



## STUDENTS' UNDERSTANDING OF AND INVOLVEMENT IN FIELD EDUCATION IN SOCIAL WORK IN DELHI, INDIA

RAMBABU, Botcha<sup>a</sup> & MOHAN, Dash Bishnu<sup>b</sup>

### ABSTRACT

*This article explores students' understanding of and opinions on field education including theoretical background on social work practicum and supervision; involvement and performance of the learners; comments received from both school and agency supervisors; and contribution of school and agency supervisors. Some of the challenges and constraints experienced during their practicum were examined. The study was conducted in the National Capital Region of Delhi. Purposive sampling technique was adopted to choose the institutions, school supervisors, agency supervisors, students and agencies for data collection. The study found significant variations regarding the duration of the orientation programme across institutions offering social work education in Delhi. The findings of the study reveal that the school supervisors have played a significant role compared to the agency supervisors in enhancing students' skills and knowledge on field work practicum. They have also played a vital role in changing their attitudes. The study also found that students were not placed in the field work settings as per their specializations and it was reported in the study that the majority of them were placed either in the health or educational settings. The study also established that students were not given sufficient opportunities to apply social work methods/principles and theories in the field work settings and were not permitted to develop innovative ideas/solutions. Rather, they were provided with irrelevant tasks in the practice settings. Consequently, the study recommends various ways to improve the quality of field work in social work education.*

**KEY TERMS:** *field education, social work, supervision, individual conference, group conference*

### KEY DATES

*Received: 21 April 2018  
Revised: 22 June 2018  
Accepted: 16 August 2018  
Published: 02 December 2018*

*Funding: None  
Conflict of Interest: None  
Permission: Provided  
Ethics approval: Provided*

**ARTICLE TYPE:** *Original*

<sup>a</sup> *Assistant Professor, Department of Social Work, Rajiv Gandhi National Institute of Youth Development, Chennai, Tamilnadu, India. Email-ramamsw123@gmail.com.*

<sup>b</sup> *Assistant Professor, Department of Social Work, Bhim Rao Ambedkar College (University of Delhi), Delhi, India.*

## INTRODUCTION

The present study has focused on all three components of field work education, encompassing the school/school supervisor, agency/agency supervisors and students to promote collaborative efforts among schools, agencies and students. In this study information was collected from three important stakeholders and suggestions are made to provide effective field education in social work. The Social Work Program prescribes certain expectations of students in placement. It has proved to be in the best interests of field educators and students to establish the basis of a working arrangement early in the placement, clarifying mutual expectations, goals for learning and developing skills, and the general conditions for a mutually acceptable teacher/learner relationship (James Cook University (JCU), 2009). Dash and Roy (2015) viewed field work as ‘an ethical and value based professional and scientific application of social work methods, principles, techniques, and theories of social sciences for the alleviation of human sufferings and developing their capacities and skills to solve their psychological and social problems’ (p. 5). The first (1965) and second (1980) review committee reports of University Grants Commission (UGC) on social work education in India, noted that field work is an integral part of social work training and needs to be planned carefully. It requires selection of agencies, preparation of work plan, supervision arrangements and careful evaluation of performance.

Thus, the objectives of this study were as follows:

1. To understand and assess the involvement of the learners in field education;
2. To study the role of school supervisors in imparting field education;
3. To study the efforts made by agency/organization supervisors in providing appropriate training and learning opportunities to the learners;
4. To examine the challenges and constraints faced by school/department supervisors (educators), agency/organization supervisors (practitioners) and learners (students) during field education; and
5. To suggest strategies and propose solutions to overcome the challenges to provide quality field education.

## THEORETICAL BACKGROUND ON FIELD EDUCATION

The theoretical knowledge on field education is vital for the students to apply in practice. The study reported that the majority of respondents (96 %) were educated with the theoretical knowledge on social work practicum. These respondents were provided with field work manuals or instructional guides, which is essential and plays a vital role in social work training. However, few respondents (22.67%) noted that they were not given any field work manual or instructional guide. A few lectures were taken for them on social work practicum and supervision by the lecturers of the department. About 80 percent of the students expressed that they were provided with field work orientation programmes before beginning their field work practice. However, the duration of the orientation programme varied across institutions from one to ten days. Field work manuals, instructional guides and updated information were provided by the schools from time to time. As most of the schools are not in a position to provide field work opportunities to their students, they will have to develop close contacts with social work agencies in the area.

## METHODOLOGY

Three institutions (Indira Gandhi National Open University (IGNOU), University of Delhi (DU) and Jamia Milia Islamia (JMI)) offering social work training programs in Delhi were purposively selected. In total, 18 supervisors from schools and agencies were interviewed. Three school supervisors were chosen from each institution. Nine agency supervisors (one supervisor from each agency) were also interviewed from nine agencies. Twenty-five students from each school totaling seventy-five were chosen as respondents. Purposive sampling technique was adopted to choose the institutions, school supervisors, agency supervisors, students and agencies. A mixed method of research was adopted where both qualitative and quantitative information was obtained. Apart from the primary (data) information from the respondents, the researcher had also availed secondary (data) information from field work manuals, practitioners' guides, placement brochures, and admission bulletins of the three universities. Separate semi-structured interview schedules were prepared to obtain information about field education in social work from both school and agency supervisors. A semi-structured interview schedule was also administered to collect information from students. The data was classified, tabulated, analyzed and interpreted for drawing conclusions. The tabulated data is analyzed in terms of simple frequencies and percentages with the help of MS Excel-Spread Sheet.

