

## CHAPTER - V

### FIELD WORK SUPERVISION:

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CHAPTER - V  
FIELD WORK SUPERVISION

The present chapter deals, in the first part, with the theoretical background of supervision in field work training in social work education, and in the second part, with the analysis of responses of the students, teachers and agency supervisors.

The word supervision comes from the two words

i) Super-means over and above, ii) Vision - means the arts of seeing objects or perceiving mental image or looking over.

The common characteristic of Supervision is to see that the work is accomplished. If it is not accomplished by them, then the supervisors must answer.

Traditionally speaking the term 'Supervision' means inspection. Most oftenly the person in charge of supervision has been seen as a person who gives orders, checks the work regularly to see whether orders are being followed and holds the power over an individuals present and future on the job. Literally, the term supervision means "overseeing". It is part of the administrative process having two main functions - administrative and teaching. The administrative aspect of it is concerned with the assignment of work and watching the performance of the workers. It always tries to regulate and control the quality of the work done in relation to the

administrative policies and procedures of the organisation. But the very teaching aspect of supervision includes the guidance given by the supervisor for the improvement of the knowledge and skills of the worker. Evaluation is an inseparable part of both administrative and teaching functions.

#### 1. SUPERVISION IN SOCIAL WORK: EDUCATION:

In regard to the nature of supervision in social work education, a few differences have been recognised. The field work programme in social work education is based on Dewey's Philosophy of 'LEARNING BY DOING'. The traditional concept of supervision has no place in the field work programme of social work education. In social work education supervision is regarded as a helping process in which the supervisor helps the student to learn to do and helps him to grow in his ability to serve people.

Supervisory process in social work education occupies a significant position through which the students anchors his theory in practice and becomes engaged in the slow and long process of acquiring the professional skills. The attainment of professional skills ultimately depends upon the following:

- i) who is the supervisor;
- ii) what he does ? and
- iii) how he carries out his function ?

It has also been described as a self-conscious teaching activity within a relationship between two persons, one who needs help and the other authorised by professional knowledge, skill and function to give it.

## 2. DEFINITION OF SUPERVISION:

Supervision is an integral and unique part of social work education. Literally, it means inspection or oversight, but this does not wholly explain the nature of supervision in social work. In the broadest sense, supervision may be thought of as an educational process in which a more knowledgeable and professionally more competent person (the supervisor) seeks to impart desired concepts, skills and attitudes to another person (the student) through the use of various educational tools chief of which are the supervisory relationship and the supervisory conference.

The function of supervision is to -

- i) facilitate;
- ii) accelerate;
- iii) smoothen; and
- iv) consolidate the students' learning.

In other words supervision stands for an educational partnership between two persons, one of whom is more experienced and matured, while the other has set out to learn knowledge and techniques required of a social worker<sup>1</sup>.

The term supervision has been variously defined by the various scholars. There is no universally accepted definition of supervision.

George R. Terry has defined the term "Supervision is the achieving of desired results by means of the intelligent utilization of human talents and facilitating resources in a manner that provides the greatest challenge and interest to the human talents".

The proceedings of the Faculty Development Workshop on Field Work, organised by the department of social work, University of Delhi defines field work supervision as follows:

"----- Supervision is an educational, administrative, and helping process which was concerned with enabling, teaching and guiding a supervisee to develop professional skills, knowledge and attitude based on the objectives of an educational programme and the needs of the supervisee"<sup>2</sup>.

The supervisory process aims at the development of a field curriculum; the integration of theory and field practice; and creation of an environment in which a student can learn. Supervision in social work rests upon democratic ideals, but the democratic idea is not a denial of responsibility.

Hence, social work supervision must have incorporated in it the following:<sup>3</sup>

- 1) A conscious common purpose to help the student to achieve a desired goal to become a social worker.
- 2) A common interest in the welfare of people and the value of social services to them.
- 3) Contacts with knowledgeable persons with tested skills and objectives with whom the student can identify.
- 4) A mutual understanding and agreement as to the respective roles and responsibilities of the student and the supervisor.
- 5) Clarify as to conditions and procedures as to what is to be accomplished, when and why ?
- 6) An opportunity for reciprocal communications which make identification with supervisors possible as a source of learning for the student.
- 7) Supervisors with illuminating qualities, a sense of humour, an affection for their fellow men, and an ability to help the student understand what is happening to him.

### 3. OBJECTIVES OF SUPERVISION:

The main objective of field work supervision is to enable and assist the student during the field work programme with the intention of helping him to attain the professional skills of social work.

