

CHAPTER - IV

FIELD WORK TRAINING:

- NATURE AND CONCEPT OF FIELD WORK TRAINING.
- DEFINITIONS OF FIELD WORK.
- OBJECTIVES OF FIELD WORK.
- CONTENT OF FIELD WORK.
- COMPONENTS OF FIELD WORK TRAINING.
- FIELD WORK PROGRAMME IN THE SCHOOLS
OF SOCIAL WORK AFFILIATED TO SHIVAJI
UNIVERSITY.
- PROBLEMS OF FIELD WORK TRAINING.

CHAPTER-IV
FIELD WORK TRAINING

The present chapter deals, in the first part, with the theoretical part of field work training in social work education and in the second part, with the analysis of responses of the students, teacher supervisors and the agency supervisors regarding field work training system in social work education in Solapur.

Field work is considered to be an integral part of social work education by all the schools of social work in India. It is the field training that distinguishes social work education from other social sciences. In fact, social work education has started in the world in the form of apprenticeship. The credit goes to the Charity Organisation Society of America which initiated to consider social work as a profession. In the year 1898 the Charity Organisation Society started social work education for giving the job training to newly recruited personnel. There were no theory classes and it was just five weeks programme aimed at the practical training of the newly recruited personnel. The trainee personnel selected for the course were asked to observe the job of their senior personnel during the office hours for learning in practical situation. In the beginning of this course there were neither theory classes conducted for the candidates nor the assessment of their performance was based on the theoretical understanding.

Thus, the social work education emerged out of the practical field training. Marry Richmond, a pioneer lady in social case work, tried to project the concept and ideas of social work education. A lady who was an official in the Charity Organisation Society could be well considered as a successful projector of social work education. Thus, since its beginning the field work training in social work education is considered to be a major part of social work education.

1. NATURE AND CONCEPT OF
FIELD WORK TRAINING:

Field work implied both training and education. The distinction between the two is that while training is repetitive and skill oriented, education is more broad-based, and it is imparted with a perspective. It consists of knowledge of different situations and is a creative, innovation and a dynamic process. It fosters development of intellectual and emotional processes, and attitudes.

Field work training started as field instruction with apprenticeship in social agencies. The tasks given then were similar to the craftsman's task and there was a dichotomy between administrative and non-administrative skills¹.

Field work training could be well considered learning through doing. Dewey's idea of learning through doing has had a primary influence in the concept of field work. Field work

seen as an integrating factor, which acts as a balancing force between the two companions of social work-whole is of crucial significance in the training programme of social works. It blends theory with practice, facilitates fusion of thinking with doing, combines Philosophy with action, integrates understanding about people and methods of helping them. Its techniques draw heavily on scientific knowledge about people and social phenomena. It is functional in nature and technical in process. It involves an educational process that fosters learning in students. It is an integrated approach that goes concurrently with the classroom instructions².

Field work programme provides an opportunity to the learner to apply his theoretical knowledge taught in the classroom appropriately in different practical situations. It serves a kind of social laboratory where a student is taught to test his theoretical knowledge and skills against practical situations of social living. Classroom learning of student is primarily intellectual.

Field work is a way to translate knowledge through certain skills and techniques into action. The importance of field work training in professional social work education is consequential because of its nature of dealing with the problems practically. Annette Garrett has written that there are reasons why an extensive well-planned field work programme is inevitable. Mere classroom lectures are not enough for

learning situation in professional education. The importance of field work becomes vital when one deals with the dynamics of human personality in the context of individual needs.

It is evident that field work varies in quality and quantity. The duration of time is one factor and the amount of work is another. It is not merely visiting an agency or observing what goes on in the social agency. Field work training is always imparted under the able guidance and supervision of trained and professional social work teacher supervisor and also under the supervision of experienced professional social worker in the agency. The learner/trainee is helped through supervision to help himself for working in a complex, intricate, and composite social environment. It would definitely be unwise to think of theory as being taught only in the class room and practice of theory as being done only in the field. To recapitulate in the words of Annettee Garrettee. Theory without practice is empty; practice without theory is meaningless³.

2. DEFINITION OF FIELD WORK:

The term 'field work' may be stretched to describe both experience and also advanced training in the use of knowledge and refinement of skills.

The Dictionary of Sociology and related Sciences defines field work as "Social survey or process of collecting primary

data from a population distributed geographically⁴. In Sociological context it is quite true but field work training in Social Work education is different.

The definitions of field work training in social work education are as follow.

1. " Any kind of practical experience in a Social Organisation or agency if this experience has been deliberately arranged for the education of students who are undertaking courses partly or wholly designed for those who intend to become social workers"⁵
2. "Field work in social work education was a guided interaction process between a student and the actual life situation in which social work as a profession had an abiding and deep concern, and which needed to be remedied, improved or changed for a fuller development of human-environmental potential"⁶.
3. "Field work in social work is carried out in and through social welfare agencies and communities, where the student learns skills and tests out knowledge according to an educational Plan. The whole programme is student and field-specific. Field work training is supervised practice of social work under the guidance of a trained social work educator, or a field personnel. It has been defined as an educationally sponsored attachment of social work

s students to an institution, agency, or a section of community, in which they are helped to extend their knowledge and understanding, and experience the impact of human needs. Such an experience is deliberately arranged on a whole or part-time basis"⁷.

3. OBJECTIVES OF FIELD WORK:

Social work, being goal-directed professional education, aims at helping social work trainees to acquire deep knowledge of the theory and the techniques for achieving social work objectives. The social work trainees has to learn every practical aspect within his two years of postgraduate training even he has to acquire an understanding of the principles, concepts, policies and processes which constitutes the profession of social work. Through this field work programme a social work trainee is prepared to be a competent professional social worker. The main objective of field work in social work education is to provide the opportunities to the students to learn and practice the professional skills in the field that are taught in the classroom. A trainee social worker while in the field tries to interpret and diagnose the situation in the background of the knowledge and understanding and thus helps adjustment to the situations. Thus field work aims at the development of student's capacities as a worker. It is his educational need. Direct touch with people helps student grow in knowledge about people and their problems providing him with emotional maturity, power of judgement and stability in action.

The Second Review Committee on Social Work Education (1978) has mentioned the following objectives of field work⁸:

- 1) Development of professional skills through learning to use knowledge for the study and analysis of problems and selection of appropriate means to solve them;
- 2) Development of skills in problem solving at the macro and micro levels;
- 3) Integration of classroom learning with field practice;
- 4) Development of skills required for professional practice at the particular level of training;
- 5) Development of professional attitudes, values and commitment;
- 6) Development of self-awareness and professional ideal.

Delhi School of Social Work, University of Delhi, organised a Faculty Development Workshop on Field work from March 16, 1981 to March 29, 1981. The major objectives of the workshop were:

- 1) To offer purposeful learning experience to student through interaction with life situations under supervisory guidance for professional growth in terms of knowledge skills and attitudes;

- 2) To foster attitudes in the student towards professional self-development, increasing self-awareness, appreciation of both capacities and limitations;
- 3) To develop in the student the required skills in helping the needy through organisational work, use of social work methods, that is, listening, participation, communication and so on; and
- 4) To enable the student to develop and deepen capacity to relate theory to practice, and also to relate experience to theory.

The objectives of field work training in social work education ultimately depend upon the educational and service objectives of social work. These are related to the areas of knowledge, skills, attitudes, perspective, and action within a dynamic theoretical framework. Thus, the objectives of field work training in social work education could be consolidated as follows⁹:

- 1) Acquisition of knowledge and understanding through educationally planned exposure to and experience in real life situations with reference to welfare and development needs, problems and resources at the macro and micro levels.

- 2) Acquisition of knowledge of process-oriented approaches and selective use of integrated methods of social intervention to solve human problems, to effect changes in policy, and to undertake preventive, remedial and developmental tasks through institutional, multi-organisational, and people-based systems.
- 3) Acquisition of professional action (practice) skills through field learning in problem-solving. Study, analysis, assessment, action-reflection and organisation of macro and micro levels.
- 4) Development of self awareness, social and professional consciousness, leadership, values, commitment and a perspective to intervene in human situations of need as inter-disciplinary group, and to develop skills of critical evaluation of own actions and systematic process.
- 5) Planning, organisation and initiation of such action strategies through individuals, institutions and collectivities which are designed to effect change in the existing conditions of the clientele group, area, human populations, or in the method of service delivery.
- 6) Examination of the relationship of theory with practice and conceptualisation of practice experience to build or modify social theory.

Field work experience could distinctly provide learning in the following areas:¹⁰

- 1) Participation in the process of help and change;
- 2) Development of positive attitudes towards self and others;
- 3) Acquisition and development of skills in collaboration team work, planning and organisation;
- 4) Experience of taking responsibility to deal with critical situations;
- 5) Experience of confrontation with oneself as a means to self-growth and its use in action.

