

PART II

FIELD WORK COMPONENTS

Objectives of field work for BSW (Third Year)

- To develop an understanding of community (structure, needs, self-help system etc.).
 - To develop an understanding of agency set up (service delivery system).
 - To develop ability and skills to effect changes in individual, group and community situation and trying out innovation in practice.
 - To develop capacity for planning, organising and evaluating different agency/community programmes.
 - To developing skills to undertake mini scientific study (survey) on social problems.
- To develop skills in report writing, use of supervision, and preparation for facing interviews.

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

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

COMPONENT 1 ORIENTATION VISITS

In your first year you visited development projects and in your second year you visited welfare projects. As mentioned in the previous field work journals, these visits are arranged so that you get exposure to variety of agencies. As you would have learnt in your theory course, development projects are implemented to improve the socio-economic situation of the people. In second year you focused on visiting welfare agencies. Welfare programmes carried out by these agencies aim at providing temporary relief to people who are acutely distressed. Helping them to stand on their feet again is the purpose of welfare, This year you will visit problem areas.

Every individual faces a number of problems in his/her lifetime and not all problems are called social problems. Problems are categorized as social problems when large number of people are severely affected by it. Social problems occur due to breakdown in certain parts or sections of the society or in the society as a whole. The society expresses its concern at the situation and tries to restore this breakdown. These efforts may be undertaken by individuals, voluntary organisations or by the government. You have to study how these problems are dealt with by the agencies you are handling. You also have to find out the causes of specific problems, the agency officials' view of the problem and the remedial measures undertaken. Your focus while visiting the agencies and preparing your report should be on these areas.

Proforma for information required

Name of the Institution

Address

Mission statement/Motto (if any)

Institutional objectives

Chief Executive Officer/Executive Officer

Board Members

Type of work

Number and nature of beneficiaries

Geographical area of work

Whether the agency is registered or not

Organisational structure (A simple diagram may be drawn. If the agency is a branch of a larger organisation its place in the larger organisation can be shown.)

Number and Nature of staff members

Level	Number	Qualification	Position Held
Professionals			
Support staff			
Volunteers			
Total			

History of the Organisation

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

Sources of Funding

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

The following categories are suggested for collecting the information. Foreign sources and Indian sources.

Foreign sources – International organisations, Governmental and non-Governmental resources. And within non-governmental – private institutional donors and private individual donors.

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

Methods for raising funds and achieving financial stability

Infrastructure Facilities

Buildings

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

Transport

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

Communication aids

Phone, Internet, etc. In your own placement you can familiarise yourself with the uses the agency puts the computer to and see whether they can be better utilized.

Audio/video equipment

Projectors. Video players and radio meant for public education purposes.

Relationship with other agencies

1) Relationship with other welfare agencies

Coordination and cooperation with other NGOs working in similar areas. Are there other agencies working with the similar objectives in the area? Is there any cooperation between the agencies working in the area? Are there any conflicts between the agencies working in the same area or field?

2) Relationship with government departments

Whether the agency receives government funding or not. Whether the agency cooperates with the government in implementing programmes. In the opinion of the agency how do government officials deal with them, Do the Banks in the area support the agency?

3) Relationship with Panchayat Raj Institutions (PRIs)

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

4) **Relationship with community based organisations (CBOs)**

The number of Community Based Organisation (CBOs) working in the field. The method of their formation. Self-initiated or started by government, by other agencies, etc. How old are they and if they are being closed down what are the reasons for the same. If the CBOs are increasing in strength then the reasons for the same can be noted. What are the areas of cooperation between the agency and the CBOs?

5) **Relationship with other organisations like religious organisations, associations etc.**

Opinion on the relevance and quality of services provided by the Agency

Opinions can be collected from the staff members, clients, management and government officials working in the area.

Collection of information will require talking informally to the beneficiaries.

Problems faced by the agency and proposed remedies

1) **Internal problems**

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

2) **External problems**

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

You can also note down how the agency plans to face these problems; relationship with the donors and their demands.

Future Plans

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

Recognition and Awards

Mention whether the agency was awarded/rewarded/given recognition or its contribution for social uplift.

Affiliations

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

Any other information

For example the agency participation in relief activity in disaster prone area or the political nature of the activity (if applicable).