The general objectives of field work supervision in social work are :

- a) enabling the student in the development of knowledge, skills and attitudes;
- b) fostering self awareness and growth; and
- c) helping the student to assess his strengths and weaknesses in a proper perspective .

The other objectives of supervision are as follows:<sup>4</sup>

- i) To provide opportunity for learning;
- ii) To meet learning needs;
- iii) To organise and accelerate the process of learning; and
- iv) To facilitate the achievement of learning goals.

However, the objectives of field work supervision are based on and related to educational objectives of field work. Broadly speaking the other specific objective of supervision is to regulate the field work programme and bring the consistency in the field work process as a whole through various supervisory functions.

#### 4. THE ROLE AND FUNCTION OF THE SUPERVISOR:

Teaching is the prime responsibility of the field work supervisor. Besides teaching he has three major educational responsibilities. They are:

- i) the development of a field curriculum;

- ii) the integration of theory and field practice; &
- iii) the creation of an environment in which the student can learn.

It is the duty of the supervisor to teach the student the meaning of professional relationship, to deepen his insight into behaviour of himself and of others, to help him to grasp the techniques of interviewing, recording, home visiting and such other skills as are necessary for successful discharge of his professional responsibilities. Mainly the supervisor teaches three broad things - concepts, skills and attitudes.

The supervisory role of a teacher finds its meaning in three major functions - administration, teaching and helping. Of all these three functions of a supervisor teaching occupies a significant place in the process of field work training.

The proceedings of the faculty Development workshop on field work organised by the Delhi School of Social Work has delineated the roles of the supervisor in different phases as follows:<sup>5</sup>

a) Orientation Phase:

- a) Narrating and explaining field work programme of the school to the student.
- b) Explaining the process of supervision and role and functions of the supervisor.

c) Giving a general idea about the field of social work.

d) Explaining general expectations from the students.

b) Induction Phase:

1. Introducing the student to the agency/field.
2. Explaining the role of the student in the client system.
3. Explaining the client system to the student.
4. Re-conditioning the student at different levels.
5. Explaining the supervisor - supervisee relationship.
6. Establishing supervisor - supervisee relationship.
7. Giving guidelines on work and report writing (This may be spelt out at different levels)

c) Implementation Phase:

- i) Helping the student to identify needs and resources and to evolve work assignments,
- ii) Clarifying doubts and help in problem solving,
- iii) Sharing experiences of the supervisee,
- iv) Analysis of the feelings of the supervisee and extending support,
- v) Fostering growth and awareness in the student.

Apart from these, on-the-spot supervision, administration and developing relationship between the agency and school are the expected roles of supervisor throughout the implementation phase.

1) Evaluation Phase:

- 1) Formulation of a pattern of evaluation on the basis of expectation;
- 2) Helping the student to evaluate himself;
- 3) Periodic evaluation; and
- 4) Self evaluation by the supervisor.

5. METHODS OF SUPERVISION:

The methods of supervision are based on and related to the functions of the supervision. These methods spreads throughout the supervisory procedure.

From the orientation programme to the end of the training programme various efforts and attempts are to be attempted by the supervisor to help the student in attaining the skills. The steps and methods are rather more important which would certainly help to attain the educational goals of the field work training in social work.

However, the proceedings of the faculty development workshop on field work organised by the Delhi school of social work has identified the following methods of supervision:

- 1) Individual conferences;
- 2) Group conferences;
- 3) Seminars; and
- 4) On-the-spot instruction.

To support the supervisory programme there are also certain principles related to supervisory method that are always essential to observe if the supervisory relationship is to serve its professional purpose. The following principles deserve priority:<sup>6</sup>

- 1) The supervisor should meet freely and adequately the valid dependency needs of the student; i.e. the need for help with learning whatever is necessary to fill the gap between where the learner is and the demands of his assignment.
- 2) At the sometime, the supervisor should encourage the student to be self reliant in those areas where he has the necessary knowledge and competence to function independently.
- 3) The supervisor should affirm the strengths the student brings but should not avoid helping him to face inadequancies in his performance.
- 4) The supervisor should avoid making unrealistic demands on the student but should hold the student to meeting the reality demands of his responsibilities.
- 5) The supervisor should help the student to focus on service to the client and on understanding the client and the client's needs and communications as a basis for appropriate helping activity.

