

CHAPTER - VII

FINDINGS. CONCLUSION AND SUGGESTIONS:

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- FINDINGS AND CONCLUSION ON

I) SOCIAL BACKGROUND.

II) FIELD WORK TRAINING.

III) FIELD WORK SUPERVISION.

IV) FIELD WORK EVALUATION.

- SUGGESTION ON:

I) FIELD WORK TRAINING.

II) FIELD WORK SUPERVISION.

III) FIELD WORK EVALUATION.

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CHAPTER - VII
FINDINGS, CONCLUSION AND SUGGESTIONS

Here, in this final chapter an attempt has been made to draw finding and conclusions and to make a detailed list of the practical suggestions based on the responses of the social work students, teacher supervisors, agency supervisors in Solapur to a number of research questions pertaining to them in respect of their social background, their field work training in socail work education, their field work supervision, their field work evaluation and scientific observation which have been enumerated separately in the forgoing chapters of this dissertation.

The findings and conclusions of this study are summarised here below:

I) SOCIAL BACKGROUND:

1. AGE COMPOSITION:

Almost all the respondents appear to be distributed among the 5 age groups ranging from below 25 to 55 years. Further, a overwhelming majority of the respondents appears to belong to the age group between 25 to 35 years. A majority of the respondents are quite young. A very few per cent respondents are above 45 years and a student respondents are doing this social work course.

2. SEX COMPOSITION:

Almost all the student respondents are male, a very few per cent are female. Almost all the teacher supervisor

respondents and agency supervisor respondents are males a very few of them are females.

3. ACADEMIC QUALIFICATIONS:

Almost all the teacher supervisors in both the schools of social work in Solapur are trained and professional social workers. They have also improved their qualifications while working in their respective schools. However there are some untrained and non-professionals working as teacher supervisors and guiding the social work students for field work.

4. ACADEMIC QUALIFICATIONS OF SUPERVISORS IN SCHOOLS:

All the teacher supervisors in Institute of Management are trained and professional social workers. Most of them have completed M.Phil. in social work and remaining supervisors are doing M.Phil. Course. Institute of Management has taken care and observed the rules and regulations and guidelines of U.G.C. while appointing the teacher supervisors, whereas Walchand College has not taken care and failed to observe the U.G.C. guidelines while appointing the teacher supervisors.

5. FIELD EXPERIENCE OF SUPERVISORS:

Almost all the agency supervisors in Solapur are highly experienced persons but most of the teacher supervisors are not having any field professional experience. So question arises, can they guide their students for practical training in the real sense.

6) TEACHING EXPERIENCE OF SUPERVISORS:

Almost all the teacher supervisors are having sufficient teaching experience but most of the agency supervisors are not having teaching experience.

7. RESEARCH EXPERIENCE OF SUPERVISORS:

Almost all the teacher supervisors are having sufficient research experience but most of the agency supervisors are not possessing any research experience. So the question arises here how the agency supervisors may be guiding students, social work research as a tool of field work training.

8. PUBLICATIONS OF TEACHER SUPERVISORS:

A overwhelming majority of the teacher supervisors have not published either general or research articles, general or research books. Hardly one fourth of the teacher supervisors have published only general articles and text books. It seems that teacher supervisors in both the schools in Solapur have not taken any interest to do research and publish it. It may be because of the lack of interest laziness and their approach. Even highly experienced teacher supervisors have not published any books, articles. They may be interested only in pay scales, facilities and job security and not in academic development.

9. DESIGNATIONS AND PROMOTIONS OF TEACHER SUPERVISORS:

Almost all the teacher supervisors in the schools of social work in Solapur are designated as lecturers. They are

appointed as lecturers and retired as lecturers. There is no promotion to them even though they are post graduate teachers in the post graduate schools. There is only one Reader in these two schools. The teacher supervisors are also not aware about the present staff pattern. Probably this may be the cause of teachers for not taking any interest in research or publication.

10. PROFESSIONAL TRAINING:

Almost all the teacher supervisors are professionally trained except few teachers in Walchand College. The non-professionals have refused to give an interview for this present study just because of they are untrained and non-professionals.

11. MEMBERSHIP OF SOCIAL ORGANISATIONS:

Almost all the teacher supervisors of both the schools of social work in Solapur are the members of some social agencies in Solapur or outside the Solapur but unfortunately some of the teacher supervisors are not the member of any social organisation in Solapur or outside the Solapur. So the question arises whether they are keenly interested in social work and gaining practical knowledge for giving the proper exposure to the students as it is expected. It is observed that teachers who are members of the social organisations are not the active members and failed to contribute for the society.

12. EDUCATIONAL QUALIFICATIONS OF AGENCY SUPERVISORS:

Almost all the agency supervisors in Solapur are trained and professional social workers but a very few agency supervisors

are untrained and not even graduates but they are highly experienced.