Learning process

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

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

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

COMPONENT 2 PLACEMENT

This year you will be placed in an agency, which deals with social problems/human problems or if it is multi-purpose agency you should focus on the study of problems, which the agency deals with. Now you should be familiar with all the six methods of social work. This is an excellent opportunity to try out all methods of social work. An ideal task during this year will be toward alleviating a particular social problem/human problems using the integrated methods of social work.

Further you should be able to provide a leadership role in the whole process. You may ask how you are going to provide leadership when you are a learner. The answer to the question is this for the last two years (this year the process continues) you were provided with information regarding a wide variety of subjects and you were also given a number of opportunities to use the skills you have learnt. This means that you were given in capsule form what non professionals take a long time in field to learn provided he/she is open to such learning. Leadership role, therefore, at this stage of your career will be performed in an indirect form mainly due to your knowledge and greater commitment.

COMPONENT 3 AGENCY-CLIENT RELATIONSHIP

You must be able to understand and at a later stage influence the whole process. For this purpose it is important that you understand the reality of the settings in which you are placed. Many individuals including your superiors may tell that in reality the process and values cannot be implemented. You can note these points and do not forget to add your own reactions to these observations. You may be demoralized by these observations or you may choose to ignore them. Either way you should report the same in your journal and discuss it with your supervisor.

The following points can be used for discussion:

What are the agency's major activities?

What projects does the agency provide to its clients?

What is the approach towards the clients? Secular, humanist, religious or philanthropical.

How does the clients see the projects provided by the agency?

Does the agency offer casework, services in professional manner?

What are the opinions of agency staff toward the casework process? Do they see the process as a waste of time?

Do other professionals understand the value of casework?

For example, what are the attitudes of the medical practioners towards the caseworker?

Some of the principles of casework can be practiced only with the cooperation of other staff members? For example, principle of confidentiality: do other staff members understand the importance of maintaining records?

Similarly do they provide you with a room with sufficient privacy and comfort?

What is their attitude towards group work process? Do they differentiate between the ordinary functioning of a group and social group work?

Do the agency staff practice group work as part of their intervention?

What is the opinion of the staff members regarding social group work?

Do they give the necessary infrastructure to do group work?

What facilities do they provide you for conducting group work process?

COMPONENT 4 ASSIGNMENT OF TASKS

The focus this year will be to analysis and solve people's problems at different levels. A detailed study of the problem as directed in social work process section should be undertaken. If you are working in a community setting you can use the Proforma used in the community organisation section of social work process. Various sub-sections are given here. For example, in the initial stage you have to establish contact with the community or group. You must be able to deal in this situation by consciously using techniques in casework and group work. Equally important is that you report it in field work journal. You must also be able to discuss relevant issues in your group conferences. As you deal with the various problems it will become evident to you the need to have an integrated approach to solving people's problems. For example, while organising a community health camp you may be practicing community organisation but you may meet needy members of the community who do not feel the need to attend the camp, Motivating them and persuading them to attend the camp may require the skills of casework and group work. Your theoretical knowledge of casework and group work and your experience of previous years will help you in dealing with the situation. Similarly the family visits that you have made for data collection, for example, may also become useful in motivating people to participate in the health camp.

Describe the various steps followed to organise the event

I) Initial stage

- Initial contact with the group
- Rapport building
- Studying the situation and getting to know the felt needs of the target population.
- List out objectives of the programme in qualitative and quantitative terms.

Choose appropriate tasks or activity to attain these objectives after consultation with agency officials, community members and beneficiaries. If permission has to be taken from the concerned authorities you should do so.

- Develop a realistic time frame for conducting the activities.

II) Planning stage

- Prepare a plan.
- List out of the tasks to be done.
- Anticipate expected problems and perhaps some of the possible unexpected problems through brainstorming.
- Assign the responsibilities to individuals and groups or both. Mention clearly the responsibilities. Communicate the responsibilities to the concerned persons preferably in a meeting where every one involved is present.