- 6) Remembering that early experiences set patterns, the first supervisory conferences should be planned to set the tone for the supervisor - student relationship with proper allocation of responsibilities between student and supervisor.
- 7) The supervisor should arrange a regular tutorial time which should be protected from interruption in so far as possible; there should be indication that the student can seek additional help as needed but he should be encouraged to utilize the regular time for all but emergency matters.
- 8) The importance of orientation; well-planned induction eases anxiety and gives the student the wherewithal to begin functions.
- 9) Draw the student into active participation early getting him to say what he thinks he needs to know in order to get started. Keep up the practice of having the student formulate what he thinks he needs help with-what he needs to learn in order to carry out his responsibilities to clients.
- 10) Hold the student to prompt recording; and utilize the recording as the basic teaching - learning tool in the supervisory discussions.
- 11) Get the student started immediately in doing; do not delay in assigning cases or other appropriate projects.

- 12) Keep the focus on the job to be done, giving recognition to feelings about the learning situation, but not losing track of responsibilities.
- 13) Give the student the opportunity to develop his own professional 'style'; teach not by rote, but by principle, allowing the student to find his own ways of applying principles.
- 14) Have enough courage to let the student learn; don't over protect. With supervisory help the student can meet even very difficult demands without damage to the client.

#### 6. PROBLEMS OF SUPERVISION:

The problems of supervision are many and varied. During the supervisory process the supervisor faces the various problems pertaining to the student, the supervisor and the agency. The well stated components of field work training, i.e. the student, the supervisor and the agency, are the significant factors of field work training. It is on these basis the field work programme stands firmly. There are some problems of supervision pertaining to the student, the supervisor and the agency.

#### I) PROBLEMS PERTAINING TO THE STUDENT:

- a) Lack of interest and initiative of the students in their practical experience is the basic problem of the

supervision. Such students are more deeply involved in theory than they are in practice. This absolutely results in poor service to the agency and presents a major problem to the supervisor. This sort of lack of involvement in field work is also caused due to the present state of the job market for trained social work post-graduates in India.

- b) Some students are more particular about their own specialization. If the student having particular interest in one specialization but placed in other setting would certainly lead to a problem. A poorly organised field work programme and careless method of work is also a problem.
- c) The prejudice of the students towards certain agencies does not allow them to work in such agencies if they are placed in those agencies\*. This is nothing but the matter of attitudes of the students. This is a peculiar problem to the supervisor. Because to remove the prejudice and change the attitudes is a slow and long process. Thus, this is also a problem.
- d) Few students are very cool and lethargic towards their own profession of social work. They do not carry the prideness of their own profession. The supervisor will have to play the significant role in such cases.

**II) PROBLEMS PERTAINING TO THE SUPERVISOR:**

- a) For the agency supervisor there is a problem concerning the amount of time to be given to the students and to the consultative relationships to be maintained with the teachers of the school.
- b) The agency supervisor has a problem in knowing the type of assignment with clients or groups which the student is proposed and ready to carry.
- c) The supervisor has a problem when the learning expectations of the school are not in line with what the agency can offer to the student.
- d) Frequently a worker in the agency has to function as a student supervisor before he has acquired the experience he needs.
- e) There is a problem of providing continuity in learning when the practical experience of each term is of a specialized nature.
- f) When the students' supervisor is from the school there is a problem in keeping him closely related to the agency service.
- g) Much of the help needed by persons in trouble depends upon the students awareness of the personal and emotional factors involved.

### III) PROBLEMS PERTAINING TO THE AGENCY:

- a) There is a difficulty in convincing many well established agencies of the important purpose for which students are placed with them for practical experience.
- b) Agencies always do not have the programme, the staff, and the standard of the service which provide a rich learning experience for the student.
- c) Some agencies zealous of their reputation and have the fear that the students may be critical of its services in the community.
- d) There is a problem for the agency in knowing how best to help the school supervisor become closely related to the agency's work.

In the context of the concept and objectives of supervision in social work education, an attempt has been made in the next part of the present chapter to analyse the present position of field work supervision in the schools of social work and social agencies on the basis of the responses of the sampled different types of respondents i.e. teacher supervisors, agency supervisors and the social work students in Solapur.

TABLE - 49SCHOOLS OF SOCIAL WORK BY INDIVIDUAL  
AND GROUP FIELD WORK CONFERENCES:

Schools of Social work	Individual and Group Conferences		Total
	Organise	Don't organise	
Walchand College	2 (18.18)	5 (45.45)	7 (63.64)
Institute of Management	1 (9.9)	3 (27.27)	4 (36.36)
Total	3 (27.27)	8 (72.73)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-49 shows the opinion of the teacher supervisors regarding organising individual and group field work conferences by them in their respective schools of social work in Solapur.