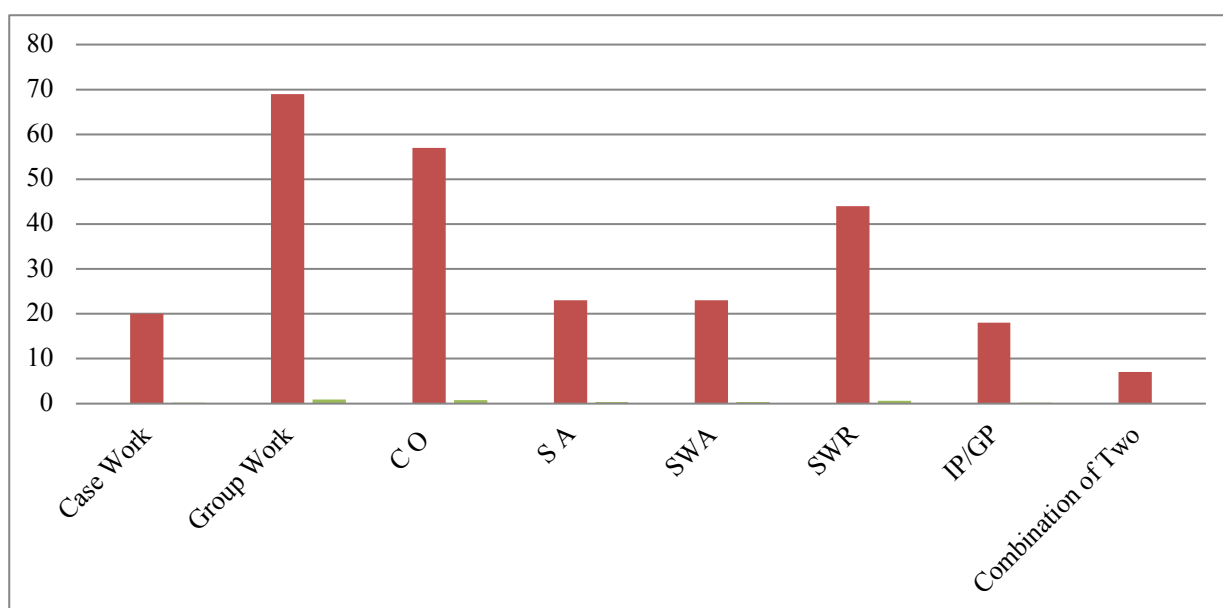
## FINDINGS

### Field work attendance of the students

The study also sought to know the status of attendance and regularity of the students in the field work days which revealed very impressive results as majority of the students (84%) have above 90 percent attendance and none of the students had attendance less than 60 percent in field work. Therefore, it can be concluded that students consider field work attendance seriously.

Generally, students are trained in six methods while getting involved in problem solving process namely: (1) Social Case Work, (2) Social Group Work, (3) Community Organization (4) Social Work Research (5) Social Action and (6) Social Welfare Administration. These six methods are broadly divided into two categories, which are primary methods and secondary methods. The first three methods come under primary methods and the other three are considered as secondary methods of social work.

Figure 1: Methods practiced in field settings



The findings of the study revealed that a majority of the students practiced social group work and community organization methods. About 59 percent students practiced social work research methods and few respondents used social case work, social welfare administration and social action methods in their field work practicum which are very important to improve the quality of life of the individuals and masses. A very few respondents (9.33%) practiced more than one method during their field work practice.

The students were placed in diverse settings for their field work practice. However, a significant number of respondents were placed in health settings (64%), in educational settings (72%) in community development (59%). Besides that, the respondents were also placed in the areas of consulting and planning of programmes, legal aid, advocacy activities, child development, counseling settings, HIV/AIDS care, support and treatment processes, disability, conflict management and peace building and environmental issues.

### Contribution of the school and agency supervisors

Contribution of the school supervisor is very much needed to train a student to become a professional social worker. Different roles need to be played and several responsibilities are to be delivered by the school supervisor to capacitate the students in several aspects such as skills, knowledge levels, values and attitudes. The role and contribution of the school supervisors in shaping the learners to apply the theoretical knowledge into practice is crucial. Hence, this aspect has to be taken care of by the school supervisors in collaboration and partnership with the agency supervisors.