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

III) *Implementation stage*

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

IV) *Evaluation and feedback*

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

Tasks that can be undertaken (some illustrative activities)

Individual related activities

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

Group/community related programmes

- 1) Organise a picnic, film show, visits to places of interest like museums, temples, historical places, etc.
- 2) Arrange for adult education classes/non-formal classes/tuitions for the various categories of the people in the community.
- 3) Organise an awareness camp related to health, education, government programmes, or on human rights to improve the knowledge level of the people.
- 4) Organise street plays with the actors being the members of the community.
- 5) Conduct a health camp for the people. It can be a nutrition camp or immunization camp.
- 6) Conduct surveys for the use in the formulation of future programmes.
- 7) Organise a fund raising event. For example a bal mela fete can be organised in the school.
- 8) Organise a sport programme in the school or the community.
- 9) Organise leadership training programme for the informal leaders of the community.
- 10) Organise a dharna or demonstration for focusing on a common issue.
- 11) Arrange for filing Public Interest Litigation on a social problem.
- 12) Arrange for legal aid for the afflicted persons and follow-up till the issue is satisfactorily resolved.
- 13) Arrange for the vocational training programme for the disadvantaged sections.

Describe the problems encountered in organising the event

Some of the problems can be the following:

- 1) Lack of cooperation or even hostility from the people and target population.
- 2) **Lack of resources.** Internal resources include organisational resources like funds and staff. External resources like community resources, community participation and infrastructure.
- 3) **Target population related problems**
 - First, the group or community may be riddled with factions whose previous conflicts may enter the planning and implementation of the current programme.
 - Second, the presence of dominating individual or group may reduce participation by others leading to dissatisfaction among others.
 - Third, some individuals and groups may try and use the common programme for private use.
 - Lastly, weaker sections of the population like women, schedule caste and the poor may not be able to participate due to lack of motivation or lack of convenience.
- 4) **Problems related to participants**
 - Inconsistency in the task which the people have decided for themselves. There may be high enthusiasm in the beginning that may lower after some time.
 - Individuals who accepted responsibilities may neglect it later and give various excuses or may not appear at all.

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

- Within yourself: that is controlling your emotions of being let down etc., from negatively influencing your performance,
- By discussing the situation with the concerned persons or confronting the participants.

Discuss your reactions with your FWS.

Describe the achievements of the programme

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

- i) Participation of the people– in terms of gender, communities and groups of the community especially the weaker sections of the community.
- iii Quality of participation.

2) ***In terms of the change wanted by you.***

3) ***In terms of the larger programmes of the agency.***

4) ***In terms of the people's needs***

- 3 What specific need did the programme satisfy?
- ii) What further programmes should be conducted to attain the objectives set by you? (For example, you want to improve the literacy of the village community. You organise a **mela** to show the

people the benefits of being literate and there is overwhelming response from the people. But will you be able to organise adult education programmes so that this enthusiasm is channelized and finally your main objective is attained,)

5) *In terms of people's participation in future programmes.*

COMPONENT 5 NATURE OF SOCIAL WORK PROCESS

In your second year you were given opportunities to practice casework and group work and during this year you will practice the social work methods of community organisation, social work research, social work administration and social action.

COMMUNITY ORGANISATION

You may need **two** or three visits to gain the information, which is listed below.

Community Profile

Name of the Community

Location

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

Entry to the Community

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

Socio-economic Profile

Demographic profile

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

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

Political profile

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

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

You can meet political leaders and ask them about the political situation of the community.

Economic profile

- The pattern of ownership of resources: land in rural areas is an important asset, You must note the pattern of ownership: who has land, who does not have land,
 - a In urban areas you must note the type of occupation of the people.
- Annual income of the family, regularity and irregularity of the income, its dependence on other factors, its seasonality, the consequences of all this on the life of local people.
- Annual expenditure of the family, its variability due the seasons and time.
- Expenditure on rent for the house/farming land, etc.
- Expenditure on travel and other necessities.