Thus, integration of theory and practice is important objective of field work training. Indeed it is the integration of work in classroom and the field that distinguished itself from mere apprenticeship. Theory and practice are complementary and interdependent parts of the social work education. Rather, it is unwise to think that theory is taught in classes and practice in the field only. The fundamental purpose of field work is to bring about harmonious integration of theory and practice.

Orientation of the agency supervisor to social agency depends on the degree of professional involvement of the social work trainee in the situation of agency and field. Hence, identification of social work trainee with field and agency is another objective which field work aims at.

Thus, the ultimate of the field work training calls for self awareness on the part of the supervisor to recognise his own weakness and strength and to work in the interest of the supervisee, the agency and the agency and the school.

4. CONTENT OF FIELD WORK:

The social work teachers and the heads of the departments are always asked by the students and agency supervisors for the content of field work and the programme of field work training but no specific field work training programme is designed by the schools of social work. So the trainees go to the agencies with bare hands.

Moreover the content of field work training varies at different levels in different fields. Besides this the question is always raised/asked whether the content of the field work training should be common for all the fields of social work or it should be based on different fields and methods of social work.

The content of field work training should be vary from agency to agency and also from one specialization to another. Thus, the content of field work requires certain phases which are most common to both the fields and methods of social work. It has been noticed that the content of field work training ultimately needs a special programme at the different agencies. For example, the content of field work training in the General Hospital will be entirely different from the content of field

work training in the community setting. And the content of field work training for case work will be different from the group work. In case of specialization the content of field work training will also be different. The training programme in the area of Labour Welfare and Personnel Management will be entirely different from the field of family and child welfare. Thus, the training programme depends upon the field and the method of training. However, the proceedings of the workshop for faculty development, organised by the Delhi School of social work, has proceeded to outline the phases and the contents of field work training in general. And it has also outlined the field work programme for the training in different fields. It has recommended four phases of field work training and the contents therein. The proceedings of the workshop outlined the following four phases in field work:¹¹

I. Orientation phase

II. Placement phase

III. Exploration- Assessment-Action

Having identified these, the work shop outlined the contents applicable to each phase as given below¹²:

=o

PHASE	CONTENT
1) Orientation	i) Introduction to field; field work curriculum, and to the agency/area.
The Orientation Phase had two aspects:	ii) General visits to social work settings - institutions and communities.
a) Introduction.	
b) Visits.	

PHASE	CONTENT
-------	---------

iii) Recording and Report writing on field visits.

iv) A) Students taken for visits to institutions should be provided with certain guidelines in the following areas:

- a) Historical background of the institution/area.
- b) Aims or objectives of the institution(s).
- c) Organisation and structure of the institution(s).
- d) Financial position.
- e) Intake policy, procedure and service delivery.
- f) Programmes offered by the agency.
- g) Facilities provided by the agency and problems faced by it.

B) In case students were taken to a community, a broad guideline as given below should be followed;

- a) Community in history : A prospective retrospective (evaluative) view.
- b) Composition of the community.
- c) Various facilities available to the people.
- d) Existing organizations in the community.
- e) Problems faced by the community in general.

2.II) Placement

- a) Introduction by the School supervisor of field work requirements and procedures.
- b) Introduction by the agency supervisor of the requirements of the agency/community.

=====

The workshop has also prepared the special programme charts for the various other agencies rendering special services.

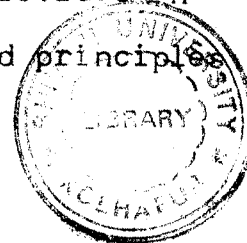
The university field co-ordinator of the Minnesota Unit has prepared the Curriculum Guide for the field work programme for the purpose of setting a pattern for any agency participating in field instruction programme. He has divided the contents into three learning areas:

- 1) Factual content;
- 2) Problem-solving/inventive content;
- 3) Self-understanding/awareness content.

Thus, the content of field work training ultimately depends upon the goals and objectives of social work education in general and the objectives of field work training in particular.

5. COMPONENTS OF FIELD WORK TRAINING:

The social agency, the students, and the supervisor, including both teacher supervisor and the agency supervisor, are the three important components of field work situation. The student is a learner and operates between the client or group and the agency and between the agency and the field supervisor. The agency and the field supervisor aims at the training of the student. It is the agency which provides an opportunity to the trainees to exercise theory and principles of social work taught in the classroom.



Social agencies plays a vital role in field work training programme. These agencies are the real workshop where the placement of trainee student presupposes that the student becomes a part of the agency. The student needs to be accepted as one of the members of the social agency for all practical purposes. The student under training requires to maintain sound and healthy relationship with the social agency as well as with the agency personnel. Most oftenly, the supervisor in the agency is most important person with whom the trainee will have to deal with all the while. But it does not mean that the relationship of the student is limited to only with the field supervisor. The agency staff is equally important with whom the student will have to keep contact and relationship in one or the other situation. In fact, the placement of the student is with the agency, not just with the supervisor, and he will learn from other agency staff, from the structure and the administration of the office, from his supervisors' attitude to it, and from the position and status of his supervisor as a member of the staff. Consequently, the relationship of the trainee with the agency is as a whole, but not just with the field supervisor. This sort of healthy relationship could only be maintained through the school of social work from which the student is placed in the agency. The school and the agency help the trainee student to fit in with the agency setting. Thus, these three components of field work training are in no way altogetherly different but, rather, intricately interrelated with one another.

6. FIELD WORK PROGRAMME IN THE SCHOOLS OF
SOCIAL WORK AFFILIATED TO SHIVAJI UNIVERSITY:

So far as the concept of field work is concerned, perhaps, all the schools affiliated to Shivaji University carry the same attitude. The pattern and programme of field work training is quite similar to that of the other major schools of social work in India.

The schools of social work under the Shivaji University place their students in social agencies. They are managed to impart the training in case work and group work during the first year. And the target is to train the students in case work and group work methods with the expectation that the students could do well in their near future. The students of second year offered specializations in different areas placed in the specific agencies that are related to the specialization of the students. For instance, a student specialized in Labour Welfare and Personnel Management will be, strictly, placed in an industrial organisation or related to it.

Field work in these schools begins with the observational /orientation visits and ends with the two full term concurrent field work training but with or without social work camps and study tours. The system of Block Field placement is totally avoided. The component of the programme is as follows:

Observational visit + Orientation visit + Concurrent
field work.

The training programme is of fifteen hours in a week and the students are required to maintain diaries and journals to indicate the progress of their training.

The social work teachers are considered as the field work supervisors for the purpose. No special supervisors are appointed for the supervision of the students in the field. Thus, the supervised field work training in social work education is formed a major part of social work education in the schools of social work affiliated to Shivaji University.

The above description is just an informative explanation. The very question which oftenly raised by the critics of field work training programme is that, whether the field work training imparted both in the agencies and community setting is myth or reality. It is difficult to answer. Because, in almost all the schools of social work, the training designed and imparted to the students is far from satisfactory. It is common observation and fact that the training programme in social work education did not serve the purpose. Even if it served the purpose it is just a paper work. The schools under the Shivaji University are also not exception to this.

The researcher himself was the student of Shivaji University during 1983 to 1985. He has had very bad experience of field work training in social work education during this period. He still remembers that the throughout his post-graduate

studies he could meet his teacher supervisors only thrice in the agencies where he was placed for his concurrent field work. Moreover, he never allowed to work seven hours in the organisation. He used to work just four hours in a week during his training period. For instance, in his first year of M.S.W. Course, he was placed in B.C. Hostel for Girls for group work. The agency supervisor asked him to work only one hour on every field work day.

During the second year studies the researcher was placed in N.G.Mills, Solapur. There were five qualifide persons (M.S.WS) with different positions in the Labour Welfare and personnel Dept. Unfortunately none could help to have a sound training. Especially, two well experienced officers called as Chief Labour and Welfare Officers, and Personnel Officers never called the students in their respective chamber. The researcher was simply asked to read the Labour Laws by one of the junior most officer in the Mills. This is how the agency supervisors never cared the students under training. Thus, neither the teacher supervisors from the respective schools nor the agency supervisors train the students well in the social agencies in Solapur. There are some social agencies like Christa Seva Mandir, L.V. Mills Ltd., Shivaji Works Ltd., etc. where the students are trained properly.

It is not only the experience of the researcher but almost all the students of all the schools are of the same opinion.

As a teacher, supervisor also the researcher has the bitter experiences in supervising the students. The problems related to the social agencies, the students poor performance the policies of the schools and university, etc. did not allow the researcher to strengthen the field work programme as a whole. There are few agency supervisors who just want to avoid the students. Some agency supervisors are more interested in training the students but they don't have clear concept of training, because they are untrained. There are few agency supervisors, who are M.S.WS, interested in training. Such supervisors are highly disciplined and they ask the student to come to the agency with the thorough theoretical preparation for which the students show very poor response. This is how the training programme as a whole is much ado about nothing.

