













































48. A study of challenges faced by social workers in family court.
49. A study of philanthropic social work in the Indian context. .
50. A study of the relevance of principles of case work in the Indian context.
51. A study of the relevance of principles of group work in the Indian context.
52. A study of the relevance of principles of community organization in the Indian context.
53. A study of relevance of models of social action.
54. A study of relevance of models of community organization.
55. A study of the contribution made for social uplifts by Schools of Social Work in the state of :
  - Kerala
  - Tamil Nadu
  - Maharashtra
  - Andhra Pradesh
  - Orissa
  - Madhya Pradesh
  - Rajasthan
  - Gujarat
  - Uttar Pradesh
  - Delhi
  - Haryana
  - West Bengal
  - Any other state (specify)
56. A study of the extent of involvement of schools of social work in neighbourhood building.
57. A study of challenges faced by social workers in the Indian context
58. A study of extent of job satisfaction among social workers.
59. A comparative study of the family life of professional social workers and the other professionals.
60. A study of relevance of components of social work practice in the Indian Context
61. A study of the extent of commitment of Social Workers to the profession.
62. A study of methods of social work extensively being used by professional social worked social work practitioners in India.

63. A study of professional social workers working in the sector of family welfare.
64. A study of professional social workers working in correctional settings
65. A study of professional social workers working in the health sector.
66. A study of professional social workers working in the area of maternal and child welfare.
67. A study of professional social workers working in the area of social defense.
68. A study of professional social workers working in the area of mental health.
69. A study of problems faced by social workers working in the area of tribal welfare.
70. A study of the relevance of Gandhian ideology in the field of social work.
71. A study of the impact of caste system on the professionalism among social workers in India.
72. A study of the relevance of motivation among young generation in social work practice.
73. A comparative study of social work education in conventional and ODL system in India.
74. A study of the impact of the social work education through convergence scheme of Distance Education Council.
75. A study of the contribution of social work teachers from Conventional System to Distance Education System.
76. A study of the extent of support from social work practitioners to students of social work in ODL.
77. A study of the social work education programmes in ODL system.
78. A study of the strengths and weaknesses of conventional and ODL system in imparting social work education.
79. A study of strengths and weaknesses of conventional and ODL system in imparting Social Work Practicum.
80. A study of strength and weaknesses of conventional and ODL system in Social Work Supervision.
81. A comparative study of the curriculum in conventional and ODL system in social work.
82. A study of the extent of contribution of ODL system in India to social work education.

**PART - IV**  
**EXAMPLE OF MODEL PROJECT PROPOSAL**

**TOPIC**  
**Supervision in Social Work Practicum in  
Conventional and ODL System : A  
Comparative Study**

## **Introduction**

Social work practicum or field work may be described as the practical use of classroom learning. It is an integral part of social work discipline at the undergraduate and post graduate levels. Along with a strong theoretical base the students need to have practical field experience of what they are learning in theory. It is only by doing practical that the students can comprehend the technicalities of working with the clients. Social work practicum helps the students to deal with administrative, legal and communication issues. Practicum gives an opportunity to work with supervision, intake, and case recording and reporting. A variety of settings provide the classroom actually works. Students usually get to practice several of the methods in social work. They get a chance to work with individuals, groups, communities and get some awareness of social administration, social policy and social action. Along with the knowledge, the students

need to be aware of the skills, values and ethical guidelines that are required for practice of social work. A fruitful social work practicum would be the final shaping of the student in becoming a professional social worker.

## **Need for the Study**

Social work is an emerging profession in India. In recent times a large number of institutes providing specialization in social work have been set up. Social work practicum programs vary in different schools as there is no fixed criteria set for the same. Some may be structured and placements may be made by fitting the students interest and aptitude to the agency. Still other schools may allow the students to freely choose the setting or supervisor and coordinate with the agency. Some schools may define what the student is expected to team in a particular

setting while other school may leave the decision to the agency supervisor. Therefore it becomes important to study what the students are gaining from practicum supervision.

## **Nature of the Problem**

Social work profession faces lot of challenges and limitations. Common concerns are: shortage of qualified field work supervisors, shortage of appropriate field settings and how to help students integrate field work practice and theory. Also there is a variation in the consistency of the placement According to Gore (1988), problems faced by the social work profession arise from a discontinuity between rural and urban life. Several schools of social work in India are located in urban centers. It may be difficult to set up universities in rural areas, but distance learning opens doors to many more students from rural areas. Satellite centers that help students with distance learning and offer a library, would be useful.