It is seen from this table that out of the total teacher supervisors nearly 27 percent supervisors had expressed their opinion that they organise individual and group field work conferences in their respective schools, and the remaining 73 per cent supervisors had expressed their opinion that they don't organise individual and group field work conferences in their respective schools.

Of the 27 per cent respondents who had expressed their opinion that they organise individual and group field work conferences in their respective schools, nearly 18 percent were belonging to Walchand College and 9 Per cent were belonging to Institute of Management. Of the 73 per cent respondents who had expressed their opinion that they don't

organise any individual and group field work conferences, nearly 45 per cent were belonging to Walchand College and the remaining 27 per cent were belonging to Institute of Management.

In general it appears that a over-whelming majority of the teacher supervisor respondents had told that they don't organise any individual and group field work conferences in their respective schools. A few per cent teacher supervisor respondents have told that they conduct individual and group field work conferences in their respective schools.

It is crystal clear that there is no practice of conducting individual and group field work conferences in the schools of social work. They may not be conducting these conferences because of the lack of interest laziness, loose administration of the teacher supervisors and Heads of the schools and disinterest of the students, lack of unity of the students and it may be because of the schools which are not having any plan and policy for the same.

TABLE - 50

TYPES OF RESPONDENTS BY VISITS OF THE TEACHER SUPERVISORS TO THE FIELD WORK AGENCIES:

Types of Respondents	Teacher supervisors visit to the field work agencies				Total
	Regularly	Often	Rarely/seldom	Never	
Agency Supervisors	-	3 (6.00)	6 (12.00)	2 (4.00)	11 (22.00)
Students	2 (4.00)	7 (14.00)	22 (44.00)	8 (16.00)	39 (78.00)
<b>Total</b>	<b>2</b> <b>(4.00)</b>	<b>10</b> <b>(20.00)</b>	<b>28</b> <b>(56.00)</b>	<b>10</b> <b>(20.00)</b>	<b>50</b> <b>(100.00)</b>

Note: Percentages have been given in the brackets.

Table-50 illustrate the opinion of the agency supervisors and social work students regarding the visits of the teacher supervisors to the field work agencies for supervision in Solapur.

It is seen from this table that out of the total sampled agency supervisor and social work student respondents, nearly 4 per cent of the respondents had expressed their opinion that the teacher supervisors visit the agencies regularly, 20 per cent respondents had expressed their opinion that the teacher supervisors visit the field work agencies often, 56 per cent respondents had expressed their opinion that the teacher supervisors visit the agencies rarely or seldom and the remaining 20 per cent respondents had expressed their opinion that teacher supervisors never visit the agencies for supervision.

Of the 4 per cent respondents who had expressed their opinion that teacher supervisors never visit the agencies all of them were student respondents. Of the 20 per cent respondents who had expressed that the supervisors visit the agencies often, 6 per cent were agency supervisors, 14 per cent were students, 56 per cent respondents who had expressed their opinion as the supervisors visit the agencies rarely, 12 per cent were agency supervisors and 44 per cent were students and remaining 20 per cent respondents who had expressed their opinion that the teacher supervisors never visit the agencies for supervision, 4 per cent were agency supervisors and 16 per cent were students.

Thus, it appears that a majority of the respondents were of the opinion that teacher supervisors visit the agencies rarely for supervision of the social work students. Few per cent of the respondents were of the opinion that the supervisors visit the agency often and few per cent were of the opinion that the supervisors never visit the agencies and a very few per cent of the respondents were of the opinion that they visit the agencies regularly.

It is crystal clear that almost all the teacher supervisors do not visit the agencies regularly for supervising the social work students for the purpose of training them in social work education. It is surprising that some of the supervisors never visit the agencies. This may be due to loose administration of the schools, lack of interest, laziness and having no outlook of the teachers and it may be due to lack of

unity of the students, unawareness of the students about learning and asking the teachers regarding training. It seems that the heads and the teacher supervisors both the schools are responsible for this pathatic condition of supervision in social work education and they only have put the students into heavy loss.

TABLE -51

OPINION OF THE TEACHER SUPERVISORS REGARDING THE REASONS FOR NOT PAYING THE VISITS TO THE FIELD WORK AGENCIES

Reasons	No.of Teacher Supervisors
A ... ..	1 (9.9)
AB ... ..	1 (9.9)
C ... ..	8 (72.73)
CD ... ..	1 (9.9)
TOTAL ... ..	11 (100.00)

Note: Percentages have been given in the brackets.

Table-51 shows the opinion of the teacher supervisors regarding not paying the visits to the agencies allotted to them for supervision in Solapur.

Note: A stands for administration, ii) B stands for no vehicles  
iii) C stands for no interest, iv) D stands for laziness.