Table 1: Contribution of School and Agency Supervisors

Sl. No	Contribution	Contribution of agency supervisors			Total	Contribution of the School Supervisors			Total
		Great extent	Some Extent	Hardly any		Great extent	Some Extent	Hardly any	
1	Enhancing Skill sets	28 (37.33%)	42 (56.00%)	4 (5.33%)	75 (100.00%)	33 (44.00%)	41 (54.67%)	1 (1.33%)	75 (100.00%)
2	Improving Knowledge levels	28 (40.00%)	41 (54.67%)	4 (5.33%)	75 (100.00%)	40 (53.33%)	34 (45.33%)	1 (1.33%)	75 (100.00%)
3	Imbibing values	23 (20.00%)	41 (54.67%)	19 (25.33%)	75 (100.00%)	11 (14.6%)	41 (54.67%)	23 (30.67%)	75 (100.00%)
4	Changing attitude	32 (42.67%)	32 (42.67%)	11 (14.67%)	75 (100.00%)	42 (56.00%)	25 (33.33%)	8 (10.67%)	75 (100.00%)
5	Applying methods	27 (36.00%)	31 (41.33%)	17 (22.67%)	75 (100.00%)	35 (48.00%)	36 (48.00%)	4 (5.33%)	75 (100.00%)
6	Following principles	25 (33.33%)	37 (49.33%)	13 (17.33%)	75 (100.00%)	36 (48.00%)	37 (49.33%)	2 (2.67%)	75 (100.00%)
7	Using tools and techniques	24 (32.00%)	42 (56.00%)	9 (12.00%)	75 (100.00%)	31(41.33%)	42 (56.00%)	2 (2.67%)	75 (100.00%)

The findings of the study as shown in the table above show that the school supervisors play a significant role in enhancing the skills and knowledge level of the students as well as in changing their attitudes. Besides that, school supervisors have assisted students to properly apply social work methods, tools and techniques in their field work practice settings. Hence, it is to be taken care of by the institutions as well as school supervisors at each level since professional social work depends on several aspects particularly values and ethics. The learners are to be equipped with all core values of social work during their practicum.

Agency supervisors are required to provide an overview of the agency, its aims and objectives, policies and programmes to the students placed under their supervision. They should plan out students' field work learning along with the Department supervisor so as to maximize students' learning and also provide on-the-spot guidance to facilitate learning of the student Delhi School of Social Work (DSSW, 2010). In those lines the agency supervisor is also responsible to enhance the skill sets, improve the knowledge levels, change the attitudes and imbibe the values of social work. More than half of the student respondents evaluated the agency supervisor's performance to some extent with regard to enhancing skills and improving their knowledge levels.

Table:1 shows that most of the supervisors did not focus on values and attitudes. The values have to be imbibed and attitudes of the learners have also to be changed during the practicum itself. These are the pillars of the social work practice. Most of the agency supervisors also indicated that their focus on practicing theories (methods/principles) were also missed to a great extent. 55 per cent of the agency supervisors were not given appropriate guidance in applying methods, following principles and using tools and techniques. The focus on applying theories during the practicum has to be increased.

### Role of the supervisors

Both faculty supervisors and field work agency supervisors should put collaborative efforts in capacitating the learners of social work. The NAAC manual (2005) states that field supervisors' meetings are to be regularly held for discussion of issues and innovations in supervision of field work which will enhance the collaborative effort in clarifying roles and responsibilities in shaping the learners of social work during their field work.