Problems faced by student social workers in India are numerous. India is rich in diversity with regard to religion, language, lifestyle, geography, castes, class and culture. There is a serious lack of literature that is of Indian or foreign origin available to the students and professionals in India. Even though most of the knowledge of social work in India is borrowed from the West. it is difficult to directly apply the theory that is based on a different culture to India. There are major differences when one considers the family structure, religious beliefs, legal emphasis, status of women and prevailing value system. There is a dire need to develop indigenous social work literature.

Many social workers who are qualified prefer western universities and jobs in the west for many reasons. It is very difficult for social workers to be proud of their profession when it is generally believed that they probably ended up in social work profession because they could not get into engineering, medicine, law or business (the professions that are held high in people's esteem). Social work as an occupation is looked down upon because helping another human being is considered as a voluntary act of human nature since centuries. There is a constant need to justify social work to be an occupation and to prove that the reason for becoming a social worker was because one wanted to. The comparatively low pay scale of social workers and lack of wide read public support of this occupation has led to 'brain drain' to the U.K., U.S.A. Australia, Canada etc.

Working with diversity of language, religion, caste, culture and different socio-economic status is not easy. The social worker comes in with pre-existing beliefs and values. They may be in conflict with values of social work and the values prevalent in the society. A social worker from a middle class family (who put in hard work and assigned high priority to education) may find it hard to work with an upper class or upper caste youth who has paid an enormous amount of money in donation to get into a medical college. Showing respect for the client at the outset may not come easily for the student who feels anger with people who use money to get what they want regardless of merit. A social worker from a high caste on the other hand may have similar feelings towards a client from the lower caste (dalit) because the client got into engineering because of a government policy of reservation. It is important that those feelings do not hinder the helping process. The expected norms of the social worker have been taken from the West which might not be appropriate in the Indian scenario. The principle of practicing non-judgmental attitude becomes relevant at this juncture.

### **Open and Distance Learning**

It can be described as an organized educational activity which is based on the use of teaching materials in which constraints on study are minimized either in terms of access, time and pace, methods of study or any combination of these. In an Open and Distance Learning system (ODL) the learner can select his/her own place of study and gets relaxation in selecting his/her courses. In ODL, there is no full-time face-to-face classroom education. The teachers and learners interact at a distance. Occasionally, the learners meet the teachers in face-to-face counseling sessions. There is an educational organizational which takes care of designing, preparation and delivery of learning materials to the learners. It provides learner support as and when required. Apart from print, audio and video, media are used to deliver the content to the learners. One of the most important aspects of ODL is that two-way communication can take place through print, writing and teleconferencing using telephone, television and computer etc.

### **Drawbacks in Conventional System**

The UGC Committee recorded in its findings that Social Work Educational Programme in the country tended to be 'elitist'. Conditions, which supported this observation, were that most of the educational institutions were located in cities and the students hailed largely from the urban middle class. The committee felt that there was a need for a systematic geographical distribution of social work education. The conventional system of social work education has

not proved to be adequately responsive to social development concerns of contemporary society and to the need for trained professionals to manage social development programmes. There is also a demonstrable need for social workers in areas, which lack educational opportunities and resources. Inadequate number of formally trained social work professionals forces local organizations to employ paraprofessional and non-social work personnel. Designing a Field Practicum Programme in Social Work within the Distance Learning Mode is a challenging task. One of the main differences between a distance education student and a campus student is that many distance education students are part-time students, and thus tend to take their courses over a greater number of years than students in full time conventional system. Secondly, the potential students availing of the Distance Learning System present a mixed lot. They belong to different regions, speak different languages and come from diverse socio-cultural backgrounds. They belong to different age-groups bringing, therefore, varying levels of maturity. They could be married, with children. A significant number of students are females, requiring special care in arranging field-based teaming in rural / remote areas. A significant percentage would be employed.

In India, field work supervision is an important component of social work program. Supervision in an educational practicum is generally defined as the relationship between a student, or subordinate, and supervisor who oversees the development of the student throughout the practicum experience. Appropriate supervision is an important component of the field work experience as it provides an opportunity for students to apply the knowledge gained from their coursework to the field of social work practice. Specific functions of supervision include the structuring of activities that are in accordance with the student's level of knowledge and skill that they bring to the practicum, in addition to the evaluation of the student's progress throughout.