Thus, the schools affiliated to Shivaji University are pessimistic in training the students. It is not only the teachers and the agency supervisors that are responsible for the pathetic condition of the field work training. But the students are also equally responsible for the same. It is the experience of the researcher, during the data collection, that there are many students who just come to the social work department for the sake of degree at any cost.

For instance, while interviewing the students the researcher asked the question that whether your teachers

supervisor visit your agency regularly for field work supervision? The answer was quite interesting, but miserable, that when I myself never gone to my field work how can I say whether my teacher supervisors come to the agency or not. This is how the practice of field work training is going on here in the Shivaji University.

It does not mean that there is only black shadow on the part of field work training. Beside, there are few teachers, students and agency supervisors who have been doing well in the training programme. Especially, the social agencies where the Chief Personnel are qualified in Social work education are to be considered well to do agencies for field work training.

For instance, Mrs. Meera Barnabas of Christa Seva Mandir, Mr. Limaye of Shivaji Work Limited are the better agencies with proper supervisors where the students will come out with some basic knowledge and training. If the students are sincere and interested placed under the interested supervisor it is expected that even in the worst situation one can be prepared for social work profession with minimum required skills.

7. PROBLEMS OF FIELD WORK TRAINING:

There are many problems of field work training in the Indian Schools of social work. These problems begin with the placement of the students and ends with the evaluation of the field work performance. Finding suitable agencies, lack

of professional people both in the schools and the agencies, the content of field work and its suitability to the agency setting, the evaluation of the student's performance in field work, etc., are the few noteworthy problems of field work training.

1) The placement of a student in a social work agency or in an industrial concern, in the community setting or in any such other related area, itself is the first difficult task. It is because most of the schools do not consider any criteria for the placement of the students. Most often they are placed either at the discretion of the teachers/schools or as per the need of the social agencies. Neither the interest, background, learning needs and potentials of the students nor the needs and policies of schools and social agencies are considered while placing a student in the agency.

2) The proficiency of the students in local language, agency's request for male or female students, distance of the agency are also neglected aspects in placement of the students.

3) Getting suitable agency for the placement of the student is another problem. Suitable agency in the sense that the availability of the trained agency supervisor, the opportunities for learning, the co-operation and the interest of the agency personnel in training the students etc., could be well cited as the examples. Most often the agency supervisors

are rather pessimistic in training the students thinking that why they should train the student? The agency is the most valuable component of field work training through which the student could learn in practical situation. The better agency will yield better training and performance.

4) The fourth problem of field work training in India is many of the agencies and schools of social work are headed by the untrained persons in social work e.g. Dept. of Social Work of Mysore University, Mysore, D.K. Shinde School of Social Work of Shahu Institute of Business Education and Research, Kolhapur. This has spoiled the very concept of field work training. It is the experience of the students that the untrained heads of the social work agencies ask the students either to assist in the official (purely clerical) work or to just read the books and other reading materials available in the agencies. Equally, the untrained heads of the schools of Social work would like to implement their own ideas and policies in the field work training process.

5) The most serious problem is non-availability of the practical syllabus/chart of field work training. Even if it is there in some schools of Social Work in India it lacks the clarity in the content of the field work training. Almost all the schools of social work, except few, in India did not concentrate on the content of field work training. The students simply goes to the work whatever is given by the agencies.

TABLE - 20

SCHOOLS OF SOCIAL WORK BY ORGANISING ORIENTATION VISITS

Schools of Social Work	Opinion of the teacher Supervisors regarding <u>organising orientation visits</u>		Total
	Organise	Don't Organise	

Walchand College	7 (63.64)	-	7 (63.64)
Institute of Management	4 (36.36)	-	4 (36.36)

TOTAL	11 (100.00)	-	11 (100.00)

Note: Percentages have been given in the brackets.

Table-20 : depicts the opinion of the teacher supervisors regarding organising the orientation visits by the schools of Social Work in Solapur.

It is seen from this table that out of the total teacher supervisor respondents 100 per cent respondents had told that they organise the Orientation Visits in their respective Schools.

Of the 100 per cent respondents who had told that they organise the Orientation Visits in their respective schools, 64 per cent were belonging to Walchand College and 36 per cent were belonging to Institute of Management.

In general it appears both the schools of Social Work had practice of Organising Orientation Visits for the purpose of training the students in social work education.

It is observed and experienced that the schools of social work in Solapur Organise Orientation visits technically as a part of their duties. It seems that the Orientation Visits

Taking this advantage the agencies assign the clerical work to the students keeping aside training programme as a whole. The students are the real victims which ultimately ails the field work training.

6) Another interesting difficulty with the training programme is the method of training. It is confused that whether the students' training should be method oriented or field based. No school is clear in its training programme, whether they are training the students in the methods of social work or in certain special fields of social work.

Thus, these and such other problems of field work training paralised the training system as a whole.

In the background of this theoretical sketch of the concept and practice of field work training programme in social work education in India an attempt is now made to examine the awareness of the students teacher supervisors and the agency supervisors regarding field work training on the basis of the responses of the sampled respondents i.e. students, teachers and the agency supervisors in Solapur.

are not organised systematically for studying the Social agencies, Social problems and their Social services for helping the problematic inmates in the agencies. The students are also not given sufficient informations regarding the social agencies where visits are taken. The purpose of Orientation Visits, Reports of Orientation visits is also not explained to the students. It seems that the purpose of organising Orientation Visits is defeated here in Solapur. The researcher himself is teacher Supervisor who experienced it. In such situations how the students will have good understanding about Social problems, social agencies and its functions.

TABLE - 21

SCHOOLS OF SOCIAL WORK BY ORGANISING ORIENTATION VISITS

Schools of Social Work	Opinion regarding organising orientation visits		Total
	Organise	Don't organise	
Walchand College	25 (64.60)	2 (5.13)	27 (69.23)
Institute of Management	11 (28.21)	1 (2.56)	12 (30.77)
TOTAL	36 (92.31)	3 (7.69)	39 (100.00)

Note: Percentages have been given in the brackets.

Table-21 illustrates the opinion of the Social Work students regarding organising the orientation visits by the schools of social work in Solapur.

It is seen from this table that out of the total sampled student respondents 92 per cent student respondents had expressed their opinion that their schools of social work organise orientation visits and 8 per cent respondents had expressed their opinion that their schools of social work do not organise orientation visits.

Of the 92 per cent student respondents who had expressed their opinion that their schools of social work organise orientation visits nearly 64 per cent were studying in the Walchand College, 28 per cent were studying in the Institute of Management. Of the 8 per cent student respondents who had expressed their opinion that their schools do not organise orientation visits, nearly 5 per cent were studying in the Walchand College and 3 per cent were studying in the Institute of Management.

Thus, it appears that a overwhelming majority of the student respondents were of the opinion that the schools of social work organise orientation visits. A very few per cent student respondents were of the opinion that the schools of social work don't organise orientation visits. These students may not be regular students and they may be absent at the time of organising orientation visits because technically speaking orientation visits are organised in both the schools of social work in Solapur.

It indicates that some of the students are irregular and they do not attend the orientation visits and even they are not aware about orientation visits. This may be the reason that students are not developing their outlook. It also shows that the schools are not taking severe action against such irregular and irresponsible students. It may be because of the fear that the students may leave the College.

TABLE - 22
SCHOOLS OF SOCIAL WORK BY PLACEMENT OF THE STUDENTS IN
THE AGENCY

Schools of Social work	Placement of the students		Total
	Place in interested agency	Not placed in interested agency	
Walchand College	10 (25.64)	17 (43.59)	27 (69.23)
Institute of Management	3 (7.69)	9 (23.8)	12 (30.77)
TOTAL	13 (33.33)	26 (66.67)	39 (100.00)

Note : Percentages have been given in the brackets.

Table-22 : depicts the schools of social work by placement of the students in the agencies for concurrent field work training in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 33 per cent student respondents had told that they are placed in their interested agencies for their practical training and 67 per cent respondents had told that they are not placed in their interested agencies for their practical training.

Of the 33 per cent student respondents who had told that they are placed in their interested agencies nearly 26 per cent were studying in the Walchand College and 8 per cent were studying in the Institute of Management. Of the 67 per cent respondents who had told that they are not placed in the interested agencies nearly 44 per cent were studying in the Walchand College and 23 per cent were studying in the Institute of Management.

Thus, it appears that a overwhelming majority of the respondents were of the opinion that they are not placed in their interested agencies for field work training. More than one fourth of the students were of the opinion that they were placed in their interested agencies for field work training.