It is seen from this table that out of the total teacher supervisor respondents nearly 9 per cent supervisors had expressed their opinion that they don't pay the visits to the agencies for supervision due to administrative work given to them in the school, 9 per cent had expressed their opinion that they don't pay visits to the agencies due to administrative work in the school as well as they don't have any vehicle, 73 per cent had expressed their opinion that they don't pay visits to the agencies due to disinterested and the remaining 9 per cent had expressed that they don't pay visits to the agencies due to their disinterest and laziness.

In general it appears that a overwhelming majority of the respondents were of the opinion that they don't pay visits to the agencies due to disinterest and laziness. Few per cent respondents were of the opinion that due to administrative work they don't pay the visits and few per cent respondents were of the opinion that they don't pay visits to the agencies due to administrative work and no vehicle.

The supervisors may be disinterested and lazy persons but it seems that due to loose administration of the schools only they avoid to visit the agencies. Under the pretence of this or that reason the supervisors are not discharging their duties properly and putting the students into a great and irreparable loss forever.

TABLE - 52

SCHOOLS OF SOCIAL WORK BY WORK LOAD OF SUPERVISION

Schools of Social work	Work load of Supervision		Total
	Heavy	Not-heavy	
Walchand College	4 (36.36)	3 (27.27)	7 (63.64)
Institute of Management	1 (9.09)	3 (27.27)	4 (36.36)
Total	5 (45.45)	6 (54.55)	11 (100.00)

Note: Percentages have been given in the brackets.

Table-52 Shows the opinion of the teacher supervisors regarding the present work load of field work supervision in their respective schools in Solapur.

It is seen from this table that out of the total teacher supervisor respondents, nearly 45 percent of the supervisor respondents had expressed their opinion that the work load of supervision is heavy and the remaining 55 per cent respondents had expressed their opinion that the workload is not heavy.

Of the 45 per cent respondents who had expressed their opinion that the workload is heavy 36 per cent were belonging to Walchand College and 9 per cent were belonging to Institute of Management. Of the 55 per cent respondents who had expressed their opinion that the workload is not heavy, 27 per cent were belonging to Walchand College and 27 per cent were belonging to Institute of Management.

Thus it appears that a little less than half of the teacher supervisors were of the opinion that the work load of field work is heavy and a little more than half of the teacher supervisors were of the opinion that workload of field work is not heavy. The supervisors of Walchand College as well as Institute of Management were of the opinion that it is not heavy work load. In spite of it the supervisors do not visit the agencies.

It indicates that the workload is not heavy but some of the supervisors feel that the workload is heavy. They may be feeling it because of the disinterest, laziness and having no outlook and tendency of not doing the work. Moreover it seems that the Heads of the schools of social work in Solapur are not the task Masters to make the teacher supervisors to visit the agencies without fail and they have also failed to show the duties of the social work teachers as mentioned in the Second Review Committee of social work education.

TABLE - 53

## SCHOOLS OF SOCIAL WORK BY SUBMISSION OF DIARIES AND JOURNALS OF FIELD WORK

Schools	Submission of Diaries and Journals			Total
Social work	Submit Regularly	As and when find time	Submit at the end of the Ind term	
Walchand College.	4 (10.26)	13 (33.33)	10 (25.64)	27 (69.23)
Institute of Management	1 (2.56)	9 (23.8)	2 (5.13)	12 (30.77)
Total	5 (12.82)	22 (56.41)	12 (30.77)	39 (100.00)

Note: Percentages have been given in the brackets.

Table-53 indicates the opinion of the students regarding their submission of diaries and journals to the teacher supervisors, in their respective schools in Solapur.

It is seen from this table that out of the total sampled respondents nearly 13 per cent of the student respondents had told that they submit their diaries and journals regularly, 56 per cent had told that they submit their diaries and journals as and when they find time, 30.77 per cent had told that they submit diaries and journals at the end of the II term of the academic year in their respective schools.

Of the 13 per cent student respondents who had told that they submit diaries and journals regularly 10 per cent were studying in Walchand College and 3 per cent were studying in the Institute of Management. Of the 56 per cent who had told that they submit their diaries and journals as and when they find time, nearly 30 per cent were studying in Walchand College, and 23 per cent were studying in the Institute of Management. Of the 31 per cent student respondents who had told that they submit their diaries and journals at the end of the II term of the academic year, nearly 26 per cent were studying in Walchand College and the remaining 5 per cent were studying in the Institute of Management.

