



فلڈ ورک کا ہدایت نامہ
(ابتدائی خاکہ)

شعبہ سوشل ورک
مولانا آزاد نیشنل اردو یونیورسٹی
گچی باؤلی، حیدرآباد

**FIELD WORK MANUAL
(Draft)**

**Department of Social Work
Maulana Azad National Urdu University
Gachibowli, Hyderabad**

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مئی - 2015

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May- 2015

اختراعی تعلیمی مداخلت ترتیب-2: فلڈ ورک کا ہدایت نامہ

فلڈ ورک کا یہ ہدایت نامہ طلبہ، فلڈ ورک کے ادارے / تنظیموں، اور شعبہ سوشل ورک کے اساتذہ کی مشترکہ کوششوں کا نتیجہ ہے۔

Innovative Academic Interventions Series-2: Field Work Manual

This Field Work Manual is a product of the collective initiative of social work students, field work agencies and faculty members at the Department of Social Work, Maulana Azad National Urdu University.

مصنفین (Authors):

1. محمد آفتاب عالم (فلڈ ورک کوآرڈینیٹر)
Md Aftab Alam (Field Work Coordinator)
2. محمد اسرار عالم (اسکل لیب انچارج)
Md Israr Alam (Skill Lab Incharge)
3. شائینہ سیف (اسسٹنٹ پروفیسر)
Shyna Saif (Assistant Professor)
4. محمد شاہد رضا (اسوشیٹ پروفیسر)
Md Shahid Raza (Associate Professor)
5. محمد شاہد (پروفیسر، صدر)
Mohd Shahid (Professor & Head)

CONTENTS

INTRODUCTION	1
FIELD WORK PRACTICUM.....	2
Concurrent Field Work.....	3
Orientation Programme.....	9
Term Plan	9
Field Work Supervision	10
Individual Conference	10
Field Work Seminar/Group Conference	11
Study Tour	12
NGO-Meet.....	12
Skill Lab	13
Block Placement.....	13
Field Work Calendar.....	14
FIELD WORK TEAM AND RESPONSIBILITIES.....	14
Field Work Coordinator	15
Faculty Supervisor.....	15
Agency Supervisor.....	15
Social Work Students	16
FIELD WORK RULES	16
FIELD WORK EVALUATION	18
TOOLS FOR FIELD WORK	18
APPENDICES.....	20
Term Plan Template.....	21
Agency Profile Schedule.....	27
Case Work Recording Schedule	30
Group Work Recording Schedule.....	33
Community Profile Schedule.....	36
Self Evaluation Format.....	39
Weekly Field Work Report Format	40
Log Sheet.....	41
Field Work Calendar.....	42
Field Work Seminar Schedule	43
Skill Lab Schedule.....	44
Undertaking	45
Undertaking for Study Tour	46
Memo.....	47

INTRODUCTION

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work [International Federation of Social Workers; & International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Bern: IFSW & IASSW]

Social Work is a person centred, field oriented and practice based profession. Problem solving, service delivery and advocacy to change are the few of many faces of social work practice. The Schools of Social Work with their course curriculum, field work practicum and concurrent pedagogical experiments have endeavoured to provide social work students with specialised knowledge, skills and attitude (KSA). The beauty of the social work profession lies in its multi-layered interventions considering uniqueness of each individual, respecting differential group dynamics and valuing social diversity and social justice. Therefore, in pursuit of realizing the objectives of social work, it is imperative for the Schools of Social Work to consistently review and reflect on the integration of theory and field work in social work teaching and practice.

The Department of Social Work, Maulana Azad National Urdu University, aspires to develop students into social work professionals with an inclination and orientation to work with diverse sections of the society and imbibe progressive human values. The department owes this to the very mandate of the University which is expected to provide higher, technical and vocational education to Urdu speaking masses and to promote Urdu language- the repository of the composite Indian culture. The Department of Social Work embarks upon the task of developing professional social workers with:

- Knowledge, skills and attitude appropriate to professional social work practice
- Progressive values to appreciate worth and dignity of individuals, cultural diversity and social justice
- Competencies to initiate meaningful dialogue with people, communities and organizations
- Skills to use and experiment social work methods of working with people
- Develop sensitivity, inclination and orientation to work with the people on the margins

This Field Work Manual is an attempt and outcome of the rigorous discussions that have taken place on the nature and components of the field work practicum, uniqueness of the

students coming to MANUU, and the field work agencies where students are placed for concurrent field work. It aims to outline and sustain the elements of uniformity and continuity in the field work practice and also work as a ready reckon for students, agencies and faculty for the operationalisation of field activities. The field work practicum is reflective of the manner in which the Department endeavours to develop prospective social work professionals.

FIELD WORK PRACTICUM

Field education is a core component of social work education process, and has the status of a full academic subject. It is a key activity for the student, providing opportunities to integrate content from classroom learning with practical experience, whilst at the same time developing competence in a range of social work skills [Australian Association of Social Workers. (2008). *Australian Social Work Education and Accreditation Standards*. Canberra: AASW]

The Field Work Practicum is an integral, significant and most valuable part of social work curriculum. It provides opportunities to induct the social work students and develop comprehension of domains and practices of social work profession (Orientation Programme); integrate theory with practice in the field (Concurrent Field work); develop skills in guided learning (Field work Supervision); interaction with other schools of social work and understanding varied outstation multi-dimensional field engagements (Study Tour/Rural/Urban Camp) and so on.

The field work engulfs within its periphery the basic components of social work structure and planned curriculum. The student investigates the concerned field-agency, its structure, policies and service-delivery system under the meticulous supervision of agency and faculty supervisors. The students are exposed to a broad range of clientele and are expected to use intervention strategies at individual, family, group, organizational, and community levels. It is with these client systems that students implement models of practice-theories, skills and sensitivity to human diversity. Further, through field work, student inculcates core competencies like professional attributes, critical thinking, diversity and ethics in practice and advocacy of human rights and social justice.

The UGC Review Committee (1978) on *Social Work Education in India* has outlined the specific objectives of field work training in social work education.

- To develop professional skills through practical learning, apply acquired knowledge, for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problems

- To develop the skills of solving the problems in work at the micro level (individual), family groups and communities and the change at macro level in social institutions and processes
- To provide concurrent opportunity for the integration of classroom learning, in field practice and vice versa (feedback mechanism for both field and class)
- To develop the skills required for professional practice at a particular level of training
- To objectively develop professional attitudes involving impartiality and non-judgemental attitudes
- To develop professional values and commitments, such as respect for human dignity and worth, to the right of participation and self determination compatible with a better society
- To develop an awareness of self and one's professional ideas

[Excerpts from UGC Review Committee (1978)]

The Field Work Practicum is an indispensable feature of social work curriculum. The role essayed by the students in field work is multi-dimensional as they encounter various professional settings. The students are expected to achieve the goals and objectives of the concerned agency, department and of their own for professional growth and development. The following are the essential components which are stringently practised at MANUU.

Concurrent Field Work

The concurrent field work revolves around the core competencies of social work profession. It gives a professional edge over other disciplines as students are continuously and rigorously expose to a variety of real life situations thereby authenticating the integration of theory into practice. Every student is placed in a particular agency/ community engaging two days a week for their concurrent field work and is required to spend minimum fifteen hours in a week in community/agency setting. The students, under the direct supervision of the department supervisor, undertake the assigned task with aplomb and enthusiasm. Each agency also equally shares the responsibility of monitoring and guiding the students by their allotted agency supervisor. In this regard faculty members are required to collaborate with the agency and provide direct supervision to the students by regular visits to field work agencies. In order to avoid monotony and weariness of activities, it is ensured that no student repeats the field work agency and supervisor during the course of MSW. Further, field work placements are strictly a prerogative of the Department of Social Work and no interference from the part of students for specific agency, supervisor, or co-worker is entertained. It

becomes imperative for each student in each semester to submit weekly field work reports along with the Log Sheet of that week to the concerned field work supervisor. At the end of field work of each semester, each student is required to submit the complete Field Work Diary containing duly signed weekly field work reports, activity output reports on field work assignments, and Memo, if any. Field Work Report also has a duly filled Field Work Evaluation Summary prepared and signed by the student in a prescribed format. Field Work Evaluation Summary has to be necessarily signed by the concerned Field Work Supervisor along with her/his comments.

The field work learning objectives are specifically designed for each semester and are presented in a tabular form. This is done in order to ensure that the field work practice is in accordance with the theoretical inputs given in the specific semester. Appreciating the diversity of field work agencies and their field engagements, it is expected that the field work objectives outlined for each semester shall work as a broad guideline to provide exposure to social work students in terms of the unique agency contexts. The students, and their agency and faculty supervisors are required to design and develop the field engagements (Term Plan) for each semester keeping in mind the field work objectives, theoretical inputs and expected outcomes outlined for each semester. It is also significant to note that the field work practicum aims at the gradual learning and progression in the knowledge, skills and attitude of the students. Hence in each progressive semester, field work objectives are in complementary and supplementary relationship with the field learning of previous semester.

Field Work Learning Objectives: MSW Semester I

MSW Semester I	<p><u>Field Work Objectives</u></p> <ol style="list-style-type: none"> 1. Develop understanding of the nature of the professional social work roles and responsibilities 2. Making conscious use of self as growing professional and develop skills in inter-personal relationship, documentation and recording 3. Appreciate the significance of social sciences in the practice of social work 4. Develop ability to perceive stereotyping and stigmatisation of groups and communities, and articulate progressive values 5. Understand agency as a system-its philosophy, structure, objectives, goals, areas of intervention and management of services/programmes 6. Develop knowledge, skills and attitude (KSA) for community work practice 7. Appreciating the importance of community work principles, assumptions, approaches and models for effective community work practice 8. Develop skills in designing Questionnaire/Interview-Schedule 	<p><u>Theory Inputs</u></p> <p>Learner would get the following theoretical inputs for field work integration:</p> <ul style="list-style-type: none"> • Foundations of Social Work (History and philosophy of social work, attributes of a profession and becoming of professional social worker) • Social sciences for practice of social work: psychology, sociology and political economy • Social Work Primary Method: Community Work
	<p><u>Expected Outcome</u></p> <ul style="list-style-type: none"> • Learner will understand the basics of profession and relevance of specific knowledge, skills and attitude (KSA) for effective social work practice • Learner will develop capacity to appreciate the relevance of psychology, sociology and political economy in understanding individual, society and governance system respectively • Learner will acquire knowledge, skills and attitude in experimenting with one of the primary methods of social work: Community Work • Develop skills in making and using tools of term plan, agency profile and community profile 	

Field Work Learning Objectives: MSW Semester II

MSW Semester II	<p><u>Field Work Objectives</u></p> <ol style="list-style-type: none"> 1. Develop knowledge, skills and attitude for social group work practice 2. Appreciate the importance of group, group types, and group work values, principles, theories and therapies for effective group work practice 3. Initiate groups / basic nucleus in the community for addressing issues and problems for intervention 4. Gain firsthand experience of social welfare, social welfare agencies and policies, programs, procedures and services and the manner in which they impact upon client system 5. Develop competence in practising social work research and understanding the use and importance of research and research process in social work practice 6. Demonstrate ability to understand and use the participatory techniques 7. Demonstrate proficiency in oral and written communication that reflects professional social work lingua franca 8. Learn and design a framework or frameworks for the differential use of intervention methods and techniques with at least two client systems (individual and families) 	<p><u>Theory Inputs</u></p> <p>Learner would get the following theoretical inputs for field work integration:</p> <ul style="list-style-type: none"> • Understanding importance and significance of human relations in different settings • Emerging areas of social work practice: Elderly, Disability, HIV/AIDS, and Family and Child Centred Social Work Practice • Social Work Primary Method: Social Group Work Practice • Social Work Secondary Method: Social Work Research
	<p><u>Expected Outcome</u></p> <ul style="list-style-type: none"> • Learner will identify issues in human relationship and develop skills in sustaining relationship • Learner will acquire knowledge, skills and attitude in experimenting with one of the primary methods of social work: Social group Work • Learner will understand major issues and concerns of elderly, disability, HIV/AIDS and family and children as units of social work intervention • Learner will develop competence, ability, skills and analytical thinking in applying research methods and tools in practical settings and using participatory techniques 	