Figure 2: Role of supervisors

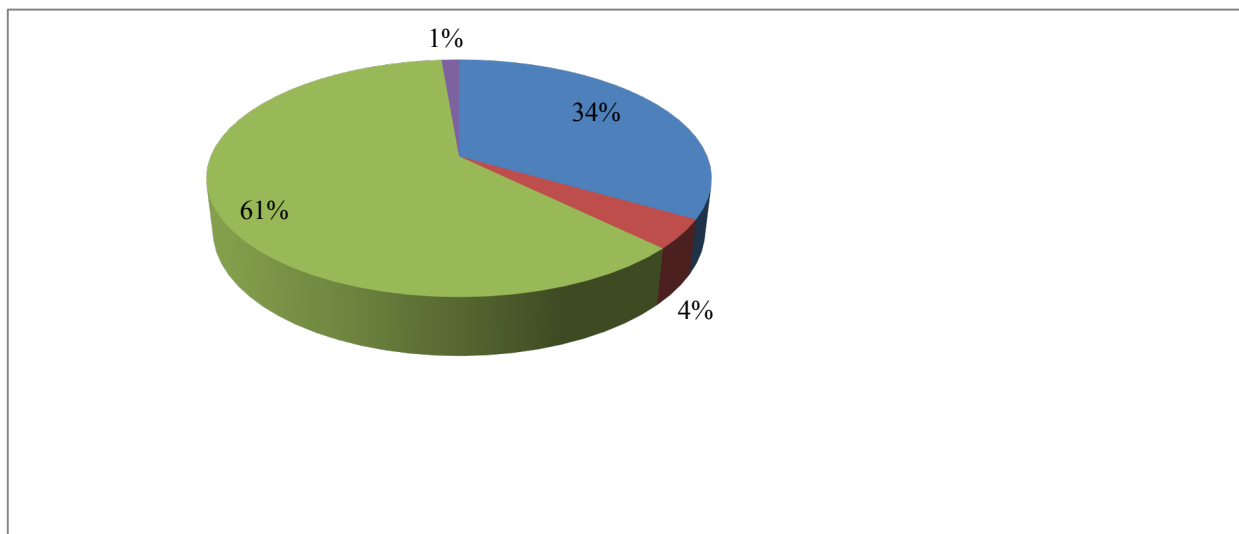
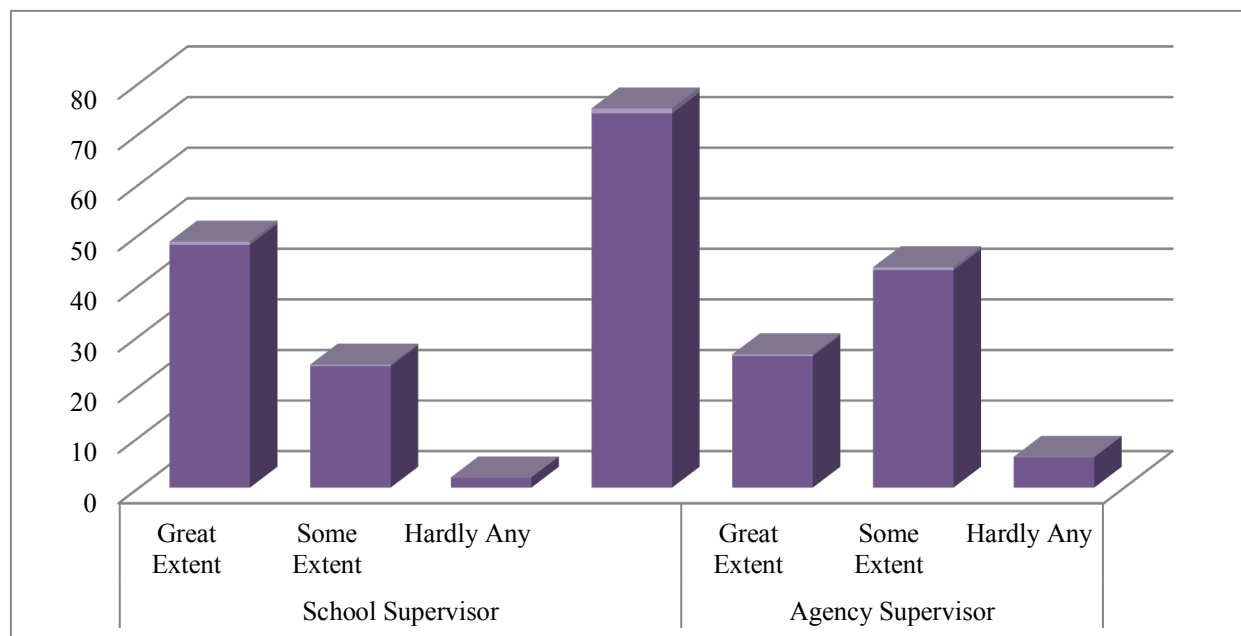


Figure 2 shows that about 34 percent of the learners expressed that the school supervisors played a vital role during their practicum, about 4 per cent of them reported that the agency supervisors played a vital role in making them as professionals and majority (61.33%) replied that they were trained by both agency and school supervisors.

The researcher observed from most of the respondents that they were supervised by both the supervisors but about 33 percent of them only depended on school supervisors. Thus, the students should be placed under qualified and competent supervisors and agency supervisors should take care of the social work practicum at the agency level. The schools also have to take it seriously and conduct meetings to the agency supervisors on regular basis so that the agencies will give adequate support in training the social work students.

Figure 3: Satisfaction levels



**Satisfaction levels**

The researcher also sought for information on the satisfaction levels of the students with both the school and agency supervisors. The responses of the students are shown in Figure 3. Among those, 65.33 per cent told that they were satisfied with the school supervisor to a great extent, 32 per cent of the students reported that they were

satisfied to some extent and very few of them (2.67%) replied that there was hardly any contribution from the school supervisor.

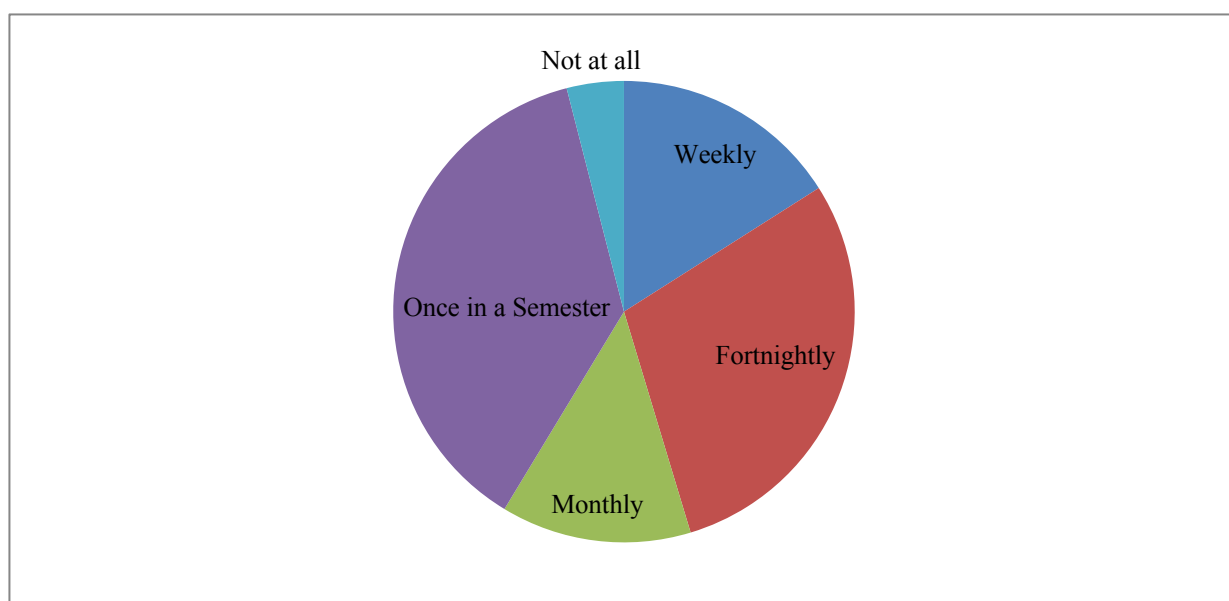
It was found that 34.67 per cent of the total students were satisfied to a great extent, 57.33 per cent of them were satisfied to some extent and some of them (8%) were not satisfied with the agency supervisors. Their contribution did not satisfy the learners.