Thus it appears that a majority of the student respondents submit their diaries and journals as and when they find time. More than one fourth of the students submit their diaries and journals at the end of the II term of the academic year and a very few student respondents submit their diaries and journals regularly.

It is crystal clear that there is no discipline in both these schools of social work as regards submission of dairies and journals. It seems that teacher supervisors are also negligent regarding submission of diaries and journals. Moreover when the students are in the habit of submitting diaries and journals as per their wish and will then what sort of evaluation is done by the supervisors that is a million dollers question and how the Heads are allowing all these things. All are responsible for this Pathatic condition of field work in Solapur. This irresponsibility of heads and teacher supervisor had made the students irresponsible and victim and put them into loss.

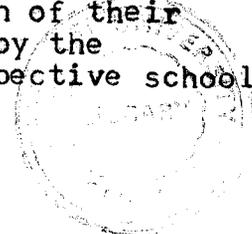
TABLE - 54

SCHOOLS OF SOCIAL WORK BY CORRECTION OF FIELD WORK  
DIARIES AND JOURNALS

Schools of social work	Correction of the diaries and journals				Total
	Return in time with due correction	Return lately with correction	Returns without correct ion	Simply signs and return	
Walchand College	16 (41.3)	2 (5.13)	6 (15.38)	3 (7.69)	27 (69.23)
Institute of Management	4 (10.26)	4 (10.26)	-	4 (10.26)	12 (30.77)
<b>Total</b>	<b>20</b> <b>(51.28)</b>	<b>6</b> <b>(15.38)</b>	<b>6</b> <b>(15.38)</b>	<b>7</b> <b>(17.95)</b>	<b>39</b> <b>(100.00)</b>

Note: Percentages have been given in the brackets.

Table - 54 indicates the opinion of the social work students regarding the correction of their field work diaries and journals by the teacher supervisors in their respective schools in Solapur.



It is seen from this table that out of the total sampled student respondents nearly 51 per cent respondents had told that the teacher supervisors return their diaries in time, 15 per cent had told that the supervisors return the diaries and journals lately, 15 per cent had told that they return the diaries and journals without any corrections, and the remaining 18 per cent had told that they return the diaries and journals simply putting their signatures.

Of the 51 per cent respondents who had told that the supervisors return the diaries and journals in time, 41 per cent were found to be studying in the Walchand College and 10 per cent in the Institute of Management. Of the 15 per cent respondents who had told that the supervisors return diaries and journals without corrections, all were found to be studying in the Walchand College. Of the 18 per cent students who had told that the supervisors simply signs on the diaries and journals and return, nearly 8 per cent were found to be studying in the Walchand College and 10 per cent were in the Institute of Management.

Thus, it appears that half of the student respondents had told that the teacher supervisors return the diaries and journals in time with due corrections and few per cent students had told that they return the diaries and journals lately with due corrections. More than one fourth of the students had told that the teacher supervisors return their diaries without any corrections and simply putting the signatures.

This indicates that teacher supervisors are responsible for the pathetic condition of examining the diaries and journals for evaluation. This condition is seen in both the schools of social work in Solapur. The teacher supervisors are quite negligent in examining the diaries and journals and failed in evaluating the students properly and indischarging their duties. This may be again due to the loose administration of the schools and laziness of the supervisors and students. It seems that all are equally responsible for creating this system.

TABLE - 55

SCHOOLS OF SOCIAL WORK BY INTEREST OF THE AGENCY  
SUPERVISORS IN SUPERVISING THE SOCIAL WORK STUDENTS

Schools of social work	<u>Interest of the agency supervisors</u>		Total
	<u>Sincerely Supervising</u>	<u>Not interested in supervising</u>	
Walchand College	8 (20.51)	19 (48.72)	27 (69.23)
Institute of Management	6 (15.38)	6 (15.38)	12 (30.77)
<b>Total</b>	<b>14</b> <b>(35.90)</b>	<b>25</b> <b>(64.10)</b>	<b>39</b> <b>(100.00)</b>

Note : Percentages have been given in the brackets.

Table-55 shows the opinion of the social work students regarding the interest of agency supervisors in supervising the students in their respective agencies in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 36 per cent respondents had expressed their opinion that the agency supervisors are sincerely supervising the social work students in their respective field work agencies and the remaining 64 per cent student respondents had expressed their opinion that the agency supervisors are not interested in supervising the social work students in their agencies.

Of the 36 per cent student respondents who had expressed their opinion as agency supervisors sincerely supervising the students, 21 per cent were found to be studying in the Walchand College and 15 per cent were in the Institute of Management. Of the 64 per cent respondents who had expressed their opinion as agency supervisors are not interested in supervising the students in their respective agencies in Solapur.