Field Work Learning Objectives: MSW Semester III

MSW Semester III	<p><u>Field Work Objectives</u></p> <ol style="list-style-type: none"> 1. Develop knowledge, skills and attitude for social case work practice 2. Skills in application of case work principles, process, theories and therapies for effective case work practice 3. Develop skills in problem solving and intervention in the person-environment context with a rights-based approach 4. Apply knowledge of psycho-social factors that affect individual development and behaviour, and use theoretical frameworks to understand the interactions among individual and between individuals and social systems (i.e., families, groups, organizations, and communities) 5. Acquire skills in communication – writing client records, documentation of agency records, correspondence, and public relations skills 6. Develop skills in understanding social policies and social welfare practices 7. Develop skills in sensitivity and understanding on women issues, concerns and intervention strategies and the specifics of rural-urban interventions 	<p><u>Theory Inputs</u></p> <p>Learner would get the following theoretical inputs for field work integration:</p> <ul style="list-style-type: none"> • Social Work Primary Method: Social Case Work • Social Work Secondary Method: Social Welfare Management • Policies/Programmes and Management of Social Welfare Services • Area of Social Welfare Practices: Rural-Urban Interventions; Women Empowerment; and Social Policy and Planning
	<p><u>Expected Outcome</u></p> <ul style="list-style-type: none"> • Learner will acquire knowledge, skills and attitude in experimenting with one of the primary methods of social work: Social Case Work • Learner will acquire knowledge of policy formulation and analysis • Learner will develop skills of managing and administering development services and managing tools of social welfare management • Learner will develop sensitivity in working with women and engaging with issues of rural-urban interventions 	

Field Work Learning Objectives: MSW Semester IV

MSW Semester IV	<p><u>Field Work Objectives</u></p> <ol style="list-style-type: none"> 1. Demonstrate greater understanding and acumen to integrate theory with field work practice 2. Demonstrate sensitivity to cultural diversity and social justice and be able to conduct culturally effective practice interventions 3. Understand the forms and mechanisms of oppression and discrimination, and articulate anti-oppressive strategies to work with marginalised communities 4. Acquiring skills and ability to effectively utilize supervision, professional meetings and other resources to build on practice skills and promote professional development. 5. Engage with client system (individual, family, group, organization or community) to identify concerns and appropriate interventions 6. Enhanced ability to engage with NGOs/CBOs: formation, legal framework and functioning, the nature and complexities of working in an organisational context and the broader political and social context of human services organisation 7. Demonstrate ability in problem formulation and developing research project 8. Develop skills in project formulation and management 	<p><u>Theory Inputs</u></p> <p>Learner would get the following theoretical inputs for field work integration:</p> <ul style="list-style-type: none"> • Human Rights, Social Justice and Social Legislation • Issues and interventions for Marginalised Communities • Poverty Alleviation and livelihood strategies • Professional Development • NGO Formation and Management • Identifying specific research problem and developing Research Project • Project formulation and management
	<p><u>Expected Outcome</u></p> <ul style="list-style-type: none"> • Learner will develop ability to make conscious use of ‘self’ and articulate professional knowledge, skills and attitude, and shall appreciate values of diversity, human rights and social justice • Learner will develop the ability to identify marginalised groups, their issues and concerns with the objective of bringing about change and intervention for their overall development • Learner will acquire knowledge of constitutional imperatives, legal system, social legislations and their applicability • Learner will have increased ability in working on research problem and developing Research Project • Learner will develop competencies in project formulation and management • Learner will develop ability to appreciate and practice social work primary and secondary methods of working with people 	

Orientation Programme

Concurrent field work is preceded by one week orientation programme, which is done for the newly admitted students of MSW to develop comprehension about domains and practices of social work profession. The Orientation Programme provides knowledge base, enhances critical thinking and helps in making sense of the nuances of social work practice. It endeavours to make the student realize and understand the importance of field work practicum and prepares them for the concurrent field work. The Orientation Program envisages a series of lectures delivered by faculty members and external experts to familiarise students with the professional work environment and ground realities. Orientation also include one day local visit (observational visit) to any agency to provide an exposure and understanding of the services provided in response to people's needs. The local visit is to be undertaken under the guided supervision of faculty members.

Term Plan

The Term Plan is a field work template for undertaking concurrent field work in a planned manner with clearly defined objectives and systematically outlined activities for each semester. The Term Plan is conceptualised, proposed and developed by the students in due consultation with the faculty and agency supervisors keeping in mind the needs, objectives and requirements of agency, and field work objectives of the specific semester. It corresponds to the field work learning opportunities and challenges, thus strengthening student's abilities, enhancing their skills and widening their horizon for effective practice. The Term Plan outlines the details of activities to be undertaken during the course of concurrent field work in the concerned semester. The objectives of activities are accomplished through various well defined tasks within stipulated time period and furnishing a detailed output report with emphasis on expected learning outcome. The Term Plan templates are given in the appendices. However, these templates are only indicative in nature, the students should work upon to develop their own Term Plans in terms of their unique agency contexts in due consultation with the faculty and agency supervisors.

The Term Plan spreads to the total field work days in a semester (30 Days/4 months) and accordingly the time-line of the activities is developed. A tentative and suggestive time-line is given below for ready reference.

Task/Activity	Field Work Time Line for the Semester																
	Months	I				II				III				IV			
	Weeks	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
Term Plan																	
Agency Profile																	
Community Profile																	
School Profile																	
Case Work																	
Group Work																	
Programme Media																	
Research Project																	

Field Work Supervision

Supervision is an educational process which involves a dynamic, and individualised educator-learner interaction and relationship, in which the field work supervisor judiciously and creatively assumes the role of a teacher, helper and administrator, to provide direction to learning, to promote professional growth and to facilitate self-dependence in the learner. Regular supervision and monitoring of field work is done by the faculty members through field visits, weekly individual conferences (ICs), fortnightly field work Seminar /Group Conferences (GCs) and Skill Labs. The student is in regular contact with the respective supervisors to seek guidance and timely inputs to strengthen their functioning and develop skills such as observation, listening, communication, interviewing, relationship building; and skills in fact finding, recording, analysis, administrative procedures, planning, organization and implementation. Supervision is also instrumental in developing a professional attitude in the students. The student also learns and understands the mode of communication within the supervisory relationship. Under each faculty member (who is referred as faculty supervisor), a group of students are placed and the ratio is 1:8 to 10. Each field work agency is expected to designate a qualified person for the purpose of supervising the field work of students at the agency. The person so designated by the agency will be referred as agency supervisor. It is this joint team of student, agency supervisor and faculty supervisor that works in continuous coordination for the fruitful field work practice which benefits the student, agency, faculty and the social work discipline. It is also imperative that the field work supervision is undertaken on the basis of concurrent field work Term Plan which is followed by evaluation at the end of each semester.

Individual Conference

Individual Conferences (IC) are conscious, planned and focused situations for sharing and learning between the faculty-supervisor and student-supervisee. These conferences are held

every week for each semester. The purpose of the conference is to facilitate the increase in knowledge, skills and attitude of the students in working with the people. It aims at guided learning of the students in a structured manner with the help of field work objectives and tasks provided for a particular semester. These weekly conferences enable the students to receive regular feedback towards fulfilling field work objectives in consonance with the organization's work profile. These conferences also provide occasions to discuss issues and concerns that arise during the course of field work. In Individual Conference, each student is to be given sixty minutes per week by the respective faculty supervisors to guide and facilitate learning through concurrent field work. Each student/supervisee is required to maintain the field work diary and submit weekly field reports to the respective supervisors at least a day before the scheduled IC. The weekly field work reports are to be accompanied by the prescribed Log Sheet.

Field Work Seminar/Group Conference

In each semester, each student is to give at least one field work seminar based on concurrent field work experiences. The objective of the seminar/group conference is to prepare the student for a systematic and independent study of the issues and sharing the interventions with the professional audiences consisting of supervisors, co-workers and colleagues and seek inputs from their questions/queries and comments. This facilitates the presentation and articulation skills in the students. The entire procedure of organizing and conducting field work seminar solely lies on the students indicating a sense of responsibility and management skills. The students professionally deliver presentation using Power point, poster presentation or other appropriate media. It is a platform where students share their field experiences, knowledge and activity outcome which is followed by discussions, queries and suggestions. This provides the students an opportunity to demonstrate advanced practice knowledge, skills, and values in the creation and communication of a model for enhancing service delivery. The presentation is a highly individualized expression of the student's interests and experience with the concurrent field work placement.

The purpose of field work seminar presentation is to develop the confidence level, enhance communication and presentation skills, and understanding of various components of social work in practical settings. The field work seminar paper is to be developed in consultation with the respective faculty supervisor. The field work seminar is to be anchored by the students (Chairperson, Recorder and Presenter). The faculty members vigilantly observe the entire presentation and act as resource persons to impart valuable suggestions at the end. The field work seminars are conducted fortnightly so that each student gets an opportunity to

exhibit their learning experiences from the field. The field work seminar template is placed at the appendices.

Study Tour

A Study Tour is a type of experiential education- a way to bring students out of classroom into real life situations. The Study Tour/Camp is organised in collaboration with agencies to provide an experience to study and appreciate innovative efforts and interventions by the individuals, groups and organizations. The Study Tour is organized for the MSW final year students. The purpose of Study Tour is to immerse students in another environment/culture while helping them acquire knowledge about specific issues. The students learn about the social problems people face in different societies, visit social agencies that address those problems and interact with the professional who strive to find solutions. In discussing issues and solutions with practicing professionals, students gain understanding of social work values, knowledge base, skills, use of research, opinion on social policy issues and roles in their society. It is compulsory for the students to participate in the study tour/camp and submit report on the same to their respective field work supervisors. The experiences of the study tour are also shared in the department during field work seminar. The hours and days spent in the study tour/camp, excluding journey hours, shall be counted in the concurrent field work hours/days of that semester. As students are put together while travelling, they inevitably have a group experience learning to accommodate to other wills, interests and limitations. Concomitantly, students have an experience of self-learning about how they relate to different people and adjust to new situations, while discovering their responses to the issues they encounter. The students are to maintain strict discipline and decorum during the study tour/camp and an undertaking to this effect is to be given by each student in a prescribed performa before proceeding for the study tour/camp. Details of Study Tour Undertaking are provided in the appendices. At least two faculty members are to accompany the students for guided supervision. The financial support for the study tour is to be provided as per university rules.