The field work agency supervisor takes over the role of teacher and mentor. The supervisor gives the student the opportunity to see social work in practice and be a part of the change process. The social work program coordinator makes sure that the field work supervisor knows what the student is expected to learn at the placement. The field work supervisor in turn ensures that the student is given enough exposure to learning skills and putting theoretical knowledge into practice. The field work supervisor gives feedback that encompasses skills in dealing with clients, families, agency staff and the general community. The feedback could include some aspect of the student's attitude or behavior that has a bearing on working with clients in the agency.

### **Challenges for Improving Supervision in ODI**

Under the field practicum design in social work education through distance learning, the students do get field supervision by a person professionally qualified. However this person may or may not be their course teacher. The nature, content and strategies of field work supervision, therefore, vary from the traditional model. The field supervisor, the student's primary field learning resource is sometimes also the placement agency's representative to the educational program. Besides, the field supervisor may not be the course teacher but one who is a teacher in conventional system social work education. This situation requires a high degree of conceptual clarity in the performance of the supervisory functions in Field Instruction in the Distance Learning Mode

The strategy of field work supervision in distance learning is not only the traditionally used individual and/or group conference but also electronic media like e-mails, teleconferencing telephonic consultation etc. Again one major challenge in this is that access to these advanced technologies might not be possible in rural India.

In supervision through ODL, a cultural gap may occur between the supervisor and the learner if they belong to different cultural background. This matter needs to be dealt with sensitivity and the supervisor need to be oriented for such situations.

Sometimes issues like gender or age -bay come up. For instance supervising leaners of opposite sex, or the learner may be older than the supervisor. The supervisor should have some degree of maturity to manage this challenging situation.

### **Objectives of the Present Study**

This project aims at making a comparative study of supervision in social work practicum in ODL and Conventional System. The objectives of the study are as follows:

- To examine the existing models of Field Supervision in ODL and Conventional System
- To compare models of supervision in Open and Distance Learning System and Conventional System.
- To find out the advantages and limitations of Field work supervision in Open and Distance Learning system and Conventional system
- To study, compare and analyze the components of Social work Practicum in ODL and Conventional system.

### **Universe of Study**

The universe of the study would consist of all the BSW students in conventional and ODL system. There are around 240 schools of social work in the county. Out of these about 25 schools are offering social work at the undergraduate (BSW) level, while almost all of them offer social work at post graduate level (MSW).

IGNOU started BSW programme in 2004 through ODL and has about fifteen years of experience Therefore it is appropriate to conduct study on advantages/disadvantages of both the systems

### **Sampling**

In the Conventional system, the researcher proposes to take a sample size of 150 students from three Schools/Departments of Social Work in Delhi, i.e., Jamia Milla Islamia, Ambedkar College and Aditi College. About 50 students from each school/department (25 from IInd year and 25 from IIIrd year) would be taken.

In the ODL system the sample would comprise about 150 students of BSW from diHerent study centers located within two Regional Centres of IGNOU in Delhi. Thus a total of 300 BSW students would form the sample.

## **Sampling Method**

The sampling method proposed is Purposive Sampling. The researcher has selected this sample due to proximity of these institutions and cost effectiveness.

## **Data Collection : Tools and Procedures**

Methods of data collection and analysis in social research depend very much on the nature of the topic of research. However, in the present study it is felt that any single method is bound to have only a limited relevance in meeting the overall object of the project; hence different tools shall be used to collect the data so as to develop a near accurate understanding of the topic of research.

The main tool of data collection shall be the interview schedule and questionnaire which shall be used to collect data from the students and teachers. Both these schedules will be pre-tested After that, the interview schedules shall be standardized and finalized. The interview schedules shall contain mostly close-ended question, though some open-ended questions shall also be included. A copy each of the tentative interview schedules to be used to collect data from the students and teachers is given at annexures I and II respectively.

A pre-coded Interview schedule to collect data from the BSW students especially on their opinions on Supervision in Field Work Practicum shall also be made. A copy of the tentative pre-coded interview Schedule is given at annexure III.

The questions in the interview schedule are formulated keeping in mind the objectives.

In addition to the interview schedule, case-studies shall also be used as a tool for data collection. The case-studies shall be of one institute of conventional and one institute of ODL.

Non-participant observation shall be yet another method of data collection which the data is difficult to be collected reliably by way of interview observation or direct observation method shall be resorted to.