The authorities of social agencies in Solapur are aware about the appointment of trained social workers.

13. PARTICIPATION OF TEACHER SUPERVISORS IN CONFERENCE:

Almost all the teacher supervisors in both the schools have participated in College level conferences. Most of the teacher supervisors of Walchand College have participated in national level conferences. Some of them have participated in inter-national level conferences but almost all the teacher supervisors of Institute of Management have participated only in College and University level. A very few teacher supervisors have participated in national level and nobody has participated in international level. It seems that the teacher supervisors of Institute of Management are not given an opportunity to participate in national and inter-national conferences.

14. PROFESSIONAL EXPERIENCE AND PUBLICATIONS OF AGENCY SUPERVISORS:

A overwhelming majority of the respondents i.e. agency supervisors have not published my books and articles. A very few per cent agency supervisors have published books and articles. It is also seen that highly experienced agency supervisors have not taken any interest in publication but less experienced supervisors have taken interest.

15. PARTICIPATION OF AGENCY SUPERVISORS
IN SOCIAL MOVEMENTS:

It appears that a overwhelming majority of the agency supervisors have not taken any interest to participate in any social movement in and around Solapur. A little more than one fourth of the agency supervisors have participated in social movements but unfortunately no agency supervisors have participated in agitations for social policy and against the exploitation. It is observed that these trained professional social workers do not go beyond their field and participate in such movements for social policy and social welfare. So the question arises whether the professional social workers are having social perspective or social outlook as most of the voluntary social workers and whether they are in a position to give proper exposure to the trainee social workers.

16. EDUCATION OF SOCIAL WORK TRAINEES:

It appears that a little less than half of the student respondents are graduates in Commerce faculty. A little more than one fourth of the students are graduates in Arts and a very few per cent students are post graduates and hardly one or two students are graduates in social work. It is observed that other than social sciences and social work students are more here for doing this course. They do this course just because of their inability to get their proper line and moreover, this course is better than any other course for getting employment. Hardly one or two students come here to build up their career

in social work. Probably this may be the cause that they are not in a position to develop their social outlook.

17. SOCIAL SERVICE OF STUDENTS BEFORE JOINING THIS COURSE:

A overwhelming majority of the student respondents are involved in some or other social services or camps before seeking admissions in these schools. A little less than one fourth of the students have not participated in social services or camps. The females and male students are involved in social camps before seeking admission here and some of the male and female students have not participated in such camps. There is no relationship between sex and social services of the students. Most of the students are not having the background of social sciences and social work education and that may be the cause that the students are unable to develop their social outlook or social perspective.

18. EDUCATION AND PARTICIPATION OF STUDENTS IN NATIONAL SCHEMES:

It appears that a overwhelming majority of the students respondents have participated in national schemes like N.S.S. A little less than one third of the student respondents have not participated in NSS. It is observed that graduates in social work have not participated in NSS. There is no relationship between the education and participation of the students in NSS. The students may not be aware about NSS during the college life and it may also be failure of teachers and colleges in creating interest among the students and atmosphere in the college to participate in NSS programmes.

19. REASONS FOR JOINING THE SOCIAL WORK COURSE:(MSW)

A majority of the students respondents have joined M.S.W. Course just because, they did not get admissions for the course in which they were interested. Few per cent respondents have joined this course because of their parents advice for the same. And few per cent respondents have joined it because they feel it is easy course. Most of the males as well as females take admission to this course because it is easy one and advice of the parents and relatives. There is no relationship between sex and admission reasons.

II) FIELD WORK TRAINING:

1. ORIENTATION VISITS:

It appears that the schools of social work in Solapur have practice of organising orientation visits every year in the beginning of the academic year as a first phase of field work training in social work education. It is observed scientifically that these visits are not organised as it is expected but they organise the visits of students as one of the method/phase of training. It is observed that Institution of Management never used to take its report from the students for evaluation purpose till the last year.

2. PLACEMENT IN AGENCY:

It appears that after completion of orientation visits the students are placed in agencies for field work training but while doing placement the schools of social work do not consider

the interest of the students. A little more than one fourth of the students are of the opinion that they are placed in the interested agencies. So question arises why the schools in Solapur do not consider the interest of the students.

3. NO. OF STUDENTS PLACEMENT IN AN AGENCY:

A majority of the students are of the opinion that 3 to 4 students are placed in one agency for practical study.

4. FIELD WORK SYLLABUS:

A majority of the students are of the opinion that field work syllabus is available but a little less than half of the respondents are of the opinion that field work syllabus is available. All the teacher supervisors are of the opinion that field work syllabus is available but in fact field work syllabus is neither framed by ^{the} University or Institute of Management. The field work syllabus which is available at present in this school is purely based on theory, it cannot be called as practical syllabus. Walchand College has framed its practical syllabus for part I students, and Part-II students for every group. This syllabus is also considered in other schools of social work in Maharashtra and Karnataka State. It seems that teacher supervisors have purposely hidden these informations. A majority of the agency supervisors and students have also clearly told that there is no such practical syllabus.