Social profile

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

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

- Educational profile:* What is the general educational standards of the population?
 Are most people illiterate, elementary school complete, college educated?
 Do most students attend school?
 Are there incidences of child labour?
 What are the standards of schooling in public schools, government schools and private schools?
 What are the major problems of the education sector in the area?
 What are the opinions of the teachers on education and on the community?
- Family profile:* What are the types of family composition in the community?
 Are there many incidences of the women headed household in the community?
 What are the average number of children in a family?
 Is there any social mobility between father and son, mother and daughter? father may be labourer and son may be (officer)
- Religious profile:* What are the major religions found in the community?
 Is there a history of conflict in the area?
 Is there a division of labour based on religion castel social status?
- Topographical profile:* What are the dominating physiological features?
 Is the place near a forest, seas or mountains?
 Does lack of rain or excess of it cause any problem in the area?
 How has all these factors affect the lives of the people?

Major Problems of the Community

Identification of the felt needs of the community will take two to three visits more.

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

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

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

You may conduct a village level meeting. While this gives opportunities for everyone to voice their opinions very often it is difficult to organise these meetings. You may have to do door to door campaign for

mobilising people and even then they may not come for the meeting. Also the meetings may be dominated by some individuals, which will make the meeting virtually a small group discussion defeating the very purpose of the meeting.

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

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

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

Planning Process

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

Create discontentment

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

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

Create social profile of the potential beneficiaries

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

Choose a particular course of action

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

Set targets:

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

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

Mobilize resources

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

Break the programme into smaller tasks

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

Assign responsibilities to different individuals and groups

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

Evaluation

Evaluation of the programme may be done by the following.

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

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

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

Enabler

Your ability to initiate purposeful discussions on community issues with the leaders, members and professionals.

Your ability to guide these discussions into relevant area.

Your ability to interact with a wide range of people including members of opposite sex, the poor and the ethnic groups other than yours.

Your ability to formulate with others a proper draft plan for the programme,

Your ability to prejudge conflict situations and prevent the same from disturbing your activity.

Your ability to handle conflict situations and resolve them peacefully.

Your ability to create awareness about the situation without feeling bad about it. Most of the time you may find that you are better placed socially and economically than the people you interact with. Therefore, you must be conscious of this when you deal with people in the community.

Guide

Your ability to give direction to the discussion.

Your ability to evaluate possible problems during the course of implementation.

Your ability to interact and persuade informal and formal leaders to support your programmes.

Your ability to anticipate problem situations and make contingency plans to deal with them.

Your ability to listen and understand the viewpoints of others.

Your ability in planning systematically.

Your ability in mobilizing resources.

Expert

Your knowledge about the community problems.

Your knowledge in the larger socio-economic situation in which the community exists.

Your knowledge regarding the policies and programmes that can benefit the community.

Your knowledge about non-governmental organisations and individuals from whom the community can benefit. *The last two points relate to your ability to provide referral services.*

Your knowledge about the various options available to solve problems.

Your ability to communicate your ideas and feelings to the community.

Your ability to develop leaders from the community.

Your ability to give leadership without undermining existing leaders.

SOCIAL WORK RESEARCH

Here we introduce you to the basics of social work research. You will do what can be called a mini research project to learn about the various processes involved in research work. This is however a serious work but will not qualify to be a complete research work as its scale is small. The list of possible subjects or topics you can choose are many. You may look into the various units in various blocks.

We have given a model research work for facilitating better understanding and its progress. It is given in italics.

Some of the broad areas could be:

Socio-economic profile

Awareness levels

Opinions on particular issues

Your research should contain the following heads

Title of the work

Give a readable and attention getting title.

For example, if you are going to study the awareness of people on pulse polio vaccination campaign your title can be 'Level of awareness of people of 2nd street Kishangarh village regarding polio campaign'.

Statement of the problem

You will tell in clear and concise words what the problem is all about. *Polio is a deadly disease and the government is implementing this nationwide campaign. Unless people are aware the problem they will not benefit from the service.*

Need for the study

You must give reasons why you choose this topic. *Kishangarh is a poor locality. Most people are illiterate. Health care facilities in this locality is very limited. That is why their awareness has to be studied,*

Objectives of the research

You will have to give the specific objectives which will be based on the statement of the problem. Give at least two or three. *Objectives in the study will be- 1) To study the extent of awareness about polio. 2) To study awareness about the polio campaign. 3) To study the relationship between gender and level of awareness. 4) To study the relationship between education and level of awareness. 5) To study the relationship between income and level of awareness.*

Methodology

Universe

Describe the general characteristics of the population.