## **Data Processing**

The completed Interview schedules shall be scrutinized, verified, edited and arranged serially. For coding, three master-code sheets shall be prepared-one for the data collected from the Faculty, another for the data collected from the students of Conventional system and the third for the data collected from the students of ODL system. The data shall be processed on computer.

## **Chapterization**

The chapterization of the thesis is proposed to be made, keeping in mind the objectives.

The **first** chapter shall be an introduction to the subject-matter of the present study. In this Chapter, an attempt shall be made to describe the concept of FW Practicum in Social Work and how supervision is an important aspect of FW practicum.

**Second** chapter shall deal with the conceptual framework and research design of the present study. A review of literature and the profile of institutes selected for the study shall also be included in this chapter.

The **third** chapter shall explain the personal family and social and economic profile of the sample taken for the present studs’.

The **fourth** chapter shall be on the need and importance of Supervision in Social Work Practicum

In the **fifth** chapter. Open and distance learning would be discussed

The **sixth** chapter shall give in detail the factors influencing effective supervision in Social Work Practicum.

The **seventh** chapter shall compare the situation in Open and distance learning system and the conventional system.

The **eighth** chapter shall give the major findings of the present studs’ and some workable suggestions for better supervision in Field work practicum.

The appendixes shall include the interview schedule the extended bibliography.

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**PART - V**  
**TOOLS FOR DATA COLLECTION**

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## PART -V

### TOOLS FOR DATA COLLECTION

#### INTERVIEW SCHEDULE FOR SEEKING INFORMATION FROM SOCIAL WORK FACULTY/INSTITUTES

1. What is the model of supervision followed in your organization?

Model 1	Students are supervised by an agency supervisor only
Model 2	Students are supervised by a faculty supervisor only
Model 3	Students are supervised by a faculty and agency supervisor
Model 4	There is no supervisor to guide the students

2. Do you have a manual/field work guide for field work practicum?

- i) Yes
- ii) No

3. Do you have a field work journal?

- i) Yes
- ii) No

4. What type of learning material is available to the student for field work?

- i) FW guide/ manual
- ii) FW journal
- iii) FW manual/guide and journal
- iv) Report writing without any FW manual or journal
- v) FW Diary/personal diary
- vi) Any other (specify)

5. Is there any field instruction guide/text available for field supervisor?

- i) Yes
- ii) No

If Yes, then please give the details.

6. Which social work method/methods are practiced by the students?
- i) Case work
  - ii) Group work
  - iii) Community work
  - iv) Generalist practice
  - v) All at a time
  - vi) One after another
  - vii) Any other (specify)
7. Do you have a rural camp in your field work practicum?
- i) Yes
  - ii) No
8. Where do the students go for rural camp?
- i) Students go out of the state
  - ii) Students are placed within the state
9. How are the students grouped for rural camp?
- i) Boys and girls together
  - ii) Rural and urban separately
  - iii) Small batches (specify numbers):
  - iv) Any other (specify)
10. Do you have rural camp for all the three years or only for final year?
- i) All the three years
  - ii) Final year only
  - iii) Any other (specify)
11. Who accompanies the students for rural camp?
- i) Faculty
  - ii) Agency supervisor
  - iii) Any other
12. What is the nature of evaluation for rural camp?
- i) Marks
  - ii) Viva
  - iii) Report writing and assessment
  - iv) Any other (specify)

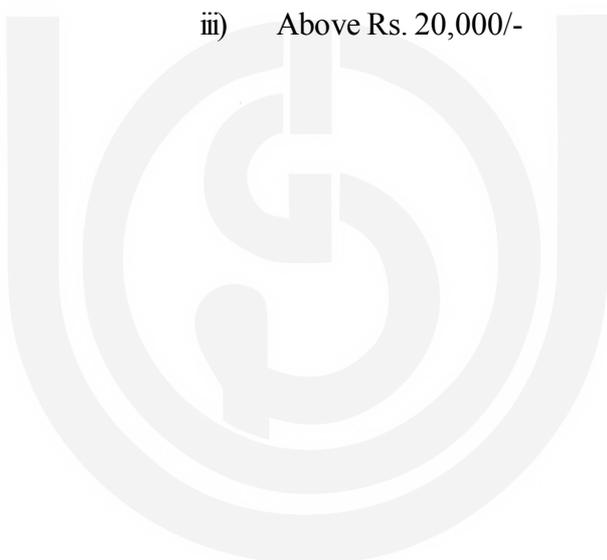
13. Where is the rural camp financed from?
- From students
  - From institution
  - Any other source (specify)
14. Is there any internship/block placement for students after completion of their studies?
- Yes
  - No
  - Any other (specify)
15. If yes, then is it
- Compulsory
  - Optional
16. When do the students need to do their internship/block placement
- Before the exams
  - After the exams
  - Any other specify
17. Is the Internship/block placement part of the evaluation/student performance?
- Yes
  - No
18. Is there any payment for internship?
- Students have to pay to the agency to do the internship
  - Agency pays the students who are placed with them
  - No payment involved
19. Does the institute have to pay to the agency for field practicum?
- Yes
  - No
  - Sometimes
20. What is the placement model for field work practicum?
- Single student
  - Batch mates
  - Seniors with juniors