5. PRACTICAL SYLLABUS IN SCHOOLS:

A overwhelming majority of the respondents have told that the field work syllabus is not available. A little more than one fourth of the respondents have told that syllabus is available. All the student respondents belonging to Institute of Management have told that there is no practical syllabus which shows that they have not framed any practical syllabus. A majority of the student respondents of Walchand College have also told that syllabus is not available but it is enquired that syllabus is framed by them, it may not be available for all the students of all the groups because of some technical difficulties.

6. PLACEMENT IN COMMUNITY SETTINGS:

A overwhelming majority of the teacher supervisors have told that the students are placed in community settings for training them community organisation. A little more than one fourth of the respondents have told that the students are placed in community settings. It is observed and enquired from the schools of social work that there is no practice of placing the students in community settings in Solapur and Shivaji University. The teacher supervisor respondents have hidden this information purposely or they might not have understood the placement of students in community settings.

7. METHOD OF TRAINING:

It appears that a overwhelming majority of the teacher supervisor respondents have told that field based as well as method based training is imparted here in these schools of

social work in Solapur. A very few per cent respondents have told that there is method based training and few per cent respondents have told that field based training is imparted to the students. There may be misunderstanding of the teacher supervisors about method of training.

8. EXPECTED HOURS OF FIELD WORK:

It appears that a little less than half of the student and teacher supervisor respondents have told that 15 hours in a week training is expected and one fifth of the respondents have told that they don't know the expected hours of work of field work training and few per cent of the respondents have told 5 hours, few per cent have told 5 to 10 hours and few per cent have told 10 to 15 hours field work is expected. This shows that majority of the respondents are not aware about expected hours of field work training in a week.

9. FIELD WORK TRAINING:

Almost all the student respondents of both the schools of social work in Solapur have told that field work Seminars are not organised by the teacher supervisors or by the schools. A very very few per cent of the respondents of Walchand College have told that field work seminars are organised very rarely. Some of the teacher supervisors may be interested and they may be organising the seminars but it seems almost all the teachers are not interested in organising field work seminars.

10. ACTUAL HOURS OF TRAINING IN THE AGENCIES:

It appears that a little more than half of the student respondents have told that the students are imparted training only for 3 to 6 hours in a week. A little more than one fifth of the student respondents have told that the training is imparted only for 6 to 9 hours in a week and a very very few per cent of the respondents have told that the students are imparted training for only 3 hours in a week. This shows clearly that the students are not imparted 15 hours training in a week. It may be because of the technical difficulties of the agencies, busy schedule of the trainers, and lack of interest of the students.

11. BLOCK FIELD PLACEMENT:

A overwhelming majority of the student respondents have told that block placement is not done by the schools of social work. A very few per cent respondents have told that block placement is done by the schools but it is voluntary. So there is no practice of block placement. It may be because of lack of interest of the students, teachers or the schools.

12. FIELD WORK CONFERENCE AT UNIVERSITY LEVEL:

Almost all the teacher supervisor respondents have told that the schools of social work in Solapur or Shivaji University has never organised field work conference at University level in last 19 years. It may be because of lack of interest of teacher supervisors and Heads of the schools.

13. GUEST LECTURES OF THE EXPERTS:

A overwhelming majority of the teacher supervisor respondents have told that the schools of social work organise guest lectures of the experts when the guests are easily available, but it is not a regular phenomena which clearly shows that there is no practice of calling the concerned experts for the purpose of giving proper exposures to the students. This may be because of lack of funds, lack of interest and laziness of the teachers.

14. STUDY TOURS:

All the teacher supervisor respondents have told that the schools of social work in Solapur organise study tours whenever it is possible for them. The study tours are not organised every year, it may be because of lack of interest of the students, teachers and lack of funds and due to some administrative difficulties.

15. STUDENTS REACTION ABOUT STUDY TOURS:

Almost all the student respondents are of the opinion that the study tours are organised just for the entertainment and sight seeing. They are not organised with the intention of training the students. In order to get travelling concession and cheap accommodation the tours are organised as study tours, it may be because of attitude and approach of the teacher supervisors concerned and misuse of power in the hands of heads and principals of the schools.

16. SOCIAL CAMPS:

A overwhelming majority of the student respondents are of the opinion that the schools of social work do not organise social camps. A little more than one fourth of the respondents are of the opinion that the social camps are organised rarely and a very very few percent respondents are of the opinion that the camps are organised every year, these respondents may be doing B group because the Institute of Management organise social camp every year for only 'B' group. But social camps are not organised every year for M.S.W. Part I & Part II Group A by the Schools of social work.