NGO-Meet

NGO-Meet is a discussion forum where partner field work agencies collaborate with the Department of Social Work to review and analyse student's overall performance during their placement in the concerned agency. NGO-Meet constitutes the elements of a formal and informal gathering as it focuses on nurturing upcoming social workers, inculcating professional skills, aptitude and training. It further elaborates that such a platform becomes congruent to discuss, deliberate and define plan of action, strategy to build a support system

between the academia and partner agencies. NGO meet projects a joint effort based on mutual cooperation, reciprocal relationship and better understanding of faculty and agency supervisors. The main purpose of the Meet is to get a detailed feedback of the students placed in various agencies and to share experiences, formulate plan of action and discuss future collaborations. In order to get wider insight on the concurrent field work of students, and experiences of the field work agencies in supervising the MSW students, this annual inter-agency meet provides an avenue for ensuring and strengthening professional ties with field work agencies. The NGO meet necessitates a great opportunity to the department to interact with representatives of the agencies and to know about their service delivery system and accordingly evaluate and enrich its field work practice. The NGO-Meet is supplemented with public display of field work agencies works and initiatives in form of exhibition.

Skill Lab

Skill Lab is an exploring initiative under the Innovative Academic Interventions (IAI) of the Department. The overall objective of the Skill Lab is to supplement knowledge, skills and attitude of social work students through innovative and participatory exercises. Keeping in mind, the nature of students coming to MANUU, the Skill Lab focuses on four major skill components viz. communication, sensitivity, analytical and technical. Skill Lab is a structured and organized representation of students' interpersonal skills and aptitude towards social work ethics, principles and values. The primary purpose of Skill Lab is to provide students with a practical/technical environment that fosters learning, offers an arena for demonstration of skill acquisition and promoting professional social work practice. It helps the students acquire specific skills for the situations encountered during practice; hence it is organized fortnightly. Skill Lab is methodically organised on the basis of prearranged skill lab module/activities by the faculty members. Skill Lab activities are based on games, group exercises, individual and group presentations, documentary films screening-cum-discussion and like to generate interest and ensure active participation of students. The skill lab is to have necessary equipments like audio/video recorders, LCD projector, and sound system and IEC materials for students overall professional growth and development.

Block Placement

Block placement allows students to immerse themselves in the work of an agency. It is more conducive to the pursuit of intellectually and professionally stimulating tasks. The traditional social work field placement occurs concurrently with coursework; all students are placed in suitable agencies for their block placement at the end of fourth semester examination for

eight weeks. Apart from regular classes and field work, Block Placement enhances the student's reflection on her/his practice, encourages a greater depth of learning tailored to the placement experience, and facilitates the integration of theory and practice – an overarching goal of the field placement process. The purpose of Block Placement is to provide students an exposure to professional organizations and pre-employment experiences. It broadens students perspective, widens learning opportunities and also enables them to assume professional responsibilities after completing the M.S.W programme.

The department does not provide any financial support, whatsoever, for undertaking Block Placement. However, the students can accept an honorarium/stipend if the agency so decides. The successful completion of Block Placement and the submission of satisfactory Block Field Work Report are mandatory for award of MSW degree and the release of the consolidated marks memo.

Field Work Calendar

The field work practicum is designed, developed and operationalized with a help of a field work calendar which is prepared well in advanced and shared with the field work agencies and supervisors before the commencement of field work. The field work calendar template is placed in the appendices. The total field work hours (1080 hours) in Master of Social Work course, excluding the hours spent in block field work (8 weeks/60days/480hours), are summarized below.

S. No.	Field Work Component	Particulars (Hours*Days)	Total Hours in a Semester	Total Hours in MSW
1	Concurrent Field work	7.5*30	225	900
2	Individual Conference	1*15	15	60
3	Field work Seminar Presentation/Group Conference/Skill Lab.	2*15	30	120
		Total	270	1080

FIELD WORK TEAM AND RESPONSIBILITIES

The field work is a collective and coordinated activity of the Schools of Social Work and field work agencies where students are placed for field work. The field work team comprises the following important actors for the smooth conduct of field work practicum:

Field Work Coordinator

- Identify and liaison with the field work agencies and overall coordination of the field work
- Field work placement of the students under the faculty supervisors and agencies
- Continually monitor the quality of practicum experiences for students and to make decisions regarding the addition, continuation, or deletion of practicum agencies
- Coordinate orientation programme, NGO-Meet and field work seminar/group conference in coordination with HOD and faculty supervisors
- Support faculty supervisors while handling students and agencies concerning field work practicum and block placement
- Support and monitor the progress of students through their 270 hours of field work practicum in each semester
- Revise, monitor and establish field work policy and revise as and when needed in collaboration with the HOD
- Ensuring coordination between faculty supervisors and field work agencies and the department
- Prepare field work calendar and field work seminar schedule for each semester

Faculty Supervisor

- Conduct individual conferences with the students (supervisees) and provide them guided supervision
- Monitor progress toward the successful completion of the field work objectives
- Facilitate and support supervisees in developing field work seminar paper, and active participation in field work seminars
- Coordinate with respective agency supervisors to share and clarify department expectations from the agencies and vice versa
- Regularly visits to field work agencies and field work sites/communities where students are placed for the field work
- Assess students' performance in field work
- Intervene and sort out any differences that may arise between students and field work agencies/agency supervisors

Agency Supervisor

- Provide regular supervision in the agency and field setting to the students.
- Provide students with an orientation to the agency/community and facilitate integration into the agency
- Collaborate with students to guide and define their roles in the agency
- Assign challenging and allocating appropriate responsibilities for professional growth and development
- Supervise students in developing skills to integrate theory and practice
- Evaluate students' learning abilities, strengths and weaknesses and increase in skills, values and knowledge.

- Facilitating evaluation through term plan template, skill lab activities and regular and consistent performance
- Maintain an open and current flow of information with the faculty supervisors and field work coordinator

Social Work Students

- Know, understand and follow the field work policy/field work practicum of the department
- Ensure cent percent presence in all the components of field work practicum of the department
- Develop a Term Plan in consultation with the faculty and agency supervisors
- Follow and complete all assignments given by the agency and the department
- Submit detailed report of field work activities within the stipulated time line
- Accomplish the tasks and activities outlined in the term plan template
- Inculcate and reflect appropriate behaviour pattern while working with individual, groups and communities
- Ensure regularity and punctuality while attending Individual Conferences and field work seminar and visiting field work agencies
- Complete learning agenda under the guidance of supervisors
- Respond to the ethical responsibility towards yourself, co-worker and field work agency
- Complete a minimum of 270 hours of field work practicum in each semester

FIELD WORK RULES

Field work practicum is an integral part of the MSW curriculum. In each semester Internal and External Field Work Evaluation is of 100 marks each. There is a total of 200 Marks allotted to field work in each semester, resulting into a total of 800 field work marks in whole MSW course of 2900 Marks.

1. The Internal Field Work Assessment is done by Internal Examiner/concerned faculty member in the capacity of Field Work Supervisor. It is based on the regularity and performance in concurrent field work, individual conferences, reports submission, agency supervisor's feedback, field work seminars and internal field work viva-voce conducted by the faculty supervisor.
2. The External Field Work Evaluation is in the form of Viva-Voce to be jointly conducted by the External Examiner and Head of the Department. The External Field Work Evaluation is based on the Field Work Project Report and the performance of individual students' in viva-voce.

3. A minimum of 40% pass percentage is required both in Internal and External field work evaluation. Passing the field work (both internal and external) of the concerned semester is a pre-condition to be eligible for promotion from one semester to the other. There is no provision for reevaluation/improvement in field work both internal and external.
4. 100% attendance in field work is compulsory and only 10% compensatory leave from field work is permitted on genuine grounds that too with prior permission from the Head of Department on the recommendation of the concerned Field Work Supervisor. The leave so granted is to be compensated by doing the additional compensatory field work. To this effect as also other requirements of field work, candidates have to give an undertaking in a prescribed Performa at the time of MSW admissions. This Undertaking is binding for pursuing the MSW course. Further students are served Memo for any irregularity in field work practice. (Details of Undertaking and Memo are provided in the appendices).
5. There shall be compulsory Block Placement of eight weeks at the end of the examination of fourth Semester. The successful completion of Block Placement and the submission of satisfactory Block Field Work Report are mandatory for award of MSW degree and the release of the consolidated marks memo. Students shall be placed for Block Placement in an agency of repute by the Department. Field Work Coordinator is to coordinate the Block Placement. Each student is compulsorily required to do the following:
 - ❖ Joining Report to be immediately sent to the Department as also the details of Agency Supervisor for correspondence and feedback
 - ❖ Keep updating the Department on the work progress
 - ❖ Submit the Block Field Work Report in printed-bounded form reflecting the details of work done as per the guidelines issued by the Department. The Block Field Work Report must be in Urdu script and to the satisfaction of the Department
 - ❖ The Block Field Work Report is accompanied by the Certificate from the agency for the successful completion of the Block Placement and a sealed confidential report from the agency as per the prescribed Performa given by the department
 - ❖ The Block Field Work Report is to be submitted within three months of the completion of Block Placement failing which the matter will be referred to the Departmental Committee for necessary action

FIELD WORK EVALUATION

The end term (semester wise) evaluation of the student's performance in the field practicum represents a summation of the field instructor's feedback and assessment of the student's performance for the specified term. The evaluation is designed to measure the outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the student's quality and nature of performance activity, timelines and practice behaviour that are assessed. The process of evaluation is a continuous one and important part of the training in self-awareness, necessary to the development of a professional social worker. Evaluation is a shared process throughout the placement, involving the analysis of the students' performance and progress with a view of helping students advance their knowledge and competence as social workers. Evaluation of the student is based on his/her learning abilities and field work performance thus both strengths and weaknesses are identified as there is a need for balance. The focus is on modifiable aspects of performance which can be an incentive for change. Comments/suggestions are helpful and equitable as students really need critical analysis. Evaluation is consistent and non judgemental.

The field work evaluation is strongly based on the performance of the student on following parameters:

- ✓ Attendance in all field work components
- ✓ Weekly Field Work Reports: Quality and Timely Submissions
- ✓ Individual Conferences: Regularity and Activeness
- ✓ Field Work Seminar: Regularity and Performance
- ✓ Field Work Seminar Paper
- ✓ Skill Lab Participation
- ✓ Field Work Diary: Content Quality, Structure and Presentation
- ✓ Agency Feedback
- ✓ Viva-Voce: Internal and External

TOOLS FOR FIELD WORK

The templates of the following tools commonly required and used in the field work practice are placed in the appendices for the ready reference of the students, agencies and faculty members. The students are advised to refer these tools and further improvised/adapt these in terms of their specific requirements, and incorporate suggestions from the faculty and agency supervisors.