It is observed and experienced that the schools of social work do not consider the interest of the students before they are placed in the agencies. It may be because of the old practice of the schools of social work in Solapur they are continuing the same, and practically speaking all the students cannot be placed in their interested agencies because the agencies are limited and the students are more and according to university rules more than 4 students cannot be placed in one agency for practical training. In such situation question arises when the students are placed in uninterested agencies, do they work sincerely and honestly ?

TABLE - 23

SCHOOLS OF SOCIAL WORK BY NUMBER OF SOCIAL WORK STUDENTS PLACED
IN ONE AGENCY

Schools of Social Work	Number of students placed in one agency						Total
	One	Two	Three	Four	Five	More than Five	
Walchand College	-	-	2 (18.18)	4 (36.36)	1 (9.9)	-	7 (63.64)
Institute of Management	-	-	3 (27.27)	1 (9.9)	-	-	4 (36.36)
TOTAL	-	-	5 (45.45)	5 (45.45)	1 (9.9)	-	11 (100.00)

Note: Percentages have been given in the brackets.

Table-23 : illustrates the opinion of the social work teachers regarding the number of students placed in one agency by their respective schools in Solapur.

It is seen from this table that out of the total sampled teacher supervisor respondents nearly 45 per cent had told that 3 students are placed in one agency for practical training, 45 per cent respondents had told that 4 students are placed in one agency, and the remaining 9 per cent respondents had told that 5 students are placed in one agency.

Of the 45 per cent respondents who had told that 3 students are placed in one agency nearly 18 per cent teacher supervisors were working with Walchand College and 27 per cent were working with Institute of Management. Of the 45 per cent respondents who had told that 4 students are placed in one agency nearly 36 per cent were working with Walchand College and 9 per cent were working with Institute of Management.

Of the 9 per cent respondents who had told that 5 students are placed in one agency all the respondents were working with Walchand College.

Thus, it appears that almost all the respondents had told that generally 3 and 4 students are placed in one agency. Only 9 per cent respondents had told that 5 students are placed in one agency.

There was a practice of placing 5 to 8 students in one agency in Solapur but recently University has made a rule that more than 4 students cannot be placed in one agency. That is why it is seen that now-a-days 3 to 4 students are placed in once agency.

It is surprising to know that recently university has made a rule that more than 4 students cannot be placed in one agency because the university only has given permission to start two schools of social work in one city i.e. Solapur where the social agencies of both these schools are same, then, how 4 students can only be placed in one agency. The field work days are also same i.e. Friday. And agencies cannot fix different days for the students of both these schools because they cannot spare their time for four days in a week.

TABLE - 24

TYPES OF RESPONDENTS BY AVAILABILITY OF PRACTICAL SYLLABUS

Types of Respondents	Syllabus for practical training		Total
	Available	Not available	
Teacher Supervisors	11 (18.03)	-	11 (18.03)
Agency Supervisors	5 (8.20)	6 (9.84)	11 (18.03)
Social Work students	10 (16.39)	29 (47.54)	39 (63.93)
TOTAL	26 (42.62)	35 (57.38)	61 (100.00)

Note : Percentages have been given in the brackets.

Table-24 : Shows the types of respondents by availability of the specific practical syllabus for field work training in the schools of social work and field work agencies in Solapur.

It is seen from this table that out of the total sampled respondents nearly 43 per cent respondents had told that a specific practical syllabus is available for their practical training, and 57 per cent respondents had told that a specific practical syllabus is not available for their practical training.

Of the 43 per cent respondents who had told that practical syllabus is available nearly 18 were teacher supervisors, 8 per cent were agency supervisors, and 16 per cent were social work students. Of the 57 per cent respondents who had told that a specific practical syllabus is not available nearly 10 per cent were agency supervisors and 48 per cent were social work students.

Thus, it appears that a majority of the respondents had told that a specific practical syllabus is not available for practical training. But nearly 43 per cent respondents had told that a specific practical syllabus is available. All the teacher supervisors had told that syllabus is available. A majority of the agency supervisors and students had told that syllabus is not available.

This clearly shows that teacher supervisors have tried to give a wrong picture to the researcher because out of 11 teacher supervisors 7 are in Walchand College and 4 are in Institute of Management and all of them have told that syllabus is available but in fact Institute of Management has not framed any practical syllabus as such. A theoretical based syllabus is available with them. Similarly students and agency supervisors have told that syllabus is not available. It may be because of non-availability of sufficient copies of the syllabus. However a model practical syllabus is not available in these schools.

TABLE - 25

<u>SCHOOLS OF SOCIAL WORK BY SYLLABUS FOR PRACTICAL TRAINING</u>			
<u>Schools of Social work</u>	<u>Syllabus for Practical Training</u>		<u>Total</u>
	<u>Available</u>	<u>Not-available</u>	
Walchand College	10 (25.64)	17 (43.59)	27 (69.23)
Institute of Management	-	12 (30.77)	12 (30.77)
TOTAL	10 (25.64)	29 (74.36)	39 (100.00)

Note : Percentages have been given in the brackets.

Table -25 : Shows the opinion of the students regarding the availability of syllabus for practical training of the students in the schools of social work in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 26 per cent student respondents had told that practical syllabus is available and 74 per cent student respondents had told that practical syllabus is not available.

Of the 26 per cent student respondents who had told that syllabus is available, all the respondents were studying in the Walchand College. Of the 74 per cent respondents who had told that syllabus is not available nearly 44 per cent were studying in the Walchand College and 31 per cent were studying in the Institute of Management.

Thus, it appears that a overwhelming majority of the student respondents had told that syllabus is not available. A little more than one fourth of the student respondents had told that syllabus is available. Almost all the student respondents who are studying in the Institute of Management had told that syllabus is not available. A majority of the student respondents had told that syllabus is not available.

This shows that Institute of Management has not framed any specific practical syllabus for practical training of the students. It seems that Walchand College has framed practical syllabus but the copies of the syllabus might not have been given to all the students of all the groups, because one copy

of the syllabus is generally sent to the agency and one copy is given among the 4 students of one agency due to which the students might have told that it is not available. However no practical syllabus is framed for Group 'C'.

It seems that training in social work education in these schools is neglected because practical syllabus is not framed for certain groups and in some schools and copies of the syllabus is not given to all the students. In such situations how the students are undergoing practical training and what sort of training it may be.

Walchand College, is a pioneer school of social work having its 18 years standing but it has not framed a model syllabus for all the schools of social work of Shivaji University.

TABLE - 26

SCHOOLS OF SOCIAL WORK BY THE PLACEMENT OF STUDENTS IN
COMMUNITY SETTING

=0=			
Schools of	Placement in		Total
Social Work	Community Setting		
	Placed in communities	No placement in communities	

Walchand College	4 (36.36)	3 (27.27)	7 (63.64)
Institute of Management	4 (36.36)	-	4 (36.36)

TOTAL	8 (72.73)	3 (27.27)	11 (100.00)
=0=			

Note : Percentages have been given in the brackets.

Table-25 : Shows opinion of the teacher supervisors regarding the placement of the students in community setting for field work training.

It is seen from this table that out of the total teacher supervisor respondents nearly 73 per cent respondents had told that the social work students are placed in community setting for the training of community organisation, and the remaining 27 per cent respondents had told that the students are placed in the community setting for training them community organisation.

Of the 73 per cent respondents who had told that the students are placed in communities nearly 36 per cent were belonging to Walchand College and 36 per cent were belonging to Institute of Management. Of the 27 per cent respondents who had told that the students are not placed in community setting for training them community organisation all of them were belonging to Walchand College.

In general it appears that a overwhelming majority of the teacher supervisors were of the opinion that the students are placed in community setting for training them Community Organisation, and a little more than one fourth of the respondents were of the opinion that they are not placed in the community setting.

So the researcher observed and collected informations that the students are not placed in community in both these schools. This indicates that majority of the teacher supervisors have tried to hide the factual information that they are not placed in the community setting. It may be because of the fear of management, or with the intention of hiding the facts about inability or failure to do so.

TABLE - 27

<u>SCHOOLS OF SOCIAL WORK BY METHOD OF FIELD WORK TRAINING</u>				
Schools of Social Work	Method of training			Total
	Field Based	Method oriented	Both	
Walchand College	1 (9.09)	2 (18.18)	4 (36.36)	7 (63.64)
Institute of Management	-	-	4 (36.36)	4 (36.36)
TOTAL	1 (9.09)	2 (18.18)	8 (72.73)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-27 : Shows the opinion of the teacher supervisors regarding the method of field work training in their respective schools in Solapur.

It is seen from this table that out of the total teacher supervisor respondents nearly 9 per cent respondents had told that there is field based training system in their schools, 18 per cent respondents had told that there is method oriented field work training, and the remaining 73 per cent respondents had told that there is field based as well as method oriented field work training in their respective schools.