17. SOCIAL REFORM MOVEMENT:

Almost all the student respondents have told that the students are not involved in social reform movement for training and gaining practical knowledge. It seems there is no practice of training the students about social reform movement in and around Solapur, it may be because of disinterest of the teacher supervisors, schools and the students.

18. INVOLVEMENT OF AGENCY SUPERVISORS IN PREPARING FIELD WORK PROGRAMME:

Almost all the teacher supervisor respondents have told that they are not called for preparing field work programme at any time it may be because of laziness and lack of zeal of the teacher supervisors and the schools.

19. RELATIONSHIP OF THEORY AND PRACTICAL:

A overwhelming majority of the agency supervisors are of the opinion that theory and practicals are unrelated. A little more than one fourth of the agency supervisor respondents are of the opinion that theory and practicals are related, it may be because of the different nature and structure of their organisations.

20. THEORY AND PRACTICALS:

A majority of the student respondents are of the opinion that theory and practicals do not go hand in hand. One fifth of the respondents are of the opinion that theory and practicals are not related. A little more than one third of the respondents are of the opinion that theory and practicals go hand in hand. In fact theory and practicals do not go hand in hand in Solapur because there is no specific practical syllabus and time table of theory and practicals.

21. LITERATURE ON FIELD WORK:

A little less than half of the teacher supervisor respondents have told that the literature on field work is not available here and a little less than half of the respondents have told that literature is available but not sufficient. A very very few per cent of the respondents have told that literature is available. After making an enquiry from the librarians concerned, it is proved that the literature on field work is not available in both the Schools of Solapur. It seems that the teacher supervisors might have hidden this factual information purposely.

22. OPINION ABOUT FIELD WORK TRAINING:

A majority of the teacher supervisor respondents have fully agreed with the statement that field work training is totally neglected in Shivaji University. A little more than one third of the respondents are disagree with the statement, it may be because of unawareness of the concept of field work.

23. INTEREST OF THE AGENCY SUPERVISORS:

Almost all the teacher supervisor respondents have told that they are interested in imparting training to the social work students. A little less than one fifth of the respondents have told that they are not interested, it may be because of their busy schedule, indifferent relations with the schools of social work, poor performance of the students.

24. SATISFACTION OF THE STUDENTS:

A majority of the student respondents are satisfied about field work training and a little less than half of the student respondents are dissatisfied about field work training, it may be because of uninterested agency supervisors.

25. UTILITY OF FIELD WORK:

A majority of the agency supervisor respondents ^{are of} the opinion that the work done by the trainee social worker is not useful for the agencies. A little less than half of the respondents are of the opinion that the work of trainee social workers is useful to the agencies.

26. INSTRUCTIONS FOR RECORDING:

A majority of the student respondents have told that the students are not given proper instructions how to maintain records of training. A little less than half of the respondents have told that the students are given instructions about how to write and maintain records, the interested and energetic teacher supervisors may be giving instructions.

(III) FIELD WORK SUPERVISION:

1. INDIVIDUAL AND GROUP FIELD WORK CONFERENCE:

A overwhelming majority of the teacher supervisor respondents have told that they don't organise individual and group field work conference in their respective schools. A little more than one fourth of the respondents have told that they organise individual and group field work conference, young persons may be conducting individual conferences because of their interest and zeal but the Senior Teacher supervisors may not be conducting individual and group field work conferences because of their old age, lack of interest and zeal and the present atmosphere in the schools.

2. VISIT OF THE TEACHER SUPERVISORS:

A majority of the agency supervisor and student respondents have told that the teacher supervisors visit the agencies rarely. One fifth of the respondents have told that teacher supervisors never visit the agencies for field work

supervision and one fifth of the respondents have told that teacher supervisors visit often and hardly 4 per cent have told that they visit regularly.

It is crystal clear that teacher supervisors are quite negligent in performing their duties. This may be because of negligence of heads of the schools and attitude of the teacher supervisors to avoid the work.

3. REASONS FOR NOT VISITING THE AGENCIES:

A overwhelming majority of the teacher supervisor respondents have told that they don't pay visits due to disinterest and laziness. A few per cent respondents have told that they don't pay visits to the agencies due to administrative work in the College and they don't have vehicle but it seems that due to loose administration of the schools teacher supervisors take undue advantage and avoid paying visits to the agencies under the pretence of some cause.

4. WORK LOAD OF SUPERVISION:

A majority of the teacher supervisors have told that the workload of field work supervision is not heavy but a little less than half of the respondents have told that the work load of field work supervision is heavy. Some of the teachers may be feeling that work load is heavy just because of their old age, lack of interest and laziness.

5. SUBMISSION OF DIARIES AND JOURNALS:

A majority of the student respondents have told that they submit the diaries and journals as and when they find time. A little

less than one third of the respondents have told that they submit diaries and journals at the end of the II term and hardly 13 per cent have told that they submit diaries and journals regularly.