21. How many students are placed in one agency?
- Single
  - Two to three
  - Four to five
  - Any other (specify)
22. Do the students have to do field work practicum along with the theory flexibility?
- Field work along with theory
  - Field work can be done after completing the theory
  - Field work can be done after completing a Portion of the theory
  - Any other (specify)
23. What is the nature of assessment for field work practicum?
- Marks
  - Viva vice
  - Report
  - Presentation
24. Who does the grading?
- Faculty awards the grades/marks
  - Faculty and agency supervisor jointly gives grades/marks
  - Awards/grades are given by concerned faculty only
  - Any other (specify)
25. What is the nature of evaluation?
- Internal
  - External
  - Both
  - Any other(specify)
26. In case of failure in FW, what are the future course of actions?
- Students have to repeat the FW practicum
  - Students are re-evaluated
  - Any other (specify)

27. When are the students evaluated?
- Annually
  - Semesters
  - Pre-term/mid-term
  - Any other specify
28. Is there any induction meeting/orientation program for the learners/students?
- Yes
  - No
  - Sometimes
29. What is the nature of orientations?
- Lectures by resource persons
  - Agency visit
  - Community visit
  - Any other (specify)
30. Is there any orientation meetings for agency supervisor/institute faculty
- Yes
  - No
31. How does the faculty monitor the field practicum?
- By visiting the agency personally
  - By taking the feedback from the agency supervisor
  - Any other (specify)
32. What is the nature of the visits?
- Flying squad visit
  - Faculty/ supervisor accompany the students to the agency
  - Any other specify
33. How often does the supervisor accompany the students to the agency?
- Everyday
  - Once a month
  - Once in a while
  - Never
  - Any other

34. How many individual conferences do you have in a year?
- i) 1-3
  - ii) 3-5
  - iii) 5-10
  - iv) More than 10
  - v) None
35. How many group conferences do you have in a year?
- i) 1-3
  - ii) 3-5
  - iii) 5-10
  - iv) More than 10
  - v) None
36. On what basis are the agencies identified?
- i) Registered agencies
  - ii) Unregistered agencies.
  - iii) Both
  - iv) Open community
  - v) Any other (specify)
37. Students are placed in an agency where
- i) Only professionals are employed
  - ii) Non-professionals are employed
  - iii) Professional and non-professional mixed
  - iv) Any other (specify)
38. While placing the students in an agency do you
- i) Take into consideration the choice of the individual student
  - ii) Limitations of the individual student
  - iii) Students are placed randomly

39. Do you have provision for campus interviews
- i) Yes
  - ii) No
  - iii) Not regularly
40. How many students are able to get a job after passing out?
- i) All of them
  - ii) Most of them
  - iii) Some of them
  - iv) Hardly anyone
41. What is the trend of salary for initial appointment ?
- i) Below Rs. 10,000/-
  - ii) Rs. 10,000 to Rs. 20,000/-
  - iii) Above Rs. 20,000/-



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## INTERVIEW SCHEDULE FOR STUDENTS OF CONVENTIONAL SYSTEM

### 1. Personal information

Age	Below 20	20-25	Above 25
Sex	Male	Female	Transgender
Year	1st yr	2nd yr	3rd yr
Any Fees	Below Rs. 5000	5000-10,000	Above 10, 000
Family income (monthly)	Low (Below Rs 25000)	Middle (Rs. 25000 to Rs. 50,000)	High (above Rs. 50000/-)

### 2. How far is your agency from your institute?

- i) Within 5 km
- ii) 5-10 km
- iii) 10-20 km
- iv) 20-30 km
- v) 30-40 km
- vi) Any other(specify)

### 3. On what project are you working?

- i) Not sure
- ii) Specific project (health, education, correctional, community etc)