As far as the school supervisor's contribution and efforts in supervising the learners was concerned, they are required to increase their effort to guide the learners by giving more time. The agency supervisor contribution has to be strengthened in most of the agencies by the school through various activities and initiatives. The field work coordinators have to take care of these kinds of issues because most of the students were not satisfied with the agency supervisors.

### Individual conferences

NAAC (2005) has described the roles of supervisors; one of them is holding individual conferences for at least 30 minutes duration per student, per week. In that process, the records are to be checked, making written comments on them and discuss the same in the individual conferences.

Figure 4: Individual conferences



The UGC first and second review committee on social work education mentions that Individual Conferences (IC) are essential in the process of supervision in field work. This is one of the effective and essential methods of supervision. The study revealed that individual conferences were held regularly on weekly basis as reported by majority of the respondents (85.33%). About 13.33 per cent of them reported that they had Individual Conferences fortnightly and one of the respondents replied that he is having Individual Conference once in a month. It was also observed that some of them had ICs once in a fortnight, which may not be adequate. The learner should meet the supervisor at least every week and share all the experiences since the reports are submitted on a weekly basis.

### Comments of the school and agency supervisors

One of the primary responsibilities of the school supervisors is to make written comments on the performance of the learner after going through the weekly report that was submitted after one week of field work performance. Most of the supervisors gave different kinds of comments to the students such as positive comments, negative comments, global comments, constructive comments and sometimes misleading comments.

Table 2: Comments of the school and agency supervisors

Sl. No	Comments	Comments of the school supervisors			Total	Comments of the agency supervisors			Total
		Yes	No	Can't say	6	Yes	No	Can't say	6
1	2	3	4	5	75 (100.00%)	3	4	5	75 (100.00%)
1	Global comments	34 (45.33%)	27 (36.00%)	14 (18.67%)	75 (100.00%)	21 (28.00%)	49 (65.33%)	5 (6.67%)	75 (100.00%)
2	Constructive comments	60 (80.00%)	14 (18.67%)	1 (1.33%)	75 (100.00%)	48 (64.00%)	24 (32.00%)	3 (4.00%)	75 (100.00%)
3	Negative comments	30 (40.00%)	40 (53.33%)	5 (6.67%)	75 (100.00%)	16 (21.33%)	57 (76.00%)	2 (2.67%)	75 (100.00%)
4	Null Comments	16 (21.33%)	53 (70.67%)	6 (8.00%)	75 (100.00%)	22 (29.33%)	47 (62.67%)	6 (8.00%)	75 (100.00%)
5	Positive comments	65 (86.67%)	6 (8.00%)	4 (5.33%)	75 (100.00%)	57 (76.00%)	16 (21.33%)	2 (2.67%)	75 (100.00%)
6	Hollow comments	18 (24.00%)	48 (64.00%)	9 (12.00%)	75 (100.00%)	6 (8.00%)	60 (80.00%)	9 (12.00%)	75 (100.00%)
7	Misleading comments	15 (20.00%)	57 (76.00%)	3 (4.00%)	75 (100.00%)	8 (10.67%)	64 (85.33%)	3 (4.00%)	75 (100.00%)
8	Harmful comments	10 (13.33%)	62 (82.67%)	3 (4.00%)	75 (100.00%)	7 (9.33%)	65 (86.67%)	3 (4.00%)	75 (100.00%)
9	No comments at all	26 (34.67%)	48 (64.00%)	1 (1.33%)		15 (20.00%)	57 (76.00%)	3 (4.00%)	

Mixed types of responses were received from the learners. Most of them experienced different kinds of experiences in various semesters. Table 2 shows that most of the students (80%) received constructive comments from their school supervisors at the same time about 40 per cent of the students told that they got negative comments also. Similarly, almost 86.67 per cent of the total respondents revealed that they were given positive responses from their supervisors. Some of the respondents (34.67%) reported that they did not receive any comments from the supervisors. Because of multiple responses from the students with regard to comments received from the school supervisors, it was observed that they received both positive and negative comments.

It was found that sometimes the school supervisors do not even give any comments to the learners on their involvement and performance. It is to be focused carefully and make comments in a positive way and mould the learners into professional social workers to deal with several problems in society with well-equipped knowledge.