- ✓ Term Plan Template
- ✓ Agency Profile Schedule
- ✓ Casework Recording Schedule
- ✓ Group Work Recording Schedule
- ✓ Community Profile Schedule
- ✓ Self Evaluation Format
- ✓ Weekly Field Work Report Format
- ✓ Log Sheet

APPENDICES

Term Plan Template

(مدتی منصوبہ بندی کا نمونہ)

سلسلہ نمبر (Serial No.)	وسیع دائرہ/مقاصد (Broad Areas/Goals)	اقدامات/کارکردگی (Activities/Tasks)	مقررہ وقت (کل دن/تاریخ) (Time Frame: Total Days/Dates)	حاصل شدہ نتیجہ (Summary Report/Output)	سیکھنے والے کے عمل میں حاصل شدہ نتائج کے توقعات (علم، ہنر اور رویہ) (Expected Learning Outcome: Knowledge, Skill and Attitude)
1	انسانی خدمات کے ادارے/تنظیم کا تعارف: I. تنظیم / ادارے سے واقف ہونا اور سمجھ کو بہتر بنانا II. فلڈورک سے متعلق کارکردگی کا سلسلہ وار منصوبہ تیار کرنا III. منصوبہ بندی کے ہنر کو بہتر بنانا IV. ایک سمیسٹر کے تحت فلڈورک کی مکمل مدتی منصوبہ بندی تیار کرنا اور اسکی اہمیت کو سمجھنا	کارکردگی 1: ایک سمیسٹر کے لئے فلڈورک کی مدتی منصوبہ بندی ٹاسک 1.1: تنظیم اور نگران تنظیم کے ساتھ رابطہ قائم کرنا ٹاسک 1.2: تنظیم، نگران، تنظیم کے دیگر ملازمین اور تنظیم کے ڈھانچے و افعال سے اپنی واقفیت اور سمجھ کو بہتر بنانا ٹاسک 1.3: تنظیم کے ذریعے ماضی میں چلائے گئے اور حال میں چل رہے پروگرامس کی سمجھ کو بہتر بنانا ٹاسک 1.4: فلڈورک کے ایکشن پلان کو تیار کرنا ٹاسک 1.5: فلڈورک کے مدتی منصوبہ بندی تیار کرنے اور مکمل کرنے کے لئے اپنے نگران شعبہ اور نگران تنظیم سے مسلسل تبادلہ خیال کرنا	4 فلڈورک دن 4 Field Work Days	فلڈورک کی مدتی منصوبہ بندی کا خاکہ جمع کرنے کی آخری تاریخ: Term Plan Deadline for Submission:	سیکھنے والے کو حاصل ہونے والی صلاحیت: • مختلف اسٹیک ہولڈرس سے بہتر تعلقات قائم کرنے کے ہنر میں اضافہ • منصوبہ بندی کے ہنر میں اضافہ • مقررہ منصوبہ کے تحت فلڈورک میں کام کو انجام دینے کی صلاحیت میں اضافہ • فلڈورک کی مدتی منصوبہ بندی کی اہمیت کو سمجھنا اور عمل کرنا • مدتی منصوبہ بندی میں مختلف اسٹیک ہولڈرس کی اہمیت کا احساس ہونا Learner would acquire : • Better rapport building skills with various stakeholders • Skills of planning • Skills to execute work with a Plan of Action • Appreciate the importance of Term Plan and practise it • Recognize the importance of stakeholders in framing Term Plan
2	انسانی خدمات کے ادارے/تنظیم کی سمجھ: I. تنظیم کے بارے میں تفصیلی سمجھ II. تنظیم کے مختلف حصوں/اکائیوں کے افعال کی جانکاری حاصل کرنا III. ان حصوں یا اکائیوں کا انتخاب کرنا جہاں طلبہ کو زیادہ سے زیادہ عملی علم، ہنر و رویہ میں بہتری لانے کے مواقع حاصل ہوں	کارکردگی 2: تنظیمی خاکہ تیار کرنا ٹاسک 2.1: تنظیم نگران کے ساتھ تبادلہ خیال کرنا ٹاسک 2.2: تنظیم کے دیگر اہم ملازمین سے معلومات حاصل کرنا ٹاسک 2.3: تنظیم کی ویب سائٹ، سالانہ رپورٹ/رسالے یا ماضی میں چلائے گئے خدمات/پروگرامس کے تفصیلی رپورٹ کا جائزہ لینا ٹاسک 2.4: تنظیم سے متعلق اہم معلومات حاصل کرنے کے لئے تنظیمی خاکہ کا شیڈول تیار کرنا اور تنظیم کی منظوری و رضامندی سے تنظیمی خاکہ تیار کرنا	3 فلڈورک دن 3 Field Work Days	تنظیمی خاکہ جمع کرنے کی آخری تاریخ: Agency Profile Deadline for Submission:	سیکھنے والے کو حاصل ہونے والی صلاحیت: • تنظیم کے بارے میں بہتر معلومات، اسکی تاریخ، نظریہ، ڈھانچے، مداخلت کی نوعیت، تنظیم سے استفادہ حاصل کرنے والی جماعت، خدمات انجام دینے کے طور طریقے اور ملازمین وغیرہ کے بارے میں معلومات • تنظیمی خاکہ کے شیڈول کو تیار کرنے اور اسکو عملی طور پر استعمال کرنے کا ہنر • تنظیم کے اعتبار سے ممکنہ مداخلت کے موضوعات کی شناخت اور اسکی منصوبہ بندی

سلسلہ نمبر (Serial No.)	وسیع دائرہ/مقاصد (Broad Areas/Goals)	اقدامات/کارکردگی (Activities/Tasks)	مقرر وقت (کل) (دن/تاریخ) (Time Frame: Total Days/Dates)	حاصل شدہ نتیجہ (Summary Report/Output)	سینے کے عمل میں حاصل شدہ نتائج کے توقعات (علم، ہنر اور رویہ) (Expected Learning Outcome: Knowledge, Skill and Attitude)
	II. agency To know the various units/functions and activities of the agency III. To choose the areas/units where learner can get maximum exposure to enhance knowledge, skills and attitude	Activity 2: Developing Agency Profile Task 2.1: Discussion with the Agency Supervisor Task 2.2: Gathering information from the other key functionaries of the agency Task 2.3: Review of annual reports, newsletters, and various project evaluation reports of agency and website of agency Task 2.4: Developing and using the Agency Profile Schedule to collect information of the agency and develop agency profile with due approval of agency			<p>Learner would acquire:</p> <ul style="list-style-type: none"> Knowledge of the agency, its history, ideology, structure, nature of agency intervention, client group of intervention, style of functioning, pattern of staff etc Skills in developing and using Agency Profile schedule Identifying and Planning plausible areas of intervention from agency's perspective
3	<p>کیونٹی کی سمجھ:</p> <p>I. کیونٹی سے رو برو ہونا اور کیونٹی میں کام کرنے کے طریقے کو سمجھنا</p> <p>II. کیونٹی کے ڈھانچے، ادارے، مسائل، وسائل، لیڈران، مظلوم طبقات کی شناخت کرنا اور انکی اہمیت کو سمجھنا</p> <p>III. کیونٹی کی مکمل معلومات حاصل کرنے کے لئے کیونٹی پر وفاقی شذیول تیار کرنا اور اسکا استعمال کرنا</p> <p>IV. کیونٹی خاکہ تیار کرنے میں ہم شریکتی تکنیک کا استعمال کرنا مثلاً پی۔ ایل۔ اے/ پی۔ آر۔ اے</p> <p>Understanding Community:</p> <p>I. To get exposed to the community and understand the process of working with community</p> <p>II. Identifying and understanding the importance of community, its structure, institutions, problems, resources, leaders and marginalised groups</p> <p>III. To prepare and use community profile schedule to acquire complete information about the community</p> <p>IV. To use participatory techniques (viz. PLA/PRA) to develop community profile</p>	<p>کارکردگی 3: کیونٹی خاکہ تیار کرنا</p> <p>ناسک-3.1: نگراں کی مدد سے کیونٹی کے تعلق سے مواد اور ہم شریکتی تکنیک کا مطالعہ کرنا</p> <p>ناسک-3.2: کیونٹی سے رو برو ہونا اور ٹرانزیکٹ واک کرنا</p> <p>ناسک-3.3: کیونٹی میں سوشل ریسورس مپنگ تکنیک کا استعمال کرنا اور اس کی بنیاد پر کیونٹی کے ڈھانچے/دوسائل/مظلوم طبقات اور مسائل کی سمجھ بنانا</p> <p>ناسک-3.4: کیونٹی خاکہ شیڈول کا استعمال کرنا اور اس کے مطابق جانکاری اکٹھا کرنے کے لئے لیڈران/اعباداران وغیرہ سے ملاقات کرنا</p> <p>ناسک-3.5: سوشل ریسورس مپنگ اور کیونٹی خاکہ کی مشق کہ جانکاری سے کیونٹی کی سمجھ بنانا اور کیونٹی میں مداخلت کرنے کے لئے منصوبہ بندی کرنا</p> <p>Activity 3: Developing Community Profile Task 3.1: Review the literature on community work and participatory techniques in consultation with supervisor Task 3.2: Familiarising with the community and doing Transect Walk Task 3.3: Using Social Resource Mapping technique and developing understanding of community's structure, resources, problems and marginalised sections Task 3.4: Using community profile schedule to collect information about the community from various leaders and stakeholders Task 3.5: Understanding community on the basis of Social Resource Mapping and Community Profile and planning for community intervention</p>	6 فلڈ ورک دن 6 Field Work Days	<p>1- سوشل ریسورس مپنگ رپورٹ</p> <p>2- کیونٹی خاکہ</p> <p>جمع کرنے کی آخری تاریخ:</p> <p>1. Report on Social Resource Mapping</p> <p>2. Report on Community Profile</p> <p>Deadline for Submission:</p>	<p>سینے والے کو حاصل ہونے والی صلاحیت:</p> <ul style="list-style-type: none"> کیونٹی اور اس کے مختلف پہلوں پر وسیع سمجھ کیونٹی ورک کے اصول اور طریقے کار کی سمجھ کیونٹی کے ساتھ کام کرنے کے لئے رویہ میں تبدیلی کیونٹی سے رو برو ہونے اور وہاں اپنی پہچان بنانے کا ہنر کیونٹی خاکہ تیار کرنے کا ہنر ہم شریکتی تکنیک کے استعمال کا ہنر تنظیم کے اعتبار سے کیونٹی میں ممکنہ مداخلت کے موضوعات کی شناخت اور منصوبہ بندی <p>Learner would acquire:</p> <ul style="list-style-type: none"> In-depth understanding about community and its various components Understanding the principles and process of community work Behavioural and attitudinal change to work with the community Skills in interacting and rapport building with community Skills in developing community profile Skills in using Participatory Techniques Identifying and planning plausible areas of community intervention