Of the 9 per cent respondents who had told that there is field based training system all of them were belonging to Walchand College. Of the 18 per cent who had told that there is method oriented field work all were belonging to Walchand College, and of the 73 per cent respondents who had told that there is field based as well as method oriented field work

training 36 per cent were belonging to Walchand College and 36 per cent were belonging to Institute of Management.

Thus, it appears ^{that}/a overwhelming majority of the respondents had told that there is field based as well as method oriented field work training in their respective schools. Few per cent respondents had told that they have only field based training system and few per cent respondents had told that they had only ^{method}/based or oriented training in their respective schools.

In general it appears that there is field based as well as method oriented field work training system in these schools and some respondents are confused about field work system.

TABLE - 28

TYPES OF RESPONDENTS BY AWARENESS REGARDING THE EXPECTED HOURS OF FIELD WORK TRAINING

Types of Respondents	Expected hours of field work training					Total
	Upto5	5-10	10-15	15 and above	Don't know	
Social Work students	5 (10.00)	7 (14.00)	4 (8.00)	13 (26.00)	10 (20.00)	39 (78.00)
Teacher Supervisors	-	-	2 (4.00)	9 (18.00)	-	11 (22.00)
TOTAL	5 (10.00)	7 (14.00)	6 (12.00)	22 (44.00)	10 (20.00)	50 (100.00)

Note: Percentages have been given in the brackets.

Table-28 : Shows the opinion of the social work students and teacher supervisors by awareness regarding the expected hours of field work training in the agencies in Solapur.

It is seen from this table that out of the total sampled respondents nearly 10 per cent of them had expressed their opinion that field work is expected upto 5 hours, 14 per cent had expressed their opinion that 5 to 10 hours field work is expected, 12 per cent had expressed their opinion that 10 to 15 hours field work is expected, 44 per cent had expressed their opinion that 15 and above hours are expected and the remaining 20 percent had told that they don't^{know}/about the expectation of hours of field work.

Of the 10 per cent respondents almost all the respondents were students. Of the 14 per cent all the respondents were students. Of the 12 per cent nearly 8 per cent respondents were students and 4 per cent were teachers. Of the 44 per cent nearly 26 per cent respondents were students and 18 per cent were teachers. Of the 20 per cent all the respondents were students.

Thus, it appears that majority of the respondents were of the opinion that 15 and above hours are expected for field work training. One fifth of the student respondents were not aware about the expected hours of field work training. A little more than one fifth of the student respondents were of the opinion that expected hours of field work training are 5 to 15 hours.

This indicates that the student respondents are not aware even about the expected hours of field work training. It may be because of the irresponsibility of the teachers and schools.

TABLE - 29

SCHOOLS OF SOCIAL WORK BY ORGANISATION OF FIELD WORK SEMINARS

Schools of Social Work.	Field Work Seminars			Total
	Organise rarely	Organise weekly	Don't organise	
Walchand College	3 (7.69)	-	24 (61.54)	27 (69.23)
Institute of Management	-	-	12 (30.77)	12 (30.77)
TOTAL	3 (7.69)	-	36 (92.31)	39 (100.00)

Note : Percentages have been given in the brackets.

Table-29 : Shows opinion of the student respondents regarding the organisation of field work seminars by their teacher supervisors in their respective schools.

It is seen from this table that out of the total sampled student respondents nearly 8 per cent respondents had told that the teacher Supervisors organise field work seminars very rarely. and the remaining 92 per cent student respondents had told that their respective teacher supervisors don't organise seminars on field work training in their respective schools.

Of the 8 per cent respondents who had told that their respective teacher supervisors organise field work seminars rarely, almost all of them are belonging to Walchand College. Of the 92 per cent respondents who told that their respective supervisors don't organise field work seminar nearly 62 per cent are belonging to Walchand College and 31 per cent are belonging to Institute of Management.

In general it appears that a overwhelming majority of the student respondents had told that the field work seminars are not organised in their respective schools. A very few per cent respondents had told that their respective field work supervisors organise field work seminars rarely.

This clearly indicates that both the schools of social work in Solapur don't organise field work seminars. It may be because of their laziness, loose administration and lack of interest.

TABLE - 30

SCHOOLS OF SOCIAL WORK BY OPINION OF THE SOCIAL WORK STUDENTS REGARDING THE WORK DONE IN THE AGENCY:

Schools of Social Work	Actual Hours of training in the agency					Total
	Upto 3	3-6	6-9	9-12	12-15	
Walchand College	4 (10.26)	14 (35.90)	7 (17.95)	2 (5.13)	-	27 (69.23)
Institute of Management	2 (5.13)	8 (20.51)	2 (5.13)	-	-	12 (30.77)
TOTAL	6 (15.58)	22 (56.41)	9 (23.08)	2 (5.13)	-	39 (100.00)

Note : Percentages have been given in the brackets.

Table-30 : Illustrates the opinion of the students regarding the actual hours of work done in a week in the agency during their field work training in Solapur.

It is seen from this table that out of the total student respondents nearly 16 per cent respondents had told that they work in the agency upto 3 hours in a week, a little more than 56 per cent respondents had told that they work in the agency

3 to 6 hours in a week, 23 per cent respondents had told that they work 6 to 9 hours in a week, and the remaining 5 per cent respondents had told that they work 9 to 12 hours in a week.

Of the 16 per cent respondents a little more than 10 per cent were belonging to Walchand College, and a little more than 5 per cent were belonging to Institute of Management. Of the 56 per cent respondents nearly 36 per cent were belonging to Walchand College, and a little more than 20 per cent were belonging to Institute of Management. Of the 23 per cent respondents nearly 18 per cent were belonging to Walchand College, and 5 per cent were belonging to Institute of Management. Of the 5 per cent respondents all are belonging to Walchand College.

Thus it appears that a majority of the respondents had told that they work in their respective agencies 3 to 6 hours in a week and one fourth of the respondents had told that they work in the agencies between 6 to 9 hours in a week.

It is crystal clear that the social work students of both these schools of social work in Solapur undergo practical training in their respective agencies for maximum 9 hours in a week. It may be because of lack of interest of teacher supervisors and the agency supervisors as well as lack of interest among the students.

TABLE - 31

SCHOOLS OF SOCIAL WORK BY OPINION OF THE STUDENTS REGARDING
BLOCK FIELD PLACEMENT

Schools of Social Work	Block field placement				Total
	Arranges	Arranges but not compulsory	Do not arrange	No response	
Walchand College	1 (2.56)	2 (5.13)	19 (48.72)	5 (12.82)	27 (69.23)
Institute of Management	-	2 (5.13)	8 (20.51)	2 (5.13)	12 (30.77)
TOTAL	1 (2.56)	4 (10.26)	27 (69.23)	7 (17.95)	39 (100.00)

Note : Percentages have been given in the brackets.

Table-31 : Indicates the opinion of the social work students regarding the block field placement arranged by their respective schools in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 3 per cent respondents had told that their respective schools arrange block field placement, 10 per cent had told that their respective schools arrange block field placement but it ^{is} not compulsory, 69 per cent had told that their respective schools do not arrange any block field placement and the remaining 18 per cent had not given any response.

Of the 3 per cent respondents who had told that the schools of social work arrange block field placement all the respondents are belonging to Walchand College. Of the 10 per cent respondents who had told block placement is arranged but not compulsory 5 per cent are belonging to Walchand College and 5 per cent are belonging to Institute of Management. Of the 69 percent

respondents who had told that the schools of social work don't arrange block field placement 49 per cent are belonging to Walchand College and 21 percent are belonging to Institute of Management. Of the 18 per cent respondents who had not given any response nearly 13 per cent are belonging to Walchand College and 5 per cent are belonging to Institute of Management.

Thus, it appears that a majority of the respondents had told that block field work placement is not done by their respective schools. A very few per cent respondents had told that block field placement is done but it is not compulsory. Few respondents had not given any response to the same.

It indicates that the schools of social work in Solapur don't have any practice of block field placement. It is observed that block field placement is done for only interested and sincere students.

TABLE - 32

SCHOOLS OF SOCIAL WORK BY OPINION OF THE TEACHER SUPERVISORS
REGARDING ORGANISATION OF FIELD WORK SEMINARS AT THE

UNIVERSITY LEVEL

Schools of Social Work	Field work conferences/seminars at the University Level					Total
	Organised by School	Organised by University	Organised by both	Never organised by both	No response	
Walchand College	1 (9.9)	-	-	5 (45.45)	1 (9.9)	7 (63.64)
Institute of Management	-	-	-	4 (36.36)	-	4 (36.36)
TOTAL	1 (9.9)	-	-	9 (81.82)	1 (9.9)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-32 : Shows the opinion of the social work teacher supervisors regarding organising the field work seminars by the schools of social work or by the University at the University level during the last 18 years.