Similarly, the agency supervisors also should comment on the performance and involvement of the learners of social work. If the student receives positive comments from the supervisors, they will perform well and show interest on the tasks.

With regard to the agency supervisors and their comments on progress and involvement of the students in their field work, 64 per cent of the total respondents received constructive comments from the supervisors. Negative comments were received by about 21.33 per cent of them. It was reported that 76 per cent of them received positive comments from their supervisors and 20 per cent of them reported that the agency supervisors did not make comments on their performance and involvement during practicum.

It was observed that students received mixed kind of responses from the agency supervisors. However, about 22 per cent of the total respondents were given negative comments by the agency supervisors and about 20 per cent of them did not give any comments on the performance of the students which results in low self-esteem, discouragement, low productivity and less enthusiasm during their practicum.

Some of the respondents (32 per cent) reported that their field work reports were seen by agency supervisors on weekly basis, 20 per cent of them told that their reports were seen once in a month, 9.33 per cent of them told that their reports were seen once in a semester and about 36 per cent of them reported that the agency supervisors had never seen their field work reports.

These findings show that the interest levels of the agency supervisors towards the learner's reports and progress in their agencies was low. About 36 per cent of the students told that the agency supervisors did not see the reports of the student. Since theory and practice are to be given equal importance in professional programmes and several universities both in India and abroad give 50% weightage for practicum,

The agency and school supervisors both have to give adequate guidance to the students and shape them into professional social workers. The role of institutions in organizing events, agency supervisors meet and seminars to the supervisors is very essential to provide quality education and training. That perspective has to be rooted among all the institutions in India. Without dedicated supervisors at the agencies, quality guidance and supervision would be difficult.

### Challenges and constraints faced by the students during their practicum



Challenges are common in any professional programme during practicum. Learner is the central point in social work practicum. He/she should be supervised by two supervisors one at the institutions and another one at the agency. In the process of whole exercise, he/she should come across some challenges and constraints. The information is presented about the challenges faced by the students in Table 3.

Table 3: Challenges and constraints faced by the students

Sl.No	Challenges	Responses			Total
		Yes	No	Can't say	
1	2	3	4	5	6
1	Unable to practice all the theories	50 (66.67%)	23 (30.67%)	2 (2.67%)	75 (100.00%)
2	Limited scope to do so	42 (56.00%)	31 (41.33%)	2 (2.67%)	75 (100.00%)
3	School supervisor spends less time	16 (21.33%)	56 (74.67%)	3 (4.00%)	75 (100.00%)
4	Agency supervisor spends less time	30 (40.00%)	42 (56.00%)	3 (4.00%)	75 (100.00%)
5	Irrelevant tasks assigned	35 (46.67%)	34 (45.33%)	6 (8.00%)	75 (100.00%)
6	Changing agency every semester	22 (29.33%)	50 (66.67%)	3 (4.00%)	75 (100.00%)
7	Not relevant to specialization	28 (37.33%)	40 (53.33%)	7 (9.33%)	75 (100.00%)
8	Timings are not suitable	10 (13.33%)	60 (80.00%)	5 (6.67%)	75 (100.00%)
9	Several obstacles to execute the action plan	39 (52.00%)	34 (45.33%)	2 (2.67%)	75 (100.00%)

About 66.67 per cent of the total respondents reported that they were unable to practice all the theories (methods/principles due to several obstacles such as time limit, scope, nature of work at the agencies. Some of them (30.67 per cent) said that it was not a challenge for them and two of the total respondents did not say anything. Some of the students (21.33 per cent) reported that the school supervisor did not spend adequate time for supervision.

About 40 per cent of the total respondents reported that the agency supervisors did not spend sufficient time for the students. About 46.67 per cent of the students informed that they were given irrelevant assignments during their field work training, 45.33 per cent of them were comfortable, they did not face any challenge with regard to being assigned irrelevant tasks.

About 29.33 per cent of them shared that changing of agency every semester was a challenge; most of them (66.67%) felt that this was not a challenge and few of them that was. 4 per cent did not say anything. 37.33 per cent of the respondents reported that their placement was not related to their specialization.

It was observed that most of the students (66%) were not able to practice all the methods/principles learned in the class room.. Several obstacles were faced by the learners in executing their action plans during their practicum. It was reported that about 52 percent of them have faced challenges during the execution of their action plans in a proper manner. In this context, the schools and agencies have to be very careful and guide them accordingly. Both social work institutions and agencies should work together towards achieving the objectives of social work in general and field work in particular.

### Challenges and constraints with school supervisors

Similarly, most of the learners experienced few challenges with their school supervisors at the time of their fieldwork. The challenges include less availability, agency visits, negative comments; inadequate supervision, lack of encouragement.