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4	انسانی خدمات کے ادارے/اسکول کی سمجھ: I. اسکول کے بارے میں تفصیلی سمجھ بنانا II. اسکول میں ان مسائل اور وسائل کی شناخت کرنا جو اسکول کے ماحول کو بہتر کر سکتے اور جہاں سوشل ورک کے طلبہ زیادہ سے زیادہ عملی علم، ہنر اور رویہ حاصل کر سکیں III. اسکول کے مختلف حصوں/اکائیوں کے افعال کی جانکاری حاصل کرنا Human Services Organization/Understanding School I. To develop complete understanding of the school II. To identify issues and resources for better functioning of school and opportunities for social work students to gain practical knowledge, skills and attitude III. To acquire information about the functioning of different unit/sections of school	کارکردگی 4: اسکول کا خاکہ تیار کرنا ٹاسک-4.1: نگران کی مدد سے اسکول اور اسکول سوشل ورک سے متعلق مواد اکٹھا کرنا اور اسکا مطالعہ کرنا ٹاسک-4.2: اسکول کے پرنسپل، اساتذہ اور دیگر ملازمین سے معلومات حاصل کرنا ٹاسک-4.3: اسکول کے ویب سائٹ/اسلام رسالے/رپورٹ یا ماضی میں چلائے گئے خدمات/پروگرامس کے تفصیلی رپورٹ کا جائزہ لینا ٹاسک-4.4: اسکول سے متعلق اہم معلومات حاصل کرنے کے لئے اسکول خاکہ شذیول تیار کرنا اور اسکول کی منظوری اور رضامندی سے اسکول کا خاکہ تیار کرنا Activity 4: Developing School Profile Task 4.1 Understanding School and School Social Work and review related literature Task 4.2: Gathering information from school principal, teachers and other staff members Task 4.3: Review of annual reports, newsletters, and various project evaluation reports of school and website of school Task 4.4: Developing and using the School Profile Schedule to collect information of the school and develop school profile with due approval of school	4 فلڈ ورک دن 4 Field Work days	اسکول کا خاکہ جمع کرنے کی آخری تاریخ: Report on School Profile Deadline for Submission	سیکھنے والے کو حاصل ہونے والی صلاحیت: • اسکول کے بارے میں بہتر معلومات، اسکی تاریخ، نظریہ، ڈھانچے، مداخلت کی نوعیت، اسکول سے استفادہ حاصل کرنے والی جماعت، خدمات انجام دینے کے طور طریقے اور ملازمین وغیرہ کے بارے میں معلومات • اسکول کا خاکہ تیار کرنے اور استعمال کرنے کا ہنر • اسکول کے اعتبار سے اسکول میں مداخلت کے موضوعات کی شناخت اور منصوبہ بندی Learner would acquire: • Knowledge and information of the school, its history, ideology, structure, nature of intervention, client group, pattern of providing services of functioning, beneficiary groups, staff etc • Skills in developing and using School Profile schedule • Identifying and Planning plausible areas of intervention from school's perspective
5	بیداری مہم کے لئے پروگرام میڈیا کے ٹولز کا استعمال کرنا: I. بیداری پیدا کرنے کی مہم کی اہمیت کو جاننا II. پروگرام میڈیا کے طریقوں اور اسکے موثر طریقے کار کی سمجھ بنانا III. BCC (Behavioural Change IV. Communication), IPC (Interpersonal Communication) اور IEC (Information, Education and Communication) کے تصورات کو سمجھنا اور ان سے متعلق طریقوں کا استعمال کرنا	کارکردگی 5: گروپ مینٹگ کا استعمال کرتے ہوئے بیداری پیدا کرنا ٹاسک-5.1: اپنے نگران کی مدد سے خواتین کے تعلیم سے متعلق علمی مواد اکٹھا کرنا اور اسکا مطالعہ کرنا ٹاسک-5.2: کمیونٹی میں لوگوں سے ملاقات کرنا اور اپنے مقصد سے واقف کرانا۔ پھر ایک گروپ مینٹگ منعقد کرنا جس میں لوگوں کے مسائل سے متعلق گفتگو کیا جاسکے ٹاسک-5.3: اسکے لئے کمیونٹی میں لوگوں سے ملاقات کرنا اور انہیں مینٹگ کے لئے تیار کرنا ٹاسک-5.4: اپنے نگران کی مدد سے گروپ مینٹگ کے طریقے کار کو تیار کرنا جسکے تحت گروپ مینٹگ کے مراحل کو ترتیب وار ڈھنگ سے آگے بڑھا یا جاسکے ٹاسک-5.5: گروپ پروسیس (Forming, Storming, Norming and Performing) کا استعمال کرتے ہوئے گروپ مینٹگ کی کاروائی کو آگے بڑھانا	3 فلڈ ورک دن 3 Field Work Days	تعلیمی بیداری پر ایک رپورٹ (کم از کم 5 بیداری مہم اور سبھی کی الیڈا رپورٹس) جمع کرنے کی آخری تاریخ: Report on Educational Awareness Campaign (at least five educational awareness campaign and their separate reports) Deadline for	سیکھنے والے کو حاصل ہونے والی صلاحیت: • گروپ ورک پر وسوس کو عملی طور پر استعمال کرنے کے ہنر میں اضافہ۔ • پروگرام میڈیا، اسکے طریقے اور طریقے کار کی صاف سمجھ اور استعمال کے ہنر میں اضافہ۔ • مسائل کی نوعیت اور لوگوں کی ضروریات کے اعتبار سے پروگرام میڈیا کے مخصوص طریقوں کے استعمال کی بہتر سمجھ۔ • تربیلی ہنر میں اضافہ۔ • فیڈبیک کے ہنر میں اضافہ۔ Learner would acquire: • Improvement in skills for using group work process • Skills in understanding and using tools and processes of programme

سلسلہ نمبر (Serial No.)	وسیع دائرہ/مقاصد (Broad Areas/Goals)	اقدامات/کارکردگی (Activities/Tasks)	مقررہ وقت (کل دن/تاریخ) (Time Frame: Total Days/Dates)	حاصل شدہ نتیجہ (Summary Report/Output)	سینے کے عمل میں حاصل شدہ نتائج کے توقعات (علم، ہنر اور رویہ) (Expected Learning Outcome: Knowledge, Skill and Attitude)
	<p>V. سماجی مسائل پر کام کرنے کی صلاحیت اور حساسیت پیدا کرنا۔</p> <p>VI. کمیونٹی کے افراد کو مسائل کے وجوہات اور نتائج سے واقف کرانا</p> <p>VII. لوگوں کے اندر حساسیت اور فکر پیدا کرنا تاکہ وہ تعلیمی مسائل کو سنجیدگی سے لیں</p> <p>VIII. سماج کے ثقافتی اقدار کے مدد سے نظر بیداری مہم کے لئے پروگرام میڈیا کے مخصوص طریقوں کا استعمال کی سمجھ</p> <p>Using tools of Programme media to generate awareness:</p> <p>I. To understand the importance of awareness campaign</p> <p>II. To understand tools of programme media and their effective processes</p> <p>III. To understand and use the concept and methods of BCC (Behavioural Change Communication), IPC (Interpersonal Communication) and IEC (Information, Education and Communication)</p> <p>IV. To develop sensitivity and skills to work on problematic social issues</p> <p>V. To make people realize the problems and consequences of various problems they face</p> <p>VI. To sensitize and make people aware about problems they face</p> <p>VII. To generate awareness using tools of programme media within the cultural milieu</p>	<p>ٹاسک-5.6: ان مسائل اور پہلوؤں کو خاص توجہ دینا جنکی وجہ سے لوگ متاثر ہوتے ہیں</p> <p>ٹاسک-5.7: لوگوں کی حوصلہ افزائی کرنا تاکہ وہ کمیونٹی میں دیگر افراد کو بیدار کر سکیں</p> <p>Activity 5: Educational Awareness amongst women using Group Meeting</p> <p>Task 5.1: Gathering and studying literature on social mobilization and programme media in consultation with the supervisors</p> <p>Task 5.2: Meeting and interacting with the community people to make them aware about the objectives. Organizing a group meeting to discuss community problems</p> <p>Task 5.3: Interacting and convincing people to attend the group meeting</p> <p>Task 5.4: Consulting the supervisors to design the process of group meeting for systematically carrying out the stages of group meeting</p> <p>Task 5.5: Using Group Work Process (Forming, Storming, Norming and Performing) to further enhance the functions of group meeting</p> <p>Task 5.6: Highlighting the issues and causes leading to serious community problems</p> <p>Task 5.7: Encouraging people to sensitize and aware others in the community</p>		Submission:	<p>media</p> <ul style="list-style-type: none"> Better understanding of using programme media based on the nature of problems and needs of target population Enhanced facilitation skills
6	<p>کیس ورک پر کیس کو سمجھنا:</p> <p>I. کسی پریشانی میں مبتلا فرد کے ساتھ کیس ورک کرنے کی اہمیت کو سمجھنا</p> <p>II. چندہ موکل کے ساتھ کیس ورک کرنا اور اسکے بہتر میں اضافہ کرنا</p> <p>III. چندہ موکل اور ان سے منسلک افراد سے رابطہ قائم کرنا اور مداخلت کرنا</p> <p>IV. تنظیم موکل کے پیچ سسٹم کو سمجھنا اور اسکے درمیان تعلقات کو بہتر بنانا</p>	<p>کارکردگی 6: موکل کے ساتھ کیس ورک کرنا۔</p> <p>ٹاسک-6.1: گھراں کی مدد سے کیس ورک سے متعلق علمی مواد کا مطالعہ کرنا اور خود کو کیس ورک کے لئے تیار کرنا</p> <p>ٹاسک-6.2: کیس ورک کے طے شدہ شیڈول کے ذریعہ موکل کے بارے میں معلومات حاصل کرنا اور کیس ورک کے لئے چندہ موکل کی شناخت کرنا</p> <p>ٹاسک-6.3: گھراں سے تبادلہ خیال کر کے کیس ورک پروس کو شروع کرنا</p> <p>ٹاسک-6.4: کیس ورک کے طریقے کار سے متعلق مراحل</p>	2 مہینہ 2 Months	<p>کیس ورک رپورٹ (کم از کم 5 کیس ورک رپورٹ تیار کرنا لازمی ہے)</p> <p>جمع کرنے کی آخری تاریخ:</p> <p>Report on Case Work (at least five Case Work</p>	<p>سینے والے کو حاصل ہونے والی صلاحیت:</p> <ul style="list-style-type: none"> کیس ورک کی سمجھ اور اس پر عمل کرنے کی صلاحیت میں اضافہ کیس ورک کے اصول اور طریقے کار کی سمجھ کیس ورک کے مختلف مراحل کو سمجھنا اور اسکے اعتبار سے رویہ اور رد عمل میں بہتری لانا موکل-کارکن رشتے کی حساسیت کو سمجھنا اور اس سے متعلق اصولوں پر عمل کرنا Rapport Building,

سلسلہ نمبر (Serial No.)	وسیع دائرہ/مقاصد (Broad Areas/Goals)	اقدامات/کارکردگی (Activities/Tasks)	مقررہ وقت (کل دن/تاریخ) (Time Frame: Total Days/Dates)	حاصل شدہ نتیجہ (Summary Report/Output)	سینے کے عمل میں حاصل شدہ نتائج کے توقعات (علم، ہنر اور رویہ) (Expected Learning Outcome: Knowledge, Skill and Attitude)
	<p>Understanding Case Work Practice:</p> <p>I. To understand the importance of case work in relation to the situation of client</p> <p>II. To conduct case work with selected clients and enhance skills of case work practice</p> <p>III. To establish rapport with the significant others and conduct case studies</p> <p>IV. To understand and facilitate cordial relations between agency and client</p>	<p>(Intake, Study, Diagnosis, Treatment and Termination)</p> <p>میں رکھتے ہوئے مداخلت کرنا</p> <p>ناسک-6.5: موکل اور اس سے منسلک افراد سے رابطہ قائم کرنا اور طے شدہ ٹائم لائن کے تحت مختلف کارکردگی کو انجام دینا</p> <p>ناسک-6.6: کیس ورک پر ویسٹس کی بنیاد پر موکل کی ضروریات کے اعتبار سے مختلف اداروں اور تنظیموں سے رابطہ قائم کرنا اور موکل کو ممکنہ خدمات فراہم کرنے میں مدد کرنا</p> <p>ناسک-6.7: موکل کی صورت حال کو سمجھتے ہوئے طے شدہ طریقے سے کیس ورک کے پروسیس کا اختتام کرنا</p> <p>Activity 6: Conducting Case Work with the client</p> <p>Task 6.1: Consulting supervisors to review literature on case work and prepare oneself for case work practice</p> <p>Task 6.2: Obtaining information about the client through case work schedule and identify selected clients for case work practice</p> <p>Task 6.3: Initiating the process of case work in consultation with the supervisor</p> <p>Task 6.4: Working through the stages of case work process (Intake, Study, Diagnosis, Treatment and Termination)</p> <p>Task 6.5: Rapport building with client and significant others to undertake different activities as per mutually decided timeline</p> <p>Task 6.6: Following case work process in facilitating client to avail possible services from different agencies and organizations based on their needs and requirements</p> <p>Task 6.7: Termination of case work process depending on the conditions of the client</p>		<p>reports are compulsory)</p> <p>Deadline for Submission</p>	<p>Recording, Networking اور Facilitation کے ہنر میں اضافہ</p> <p>Learner would acquire:</p> <ul style="list-style-type: none"> Enhanced understanding and ability to practice case work Understanding the principles and process of case work Understanding the different stages of Case Work and improvement in related attitude and practices Developing sensitivity towards client-worker relationship and practicing related principles Enhanced skills of rapport building, recording, facilitation and networking
7	<p>سوشل ورک تحقیق کی عملی سمجھ بنانا</p> <p>I. سوشل ورک میں تحقیق کی اہمیت کو سمجھنا</p> <p>II. سوشل ورک تحقیق کے اصول، طریقے کار اور مختلف تحقیقی خاکے کی سمجھ بنانا</p> <p>III. کسی خاص مسئلے کی شناخت کرنا اور</p>	<p>کارکردگی: کسی ایک سماجی مسئلے پر تحقیق کرنا</p> <p>ناسک-7.1: نگران کی مدد سے تحقیق اور سوشل ورک تحقیق پر علمی مواد اکٹھا کرنا اور اس کا مطالعہ کرنا</p> <p>ناسک-7.2: اپنے فلڈ کی نوعیت اور شوق کی بنیاد پر کسی مسئلہ کا انتخاب کرنا۔</p> <p>ناسک-7.3: انتخاب کئے گئے مسئلے کے اعتبار سے علمی مواد کا تجزیہ کرنا اور مسئلہ کی تشکیل کرنا</p> <p>ناسک-7.4: تحقیق کے مقاصد اور مفروضہ کو تیار کرنا</p>	<p>15 فلڈ ورک دن</p> <p>15 Field Work Days</p>	<p>تحقیقی پروجیکٹ رپورٹ</p> <p>جمع کرنے کی آخری تاریخ</p> <p>Research Project Report</p> <p>Deadline for submission:</p>	<p>سینے والے کو حاصل ہونے والی صلاحیت:</p> <ul style="list-style-type: none"> سوشل ورک تحقیق کی بہتر سمجھ سوشل ورک تحقیق کے اصول اور طریقے کار کی بہتر سمجھ اور ہنر میں اضافہ سوشل ورک تحقیق کی اہمیت اور اسکے تعلق سے دلچسپی میں بہتری اور رویہ میں بدلاؤ