### 4. Is the project related to what you are studying in theory?

- i) Related
- ii) Not Related
- iii) Somewhat related

### 5. Which of the methods of social work do you practice with agency?

- i) Case work
- ii) Group work
- iii) Community work
- iv) Social work administration

- v) Social action
  - vi) Social work research
  - vii) Integrated practice/generalist practice
  - viii) Combination of two (specify)
  - ix) Any other
6. Which sector are you working in?
- i) Health
  - ii) Education
  - iii) Children
  - iv) Women
  - v) Women and children
  - vi) Legal
  - vii) Family
  - vin) Community
  - ix) Any other (specify)
7. How often does your faculty supervisor visit you?
- i) Below 5 times
  - ii) 6-10
  - iii) 10-15
  - iv) 15-20
  - v) 20-25
  - vi) Never
8. Who introduced you to the agency/community?
- i) Seniors
  - ii) Faculty
  - iii) Agency supervisor
  - iv) Any other (specify)
9. Do you have to mark your attendance in your FW agency?
- i) Yes
  - ii) No
  - iii) Any other

10. Was there any orientation by your supervisor before you are placed in an agency?
- Yes
  - No
  - Don't Know
11. What was the duration of your orientation ?
- 1-2 days
  - 3-5 days
  - 6-10 days
  - Any other (specify)
12. Who conducted the orientation?
- Faculty
  - Agency supervisor
  - Seniors
  - Any other (specify)
13. Activities covered during orientation
- Workshops
  - Group discussions
  - Classes and Group activities
  - Role plays
  - Ice breaking sessions
  - Any other (specify)
14. How far do you think FW is important for the programme which you are doing?
- Very important
  - Somewhat
  - Not important
  - Important up to a certain extent
  - Not sure
15. To what extent do you benefit from field work practicum?
- Great extent
  - Some extent
  - Hardly any

16. Do you get any honorarium for your field work practicum?
- i) Yes
  - ii) No
  - iii) Don't Know
17. If yes, by whom do you get it?
- i) FW agency
  - ii) The institute
18. If given a chance, would you like to come back to the same FW agency to work as a professional social worker after you complete your course.
- i) Yes
  - ii) No
  - iii) Can't say
19. Are you satisfied by the way you are being supervised?
- i) Satisfied
  - ii) Dissatisfied
  - iii) Prefer some changes( specify)
20. What is your level of satisfaction in terms of resources present in your institute?
- i) Satisfied
  - ii) Dissatisfied
  - iii) Moderately satisfied
21. How frequently is your supervisor available for help?
- i) Always
  - ii) Sometimes
  - iii) Often
  - iv) Never
22. Are there any individual conferences held for you in your institute?
- i) Yes
  - ii) No
  - iii) Not sure

23. If yes, then how many times is a year?
- i) 1-4
  - ii) 5-9
  - iii) 10-15
  - iv) More than 15
24. Is there any group conference held in your institute?
- i) Yes
  - ii) No
25. If yes, then how many times in a year?
- i) 1-4
  - ii) 5-10
  - iii) 10-15
  - iv) More than 15
26. How often do you submit your report to your field work supervisor?
- i) Weekly
  - ii) Monthly
  - iii) Quarterly
  - iv) Annually
  - v) Any other (specify)
27. What kind of guidance do you get from the supervisor in your Field Work Journal?
- i) Global comments
  - ii) Constructive comments
  - iii) Negative comments
  - iv) Positive comments
  - v) Motivating comments
  - vi) No comments
28. What is the nature of guidance you get from your supervisor orally?
- i) Discussion
  - ii) Question and Answer
  - iii) Any other (specify)

29. How often does your agency supervisor see your field work journal?

- i) Often
- ii) Occasionally
- iii) Never

30. How often does your faculty give you guidance for field work for various methods of social work?

S. No.	Methods of Social Work	Very Often	Often	Sometimes	Never
i)	Case work				
ii)	Group work				
iii)	Community organization				
iv)	Social work research				
v)	Social work administration				
vi)	Social action				

31. Do you think that your supervisor/teacher provides you all types of help and guidance?

- i) Yes
- ii) No
- iii) Somewhat

32. To what extent are you satisfied by your supervisor?

- i) Satisfied
- ii) Not satisfied
- iii) Somewhat satisfied

33. Do you think that the faculty/field work supervisor practice partiality with you?

- i) Yes
- ii) No
- iii) Sometimes

34. How do you assess your relationship with your Supervisor?

- i) Cordial
- ii) Friendly
- iii) Student teacher relationship
- iv) Mentor
- v) Unable to say