Table 4: Challenges and constraints with school supervisors

Sl.No	Challenges	Responses			Total
		Yes	No	Can't say	
1	2	3	4	5	6
1	Less availability	15 (20.00%)	57 (76.00%)	3 (4.00%)	75 (100.00%)
2	Hardly any agency visits	30 (40.00%)	40 (53.33%)	5 (6.67%)	75 (100.00%)
3	Inadequate supervision	17 (22.67%)	55 (73.33%)	3 (4.00%)	75 (100.00%)
4	Negative comments	5 (6.67%)	67 (89.33%)	3 (4.00%)	75 (100.00%)
5	No encouragement	7 (9.33%)	67 (89.33%)	1 (1.33%)	75 (100.00%)

The table reveals that 20 per cent of the total respondents felt that the less availability of school supervisors was a major challenge. A majority of the respondents (76 per cent) shared their responses stating that they were comfortable with their supervisors in terms of their availability, guidance and cooperation.

Almost 40 per cent of the total respondents reported that visit to agency by the school supervisors was very rare. About 22.67 per cent of the total respondents reported that they were not supervised adequately by the school supervisors. It was observed and found that some of the school supervisors were not encouraging the learners and



not giving free hand to do so. The students were not supervised adequately. Most of the school supervisors were confined to the class room teaching and never paid visit to the agencies to supervise/guide the students in field work settings.

### Challenges and constraints with agency supervisors

Subhedar (2001) mentioned that the students as learners do not morally associate themselves with the field work agencies, due to which it becomes difficult for agency supervisors to keep them closely related to the agency services. The students are in the agencies on specified days only for a few hours in a week due to which proper guidance and training cannot be given within the frame work of social work education. The challenges and constraints with the agency supervisors are presented in the Table 5.

Table 5: Challenges and constraints with agency supervisors

Sl.No	Challenges	Responses			Total
		Yes	No	Can't say	
1	2	3	4	5	6
1	Less Availability	31 (41.33%)	40 (53.33%)	4 (5.33%)	75 (100.00%)
2	Hardly Any Involvement in Capacitating students	30 (40.00%)	40 (53.33%)	5 (6.67%)	75 (100.00%)
3	Inadequate Supervision	27 (36.00%)	44 (58.67%)	4 (5.33%)	75 (100.00%)
4	Negative Comments	12 (16.00%)	61 (81.33%)	2 (2.67%)	75 (100.00%)
5	No Encouragement	13 (17.33%)	60 (80.00%)	2 (2.67%)	75 (100.00%)
6	Hardly Competent	17 (22.67%)	55 (73.33%)	3 (4.00%)	75 (100.00%)
7	Not Professionally Qualified	20 (26.67%)	54 (72.00%)	1 (1.33%)	75 (100.00%)
8	Irrelevant Tasks Assigned	34 (45.33%)	(52.00%) 39	(2.67%) 2	75 (100.00%)
9	No Proper Action Plan	36 (48.00%)	(49.33%) 37	(2.67%) 2	75 (100.00%)
10	No Freedom to practice	25 (33.33%)	(65.33%) 49	(1.33%) 1	75 (100.00%)

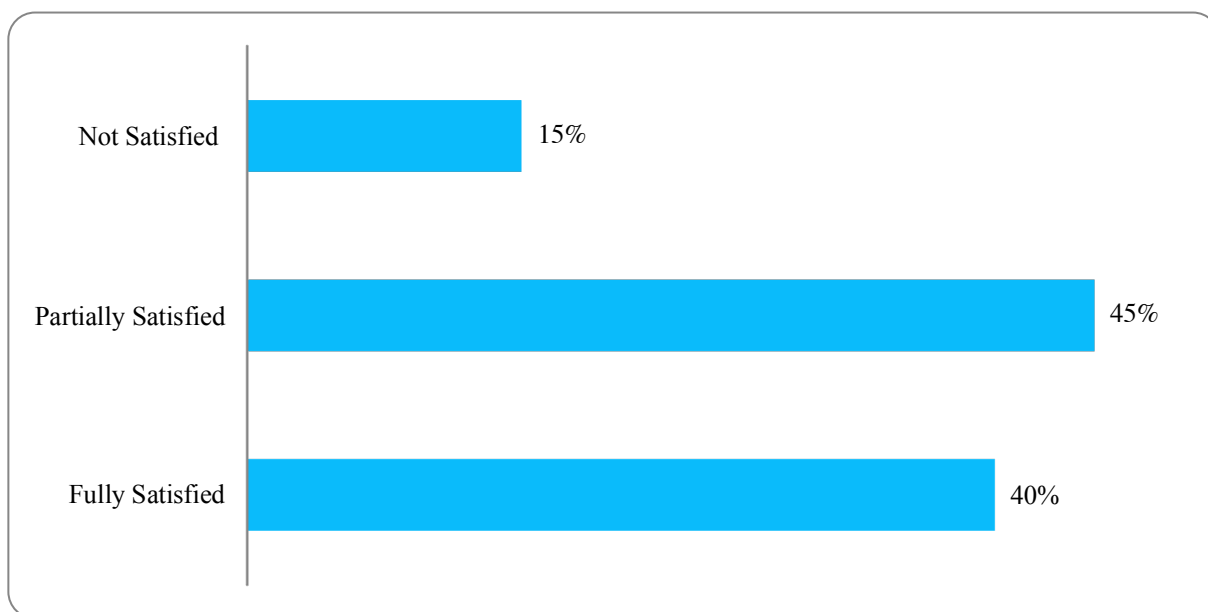
The findings show that less availability of the agency supervisor in the field work settings. Involvement of the agency supervisor in capacitating the learners on social work was observed as one of the challenges and constraints. About (40%) of the respondents shared that it was a challenge and 53.33 per cent of them told that it was not a challenge. In all, 36 per cent of the respondents told that they did not get adequate supervision from their agency supervisors. It was found that negative comments were received by about 16 per cent of the respondents from their agency supervisors coupled with absence of positive encouragement. About 22.67 per cent of the total respondents reported that their supervisors were hardly competent, and 73.33 per cent of them were happy with their competencies. A few respondents (26.67 per cent) of the total students reported that agency supervisors were not qualified in professional social work. They felt it was a big challenge for them.