It shows that there is no discipline in the schools as well as among the students. So question arises how the evaluation of the students is done in the schools and whether the evaluation is proper one.

6. CORRECTION OF DIARIES AND JOURNALS:

A little more than half of the student respondents have told that their diaries and journals are returned to the students with due correction. A little less than one third of the respondents have told that diaries and journals are returned to the students, without corrections and the teachers simply sign on the diaries and journals. Few per cent respondents have told that the diaries and journals are returned late with due correction. It seems that neither teacher supervisors nor students are sincere, regular and punctual for submission and examine the diaries and journals and this may be due to negligence of the heads of the schools and disinterest of the teachers and students.

7. INTEREST OF THE AGENCY SUPERVISORS:

A majority of the student respondents have told that they are not interested in supervising the social work trainees. A little more than one third of the respondents have told that they are sincere for supervising the social work trainees. The agency supervisors may not be interested in supervising the

students because of lack of interest in academic work and they may not be having good relations with the schools.

8. REASONS OF DISINTEREST OF AGENCY SUPERVISORS:

A majority of the student respondents have told that agency supervisors are not interested in supervising the students because of their busy schedule in office and nearly 41 per cent have told that due to lack of rapport with the schools, the agency supervisors are not interested in supervising the students. A very few per cent have told that they feel the supervision work is burden for them.

The agency supervisors may not be interested in supervising the students because of disinterest of the teacher supervisors, students and the schools.

9. STUDENTS ADHEARANCE TO STIPULATED HOURS OF FIELD WORK:

A overwhelming majority of the teacher supervisor respondents have told that they have not adheared to the stipulated hours of field work training in their respective agencies. A little less than one fifth of the respondents have told that they have adheard to the stipulated hours of field work training. It shows that almost all the students are not undergoing practical training in their respective agencies. The teacher supervisors may not be sincere and strict due to which the students may be taking undue advantage and avoiding to work for 15 hours.

10. HONOURARIUM OF THE AGENCY SUPERVISORS:

All the teacher supervisor respondents have told that the agency supervisors are not given any honourarium for their services

11. CONVEYANCE ALLOWANCE TO TEACHER SUPERVISORS:

All the teacher supervisors respondents have told that they are not given conveyance allowance for field work. On an enquiry it is learnt that Walchand College had given conveyance allowance to their teacher supervisors for only one year but why it is stopped all of a sudden is not known to anybody.

12. FIELD WORK GUIDANCE:

A little more than half of the student respondents have told that the teacher supervisors give proper guidance. A few per cent of the respondents have told that teacher supervisors give guidance for technical difficulties but a little more than one third of the respondents have told that the teacher supervisors do not give guidance at all to the students.

(IV) FIELD WORK EVALUATION:

1. THEORY TEST ON FIELD WORK:

It appears that theory test on field work experience of the students is not conducted by the schools of social work in Solapur for evaluation of the field work of the students. It may be because of the failure of the University to frame the policies and rules and regulations, regarding evaluation of the students.

2. PRESENT SYSTEM OF FIELD WORK EVALUATION:

All the teacher supervisors have told that oral test is conducted in both the schools of social work for evaluation of performance of the students. This oral test is conducted at the

end of the academic year only. It may be because of no specific policy of the university.

3. OPINION ABOUT PRESENT FIELD WORK EVALUATION:

A little more than one third of the teacher supervisor respondents have told that the present evaluation is proper. A little more than one third of the respondents have told that the present field work evaluation is not proper. A very few per cent have told that present evaluation is good and a little less than one fifth of the respondents have told that it is improper.

4. BALANCE IN THEORY AND FIELD WORK MARKS:

A overwhelming majority of the respondents have told that there is no balance in theory and field work marks. A little more than one fourth of the respondents have told that there is balance in theory and field work marks. It clearly shows that the students are given more marks for field work. It may be because of present day competition of the teachers for giving maximum marks to the students.

5. CONSIDERATION OF DIARIES AND JOURNALS FOR ASSESSMENT:

A overwhelming majority of the teacher supervisor respondents the diaries and journals are considered for evaluation. A little more than one fourth of the respondents have told that diaries and journals are not considered for evaluation. In fact the diaries and journals are not considered for evaluation in both the schools. The supervisors might have hidden this information purposely.

6. AUTHORITY OF THE AGENCY SUPERVISORS:

A overwhelming majority of the teacher supervisor respondents have told that the agency supervisors are authorised to assess the performance of the students and to give only 50 marks. A little less than one fifth of the respondents have told that they are authorised. On an enquiry it is learnt that Institute of Management has not given any authority to the agency supervisors for assessing the performance of the students. This may be because of no specific university policy and to keep maximum power in the hands with the intention of giving maximum marks in field work and bring the students in rank in the university.