It is seen from this table that out of the total teacher supervisor respondents nearly 9 per cent of the respondents had expressed ^{their} opinion that the field work seminar was organised by their respective school, 82 per cent respondents had expressed their opinion that field work seminar was never organised by both the schools as well as university and the remaining 9 per cent respondents had not shown any response to it.

Of the 9 per cent respondents who expressed their opinion that the field work seminar was organised by the school all are belonging to Walchand College. Of the 82 per cent respondents who had told that field work conference was never organised by either schools of social work or by university a little more 45 per cent are belonging to Walchand College and a little more than 36 per cent are belonging to Institute of Management. Of the 9 per cent who had not given any response to it all are belonging to Walchand College.

Thus, it appears that a overwhelming majority of the respondents had told that field work conference at University level was not organised at all either by the schools or by the University during the last 18 years. A very few per cent had told that the schools of social work organised field work conference at University level by their respective schools of social work.

It is crystal clear that neither the schools of social work in Solapur nor the university has taken any interest and efforts to organise field work conference at University level. It may be because of lack of interest of the teachers, lack of vision, loose administration, of the schools of social work.

TABLE - 33
SCHOOLS OF SOCIAL WORK BY ORGANISING GUEST LECTURES OF
THE EXPERTS

Schools of social work	Guest lectures of the experts			Total
	Organise if guests available easily	Organise every fortnight	Don't organise	
Walchand College	4 (36.36)	-	3 (27.27)	7 (63.64)
Institute of Management	4 (36.36)	-	-	4 (36.36)
TOTAL	8 (72.73)	-	3 (27.27)	11 (100.00)

Note : Percentages have been given in the brackets.

Table-33 : Illustrates the opinion of the teacher supervisors regarding organisation of guest lectures of the experts in the field in their respective schools for training the students in Solapur.

It is seen from this table that out of the total teacher supervisor respondents nearly 73 per cent respondents had told that the guest lectures of the experts are organised if the experts are available, 27 per cent respondents had told that the guest lectures of the experts are not organised by their respective schools.

Of the 73 per cent respondents who had told that the guest lectures are organised if the guest lectures are available, a little more than 36 per cent are belonging to Walchand College and a little more than 36 per cent are belonging to Institute of management. Of the 27 per cent respondents who had told that the guest lectures are not organised in their respective schools all are belonging to Walchand College.

Thus, it appears that a overwhelming majority of the respondents had told that guest lectures of the experts are generally organised by their schools of social work when the experts are easily available. A little more than one fourth of the respondents had told that guest lectures are generally not organised in their schools.

The lectures of the experts are not organised in the schools of social work in Solapur regularly. It may be because of lack of interest, zeal, and attitude of the teachers, and negligence of the Schools.

TABLE-34
SCHOOLS OF SOCIAL WORK BY ORGANISATION OF STUDY TOURS FOR
TRAINING THE STUDENTS

Schools of Social work	Study Tours			Total
	Organise whenever necessary	Organise every year	DoN't organise	
Walchand College	7 (63.64)	-	-	7 (63.64)
Institute of Management	4 (36.36)	-	-	4 (36.36)
TOTAL	11 (100.00)	-	-	11 (100.00)

Note: Percentages have been given in the brackets.

Table-34 : Shows the schools of social work by opinion of teacher supervisors about organising study tours for training the students.

It is seen from this table that out of the total teacher supervisor respondents all the respondents had told that they organise study tours by their respective schools of social work whenever possible.

In general it appears that the schools of social work organise study tours of the students, for training them in social work but they don't organise every year. The study tours are organised whenever the students take interest for tour. It is also observed that the study tours are organised by the schools but they are not the actual study tours, they are sight seeing tours.

It may be because of negligence, attitude, approach, and casual nature of the teacher supervisors.

TABLE - 35

OPINION OF THE STUDENT RESPONDENTS ABOUT TRAINING THE STUDENTS BY ORGANISING STUDY TOURS

Opinion		No.of student Respondents

Organise study tours for training the students	...	-
Organise entertainment tours in the name of study tours	...	30 (76.92)
No training imparted in study tours...		9 (23.08)

TOTAL	...	39 (100.00)

Note : Percentages have been given in the brackets.

Table-35 : Shows the opinion of the Social Work students regarding the purpose of study tours organised by their schools of social work.

It is seen from this table that out of the total sampled student respondents nearly 77 per cent students had told that the schools of social work organise entertainment and sight seeing tours in the name of study tours, 23 per cent respondents had told that no training is imparted to the students in the study tours.

Thus, it appears/that all the respondents had told that no training is imparted in study tours and they are purely sight seeing tours.

This indicates that the teachers do not organise the tours with the intention of imparting training to the social work students. It may be because of lack of interest of the teachers, students and attitude and approach of the teachers while organising the study tours.

TABLE - 36
SCHOOLS OF SOCIAL WORK BY ORGANISING SOCIAL CAMPS:

Schools of Social Work	Organisation of Social Camps			Total
	Organise every year	Organise rarely	Don't organise	
Walchand College	-	11 (28.21)	16 (41.3)	27 (69.23)
Institute of Management	3 (7.69)	-	9 (23.8)	12 (30.77)
TOTAL	3 (7.69)	11 (28.21)	25 (64.10)	39 (100.00)

Note : Percentages have been given in the brackets.

Table-36 : Shows the opinion of the students regarding organisation of social camps by the schools of social work.

It is seen from this table that out of the total sampled student respondents 8 per cent respondents had told that the social camps are not organised in their respective schools every year, 28 per cent respondents had told that the social camps are organised in their schools rarely and the remaining 64 per cent respondents had told that both the schools of social work do not organise social camps.

Of the 8 per cent respondents who had told that their respective schools organise Social Camps every year all of them were belonging to Institute of Management. Of the 28 per cent respondents who had told that their respective schools organise social camps rarely. Of the 64 per cent respondents who had told that their respective schools do not organise Social Camps nearly 41 per cent are belonging to Walchand College and 23 per cent are belonging to Institute of Management.

Thus, it appears that a overwhelming majority of the respondents had told that their respective schools do not organise Social Camps. A little more than one fourth of the respondents had told that their respective schools Organise Social Camps rarely. A very few per cent respondents had told that their respective schools organise Social Camps.

This indicates that the schools of social work do not organise Social Camps every year as a part and parcel of the field work training. The Social Camps are organised whenever it is possible.

TABLE - 37

SCHOOLS OF SOCIAL WORK BY PARTICIPATION OF STUDENTS IN SOCIAL
REFORM MOVEMENTS

Schools of Social Work	Social Reform Movements			Total
	Participation	No Participation	No response	
Walchand College	-	25 (64.10)	2 (5.13)	27 (69.23)
Institute of Management	-	12 (30.77)	-	12 (30.77)
TOTAL	-	37 (94.84)	2 (5.13)	39 (100.00)

Note : Percentages have been given in the brackets.

Table - 37 : Gives opinion of the student respondents regarding participation of students in social reform movements by their respective schools in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 95 per cent respondents had told that they do not participate in social reform movements in and around Solapur and the remaining 5 per cent respondents had not given any response to it.

Of the 95 per cent respondents 64 per cent respondents were belonging to Walchand College and 31 per cent respondents were belonging to Institute of Management.

In general it appears that almost all the student respondents had told that they do not participate in social reform movement in and around Solapur. It may be because of lack of interest of social work teachers, and the schools of social work, and lack of social perspective of teachers and students.

TABLE - 38

PARTICIPATION OF THE AGENCY SUPERVISORS IN PREPARING THE
FIELD WORK PROGRAMME

=====			
Social	Agency supervisors participation		Total
Agencies	Participation	No participation	

Industries	1 (9.9)	3 (27.27)	4 (36.36)
Welfare Centres	-	2 (18.18)	2 (18.18)
Education Centres	-	1 (9.9)	1 (9.9)
Rehabilitation Centres	-	2 (18.18)	2 (18.18)
Others	-	2 (18.18)	2 (18.18)

TOTAL	1 (9.9)	10 (90.91)	11 (100.00)

=====

Note: Percentages have been given in the brackets.

Table-38 : Indicates the opinion of the agency supervisors whether they are called by the schools of social work while preparing the field work programme in Solapur.

It is seen from this table that out of the total sampled agency supervisors nearly 9 per cent respondents had told that they participated in preparing the field work programme and the remaining 91 per cent respondents had told that they were never called for preparing field work programme.