35. Where are the orientation programme organized?
- i) in your institute
  - ii) in the community
  - iii) in the agency
  - iv) Any other (specify)
36. Where do you have your individual conference?
- i) in the institute
  - ii) in the field work agency
  - iii) Any other (specify)
37. Where do you have your group conference?
- i) Within your faculty
  - ii) in the institute
  - iii) any other (specify)
38. How many students usually participate in the group conference?
- i) about 25 percent
  - ii) About 50 percent
  - iii) About 75 percent
  - iv) About 100 percent
39. How do you write your field work journal?
- i) Directly in the journal
  - ii) First Make a draft, correct and titled copy to field work journal
  - iii) Make the draft, show to someone else (supervisor) and then copy to field work journal
  - iv) Copy from field work journals of seminars or friends
  - v) Make the report in groups
40. Do you have viva voce for evaluating field work?
- i) Yes
  - ii) No
41. Do you have any suggestion for improving field work in your institute?
- i) Yes {please specify}
  - ii) No

## INTERVIEW SCHEDULE FOR ODL STUDENTS

### 1. Personal information

Age	Below 20	20-25	Above 25
Sex	Male	Female	Transgender
Year	1st yr	3rd yr	3rd yr
Employment	Employed	Self employed	Not employed
Fees	> Rs. 5000	5000-10,000	Above 10,000
Family income	Low (Below Rs 25000)	Middle (Rs. 25000 to Rs. 50,000)	High (above Rs. 50000/-)

### 2. What is the procedure for admission to the programme?

- i) Direct admission
- ii) Entrance test
- iii) Group discussion
- iv) Interview
- v) Any other (specify)

### 3. Did you have an Induction meeting for field work placement?

- i) Yes
- ii) No
- iii) Don't know

### 4. Have you been assigned a field work supervisor?

- i) Yes
- ii) No
- iii) Don't know

### 5. Were you briefed by your supervisor about the field work practicum before you started your field work?

- i) Yes
- ii) No
- iii) Don't know

6. How often do you meet your supervisor?
- Once a week
  - Once a month
  - Any other
7. Are you intimated about the date of individual/group conference in advance?
- Yes
  - No
  - Don't know
8. Do you know the need and importance of field work?
- Yes
  - No
  - Somewhat
  - Can't say
9. Are you aware of the temp individual conference and group conference?
- Yes
  - No
10. If yes. then do you know their need and importance?
- Yes
  - No
  - Somewhat
11. Do you know what is hlductiun meeting
- Yes
  - No
12. Do you know the purpose cf orientation visits?
- Yes
  - No

13. The agency in which you are placed was identified by yourself or your study centre/ supervisor placed you there
- Self
  - By supervisor
  - By peer group
  - Any other( specify)
14. In a day, how much tiille do you have to spend at your agency?
- Less than 5 hours
  - 5-10
  - Above 10
15. Do you know what is ODL system?\
- Yes
  - No
  - Can' say
16. How much intormation do you have about IGNOU ?
- Very much
  - much
  - Some
  - No information
17. What is the source of information
- Internet
  - IGNOU material
  - Study centre
  - Regional centre
  - Any other (specify)
18. Have you gone through the programme guide?
- Yes
  - No

19. Are you satisfied with the information given in the programme guide?
- Satisfied
  - Somewhat satisfied
  - Not satisfied
20. Do you complete your assignment on time?
- Yes
  - No
21. How many times the individual conference takes place in a year?
- Less than 5
  - 6-10
  - 10-15
  - Any other (Specify)
22. Are you intimated about individual conference in advance?
- Yes
  - No
  - Sometimes
23. How many times group conference takes place in a year?
- 1-5
  - 6-10
  - 10-15
  - Any other (specify)
24. Do you participate in interactive radio counselling and- teleconferencing sessions?
- Yes
  - No
  - Occasionally
25. How often do you watch video on BSW programme in your study centre/home?
- Often
  - Sometimes
  - Never