7. CHECKING THE DIARIES AND JOURNALS:

A overwhelming majority of the respondents have told that the teacher supervisors check up their diaries and journals as and when they find time. A few per cent have told that the diaries and journals are checked half yearly or yearly. So question arises how the teachers evaluate the performance of the students and why they don't check it every week. It may be because of loose administration of the heads and disinterest of the teachers.

8. STUDENT'S OPINION REGARDING EVALUATION:

A overwhelming majority of the student respondents are of the opinion that evaluation is not done properly and it is done on the basis of favouritism. A very few per cent respondents have told that the teacher supervisors judge their knowledge and

explain them about stages of their training. It may be because of tendency, attitude and approach of the some of the teacher supervisors.

9. EVALUATION REPORT:

It appears that all the agency supervisors send their field work evaluation reports to the concerned schools of social work but they are of the opinion that their reports are not considered for giving marks but these reports are considered for record only, because there is no specific university policy in this regard.

S U G G E S T I O N S

The suggestions recorded here are based on the data collection. However, few suggestions are based on the observation and discussion with social work trainees, teachers supervisors, heads of the departments and the agency supervisors. These suggestions are categorically divided under different headings.

CURRICULUM:

1. Shivaji University should frame a specific practical syllabus for the field work training according to the specialization and nature and structure of the agency.
2. While planning out the programme and curriculum for field work training the needs and resources of the agencies should be considered.

3. The university should form a special committee, consisting of the social work teachers, agency supervisors and experts from the other university, to frame the specific practical syllabus.

4. The implementation part of the framed syllabus should be carefully managed to implement it in all the schools/departments affiliated to Shivaji University. However, the social work institutions should be given due authority to suggest or make the changes in the field work syllabus as per the needs and resources of the field work agencies.

5. The field work syllabus should match the theory taught in the class room so that the students could do well in their performance during the training programme. However, some alternative changes are to be admitted if it is felt necessary.

6. It is often confused that whether the training programme at the first year of M.S.W. should be based on field services or it should be oriented only on all the three basic methods of social work. It is suggested that the training programme for the first year M.S.W. students must be method oriented in different fields and settings.

7. It has also been found that the training in community organisation method is neglected. And the students are not trained in community organisation method. Though the students are placed in communities they are asked only to do the group work in communities. Hence, while framing the specific syllabus care should be taken to include the training in community organisation.

8. The method of social action is totally neglected in the training programme of the schools of social work. But in Indian setting it is badly needed to follow the social action method to meet the various problems. Hence, sufficient care should be taken while framing the syllabus.

9. The method of social welfare administration is taught both in first and second year of M.S.W. Course. But it is observed that the schools of social work have not included this method in their training programme. This being the important method sufficient care should be taken while framing the syllabus for practical training.

10. The specific syllabus for field work training should also include few hours of theory teaching to teach the background of training, supervision, evaluation, methods and techniques of field work training. This would certainly help the students to do well in his training programme.

11. The syllabus framed for the practical training should be periodically revised to meet the changing situations and needs of the social agencies and fields. For this every year the suggestions and difficulties faced by the trainees, teachers and agency supervisors should be collected for the same.

12. It has been observed and found that the schools of social work are not conducting the social work camps regularly. Hence, social work camps should be made compulsory and ^{it} is to be included in the syllabus of field work training. It should be given equal

weightage in assessing the performance of the students.

13. The social work research method may be used in the social agencies for undergoing practical training. A survey may be conducted for the same.

14. The integrated field work approach may be introduced in the schools of social work affiliated to Shivaji University, Kolhapur.

15. The Social work students may be asked to participate in different morchas, agitation, social reform movement, youth organisation in and around, and observe their activities, approach, services and administration.

16. The social work teachers should encourage the trainee social workers to study the social agencies and Govt. facilities in order to set up such agencies in their native places especially in rural areas and render services for the poor and needy persons and develop different projects for social development.

17. The trainee social workers may be encouraged to participate in the different programme of Tapaswee (Trained Professional Social Workers Association) just to make them aware about social work profession, standard and to develop their social perspective or social outlook.

18. The library in both the schools of social work in Solapur should be developed and sufficient literature on field work should be made available here.

19. The schools and teacher supervisors should encourage the trainees to cultivate the habit of reading general and research articles on social issues and to have a cuttings to display on the notice boards of the schools to make the trainees to think about and to call a group discussion on the same and to conduct a small survey on those topics in this area as a training programme.

20. The schools of social work should develop extention projects to have a structured social laboratory for training the students and developing the area.

21. The schools should arrange to send the faculty members for visiting the social agencies in different parts of the country just to gain practical knowledge for imparting training to the students very effectively.

22. The schools of social work should have their own social agencies for training the students, creating employment opportunities and developing the areas.