<p>سینے کے عمل میں حاصل شدہ نتائج کے توقعات (علم، ہنر اور رویہ) (Expected Learning Outcome: Knowledge, Skill and Attitude)</p>	<p>حاصل شدہ نتیجہ (Summary Report/Output)</p>	<p>مقررہ وقت (کل دن/تاریخ) (Time Frame: Total Days/Dates)</p>	<p>اقدامات/کارکردگی (Activities/Tasks)</p>	<p>وسیع دائرہ/مقاصد (Broad Areas/Goals)</p>	<p>سلسلہ نمبر (Serial No.)</p>
<p>• کسی مسئلہ کی تحقیق کرنا اور تحقیق پر ہو جیٹ تیار کرنے کی صلاحیت میں اضافہ</p> <p>Learner would acquire:</p> <ul style="list-style-type: none"> Better understanding of Social Work Research Improvement in understanding and skills of research principles and its process Change in interest and attitude towards Social Work research Increased ability in working on a research problem and developing research project 			<p>ٹاسک-7.5: تحقیق ڈھانچہ تیار کرنا مثلاً تحقیق خاکہ، تحقیق کا دائرہ اور نمونہ نگاری وغیرہ</p> <p>ٹاسک-7.5: عدد و شمار کو اکٹھا کرنے کے ٹولس کا انتخاب کرنا اور اس کے ذریعہ عدد و شمار اکٹھا کرنا</p> <p>ٹاسک-7.6: اکٹھا کردہ عدد و شمار کا سلسلہ دار ڈھنگ سے تجزیہ کرنا</p> <p>ٹاسک-7.7: مفروضہ کی جانچ، نتائج، موازنہ اور شماریشات</p> <p>ٹاسک-7.8: تحقیقی رپورٹ تیار کرنا</p> <p>Activity 7: Doing research on any specific issue/problem Task 7.1: Collecting and reviewing literature on research/social work research in consultation with the supervisors Task 7.2: Review of Literature on the selected problem and problem formulation Task 7.3: Formulation of research objectives and hypotheses Task 7.4: Conceptualising research methodology viz. research design, universe of the study, sampling etc Task 7.5: Selection of tools for data collection and collection of data through chosen tool Task 7.6: Systematically analyse the collected data Task 7.7: Hypotheses testing, results, discussion, conclusion and recommendations. Task 7.8: Preparing research report</p>	<p>یک تحقیقی پروجیکٹ تیار کرنا</p> <p>Develop practical understanding of Social Work Research:</p> <ol style="list-style-type: none"> To understand the importance of research in Social Work practice To develop understanding of principles of research, research process and various research designs To identify a specific problem and develop a research project 	

Agency Profile Schedule

(تنظیمی خاکہ)

PART-I (حصہ-01)

1. Name of the Agency/Organization (تنظیم کا نام):
2. Year of Establishment (قیام کا سال):
3. Registered Office (رجسٹرڈ دفتر):
4. Address (پتہ):
 - Postal (ڈاک):
 - Telephone (ٹیلیفون):
 - Fax (فیکس):
 - Email (ایمیل):
 - Website (ویب سائٹ):

Board of Members/Administration (بورڈ کے اراکین/انتظامیہ):

S. No (سلسلہ نمبر)	Name (نام)	Designation in the Agency/Organization (تنظیم میں عہدہ)	Occupation (پیشہ)	Educational Qualification (تعلیمی صلاحیت)
1.		President (صدر):		
2.		Vice President (نائب صدر)		
3.		General Secretary (سیکریٹری)		
4.		Treasurer (نچانی)		
5.		Joint Secretary (نائب سیکریٹری)		
6.				
7.				

Details of Registration (ریجسٹریشن کی تفصیلات):

Societies Registration Act (سوسائٹی ریجسٹریشن ایکٹ) - 1860 Yes/No [ہاں/نہ]

Foreign Contribution (Regulation) Act (ریگولیشن) ایکٹ - 2010 Yes/No [ہاں/نہ]

Income Tax Act (انکم ٹیکس ایکٹ) - 1960

PART-II (حصہ-02)

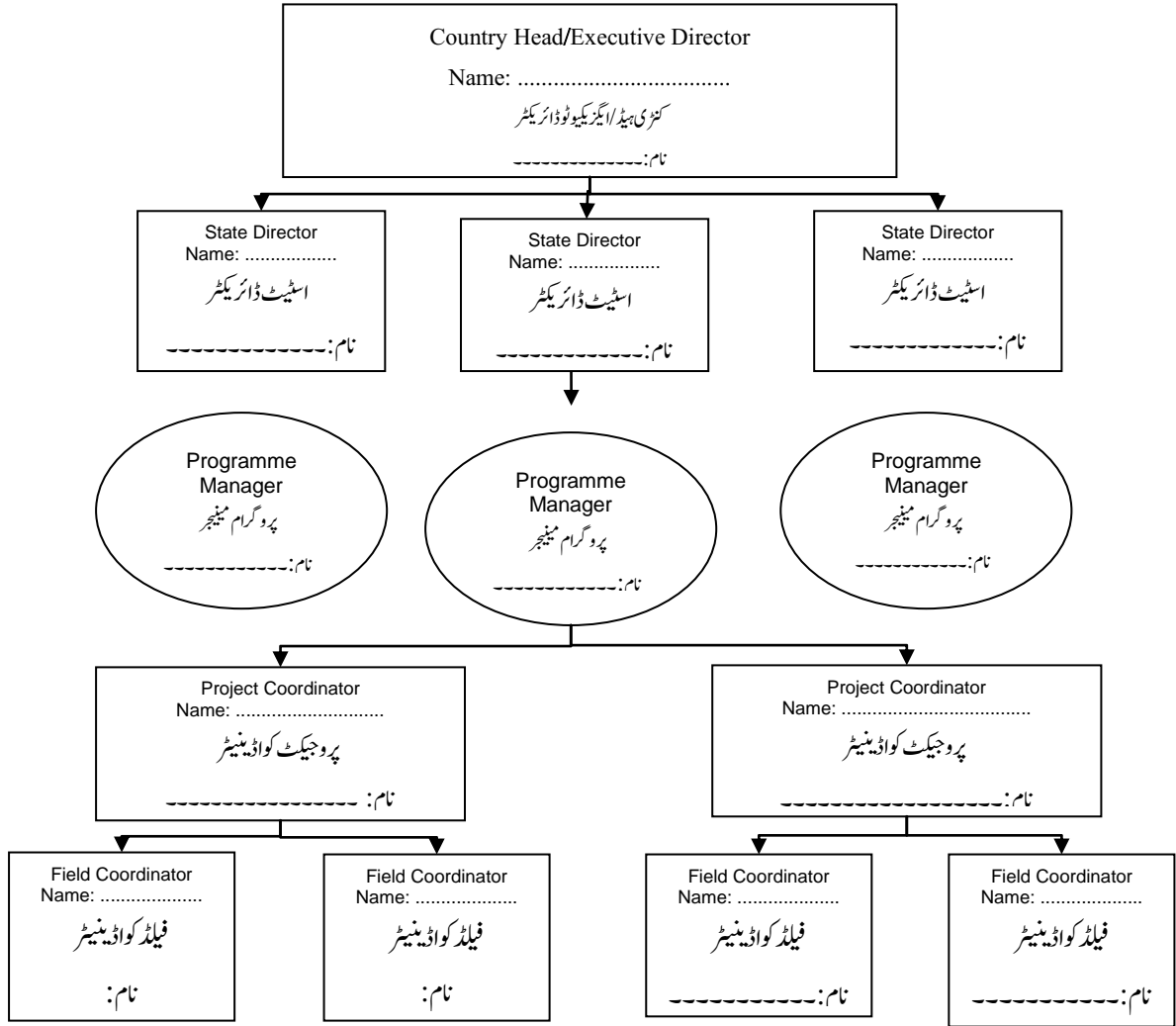
Brief History of the Agency/Organization (تنظیم کا مختصر تاریخی جائزہ):

Vision (تنظیم کا نقطہ نظر):

Mission (تنظیم کا مشن):

Objectives (تنظیم کے مقاصد):

Organizational Structure /Organogram (تنظیمی ڈھانچہ):



***Note:** This is an indicative organization Structure. It may vary from organization to organization.

(یہ تنظیمی ڈھانچے کا صرف ایک نمونہ ہے جو مختلف تنظیموں کے نوعیت کے اعتبار سے تبدیل ہو سکتا ہے۔)

PART-III (حصہ - 03)

Major areas of Intervention (تنظیمی مداخلت کا دائرہ):

- Intervention Area (مداخلت کے علاقے) :
- Project Name (پروجیکٹ کا نام) :
- Project Locale (پروجیکٹ کا مقام) :
- Project Duration (پروجیکٹ کی مدت) :
- Project Donor (پروجیکٹ کے معنی) :
- Target Beneficiary (ہدف مستفید) :

Major Donors of the Agency/Organization (تنظیم کے مخصوص معنی):

S. No. (سلسلہ نمبر)	Donor's Name (معنی کا نام)	Nature of Donor (معنی کی نوعیت) [International (بین الاقوامی) National (قومی) Government (حکومتی) Individual (انفرادی)]	Annual Grant (سالانہ امداد)	Since how long Agency/ Organization is attached with the donor (تنظیم کتنے سالوں سے معنی کے ساتھ جوڑی ہے)

Details of networking with other Agency/Organization (تنظیم کا دیگر اداروں کے ساتھ رابطہ):

Your views, findings and learning about the agency/Organization (تنظیم کے بارے میں آپ کی اپنی ذاتی سیکھ اور اراء):

Case Work Recording Schedule

(کیس ورک ریکارڈنگ کے لیے ہدایات)