26. Do you contact your faculty members through emails, SMS, telephone etc.?
- i) Yes
  - ii) No
  - iii) Sometimes
27. How is your relationship with the administrative staff at headquarters?
- i) Very good
  - ii) Good
  - iii) Unsatisfactory
28. How is your relationship with the administrative staff at regional centre?
- i) Very good
  - ii) Good
  - iii) Unsatisfactory
29. How is your relationship with the administrative staff at the study centre?
- i) Very good
  - ii) Good
  - iii) Unsatisfactory
30. Have you faced any hindrance in your field work practicum from the administration?
- i) Yes
  - ii) No
  - iii) Sometimes
31. How is your relationship with the faculty at the study centre?
- i) Very good
  - ii) Good
  - iii) Unsatisfactory
32. How many faculty members do you know by name?
- i) One
  - ii) Two
  - iii) Three
  - iv) Four
  - v) More than four

33. Do you receive any feedback from your academic cotmsellor on assignments?
- i) Yes
  - ii) No
  - iii) Don't Know
34. If yes, then to what extent are they useful?
- i) Very much
  - ii) Somcu,hat
  - iii) Not useful
35. Do you think the assignment is useful?
- i) Yes
  - ii) No
  - iii) Can't say
36. In case you need help. how frequently is your field work supervisor available for you?
- i) Always
  - ii) Never
  - iii) Often
  - iv) Sometimes
37. What do you know about the procedure for monitoring, evaluation and supervision of your field practicum? Explain in three to five sentences.
38. If given an option for taking up this course in conventioned or ODI, which one would you prefer and why? Explin in about hundred words.

## **Guidelines for Case Study**

For carrying out a case study of any agency or institution, learners may consider the following points to gather necessary information about:

- History of the Institution (constitution, byelaws, address, infrastructure etc.)
- Objectives
- Composition of board of management/governing body
- Major activities the institution (Ongoing Programmes/Projects)
- Sources of funding
- Annual budget
- Success stories
- Awards/recognition
- Details of staff at various levels
- Target group
- Programmes that they would like to take up in future
- Limitations (problems/hurdles)
- Any other information which is of significant importance.

**PROFORMA FOR SUBMISSION OF MSW PROJECT  
PROPOSAL FOR APPROVAL  
FROM ACADEMIC COUNSELLOR AT'S STUDY CENTRE**

Enrolment No : .....

Date of Submission : .....

Name of the study centre : .....

Name of the guide : .....

Title of the project : .....

Signature of the student : .....

Approved/not approved : .....

Signature .....

Name & Address of Guide : .....

.....

.....

Name & Address. of the student .....

.....

.....

Date : .....

## DECLARATION

I hereby declare that the dissertation entitled .....

.....

.....

(write the title in block letters) submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

Place :

Signature: .....

Date :

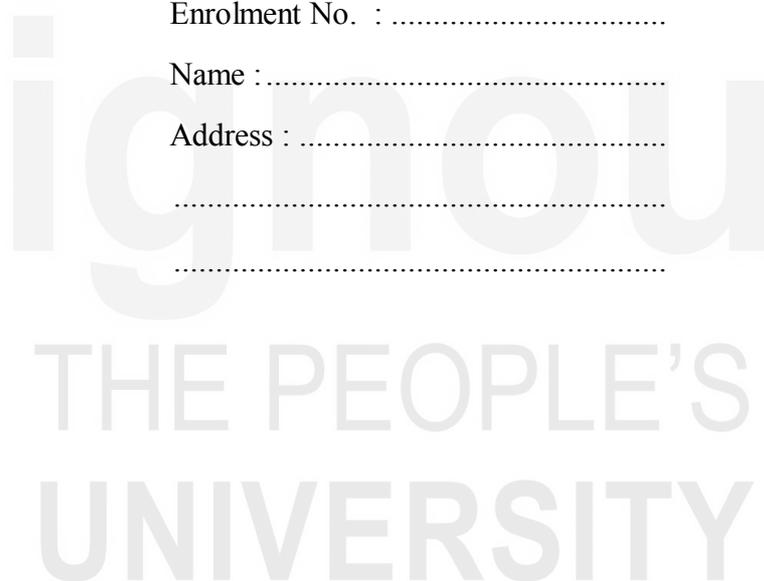
Enrolment No. : .....

Name : .....

Address : .....

.....

.....



## **CERTIFICATE**

This is to certify that Mr./Miss/Mrs.....  
student of MSW from Indira Gandhi National Open University, New Delhi was working under  
my supervision and guidance for his/her Project Work for the Course MSWP-001.  
His/Her Project Work entitled

.....  
.....

which he/she is submitting, is his/her genuine and original work

Place

Date

Signature .....

Name .....

Address of the Supervisor .....

.....  
.....

Phone No .....