(II) SUPERVISION OF F.W. TRAINING:

The lack of proper and efficient supervision handicapped the field work training programme in these schools of social work. Hence, sufficient care should be taken in the supervisory process to bring the drastic improvement in the field work training programme. The following suggestions are made for the improvement of supervision.

1. The co-ordination of field work programme is important.

Hence, a separate department of field work is to be established in the schools of social work. If it is practically difficult and quite impossible to establish the separate department, at least, a separate wing is to be created to look after the training programme.

2. The concerned Government and University should create a post of director or co-ordinator of field work wing/department.

3. The director or the co-ordinator appointed for the purpose should have sufficient experience both in professional and teaching.

4. In addition to this field work supervisors are to be appointed for the field work supervision. However, these field work supervisors should be given some hours of teaching work so that they will be more efficient in exercising their duties.

5. The supervisors appointed for the supervision should be professionally trained and experienced both in teaching and professional.

6. To increase the efficiency of the students and to meet the problems of the students during the training process supervisory methods are to be followed constantly.

7. To make the training and supervision effective the teacher supervisors should organise individual and group field work conferences every week.

8. The students under the supervision of social work teachers should be given an opportunity to present their cases, to demonstrate their group work activities etc.

9. The teacher supervisors should regularly pay their visits to the field work agencies which would help the student to increase his efficiency by avoiding obstacles therein.

10. The teacher supervisors should try to maintain sound and healthy relationship with the agency supervisors.

11. The agency supervisors should be encouraged and convinced by the schools of social work for giving positive co-operation to the students in the training programme.

12. It has been found that the agency supervisors are always busy in office work. Consequently, they do not spare sufficient time in training the students. Hence, they should find time to train the students as it is their moral, social and more particularly professional obligation.

13. It is unfortunate that social work institutions in the vicinity of Shivaji University have developed without giving due consideration to field work agencies. This has posed many problems as regards placement of students for concurrent field work. Some agencies are not having trained personnel in social work and they get the work from the students as their own requirement. It is suggested that, the placement of the students be made only in the agencies where trained personnel are available.

14. The standard of performance of the students is ultimately based on the standard of supervision. The supervisors should be above to imbibe the qualities or regularity, sincerity, honesty, up-rightness etc. in the students not by preaching but by their own example.

15. The stipulated hours and days of field work training are turned to be dry statutory conditions. It has been found that the students are not strictly adhered to the stipulated hours of field work training. There are examples that much of the students work in the agency hardly 2-3 hours in a week where as it is expected to work minimum 15 hours in a week. It may be suggested that the constant and effective supervision both by the agency supervisors and the social work teachers would result in drastic improvement in this regard.

16. The improvement in the field work training is only possible through periodical but regular supervisory sessions through which the students may be made aware about their own performance in field work.

17. It has been found that recording system has also affected due to the lack of qualitative supervision. There are instances that few students submit their diaries and journals by the end of academic year. This shows that the recording part of field work training is altogetherly neglected in the greatest proportion. Hence, it is suggested that the teacher supervisors compell the students to submit diaries regularly i.e. every week.

18. To make it healthy the field work conferences, consisting of agency supervisors, social work teachers and the social work students, should be organised, preferably, twice in a year, but at least once in a year.

19. In every supervisory process it should be seen that there is a constant development in the performance of the field work training. In case, if it is found that a particular student is lagging behind the supervisor should try to find possible reasons and help such students to develop alongwith his co-trainees.

20. The field work conveyance allowance should be given to the social work teachers.

21. Since, the agency supervisors spend much of their time in training the social work students, they may be paid some honorarium either by the institute concerned or the Govt. of Maharashtra through social welfare department. The University could also contribute as it has got no special dept. of social work in its campus.

22. There should be a student supervisor for a group of students, may be numbering ten, to supervise his co-trainees. His role will be of helping to his co-trainees rather than co-ordinating.

23. The biased, baseless and blind placement of the students in the agencies for field work training may certainly pose many problems in supervision which would ultimately leads to the poor performance of the students in field work training. Hence it may be

suggested that the placement of the trainees should be done on the basis of interest, optitude, awareness, capability of the students and also the available resources of the agency concerned. For the placement of the students a special session, may be called placement session, is to be conducted in which a student will have a chance to place his interest, needs etc. If the placement of the trainees is quite proper the performance will also be up to the expectation. The placement should be done only after the completion of orientation visits.

24. It has been found that both the agency supervisors and teacher supervisors are sympathetic towards the students for the reasons that are not genuine. This ultimately leads the students to be irregular, in-sincere in the training programme. Hence, it is suggested that the reasons that are not genuine should never be considered.

25. The heads of the department/schools should take rounds in the field work agencies to check up the supervisory role and they should take the reports from the supervisors every month and it should be confirmed. Punitive action should be taken against the negligent supervisors.