Thus, it appears that a overwhelming majority of the student respondents were of the opinion that the agency supervisors are not interested in supervising the social work students in their respective agencies. A little more than one fourth of the student respondents were of the opinion that the agency supervisors are interested in supervising the students in their agencies.

It seems that the agency supervisors are not interested in supervising the social work students while imparting

training to the students. It may be because of lack of interest in such academic activities, heavy work in the agencies, lack of rapport of the teacher supervisors and the schools of social work. It may also be a failure of the Administrators of the schools to motivate the agency supervisors and create interest in them for training and supervising the students.

TABLE - 56

SCHOOLS OF SOCIAL WORK BY REASONS OF DISINTEREST OF THE AGENCY SUPERVISORS IN SUPERVISING THE STUDENTS.

Schools of social work	Reasons of disinterest of the agency supervisors			Total
	Busy in office work	Lack of Rapport	Feeling of Burden	
Walchand College.	17 (43.59)	9 (23.08)	1 (9.9)	27 (69.23)
Institute of Management	5 (12.82)	7 (17.95)	-	12 (30.77)
Total	22 (56.41)	16 (41.03)	1 (9.9)	39 (100.00)

Note : Percentages have been given in the brackets.

Table -56 illustrates the opinion of the social work students regarding disinterest of the agency supervisors in supervising the students in their respective agencies in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 56 per cent of the respondents had expressed their opinion that the agency supervisors are not interested in supervising the students because they are busy

in office work, 41 per cent had expressed their opinion that they are not interested in supervising the students because of lack of rapport of the Schools and the remaining 9 per cent respondents had expressed their opinion that the agency supervisors are not interested in supervising the students because they feel that supervising the students is a burden for them.

Of the 56 per cent respondents who had expressed opinion as the agency supervisors are busy in work nearly 44 per cent were found to be studying in the Walchand College, and 13 per cent in the Institute of Management. Of the 41 per cent respondents who had expressed their opinion as the agency supervisors are not interested because of lack of rapport nearly 23 per cent were found to be studying in the Walchand College and 18 per cent in the Institute of Management. Of the 9 per cent respondents who had expressed their opinion that the agency supervisors are disinterested because they feel burden, all are found to be studying in the Walchand College.

Thus, it appears that a majority of the respondents were of the opinion that the agency supervisors are quite busy in office work due to which they are not interested in supervising the students. More than one third respondents were of the opinion that the agency supervisors are not interested in supervising the students due to lack of rapport of the school and teacher supervisors.

The agency supervisors may not be taking interest just because of the field work training and supervision is totally neglected and paralysed in these schools of social work. The teacher supervisors never visit the agencies, don't take interest in the supervision then how, the agency supervisors will take interest in the students. Training in social work education is a two way process and when the school and teachers who are paid but not interested naturally unpaid supervisors will loose the interest.

TABLE - 57

SCHOOLS OF SOCIAL WORK BY STUDENTS ADHEARANCE TO THE STIPULATED HOURS OF FIELD WORK TRAINING:

Social work Teachers	Students' Adhearance		Total
	Strictly Adhered	Not Adhered	
Walchand College	1 (9.9)	6 (54.55)	7 (63.64)
Institute of Management	1 (9.9)	3 (27.27)	4 (36.36)
Total	2 (18.18)	9 (81.82)	11 (100.00)

Note : Percentages have been given in the brackets.

Table -57 shows opinion of the teacher supervisors regarding the adhearance of the students to the stipulated hours of training in their respective agencies in Solapur.

It is seen from this table that out of the total teacher supervisor respondents 18 per cent of the respondents had told

that the students are strictly adhered to the stipulated hours of training in their respective agencies, and the remaining 82 per cent had told that the students are not adhered to the stipulated hours of training.

Of the 18 per cent respondents who had told that the students are adhered to the stipulated hours of training, 9 per cent were found to be studying in the Walchand College and 9 per cent in the Institute of Management. Of the 82 per cent respondents had told that the students are not adhered to the stipulated hours of training, 55 per cent were studying in the Walchand College and 27 per cent were studying in the Institute of Management.

Thus, it appears that a overwhelming majority of the respondents had told that the students are not stipulated to the hours of training. A very few per cent of the respondents had told that students adhered to the stipulated hours of work.