Kishangarh has about 40 families most of whom are daily labourers working in the market nearby. They are mainly migrants and so on.

Preparation of interview schedule

Make an interview schedule of about 15 questions.

Some questions are standard ones or commonly used in any study such as:

Name of the respondent

Address

Marital status

Age

Sex

Occupation and Income

Number of family members

The rest are related to the topic such as:

Are there any children below five years in your house (because vaccination is done for this group)?

Have you heard of the disease – polio? (If they have not you must explain it to them)

a) Yes b) No

How is it caused?

a) Virus b) bacteria c) evil spirits d) god

Is there a cure for it?

a) Yes b) No

What can prevent this disease?

a) Vaccination b) pray or c) nothing

Are you aware of the polio vaccination drive and then the date of campaign?

a) Yes b) No

Are you aware of the polio vaccination centre where the vaccination can be done?

a) Yes b) No

Have you got your child/children vaccinated?

a) Yes b) No

If no, the reasons for not doing so?

a) No time, b) nothing will happen, as child is strong, c) the centre is far away, d) any other reasons

Sampling

After getting the list of families/individuals either from official sources or by collecting their house numbers you can do sample using any of the sampling techniques. *Kishangarh has house numbers from 34-72, so the researcher made lots with these numbers on them and asked a boy to pick up 15 lots and then noted the numbers.*

Administration of the schedule/collection of information

You can note the time and days you went for collecting information. Problems, if any in the process also can be noted. Also note your experience in making house visits and interviewing people. Their reactions can be reported. Most importantly if you can give them some information give it to them during the course of your conversations.

Analyze the data

You must analyse your data based on your objectives.

How many per cent of families have knowledge about polio?

How many per cent of families have children below five?

Do men or women know more about polio or is the level of awareness same?

Do families with higher income know more, equal or less than other families?

You can also draw some diagrams to present the data.

Recommendations and conclusions

You can make suggestions regarding the problems based on the research findings.

SOCIAL ACTION

You can present a report of a strike, dharna or protest you have observed witnessed. Otherwise you can talk to an activist whom you know has lead a strike, dharna or protest.

You can record the following observations:

Who were the participants of the social action?

What were the issues involved?

Who were the targets of their action? Government/private agency/individual.

What were their demands?

Was there any incident that precipitated the protest?

For how long did this protest last?

What modes of protest did they adopt?

For how long do they feel that the protest will go on?

What will they do if there are no response from the authorities?

Have they contacted the press for coverage?

What symbolic acts have they done or are planning to do for furthering the protest?

Where are the resources coming from?

What was the public response to the actions?

What was the response from the authorities?

What was the response from the police and administration?

Have they kept their line of communication with the authorities?

SOCIAL WELFARE ADMINISTRATION

Social Welfare Administration is a secondary method of social work. Being a secondary method however does not lessen its importance. It creates the necessary conditions for an effective performance of the primary methods of social work. Without a sound management, all activities of the agency will go haywire (unorganised) and the result will be chaos. Administration comes from the Latin words 'ad' which means to 'minister' which means 'to look after'. According to one prominent management thinker Luther Gulick,

administration can be explained by the acronym POSDCoRB. The expansion to this is given below. You can use the acronym to study the administration pattern of the agency.

Planning

You can note how the agency plans its programmes. For example, the agency may be studying the community and sending its report to the headquarters and based on the priorities of the organisation they may be given targets. The agency at the unit level (local level) then decides what programmes need to be implemented to attain the objectives.

If the agency is a small one, they may make a study and approach the funding organisations for financial support. You can note down the whole process of planning at different levels and at different organisations.

Organising

It refers to the structure of the organisation and how work is divided among various departments (finance, field staff, etc.). You can note down the qualifications and the experience of the board of directors' (if permitted); how they set up the organisation and what factors contributed to its growth. You can also note down how work is allotted to the employees and the number of professionals in the organisations.

Staffing

It refers to the methods by which members/employees are recruited in the agency. Recruitment policy and personnel policy can be discussed with the individuals who do this function for the agency.

Directing

It refers to the decision making process of the agency. You can note down who makes the decisions, how they are communicated and who implements them. Directing is done at various levels – upper management level, middle level and at the field level.