Of the 9 per cent respondents who had told that they were called for preparing field work programme almost all were belonging to the industrial settings. Of the 91 per cent respondents who had told that they were not called for preparing field work programme nearly 27 per cent were belonging

to industrial settings, 18 per cent were belonging to labour welfare centres, 9 per cent were belonging to educational centres, 18 per cent were belonging to Rehabilitation Centres and the remaining 18 per cent were belonging to other type of agencies.

Thus, it appears that a overwhelming majority of the respondents had told that they were not called by the concerned schools of social work for preparing field work programme. A very few per cent respondents had told that they were called by the schools for preparing field work programmes.

This clearly indicates that the Schools of Social work do not involve the Practically experienced agency supervisors for preparing field work training programmes. It may be because of laziness and lack of interest of the teacher supervisors and the schools of social work for preparing programme and training the students.

TABLE - 39

OPINION OF THE AGENCY SUPERVISORS REGARDING RELATIONSHIP
BETWEEN THEORY AND PRACTICAL TRAINING IN THE SOCIAL WORK

<u>EDUCATION</u>	
Relationship between theory and practice	Opinion of the agency supervisors.

Related to theory	3 (27.27)
Un-related	8 (72.73)

TOTAL	11 (100.00)

Note : Percentages have been given in the brackets.

Table-39 : Shows the opinion of the agency supervisors regarding the relationship between theory and practical training in the social work education.

It is seen from this table that out of the total sampled agency supervisors nearly 27 per cent agency supervisor respondents had expressed their opinion that theory and practical is related and the remaining 73 per cent respondents had expressed their opinion that theory is not related with practical.

Thus, it appears that a overwhelming majority of the respondents were of the opinion that theory and practical is not related and little more than one fourth of the respondents were of the opinion that theory and practical is related.

The respondents might have expressed their opinion that theory and practical is not related, it may be because of the nature and structure of their agencies.

TABLE - 40
SCHOOLS OF SOCIAL WORK BY WHETHER THEORY AND PRACTICE OF
OF SOCIAL WORK TRAINING GOES HAND-IN-HAND

Schools of Social work	Theory and practical training			Total
	Goes hand- in-hand	Does not go hand-in-hand	Not related	
Walchand College	11 (28.21)	10 (25.64)	6 (15.38)	27 (69.23)
Institute of Management	3 (7.69)	7 (17.95)	2 (5.13)	12 (30.77)
TOTAL	14 (35.90)	17 (43.59)	8 (20.57)	39 (100.00)

Note: Percentages have been given in the brackets.

Table-40 : Illustrates the schools of social work by opinion of the social work trainees whether the theory and practice of field work training goes hand-in-hand in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 36 per cent respondents had told that theory and practice goes hand-in-hand, 44 per cent respondents had told that theory and practice does not go hand-in-hand and the remaining 21 per cent respondents had told that it is not related at all.

Of the 36 per cent respondents who said theory and practice goes hand-in-hand nearly 28 per cent were belonging to Walchand College and 8 per cent were belonging to Institute of Management. Of the 44 per cent respondents who said theory and practice does not go hand-in-hand nearly 26 per cent were belonging to Walchand College and 18 per cent were belonging to Institute of Management. Of the 21 per cent respondents who said theory and practice is not related nearly a little more than 15 per cent were belonging to Walchand College and 5 per cent were belonging to Institute of Management.

Thus, it appears that a majority of the respondents had told that theory and practice does not go hand-in-hand and nearly two third of the respondents had told that theory and practice goes hand-in-hand and one fifth of the respondents had told that theory and practice is not related at all.

This indicates that some of the theoretical part and practical part may be going hand-in-hand and some of the

and practical theoretical/part may not be going hand-in-hand. It may be because of unplanned theory and practical syllabus and unplanned teaching and training in these schools and agencies.

TABLE - 41

OPINION OF THE TEACHER SUPERVISORS REGARDING AVAILABILITY
OF LITERATURE ON FIELD WORK TRAINING IN THEIR RESPECTIVE
SCHOOLS.

Schools of Social Work	Availability of literature on field work			Total
	Available sufficient books.	Available but not sufficient	Not available	
Walchand College	1 (9.9)	3 (27.27)	3 (27.27)	7 (63.64)
Institute of Management	-	2 (18.18)	2 (18.18)	4 (36.36)
TOTAL	1 (9.9)	5 (45.45)	5 (45.45)	11 (100.00)

Note : Percentages have been given in the brackets.

Table-41 : Gives opinion of the teacher supervisors regarding availability of literature on field work training in their respective schools in Solapur.

It is seen from this table that out of the total sampled teacher supervisors nearly 9 per cent had expressed their opinion that sufficient books are available on field work in their respective schools, a little less than 46 per cent respondents had expressed their opinion that books on field work are available but not sufficient, and remaining a little less than 46 per cent respondents had expressed their opinion that books on field work are not available at all.

Of the 9 per cent respondents who expressed their opinion that sufficient books on field work are available, all of them were belonging to Walchand College. Of the 46 per cent respondents who expressed their opinion that books on field work are available but not sufficient, 27 per cent of them were belonging to Walchand College and 13 per cent were belonging to Institute of Management. Of the 46 per cent respondents who had expressed their opinion that books on field work are not available, 27 per cent of them were belonging to Walchand College and 18 per cent were belonging to Institute of Management.

Thus, it appears that a little less than half of the respondents were of the opinion that books on field work are available but not sufficient and a little less than half of the respondents were of the opinion that books on field work are not available at all. A very few respondents were of the opinion that books on field work are available.

It is observed and enquired from the libraries of these schools and came to the conclusion that the books on field work are not available at all. The respondents who said that books are available they may be trying to hide the factual information and save the institutions from the criticism.

145

TABLE - 42

SCHOOLS OF SOCIAL WORK BY POSITION OF FIELD WORK TRAINING

Schools of Social Work	Field work training is totally neglected			Total
	Agree	Disagree	Fully agree	
Walchand College	1 (9.9)	2 (18.18)	4 (36.36)	7 (63.64)
Institute of Management	1 (9.9)	2 (18.18)	1 (9.9)	4 (36.36)
TOTAL	2 (18.18)	4 (36.36)	5 (45.45)	11 (100.00)

Note : Percentages have been given in the brackets.

Table -42 : Illustrates the opinion of the teacher supervisors about the statement -"Field work training in the schools of social work affiliated to Shivaji University is totally neglected.

It is seen from this table that out of the total teacher supervisor respondents nearly 18 per cent had expressed their opinion that they agree with the statement that field work training in Shivaji University is totally neglected, 36 per cent had expressed ^{their opinion} that they disagree with the statement and the remaining 45 per cent had expressed ^{their opinion} that they, are fully agree with the statement.

Of the 18 per cent who expressed their opinion that they agree with the statement 9 per cent of them were belonging to Walchand College and 9 per cent were belonging to Institute of Management. Of the 36 per cent respondents who expressed their opinion that they disagree with the statement 18 per cent of them were belonging to Walchand College and 18 per cent were belonging to Institute of Management. Of the

45 per cent respondents who expressed their opinion that they are fully agree with the statement 36 per cent of them were belonging to Walchand College and 9 per cent were belonging to Institute of Management.

Thus, it appears that a majority of the respondents were of the opinion that they are agree with the statement that field work training in Shivaji University is totally neglected. A little more than one third of the respondents were of the opinion that they are disagree with the statement.

It is scientifically observed and came to the conclusion that field work training in the schools of social work in Shivaji University is totally neglected. It may be because of laziness of the teacher supervisors, lack of interest and busy schedule of agency supervisors and absence of awareness of the students regarding career and no zeal for learning in a practical situations.

TABLE - 43
FIELD WORK AGENCIES BY INTEREST OF THE AGENCY SUPERVISORS

IN TRAINING THE STUDENTS				
Field Work Agencies	Interest of the agency supervisors			Total
	Interested	Not Interested	No response	
Industries	4 (36.36)	-	-	4 (36.36)
Welfare Centres	-	1 (9.9)	1 (9.9)	2 (18.18)
Educational Institution	1 (9.9)	-	-	1 (9.9)
Rehabilitation Centres	1 (9.9)	1 (9.9)	-	2 (18.18)
Other	2 (18.18)	-	-	2 (18.18)
TOTAL	8 (72.73)	2 (18.18)	1 (9.9)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-43 : Shows the Field Work Agencies by interest of the agency supervisors in training the students in social work education in Solapur.

It is seen from this table that out of the total sampled agency supervisors nearly 73 per cent respondents had told that they are interested in imparting training to the social work students in their respective agencies, 18 per cent had told that they are not interested in imparting training to the students, and the remaining 9 per cent respondents had not shown any response to it.