[Adapted from Practice Learning Manual for Social Work, Department of Social Work, University of Delhi, 2010]

I. INTAKE (انٹیک)

1. Personal Details of the Client (موکل کا ذاتی تفصیلات)
 - i. Name [نام]
 - ii. Age [عمر]
 - iii. Sex [جنس]
 - iv. Marital Status [شادی کی صورت حال]
 - v. Education [تعلیم]
 - vi. Occupation [پیشہ]
 - vii. Religion [مذہب]
 - viii. Type of Family [کنہہ کے اقسام]
 - ix. Address [پتہ]
 - x. SES (Socio-Economic Status) [سماجی و معاشی صورت حال]
2. Source of Referral and Reason for Referral [ریفرل کے ذریعے اور وجوہات]
 - i. Source [ذریعہ]
 - ii. Reason for Referral [حوالے کا ذریعہ]

II. STUDY [مطالعہ]

1. Presenting Problem /Difficulties [مسائل کو ظاہر کرنا]
 - i. Exact nature of the Problem [مسائل کی صحیح نوعیت]
 - ii. Intensity of the Problem [مسائل کی شدت]
 - iii. Manifestation of the Problem [مسائل کا اظہار]
 - iv. Psychosocial Implications of the Problem [مسئلہ کے نفسیاتی اثرات]
 - v. Efforts made by the client in Resolving his Difficulty [موکل کی طرف سے مسائل حل کرنے کی کوششیں]
 - vi. Client's current level of functioning [موکل کا موجودہ فعالیت سطح]
 - vii. Accompanying emotions and attitude [جڑبات اور رویہ]
2. Family Environment [گھر کا ماحول]
 - i. Genogram [جینیوگرام]

ii. Brief Account of Each Member in Family [کنبہ کے ہر فرد کا مختصر معلومات]

Sl. No. [سلسلہ نمبر]	Name [نام]	Age [عمر]	Education [تعلیم]	Occupation [پیشہ]	Health Condition [صحت کی حالت]	Personality [شخصیت]

iii. Describe how Family functions as a system [فیملی ایک سسٹم کے طرح کیسے کام کرتی ہے؟ بیان کیجیے۔]

iv. Experiences/feelings and attitudes of the client towards family environment and members of family. [فیملی ممبران و فیملی کے ماحول کے لیے موکل کے تجربات/جزبات اور رویا]

3. Personal History [ذاتی تاریخ]

i. Early Development and childhood [شروعاتی نشوونما اور بچپن]

ii. School History [اسکول کی زندگی کی تاریخ]

iii. Marital History [ازدواجی زندگی کی تاریخ]

iv. Occupational History [پیشہ ورانہ تاریخ]

4. Personality Traits/ Temperamental Traits [شخصیتاتی علامت/مزاجی علامت]

I. Personality Traits (If the client is above 18 years of age)

i. Social Relations [سماجی تعلقات]

ii. Attitude towards Self and Others [خداورد و سروں کی طرف رویہ]

iii. Ambitions [عزائم]

iv. Mood [مزاج]

v. Character- Timid /Shy/Reserved/Resentful/Quarrelsome

[کردار- ڈرپوک/شرمیلا/کم گو/رنجیدہ/جھگڑالو/چڑچڑا/متحرک/خود/ Irritable/Impulsive/Selfish/Jealous غرض/حاسد]

II. Temperamental Traits (If the client is below 18 years of age)

i. Adaptability [خود کو حالات کے مطابق ڈھالنے کا عمل]

ii. Adjustability [ہم آہنگ کرنے کا عمل]

iii. Impulsivity [متحرک عمل]

III. DIAGNOSIS [تشخیص]

1. Causative factors (Environment and Personality) and Problem [وجوہاتی عناصر اور مسئلہ - ماحول و شخصیت]
2. Content of the Diagnostic Statements [تشخیصی بیانات]
 - i. What the trouble is (problem areas) [مسئلہ کیا ہے؟]
 - ii. What factor contribute to it (cause and contributing factors) [اس کے لیے کون سے عناصر ذمہ دار ہیں]
 - iii. What effect it has on the individual's well being (implications) [انفرادی فائدہ پر اس کے کیا اثر پڑتے ہیں]
 - iv. What means exist within the client (workability of the client) [موکل اپنے اندر اس کا کیا مطلب نکالتا ہے]

IV. INTERVENTION [مداخلت]

1. Goals of Intervention [مداخلت کا مقصد]
 - i. Related to diagnosis of the problem [مسئلہ کی تشخیص کے متعلق]
 - ii. Specific in manner [مخصوص انداز میں]
2. Strategies for Intervention [مداخلت کے لائق عمل]
(How the specific goals are going to be realised [کس طرح سے مخصوص مقاصد کو حل کریں گے؟])
 - i. Motivational intervention [ترغیبی مداخلت]
 - ii. Insight oriented case work therapy [کیس ورک تھریپی]
 - iii. Strengthening coping resources [حالات سے مقابلہ کرنے کے ذرائع کو مضبوط کرنا]
 - iv. Referral to Self Help Group [خود امدادی گروپ کو ریفر کرنا]
 - v. Marital Counselling [ازدواجی زندگی کے متعلق کونسلنگ]
3. Intervention Proper [خاص مداخلت]
 - i. Application of techniques in the helping process [مدد کے کار عمل میں تکنیکس کا استعمال]

V. TERMINATION [اختتام]

- i. Nature of Termination [اختتام کی نوعیت]
- ii. Reason for Termination [اختتام کی وجہ]

Group Work Recording Schedule

(گروپ ورک ریکارڈنگ)

[Adapted from Practice Learning Manual for Social Work, Department of Social Work, University of Delhi, 2010]

The group work recording has two major components [گروپ ورک ریکارڈنگ کے دو خاص عناصر ہیں]

A. Planning Recording [پلاننگ ریکارڈنگ]

- I. Social and Agency Context [سماج اور ادارے کے متعلق]
- II. Need/s [ضرورت]
- III. Purpose [مقصد]
- IV. Composition [متناسب]
- V. Structure [ڈھانچہ]
- VI. Content [مواد]
- VII. Pre group contact [پری گروپ رابطہ]

- I. Assessment of the social and agency context [سماج اور ادارے کے متعلق تشخیص]
 - i. Location/geographic boundaries of community potential group participants
 - ii. Nature/Name of the community potential group participants
 - iii. Services and resources available for potential group participants and their gaps
 - iv. Relationship of the group and existing services
 - v. Attitude of the wider community and the group work effort
- II. Assessment of needs [ضروریات کی تشخیص]
 - i. Normative Needs [وصول کنندہ ضروریات]
 - ii. Specific Needs [مخصوص ضروریات]
 - iii. Contextual Needs [حالاتی ضروریات]
- III. Purpose [مقصد]
- IV. Composition [متناسب]
 - i. Heterogeneity/homogeneity [یکسانیت/غیر یکسانیت]
 - ii. Size-small or big [چھوٹا یا بڑا]
 - iii. Descriptive/behavioural attributes [تفصیلاتی/عاداتی خاصیت]
- V. Structural Arrangement [ساختیاتی ترتیب]
 - i. Duration of group [گروپ کا مدت]
 - ii. Frequency of meetings [اجلاس کی تعدد]

- iii. Length of meetings/sessions [اجلاس میں لگاؤ وقت]
- iv. Meeting place [اجلاس کی جگہ]

VI. Content [مواد]

- i. What is done in the group? [گروپ میں کیا کیا گیا؟]
- ii. How it is done? [کیسے کیا گیا؟]
- iii. Why it is done? [کیوں کیا گیا؟]

VII. Pre-group Contact [پری گروپ رابطہ]

- i. General purpose of the group [گروپ کا عام مقصد]
- ii. Needs or problems to be addressed [مسائل یا ضروریات جس کو حل کرنا ہے]
- iii. The reciprocal role of workers or members [ارکان یا کارکنان کے باہمی کردار]
- iv. Mutual expectations [مشترکہ توقعات]

B. Process Recording [پروسس ریکارڈنگ]

1. Basic model for the process records [پروسس ریکارڈس کے بنیادی ماڈل]
 - i. Day and date [دن اور تاریخ]
 - ii. Session [سیشن]
 - iii. Members present [حاضر ممبران کی تعداد]
 - iv. Objectives of the sessions [سیشنس کے مقاصد]
 - v. Content and programme media to be used [کون اور کیسا مواد اور پروگرام ٹڈیا استعمال ہوگا]
 - vi. Detail process recording [تفصیل کے ساتھ پروس ریکارڈنگ]
 - vii. Observation and evaluation by the group worker [گروپ ورکر کے ذریعے مشاہدہ]
2. Stages of Group Development [گروپ کے مراحل]
 - i. Beginning [شروعات]
 - ii. Middle [درمیان]
 - iii. Ending [اختتام]
3. Group structure [گروپ کا ڈھانچا]
 - i. Communication structure-Who speaks to whom about what and under what circumstances:
 - a) All channel ConCom (Conflict Communication), permits each of five participants to communicate directly with other four
 - b) Circle, in which each participant can communicate with only two others but the network circle back on itself
 - c) Chain, is like a broken circle, with the result that the participants can communicate with only one other person; they are thus said to occupy 'peripheral positions' in the net

- d) Wheel network concentrates the available channels of communication around one central 'hub' position, placing the other four participants in the peripheral positions.
 - e) Y net is the oligarchic forms of communication, where the communication is limited within the select few and others are in peripheral position
 - ii. Socio-metric structure- Who likes or dislike whom in the group.
 - iii. Power structure- Who influences whom in the group and what manner.
 - iv. Leadership structure- Who contributes most to the determination and accomplishment of group tasks as well as who contributes most to reduce tensions, enhancing group cohesiveness, and securing compliance with the rules.
 - v. Role structure-The roles are created and structured around two major objectives of the group i.e. group maintenance and task accomplishment
4. Patterns of Group Interaction [گروپ تعامل کے مراحل]
- i. Maypole—when the leader is the central figure and communication occurs from the leader to the member and from the member to the leader
 - ii. Round robin—when members take turns talking
 - iii. Hot seat—when there is an extended back-and-forth between the leader and one member as the other members watch
 - iv. Free floating—when all members take responsibility for communicating, taking into consideration their ability to contribute meaningfully to the particular topic
5. Evaluation [تجزیہ / تشخیص]

D. OCCUPATIONAL AND INCOME STATUS (پیشہ اور مالی صورت حال)

- Name and Nature of Occupations in which community members are engage (پیشوں کا نام و انکی نوعیت جس میں کمیونٹی کے افراد جڑے ہوں)
- Average monthly income across occupations and lean seasons, if any (پیشے سے حاصل اوسط ماہانہ آمدنی اور دہلی موسم - اگر) (کوئی ہے تو)
- Distribution of households across occupations (پیشوں کی بنیاد پر گھروں کی درجہ بندی)
- Occupations specific to socio-religious communities (کمیونٹی میں سماج اور مذہب کی بنیاد پر مبنی خاص پیشے)
- Occupational and income support of persons with disability, widows, destitute, orphans etc. (معذورین، بیوا، عورتوں، غریب، یتیم بچوں وغیرہ کے لے روزگار اور مالی طور پر مدد)
- Average income of the household and variation across socio-religious communities (گھروں کی اوسط آمدنی) (اور سماجی و مذہبی تغیرات)
- Any significant change in occupation and income pattern in recent past (حالیہ ماضی میں پیشے اور آمدنی کے صورت حال میں) (تبدیلی)
- Wealth ranking of household in the community (کمیونٹی میں گھروں کی مال و دولت کے بنیاد پر درجہ بندی)
- Wealth ranking across socio-religious communities (کمیونٹی میں مال اور دولت کی بنیاد پر مختلف سماجی اور مذہبی تہذیب کی درجہ بندی)

