

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH
7TH MILE, CHÜMOUKEDIMA, NAGALAND -797103



MSW Fieldwork Manual
Revised Version

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ABOUT NEISSR

North East Institute of Social Sciences and Research (NEISSR), Chumoukedima, Nagaland, started in the year 2014. It is the first affiliated MSW College under Nagaland Central University which offers two (2) years of Master Degree in Social Work. It is an initiative of Diocese of Kohima, Nagaland. In yet another milestone, BSW program was introduced in the year 2022. The Bishop of Nagaland, who is the President of the Governing Body, constitutes the managing committee of the college as per the rules and regulations of the Society and keeping with the norms laid down by the University. The purpose of setting up NEISSR is to address the challenges existing the region as well as educational deprivation of youth pertaining to economically challenged situation of the family.

NEISSR is offering specializations in four different themes viz. Peace and Conflict Studies, Youth Development, Social entrepreneurship, and Community Development. NEISSR is the pioneer and first institution in India offering specialization on Peace and Conflict Studies under MSW programme. The experienced faculty, meticulously designed curriculum, experiential learning environment, classroom, and library are hallmarks of the institution that waits youth who would like to make a difference in the Social Work Profession.

VISION

At NEISSR it aims to provide intellectual, social, physical and spiritual development of the youth by igniting the minds to realize their potential to develop independent thinking and creative outlook towards transcendent life and society guided by its vision.

MISSION

Contribute to building a new social order based on human dignity and social justice. Work with a preferential option for the vulnerable and exploited, both locally and globally. Build a cadre of young, competent professionals having a global perspective and a strong value base compassion, personal integrity, moderation, tolerance and self-respect.

INTRODUCTION TO FIELDWORK

Fieldwork is an important component of professional social work practice. It is a skill-based profession. In fieldwork, student trainees are placed in different settings (School, governmental and non-governmental organizations, communities, etc.) where they practice learning by doing field-based work. Fieldwork is a dynamic course that

challenges students to apply social work knowledge, methods, skills and values. In social work profession, fieldwork is important because of the following reasons –

- a. Trainees will be able to apply the social work methods (casework, group work, community organization, social work administration, social action, and social work research).
- b. The trainees will achieve self- awareness and discipline to use their theoretical knowledge in the field as a change agent.
- c. Through practice-based knowledge, the trainees will develop their self-confidence and communication skills to deal with an individual, group, communities, and organizations.
- d. These help trainees to apply Social Work theory and principles into practice.
- e. It enables future scope to work with various organizations/institutions.

Because of these above cited reasons, fieldwork considered as an integral part of professional Social Work practice.

OBJECTIVES

- i. Critically understand the social system, ideologies, methodologies, and social work practices in various settings, along with social work values, ethical principles, and evidence-based practices while working with individuals, groups and communities.
- ii. To strengthen the theoretical understanding, expand knowledge-base, inculcate relevant values, attitudes and skills required for professional social worker through the theory and practical component of the course.
- iii. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the social work profession and achieve self-actualization.
- iv. Employ participatory, action and evidence-based practices in the field settings.
- v. Engage the system through collective action and demand-driven approach to ensure social justice and equity to the marginalized, valuable and weaker sections of society.
- vi. Understand and design effective strategies to evaluate and monitor progress over time in development and change action that are appropriate for specific interventions and for various target groups.
- vii. To acquire professional skills to work in school settings, industries, hospital settings, AIDS prevention centres, family counselling centres, De-addiction centres, rural, urban, and tribal communities, correctional institutions, state and central government departments, and research and action-oriented projects undertaken by national and international agencies.

IMPORTANCE AND SCOPE OF FIELDWORK IN SOCIAL WORK CURRICULUM

Social Work is a practice-based profession and the exposure/learning occupies the nucleus of this profession. In fact, Social Work as a profession evolved from the need to train volunteers in an agency apprenticeship model. As propelled by the Charity Organization Society (COS), Social Work education became more formalised with the passage of time through establishment of schools of Social Work but it remains firmly rooted in fieldwork. The founding mother of social casework, Mary Ellen Richmond, argued that major emphasis needs to be put on practice than on academic requirement and both theory and practice should go hand in hand.