Coordinating

The process of coordination with other branches of the agency and within the various parts of the organisations can be reported.

Reporting

It refers to whom subordinates should inform as to what is going on and how these reports are communicated. It can be written or in oral form. It can be either on individual to individual basis or by periodical meetings.

Budgeting

Budgeting is a complicated task. It is done by people in the accounts section. But this needs a lot of interaction between the managers and the accounts section. You learn how the budget is prepared and you can ask them how this process works.

Also when you are reading the annual report of the previous year give attention to the statement of accounts. Some information regarding the budget is given in the proforma for orientation visits. You can go through that also.

Evaluation and feedback

It is a crucial aspect of management as the purpose of the agency is to attain the objectives it has set for itself. Some of the parameters for evaluation have been mentioned in the orientation visits section.

Evaluation can be done at different time periods – weekly, monthly, half yearly and annually.

Evaluation can be done by different entities – intra – agency evaluation, funding agencies and outside evaluations.,

COMPONENT 6 TEAMWORK

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

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

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

Instances of cooperation and conflict if any should also be recorded.

COMPONENT 7 ADMINISTRATIVE ASSIGNMENTS

- Read and report on the Memorandum of understanding and bye-laws of the agency you are working. If possible get a copy of the bye-laws and read it.
- Write reports of the programmes you conducted.
- Look at the reporting procedures of the agency critically: whether the agency staff is receptive to suggestions to improve the same.
- Try to find out the salaries of the staff and more importantly find out their opinions on the same. Are they satisfied?
- Determine how many staff meetings the agency hold in a week. If possible, attend a meeting of the agency of the middle level or high level.
- Problems.

Try to find out the attitude of the staff towards their work and discuss with your FWS.

You can find what are the underlying values of the organisation and see whether they are compatible to social work/values. Some of you may get opportunities to involve in several administration task like time keeping, record updating, monitoring of some of the projects, communications within the agency, supervisory and so on. In such cases, you are expected to write detailed report of all you activities in the agency.

COMPONENT 8 RECORDING

Till now you were doing verbatim recording which means that you were recording the events as its happened. In your second year you were asked to record also the causative factors of the problems you have observed. During this year you will have to record the process of work and also the dynamics between the systems and subsystems. This means that your reporting should reflect the theory you have studied so far. You may make observations, which agree or disagree with the ideas presented in the textbook. For example, if it is mentioned that caste associations have no positive function and you observe that they are seriously trying to eradicate the dowry practice then you must mention that along with giving the reasons why this particular association is performing a positive function.

COMPONENT 9 FIELD INSTRUCTION

Your role in the field work conferences should be qualitatively better. You can start making individual presentations followed by question and answer sessions. You can take the responsibilities of chairing sessions under the supervision of the supervisor. Your queries to the supervisor should be related to methodological problems. You can of course continue to seek guidance for programme related issues also. However, you must remember that a professional consciously applies the principles and values of his or her methods.

EVALUATION OF THIRD YEAR BSW FIELD WORK

Knowledge

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

Skills

- 1) Ability to use all the methods of social work in an integrated manner in the process of helping people to solve their problems.
- 2) Ability to improvise and modify community organisation skills as and when required.
- 3) Ability to communicate ideas in purposeful manner to a large number of people.
- 4) Ability to gain acceptance by the community and be seen as a sincere and honest helper and guide.
- 5) Ability to perform the roles of the community organizer according to the demand of the situation.
- 6) Ability to mobilize and motivate people to participate in the programmes that are being organized.
- 7) Ability to mobilize resources from within and outside the community.
- 8) Ability to formulate simple research proposal, apply basic sampling techniques, formulate interview schedules and administer them, and finally analyse them.
- 9) Ability to communicate one's experiences from one's community organisation and research work initiatives to the authorities who can bring about change.
- 10) Ability to observe and learn from other individuals who are performing leadership roles in different situations.
- 11) Ability to develop one's own leadership style suited to the need and the culture of the place.
- 12) Ability to identify leaders and potential leaders of the community and orient them into the methods of democratic leadership and leadership skills.
- 13) Ability to write reports that not only describe the events but also analyse them for better understanding and for deciding further course of action.

Attitudes

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

Development of Professional Self

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