It clearly shows that almost all the students are not working or learning for stipulated 15 hours in a week. It may be because of the teacher supervisors concerned. They are also not sincere and supervising the students in the agencies then, how the students will adhere to stipulated hours of training in the agencies. The agency supervisors are also not taking much interest in their training and supervision schools of social work are also not taking any severe actions then, how the students will adhere to the stipulated hours of training

A few students who are conscious enough to build up their career are sincere and adhered to the stipulated hours of training. But in general the students are also not sincere enough for the same. It may be because of their rural background, and poor in English languages.

TABLE - 58

OPINION OF THE TEACHER SUPERVISORS REGARDING  
HONOURARIUM OF THE AGENCY SUPERVISORS

Honourarium	No. of Teacher Respondents
Provided	...
Not Provided	11 (100.00)
Total	11 (100.00)

Note: Percentages have been given in the brackets.

Table -58 gives the opinion of the teacher supervisors regarding honourarium given to the agency supervisors or not by the schools of social work in Solapur.

It is seen from this table that out of the total teacher supervisor respondents all the teachers had expressed their opinion that the agency supervisors are not given any honourarium for their services by the schools of social work.

In general it appears that all the respondents were of the opinion that they are not given any honourarium for their services.

The schools of social work in Solapur are taking fees Rs.75/- from the students for field work training of the students and the schools may be spending hardly Rs.20/- for the per students. So the Schools may be in the position to give some honourarium to the agency supervisors for rendering services for the schools for training the students in social work education but they may not be giving honourarium to the agency supervisors because there is no provision in the present pattern of staff for giving honourarium to the agency supervisors.

TABLE - 59

SCHOOLS OF SOCIAL WORK BY FIELD WORK CONVEYANCE  
TO TEACHER SUPERVISORS

Schools of Social Work	Field work conveyance allowance		Total
	Given	Not-given	
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-59 Shows the opinion of the teacher supervisors regarding the field work conveyance allowance given to them or not by their respective schools of social work in Solapur.

It is seen from this table that out of the total teacher supervisors all the teacher supervisors had told that they are not given any conveyance allowance for field work in their

respective schools of social work.

Thus, it appears that the teacher supervisors in both these schools of social work in Solapur are not given allowance for field work.

They may not be giving field work allowance to the teacher supervisors because there is no provision in the present pattern of staff and employment condition.

The researcher has collected additional informations from the authorities and teachers of Walchand College regarding field work allowance that once in the year 1975-76 they were given field work allowance by the college but the allowance was given for one year and it was immediately stopped but the reason was not explained to them for the same. The school might have stopped the allowance just because of the objection raised by the management.

TABLE- 60

SCHOOLS OF SOCIAL WORK BY FIELD WORK GUIDANCE

Schools of Social Work	Field Work Guidance			Total
	Proper Guidance	Guidance for Technical difficulties	No Guidance	
Walchand College	15 (38.46)	2 (5.13)	10 (25.64)	27 (69.23)
Institute of Management	6 (15.38)	1 (9.9)	5 (12.82)	12 (30.77)
Total	21 (53.85)	3 (7.69)	15 (38.46)	39 (100.00)

Note: Percentages have been given in the brackets.

Table-60 shows the opinion of the students regarding field work guidance given to the students by their respective teacher supervisors in the schools of social work in Solapur.

It is seen from this table that out of the total sampled student respondents nearly 54 per cent of the students had expressed their opinion that proper field work guidance is given to them, 8 per cent respondents had expressed their opinion that guidance is given to them only regarding the technical difficulties arisen in the agencies about day and date of training etc. and no guidance is given other than technical guidance 39 per cent of the students had expressed their opinion that they are not given any field work guidance in their schools.

Of the 54 per cent students who had expressed their opinion as they are given proper guidance 39 per cent were studying in the Walchand College and 15 per cent in the Institute of Management. Of 8 per cent students who had expressed opinion that only technical guidance is given to them, 5 per cent students were in the Walchand College and 9 per cent in the Institute of Management. Of the 39 per cent respondents who had expressed their opinion that they are not given any guidance at all 26 per cent were studying in the Walchand College and the remaining 13 per cent were in the Institute of Management.

Thus it appears that a little more than half of the students were of the opinion that proper guidance is given to them and a little less than half of the students were of the opinion that field work guidance is not given to them. In both these schools proper guidance is given to the students.

Similarly proper guidance is not given to them at all.

It indicates that some of the teacher supervisors are giving proper guidance to the students and some of the supervisors are not giving guidance to the students regarding field work training. It may be because of the disinterest and laziness of the teacher supervisors. The students also may not be asking the teacher supervisors for proper guidance because of fear in the minds regarding field work marks, internal assessment. It seems that somehow show is going on in these schools.

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R E F E R E N C E  
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