26. It is scientifically observed that some of the students who do not visit the agencies throughout the year for field work, they are given permission to fill up the form for annual examination. In case if the schools show such favouritism, the co trainees, teacher supervisors, agency supervisors and Tapaswee should take objection and inform directly to the university for maintaining standard of social work.

27. The teacher supervisors should cultivate the habit of visiting the agencies every week and discuss with the agency supervisors about training the students and new approach of social work practice for moulding the students. The agency supervisors should also bring to the notice of heads of the schools about teacher supervisors who are not visiting the agencies for the sake of profession and its standard.

EVALUATION:

Evaluation is the last phase of field work training in which the students performance in field work is adjudged. The suggestions given under this heading are totally based on the empirical data and observation.

1. Since, evaluation is the constant and regular process of field work training it should not be done by the end of the year. It should start with the placement of the students and end with the final assessment. It is found that the assessment in these schools is done only by the end of the year. It is suggested that periodical assessment of the field work performance should be done. At least by the end of every month the students assessment should be done in front of students so that the students could understand and know their positions. The final assessment should not be a sudden surprise to the students.

2. The final evaluation of the field work training done by only teacher supervisors may result into bias. The University

may form a moderate committee for the final assessment of the field work performance of the students. The said moderate committee may consist of trained professional social workers-

- i) concerned teacher supervisor;
- ii) one agency supervisor;
- iii) head of the school/department;
- iv) One university experts; and
- v) One expert from the other university.

and the chairman may be trained social worker and may be appointed by the university.

3. University may conduct a theory test purely based on the syllabus of field work training and the experience gained in the field. This would certainly avoid the imbalance between the marks obtained in theory papers and the marks granted in field work performance.

4. Theory papers of field work may be checked by the examiners appointed by the University and examiners may be trained and professional social workers and practioners only.

5. The checked or assessed papers and other records of field work may be directly sent to the University alongwith the mark sheets duly signed and sealed by the concerned authorised university examiners. The documents such as :

- i) Theory papers.
- ii) Orientation visit assessment Reports.
- iii) oral test assessment reports.

- iv) Study tour assessment reports.
- v) Social Camp assessment reports.
- vi) Individual and Group Conference assessment.
- vii) Diary and Journal assessment reports assessment.
- viii) Assessment Report of participation in morchas, agitation, social reform, etc.
- ix) Social contribution.

6. The moderate committee appointed for the field work evaluation may pass a resolution regarding the proportion of marks in theory and teaching. The suggested committee should be duly authorised to reduce the marks of the students in field work performance if it has found that there is an imbalance between the marks obtained in theory and marks granted in field work.

7. The total 200 marks kept for field work performance may be divided as follows:

1) Theory test on field work performance	...	50 marks.
2) Marks granted by the agency concerned	...	50 marks.
3) Marks granted by the teacher supervisor...	50 marks.	
with due concentration of the head of the department		
4) Viva-voce	...	50 marks.

Total	...	200 marks

However, the concentration of the moderate committee should be final for all the items covered under the assessment.

8. The schools of social work should have the evaluation sheets covering different items in it. These evaluation sheets should be categorically different according to the methodwise training in the first year and specializationwise in the second year. However, these charts or sheets of evaluation should be duly approved by the moderate committee for the field work evaluation.

9. However, the items other than covered in the evaluation sheet should be considered conventionally while assessment of the field work performance.

10. The report of the monthly assessment of the field work performance of the students should be considered for the final evaluation of the field work performance.

11. The participation of the students in social work activities organised by the schools of social work, field work agencies may also be considered. However, due weightage should also be given to the students participation in social action.

12. The students should be asked to write a self evaluation reports regarding their field work attendance, punctuality, regularity, work done, hours of work, initiative and justifying the performance as follows:

SELF EVALUATION

- | | | |
|----|-------------|---|
| 1) | Attendance | ... _____ per cent attendance/
_____ per cent absentee. |
| 2) | Punctuality | ... i) Arrival- Punctual throughout the
ii) Departure- year/After stipulated
hours of field work/
Not adhered. |

- | | | |
|-----|---------------------------------|--|
| 3) | Regular | ... Regular/Not Regular/ |
| 4) | Work done | ... Extra-ordinary/Upto the mark/
satisfactory/ Not upto the mark/
very satisfactory. |
| 5) | Hours of work | ... _____ hours in a week throughout
the academic year/Not adheared. |
| 6) | Initiative | ... Took initiative and organised
programmes functions/ No initiative/
contributed. |
| 7) | Practical Knowledge | ... Gained/Not gained/Sufficient
knowledge accumulated/No |
| 8) | Justifying
performance | ... Good/better/best/Nice/Not Good/
So-So/ worth/Unworthy/ |
| 9) | Marks | ... _____ Marks will be justified. |
| 10) | Reasons for
justifying marks | ... Work done/sincerity, regularity,
punctuality/ performance contribution/
Knowledge. |

Date:

Student

()

Place:

Roll No.