Thirty five (35) per cent of respondents viewed that they were assigned irrelevant tasks by the agency supervisors. About 33.33 per cent of the total respondents revealed that there was no freedom to practice the theories at the agencies, and 65.33 per cent of them did not feel that it was a challenge for them. Availability of the supervisors has to be increased so that the quality and adequacy will be ensured in field education. It was reported that the availability of the supervisors at agencies was less. Hence it is to be taken care by both the school and agency supervisors giving them opportunity to practice theories in the field settings and also allow them to generate their own ideas bringing innovative methods and finding new solutions.

### Overall contribution of the school supervisors

NAAC (2004) describes the fieldwork practicum comprising of the following components which includes life skill workshops, organizational visits, concurrent field work, block field work and social work skill workshops. The school and the agency supervisors are expected to contribute in all major components of the field work.

Regarding overall contribution of agency supervisors, about 65 per cent of the students were to a greater extent satisfied with the guidance they received from the school supervisors during their field work. 32 per cent of the learners noted that they were satisfied to some extent and few of them (3 per cent) stated that their role was hardly any.

*Figure 5: Overall contribution of agency of supervisors***Overall contribution of the agency supervisors**

The study found that about 40 per cent of the students responded that they were fully satisfied with the supervision and guidance received from the agency supervisors, 45 per cent of the learners reported that they were partially satisfied with the overall contribution during their practicum and 15 per cent of them indicated that they were not satisfied. It was observed that the contribution was satisfactory but more focus is needed from the agency supervisors towards overall capacity building of the learner. The learner should be trained to work in any sector and setting of social work after his/her programme of study is over. Roles and contribution of both the supervisors at institutional level and agency level are highly essential in providing field education appropriately and adequately.

**CONCLUSIONS AND RECOMMENDATIONS**

“Social work is a value based, ethical and spiritual practice-based profession that aims at addressing the overall problems and sufferings of individuals, families, groups and communities to attend a peaceful life” (Dash & Roy, 2015:4). Training on social work values and ethics seems to be neglected among the social work trainees. So, the agency as well as school supervisors should focus more on imbuing values and ethics among the students of social work in order to serve the clients in a more ethical and spiritual manner. Because a large number of respondents were not satisfied with the contribution of the agency supervisors, the field work coordination of the school should undertake various initiatives to strengthen the relationship with the agency supervisors. The school supervisors are also required to devote sufficient time to check the weekly field work reports of the students and make constructive comments which will certainly improve their knowledge and increase their practice competence and efficiency. The school supervisors should also pay regular visits to the agency, provide adequate supervision and encouragement and make them available for individual conferences in the interest of the students. Last but not the least, students should be given opportunities to practice various theories/methods and principles of social work in the practice settings enabling them to develop their creative and innovative approaches which will certainly harness their skills as professional social workers.

**REFERENCES**

- Dash, B.M. & Roy, S. (2015). Field Work Practice in Social Work Education: Major Components, Issues and Challenges. In: *Field Work in Social Work Education: Contemporary Practices and Perspectives* (Eds. Dash, B.M. & Roy, S.). New Delhi: Atlantic Publishers.
- University of New Delhi (2010), 'Practice Learning Manual for Social Work', Department of Social Work, University of Delhi.
- James Cook University (2009), *Social Work Field Education Manual*, School of Social Sciences, James Cook University.
- National Assessment and Accreditation Council, India (2005), *A Manual for Self-Study of Social Work Institutions*, New Delhi, NAAC.
- Subhedar, I. S. (2001), *Field Work Training in Social Work*, Jaipur, Rawat Publication.
- Singh, R. R (2005), *Configuring Field, Practice and Field Education in Social Work*, Rajagiri Journal of Social Development, Vol-1, Golden Jubilee Issue.
- Subhedar, I. S. (2001), *Field Work Training in Social Work*, New Delhi, Rawat Publications.
- Thomas, G. (Ed: 2010), *Origin and Development of Social Work*, New Delhi, IGNOU.
- University Grants Commission, India (1965), *Social Work Education in Indian Universities*, New Delhi. UGC.
- University Grants Commission, India (1980), *Review of Social Work Education in India: Retrospect and Prospect Universities*, Report of the Second Review Committee, New Delhi, UGC.
- University Grants Commission, India (2001), *UGC Model Curriculum*, New Delhi, UGC.
- National Assessment and Accreditation Council (NAAC), (2004), *A Manual for Assessment and Accreditation of Social Work Education Programme*, New Delhi.