Fieldwork placement in social work provides a unique opportunity to the trainees to apply their classroom learning into a real-life situation and to develop the required skills in using different methods of social work profession. Again, the exposure to real life situation helps the trainee not only grow as professional but also help them to understand and comprehend the various dynamics actually exist in the communities and organisational set up. According to UGC Model Curriculum for Social Work Education (2001) the purpose of concurrent practice learning is to develop social consciousness, sensitivity to human need and suffering and practice social work intervention, by concretizing theory in practice.

In nutshell, fieldwork obtains a vital place in social work curriculum and has been the basis for expansion of social work knowledge. It helps the social work trainee to develop adequate skills to understand the individuals by involving themselves in planning and organization of simple specific tasks; to comprehend the causes of problems and their effect on individual/families and group functioning; knowledge and ability to utilize various community resources and available services; and develop professional attitude conducive to work with individual, group and communities.

PURPOSE OF FIELDWORK

- a. To develop professional values and attitude conducive to serve the population in need;
- b. To acquire adequate skills in practicing different methods and tools of social work profession;
- c. To understand the administrative structure and functioning of NGOs with regard to their intervention with disadvantaged populations;
- d. To inculcate an ability to apply theory into practice;
- e. To get acquainted with government sponsored schemes and programmes and to facilitate the community people in receiving benefit out of these programmes;

- f. To understand the interplay of social, cultural, economic and political factors and their influences on rural and urban community, and
- g. To develop key skills like systematic observation, attentive listening, empathy, coordination, organization, cooperation, persuasion, social perceptiveness, and self-awareness.

COMPONENTS OF FIELDWORK

A. Orientation Programme:

Orientation programme provides information regarding the importance and place of the practicum in the educational programme. Further, the programme would also explain the purpose, function and ethics in professional practice. In addition, 7-day practice skill laboratory is incorporated to sharpen the skills of students particularly in the area of conducting social work methods.

B. Observational Visit:

The observational visit aims to make the students get oriented to the Organizations, historical development of an organisation, administrative structures, process and the client system of various Organizations rendering humanitarian services, problem faced by the Organizations, and future prospects towards society. The Organizations considered for the purpose are NGOs, government establishments (like hospitals, Organizations in the care of aged, correctional homes, etc.) and corporate sectors to know the Corporate Social Responsibility approaches and initiatives.

In NEISSR, before placing the students for regular fieldwork practices, observational visits are to be organised for the first semester students. About 10 observational /exposure visits are to be organized in the first semester in various social work settings to enable the students to develop the social work skills in observation, critical thinking, communication, documentation and passion for social work profession by which students should be aware about the Organizations and their functioning. In addition to it, neighbourhood immersion as part of know your locality will be components of the organisation visits.

C. Concurrent and Block Fieldwork:

The broad aim of concurrent/block fieldwork is to provide opportunities to the trainees to apply their classroom learning in real life situations.

In NEISSR, each student has to go for concurrent/block fieldwork in each and every semester (odd semesters i.e. Semester I and III; and even semesters i.e., Semester II and IV). Students need to undergo concurrent fieldwork during I, II, III semesters and block fieldwork in IV semester. The fieldwork will be done concurrently two days in a week. The student shall put not less than 15 hours a week for concurrent fieldwork practice i.e. a minimum of 7.5 hours in a day. The motive towards concurrent and block fieldwork practice are given below-

- (a) Understanding each setting (school, community, agency) and the client system as a whole.
- (b) Concurrent/block fieldwork enables trainee social worker to identify the problems and needs of the client/clients, groups, communities, and agencies.
- (c) Practice casework in the field as one of the primary methods of social work profession towards problem solving of the client/clients.
- (d) Practice group work and group activities to help to meet the needs of the group.
- (e) Practice community organisation and under that the social worker tries to initiate certain levels of development programmes towards overall development of the client/clients, groups, communities, and agencies.
- (f) Application of theoretical knowledge on programme development and management.
- (g) Concurrent and block fieldwork provides opportunity to apply counselling and motivational skills for clients.
- (h) Regular visit to the field enables trainee social worker skillful to identify resources and proper utilisation of resources.
- (i) Enhance relationship and communication skill which will further help to bring change among the client/clients, groups, communities, and agencies.
- (j) Provides scope to apply various principles of social work profession.
- (k) Create opportunities to apply social legislations and social policy for the benefit of the stakeholders.
- (l) Make conscious about professional values and ethics.
- (m) Strengthening documentation skills of the trainee social worker.

