans- gender people
9. Policies and measures of the organization to mitigate risks in the field and ensure staff safety and protection
10. Awareness of the POSH Policy and emergency contact numbers in case of crisis.

SUPERVISOR'S REPORT FORMAT

(To be submitted by the Supervisor at the end of the On-Job Training/ Internship)

Name of the student:

Name of the organization:

Name of the Supervisor:

Supervisor contact details (email ID and contact number):

Total hours completed by the student:

A qualitative assessment of each of the criteria is to be written by the supervisor

i. Analytical ability:

Indicators-

- Analysis of the problem/issues.
- Analysis of problem dynamics at micro and macro levels

ii. Skills

Indicators:

- Communication, networking, reporting, budgeting, fund mobilizing and raising, ability to relate with people and engage with diverse groups, group media skills, interview, observation, direct intervention skills, reporting skills, and use of media.

iii. Professional Conduct

Indicators:

- Regular, disciplined, sincere, and punctual
- Openness to people from all walks of life, ability to overcome personal biases and stereotypes
- Willingness to learn, explore and volunteer for additional tasks and responsibilities
- Ability to work under pressure and in difficult circumstances
- Leadership functions
- Regular in communication, reporting, and seeking suggestions about work progress
- Regular preparation and submission of records as expected by the organization.

Name & Signature of the Supervisor:

Name & Signature of the Director

Date:

Stamp of the Organization:

REPORTING GUIDELINES

Format Weekly Action Plan

Name of the Student

Date: _____

Plan of Action Format

Action Plan

Learning Activity	Learning Objective	Assessment Process and Criteria	Completion Date	Core Competencies

Your signature below indicates that the above learning plan has been reviewed and agreed upon by you and your Field Supervisor.

Student Signature

Date

Field Supervisor's Signature

Date

Name of the organization

Date

Timesheet Format

[illegible]

Name & Signature of The Student

Name & Signature of The Supervisor

Date and Time of Submission

Daily Activity Report Format

Date/Day of Fieldwork:

Name of the Activity:

Objectives of the activity (purpose of the activity)

Inputs Received

Output/Outcome (Quantitative/Qualitative that are based on the objectives of the activity.

Learning content (based on reflections and observations)

Linkages with Social work theoretical perspectives

Blocks

Consolidated Individual Report (Monthly) To Be Submitted by the Student

Name the Organization:

Address:

Contact Number:

Email Id

Website:

Contact details of the Field Contact from the organization (name, contact number, email id):

Total hours completed by the student:

Report

Brief background notes about the organization

- History
- Approach and Ideology of organization along with its rationale.
- Organization's strategies approach while working with people concerning capacity building, challenging the systems (advocacy) and services ensuring the smooth functioning of institutions, facilitating the provision of services to people, etc.
- Analysis of issues addressed by the organization about the provision of basic services.
- Analysis of its functioning in terms of the impact of its work on people's lives and issues

Nature of specific tasks students (Individual and Group)

- Engaging with diverse groups of people
- Policy analysis, review documentation, training manual, project proposal, budget analysis, social audit, etc.
- Use of Methods of social work practice
- Direct tasks/indirect tasks/campaign/advocacy/policy analysis

Specific learning gains/ skills learned and up-gradation of existing skills

Challenges faced

Specific suggestions regarding organization and scope of learning therein

Student's Name and Signature:

Date:

Name & Signature of the Supervisor/Field Contact:

Stamp of the Organization:

Block Placement Certificate

Organisation Logo to be Inserted

CERTIFICATE
INTERNSHIP
MASTER/BACHELOR OF SOCIAL WORK
This is to certify that

Student of College of Social Work(Autonomous), Nirmala Niketan, Mumbai
Semester _____ has completed On-Job Training/ Internship in _____
for the period from _____ to _____ (Yea) with _____
[name and place of the organizaiton]
The total hours completed by the student is _____hours

HEAD-HR/DIRECTOR OF THE ORGANIZATION
(WITH STAMP, SEAL AND DAY/DATE)