E. RESOURCES IN THE COMMUNITY (کمیونٹی میں دستیاب وسائل)

- Location and Condition of Government Health Facilities in Community/distance from Community: ANM/ASHA/USHA, Sub-centre/Dispensary, referral hospitals, PHC/CHC/District Hospital (کمیونٹی میں) یا اسکے آس پاس حکومت کی جانب سے فراہم کردہ صحت کے سہولیات اور انکی صورت حال: اے - این - ایم / آشا / اوشا / سب سینٹر / دو خانہ / ریفرل ہسپتال / پی - ایچ سی / ایس - سی / ضلع ہسپتال
- Private Health Facilities in Community: Number and Nature of Clinics and Doctors (کمیونٹی میں صحت سے) (متعلق نجی سہولیات)
- Details of local health remedies and support system: Dai, Hakeem and other (مقامی طور پر علاج کے ذرائع سے متعلق) (تفصیلات: دای، حکیم، وغیرہ)
- No. of Medical Stores (دو خانوں کی تعداد)
- Anganwadi Centres: Number and functioning (آنگن واڑی سینٹرس: انکی تعداد اور کارکردگی)
- Recreational Facilities in Community for children and adults (بچوں اور بالغ کے لے تفریح کی سہولیات)
- Nature of transport and communication structure (آمدورفت کی نوعیت اور ترسیلی ڈھانچے)
- Number of Ponds, Lakes, Hand Pumps, Wells etc (تالاب، جھیل، چا پائل، کنواں وغیرہ کی تعداد)
- Number of commercial complexes (تجارتی احاطوں کی تعداد)
- Common Spaces: Number of community halls, marriage halls etc (عام جگہ: کمیونٹی ہال، شادی خانہ، وغیرہ)

F. FESTIVALS/CELEBRATIONS IN THE COMMUNITY (کیونٹی میں منائے جانے والے تہوار / تقاریب)

- Types of Religious festivals (مذہبی تہواروں کے اقسام)
- Nature of marriage rituals and ceremonies (شادی کے رسم اور تقریبات کی نوعیت)
- Other customary happenings (دیگر روایتی واقعات)
- Collective community celebrations (اجتماعی طور پر کیونٹی میں منائے جانے والے تقاریب)

G. MAJOR PROBLEMS IN THE COMMUNITY: Nature, Prevalence & Awareness (کیونٹی کی مخصوص پریشانیوں:)

(نوعیت، پھیلاؤ، اور جانکاری)

- Health Issues (صحت کے مسائل)
- Educational Issues (تعلیم کے مسائل)
- Drinking water and sanitation (پینے کے پانی اور صحت گاری کے مسائل)
- Unemployment (بیروزگاری)
- Drugs and alcoholism (منشیات اور شراب کے مسائل)
- Domestic violence (گھریلو تشدد)
- Reproductive Health issues & HIV/AIDS (تولیدی صحت کے مسائل اور ایچ-آئی-وی/ایڈس)
- Crimes (جرائم)
- Others: Flood, Draught, Riots (دیگر: باڈھ، سوکھا، دنگا)

H. PROBLEMS RANKING AND POSSIBLE AREAS OF INTERVENTION (مسلوں کی درجہ بندی اور ممکنہ مداخلت)

- Focus Group Discussions (FGDs) with Different Community Groups (10-15 members) (مختلف کیونٹی جمعات) (کے ساتھ ایف-جی-ڈی)
- Meetings with formal and informal leaders/representatives (رسمی اور غیر رسمی رہنماؤں کے ساتھ نشست/ملاقات)
- Meetings with agencies and organizations active in the community (کیونٹی میں زیر عمل تنظیم اور اداروں کے ساتھ ملاقات)
- Visiting different government departments especially education, social welfare, minority welfare (دیگر) (سرکاری محکموں کا دورہ-خاص طور پر تعلیمی، سماجی فلاح و بہبود، اقلیت کے فلاح و بہبود وغیرہ)

Self Evaluation Format

NAME OF THE AGENCY: -----

NUMBER OF FIELD WORK DAYS SCHEDULED : ATTENDED :

NUMBER OF INDIVIDUAL CONFERENCE SCHEDULED : ATTENDED :

NUMBER OF FIELD WORK SEMINARS SCHEDULED : ATTENDED :

NUMBER OF SKILL LAB SCHEDULED : ATTENDED :

PROGRAMME AND ACTIVITIES CARRIED OUT:

SOCIAL WORK KNOWLEDGE LEARNED AND APPLIED IN FIELD:

SHORT COMINGS:

NAME OF THE FACULTY SUPERVISOR
SIGNATURE
DATE

NAME OF STUDENT
SIGNATURE
DATE

Weekly Field Work Report Format

فیلڈ ورک رپورٹ نمبر: (Field Work Report No.)

: دن (Day)

: تاریخ (Date)

: وقت (Time)

: طالب علم کا نام (Name of the student)

: تنظیم کا نام (Name of the agency)

: نگران تنظیم کا نام (Name of the agency supervisor)

: نگران شعبہ کا نام (Name of the faculty supervisor)

: منصوبہ بندی (Pre Planning)

: طریقہ کار (Process)

: مشاہدہ (Observation)

: حاصل شدہ علم (Learning Outcome)

Log Sheet

Field Work Log Sheet No.....

Name of the student:

Name of the Agency:

Name of the Faculty Supervisor:

Name of the Agency Supervisor:

Day 1

Date:
leaving:

Time of reporting:

Time of

Brief Account of Activities done:

Signature of the Student

Signature of Agency Supervisor

Day2

Date:
leaving:

Time of reporting:

Time of

Brief Account of Activities done:

Signature of the Student
Supervisor

Signature of the Agency

Individual Conference

Date:

Day:

Time:

Signature of the Student
Supervisor

Signature of the Faculty

Total No. of Hours Spent in Previous Week:

Total No. of Hours Spent in Current Week:

Total No. of Hours Spent:

Signature of the Faculty Supervisor:

Field Work Calendar

Field Work and Individual Conference Calendar

(Session 2015-16)

S. No.	Month	Fieldwork Days Scheduled		Individual Conference Days Scheduled(in the department)	
		Semester-I/II	Semester-III/IV	Semester-I/II	Semester-II/IV
1.					
2.					
3.					
4.					
5.	Total	30	30	15	15

Note: Any further information/update relating to fieldwork shall be communicated to the fieldwork agency/supervisor from time to time.

Field Work Coordinator

Head of the Department

Field Work Seminar Schedule

Field Work Seminar Schedule for MSW Semester-I/III & Semester-II/IV Groups -

S. No.	Date & Days	Session	Name of the Presenter				Chairperson	Recorder
			Semester-I/II		Semester-III/IV			
			Name of the Agency	Name of the Student	Name of the Agency	Name of the Student		
		Session-I						
		Session-II						
		Session-III						
		Session-I						
		Session-II						
		Session-III						
		Session-II						
		Session-III						
		Session-I						
		Session-II						

Resource Persons:

Room No.

NOTE:

1. Presenter, Chairperson and Recorder are advised to consult their respective supervisors.
2. Chairperson and Recorder of respective sessions are advised to collect details from the Presenters well in advance.
3. Attendance in Field Work Seminar is compulsory.
4. Active participation of students of all the semesters is required.
5. Maximum time allotted is 15 minutes per agency. Presenters are required to divide time accordingly.
6. Each presentation is to be followed by discussion, Recorder's report and Chairperson's remarks.

Field Work Coordinator

Head of the Department

Skill Lab Schedule

MSW Skill Lab Semester I/II/III/IV

Time:

Room No.

S. No.	Date	Broad Skill	Activity	Facilitator	Moderator
		Communication			
		Sensitivity			
		Analytical			
		Technical			

Skill Lab Incharge

Head of the Department

Undertaking

I, Mr/Msson/daughter of Mr/Mrs, seeking admission to Master of Social Work (MSW) course at Department of Social Work, Maulana Azad National Urdu University, Hyderabad have carefully read the undertaking given below that is necessary for pursuing MSW course:

1. That 75% attendance in theory classes is compulsory.
2. That in case of absence for one month (constantly), the name will be removed from the attendance register.
3. That 100% attendance in field work is compulsory and only 10% compensatory leave from field work will be permitted on genuine grounds that too with prior permission from the Head of Department on the recommendation of the concerned Field Work Supervisor. The leave so granted has to be compensated by doing the additional compensatory field work.
4. That no relaxation in terms of concurrent field work hours and distance to be covered will be entertained (Residence/Hostel to field work agency).
5. That request in terms of field placement under specific faculty, in specific field work agency and with specific co-workers will not be entertained.
6. That any kind of pursuance for seeking preferences / changing field work agency shall evoke strict disciplinary action.
7. That no security or any kind of special protection/guarding will be requested while going for the field work.
8. That there shall not be any claim for the expenditure incurred in reaching the field work agency or in doing the field work or approaching the clients and like. It shall have to be met by the students themselves. The department would not provide any financial support, whatsoever, for this.
9. That strict punctuality will be followed in reporting to field work agency, submission of field work reports and attending Individual Conference and Field Work Seminars.

I, Mr./Ms.....further affirmed that I have read the above instructions and agreed to abide by the same.

(Signature of the Student)

Name:

Class:

I, Mr./Ms.....Parent/Guardian of Mr./Ms.....have also gone through the above instructions and agree to ensure that my ward will abide by the above instructions which are necessary for the successful completion of the MSW course.

(Signature of Parent/Guardian)

Name in Full:

Address with Phone No:

Undertaking for Study Tour

I, Mr. /Msson/daughter of Mr./Ms student of Master of Social Work final year of Maulana Azad National Urdu University, Hyderabad hereby declare that:

1. I shall maintain discipline, punctuality and commitment during the Study Tour and shall be forthcoming in all activities of the Study Tour including the to and fro travel/journey of the Study Tour.
2. Team spirit is important for the Study Tour and I shall not indulge in any activity which affects the team spirit that goes against the rules and regulations.
3. I shall cooperate with all team members, fellow classmates, teachers and staff of the collaborating agency.
4. I shall respect and appreciate the cultural diversity of the groups/communities with whom the Study Tour would be undertaken and shall accordingly adjust and accommodate with the facilities and services provided.
5. I shall not request for any kind of special treatment during the field trips as also other activities planned during the Study Tour.
6. I shall not participate or abide in any activity in conflict with the spirit of the Study Tour; and if so this happens, I shall be liable to disciplinary action even amounting to suspension and rustication.
7. That I am medically fit and do not suffer from any chronic disease.(Specify if any.....)
8. I have informed my parents/guardian about the Study Tour, its duration and activities; and also about the code of conduct expected of me during the Study Tour.

I, Mr. /Ms.....have read the above undertaking carefully and resolve to abide by the same.

In case of Emergency

Name of Person to be contacted:

Contact No.: Mobile:.....

Telephone No:

Blood Group of Student:

Name and Roll No. of Student:

(Signature of the Student)

Memo

**Ms. /Mr. student of Master of Social Work (MSW) semester,
Roll No. has been found to be irregular in Field work/Individual Conference/Field work
Presentation/Skill Lab from to Your conduct and performance fall short of the
minimum requirements of the field work practicum. This can affect your field work evaluation.**

**Please note that students failing in their field work examination are not allowed to appear in the theory
papers/semester examination. You may contact your individual field work supervisor for necessary action.**

(Field work Supervisor)

(Field work Coordinator)

(Head)