Of the 73 per cent respondents who had told that they are interested in training the students, 36 per cent of them were belonging to industrial settings, 9 per cent were belonging to Educational Institutions, 9 per cent were belonging to Rehabilitation Centres, 18 per cent were belonging to other type of agencies. Of the 18 per cent respondents who had told that they are not interested, 9 per cent were belonging to welfare centres and 9 per cent were belonging to Rehabilitation Centres. Of the 9 per cent respondents who had not shown any response to it, all were belonging to welfare Centre.

Thus, it appears that a overwhelming majority of the respondents had told that they are interested in imparting training to the students in their respective agencies. A little less than one fifth of the respondents had told that they are interested.

It shows clearly that the agency supervisors are interested in training the students but the teacher supervisors and the schools are not exploiting it and utilizing their services fully. The agency supervisors who are not interested in training the students may be just because of the poor performance of the students, negligence of the teacher supervisors and examination orientation of the students and teachers, and indifferent relations with the schools.

TABLE - 44

OPINION OF THE AGENCY SUPERVISORS REGARDING THEIR
RELATIONSHIP WITH THE SCHOOLS OF SOCIAL WORK

Opinion	No. of Respondents
.....
Cordial and close relationship	7 (63.64)
Professional relationship	3 (27.27)
No good relations	1 (9.9)
.....
TOTAL	11 (100.00)

Note : Percentages have been given in the brackets.

Table-44 : Illustrates the opinion of the agency supervisors regarding their relationship with the schools of social work in Solapur.

It is seen from this table that out of the total sampled agency supervisors nearly 64 per cent respondents had expressed their opinion that their relationship with the schools of social work in Solapur are cordial and close, 27 per cent had expressed that they have professional relationship and the remaining 9 per cent had expressed their opinion that they had no good relations with the schools.

In general it appears that a overwhelming majority of the respondents were of the opinion that their relationship with the schools in Solapur are cordial and close. A little more than one fifth of the respondents were of the opinion that they have professional relations. A very few per cent were of the opinion that their relations are not good.

TABLE - 45

SCHOOLS OF SOCIAL WORK BY THE SATISFACTION OF
FIELD WORK TRAINING IN THE AGENCIES

Schools of Social Work	Field Work Training		Total
	Satisfide	Dissatisfide	
Walchand College	16 (41.03)	11 (28.21)	27 (69.23)
Institute of Management	6 (15.38)	6 (15.38)	12 (30.77)
TOTAL	22 (56.41)	17 (43.59)	39 (100.00)

Note : Percentages have been given in the brackets.

Table -45 : Shows the opinion of the social work trainees regarding satisfaction of field work training in their respective social agencies in Solapur.

It is seen from this table that out of the total sampled student respondents a little more than 56 per cent respondents had expressed their opinion that they are satisfied about field work training imparted in their respective agencies, 44 per cent had expressed their opinion that they are not satisfied about their training.

Of the little more than 56 per cent respondents who had expressed their opinion that they are not satisfied about field work training in their respective agencies, 41 per cent were belonging to Walchand College and 15 per cent were belonging to Institute of Management. Of the 44 per cent respondents who had expressed their opinion that they are not satisfied, 28 per cent of them were belonging to Walchand College and 15 per cent were belonging to Institute of Management.

Thus, it appears that a little more than half of the respondents were of the opinion that field work training in their respective agencies is satisfactory, and little less than half of the respondents were of the opinion that field work training is not satisfactory in their respective agencies.

This indicates that the agencies where training is satisfactory may be because of interested and sincere agency supervisors and the agencies where the training is unsatisfactory it may be because of lack of interest of agency supervisor, students, teachers and absence of good relations. There is no relationship with satisfaction and schools of social work.

TABLE - 46

TYPES OF FIELD WORK AGENCIES BY UTILITY OF THE
WORK DONE BY THE STUDENTS:

Types of Field work Agencies	Work done by the Social work trainees			Total
	Useful	Not useful	No such work is given	
Industries	1 (9.9)	-	3 (27.27)	4 (36.36)
Welfare Centres	1 (9.9)	1 (9.9)	-	2 (18.18)
Educational Institutions	1 (9.9)	-	-	1 (9.9)
Rehabilitation Centres	2 (18.18)	-	-	2 (18.18)
Others	-	1 (9.9)	1 (9.9)	2 (18.18)
TOTAL	5 (45.45)	2 (18.18)	4 (36.36)	11 (100.00)

Note : Percentages have been given in the brackets.

Table :46 - Indicates the opinion of the agency supervisors regarding the utility of the work done by the trainees during their training period in their respective agencies.

It is seen from this table that out of the total sampled agency supervisor respondents nearly 45 per cent had expressed their opinion that the work done by trainees is useful to the agency, 18 per cent had expressed their opinion that the work done by the trainees is not useful to the agency, and the remaining 36 per cent had expressed their opinion that the trainees are not given such work in the agencies during their training period.

Of the 45 per cent respondents who had expressed their opinion as the work is useful 9 per cent were placed in industries 9 per cent were in welfare centres, 9 per cent were in educational Centres, and 18 per cent were in Rehabilitation centre. Of the 18 per cent respondents who had expressed their opinion as not useful, 9 per cent were placed in welfare centres and 9 per cent were placed in other type of agencies. Of the 36 per cent respondents who expressed opinion as such work is not given to them, 27 per cent were placed in industries and 9 per cent were placed in other type of agencies.

Thus, it appears that majority of the respondents were of the opinion that the work of trainees is useful to the agencies. A little less than one fifth of the respondents were of the opinion that the work of trainees is not useful. And one third of the respondents were of the opinion that the trainees are not given the work which is useful to the agencies.

This shows that the agencies are not giving the work of agencies and utilising the trainees for the agencies while training them in their agencies it may be because of they are raw hands. There is no relationship between types of agencies and utility of trainees.

TABLE - 47
INSTRUCTIONS FOR RECORDING

=====			
Schools	<u>Instructions for recording</u>		Total
	Instructions given	Instructions not given	

Walchand College	11 (28.21)	16 (41.03)	27 (69.23)
Institute of Management	6 (15.38)	6 (15.38)	12 (30.77)

TOTAL	17 (43.59)	22 (56.38)	39 (30.77)
=====			

Note : Percentages have been given in the brackets.

Table-47 : Gives opinion of the student respondents whether teacher supervisors give instructions to the students for field work record.

It is seen from this table that out of the total sampled student respondents nearly 44 per cent respondents had expressed their opinion that the teacher supervisors give instructions to the students how to maintain records of field work training and the remaining 56 per cent respondents had expressed their opinion that the teacher supervisors do not give instructions about how to maintain records.

Of the 44 per cent respondents who said instructions are given for maintaining records nearly 28 per cent were belonging to Walchand College and 15 per cent were belonging to Institute of Management. Of the 56 per cent respondents who said instructions are not given nearly 41 per cent were belonging to Walchand College and 15 per cent were belonging to Institute of Management.

Thus, it appears that a majority of the respondents were of the opinion that the instructions are not given to the students by their teachers for maintaining records and most of the respondents were of the opinion that instructions are given to them regarding how to maintain records by their respective teacher supervisors.

It shows that most of the teacher supervisors do not give instructions to the students how to maintain records of their training and its importance. It may be because of their laziness, lack of interest and taking service as very casual.

TABLE - 48
OPINION OF THE STUDENTS REGARDING PRESENT TRAINING
IN SOCIAL WORK

=====	
Opinion about Training	No. of students

Systematic	-
Worst	37 (94.84)
No response	2 (5.13)

TOTAL	39 (100.00)
=====	

Note : Percentages have been given in the brackets.

Table -48 : Gives opinion of the students regarding present field work training in the schools of social work in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 95 per cent of the students had expressed their opinion that the present system of field work training is worst, only 5 per cent respondents had not given any response to it.

In general it appears that almost all the student respondents were of the opinion that present system of field work training is worst. This shows that the students too may be interested in training process but unfortunately it is not imparted systematically to their satisfaction.

R E F E R E N C E S

- 1) Singh R.R., "Field Work in Social Work Education", Concept Publishing Co., Delhi, 1985, P.44.
- 2) Mourya, M.R., "Field Work Training in Social Work", The Indian Journal of Social Work, Vol.X III, No.1, 1962, P.
- 3) Kapoor J.M., " The Role of Field Work in Modern Social Work Education",
- 4) Fairchild, H.P., " Dictionary of Sociology and Related Sciences", Little Field, Adams and Co., New Jersey, 1977.
- 5) Brown, S.C. and Gloyne, E.R., "The Field Training of Social Workers A Survey", George Allen and Unwin Ltd., London.
- 6) Singh, R.R., "Field Work in Social Work Education", Opt.Cit., P.
- 7) Ibid, 1985, P.
- 8) Ibid, 1985, P.
- 9) Ibid, 1985, P.
- 10) Ibid, 1985, P.
- 11) Ibid, 1985, P.
- 12) Ibid, 1985, P.