Semester wise Field Setting

Semester	Concurrent/Block Fieldwork	Setting
I	Concurrent (every Thursday and Friday)	Observation Visit. Minimum 10 organisation visits, 7 day practice skill lap, and neighbourhood immersion (know your locality)
II	Concurrent (every Thursday and Friday)	NGOs Setting
III	Concurrent (every Thursday and Friday)	Based on students' area of specialisation
IV	Block Fieldwork	Community Setting

FIELDWORK GRID : CREDITS PER SEMESTER

Semester	Type of Field Work	Duration (Days)	No. of Hours	Credits	Marks	
					Int.	Ext.
I	Orientation (2)	24	180	6	40	60
	Practice Skill Laboratory (7)					
	Observation Visits (5)					
	Neighbourhood Immersion (Know your Locality (10)					
II	Rural Camp (10)	32	240	8	40	60
	Orientation (2)					
	Concurrent Field Work (20)					
	Dec/Jan Fieldwork 10					
III	Orientation (2)	32	240	8	40	60
	Concurrent Field Work (20).					
	Jun/July Fieldwork (10)					
IV	Orientation (2)	32	240	8	40	60
	Study Tour (10)					
	Block Field Work (20)					
	Compulsory 45 days of Block Fieldwork after Final Examination					
Total		120	900	30	160	240

D. Rural Camp:

Rural Camp gives an opportunity to the students of second semester to stay together in a village for 10 days with the following objectives –

- (a) To understand the rural life and social system.
- (b) To practice Participatory Rural Appraisal (PRA) to identify the community resources, problems, and existing service delivery systems.
- (c) To experience in group learning while taking major responsibilities like planning, budgeting, organising, implementing, and recording.
- (d) To organise various developmental and awareness programmes for the benefit of the rural community.
- (e) To help the marginalised group, youth, women and children in the process of their own decision making for the development.
- (n) To apply various principles of social work practice.
- (f) To follow professional values and practices.
- (g) To take appropriate measures for resource utilisation.

Rural Camp of the Semester II students are to be conducted in the last week of February. All the students are expected write the concurrent report of their rural camp on daily basis. At the end of the rural camp the students are expected to prepare a group report of their rural camp and also a PPT presentation of the same.

E. Study Tour:

Study tour gives an opportunity to the students of fourth semester to go for 10 day tour to different selected regions of India with the intension to know different Organizations and communities. The major aim of study tour is to provide an avenue to learn various approaches and innovative interventions made by the civil society Organizations, situated outside the state pertaining to their respective specializations. In addition, the tour is expected to help the trainees to find the Organizations where they could do their block placement. The trainees are expected to observe the differences and nuance in such Organizations with respect to their concurrent fieldwork agencies in terms of service delivery. The place and the time are decided by the institute in consultation with the trainees.

Study tour of the Semester IV MSW students are to be conducted in the last week of February. All the students are expected write the concurrent report of the study tour. At the end of the study tour students are expected to prepare a group report of their study tour and also a PPT presentation of the same.

F. Dec-Jan Block Fieldwork and June-July Block Fieldwork

In view of contributing back to one's own community the institute has developed the summer and winter block fieldwork. The students are given an opportunity to know in-depth of their own communities or to have an exposure to rural settings in the region. They are also expected to develop analytical and critical thinking about any social issues faced by the village/community and suggest some social work intervention to resolve them.

Dec/Jan Block Fieldwork (10 days)

During this block fieldwork Village profile, Case studies, Community engagement with different stakeholders in the community such as, women, youth, children, social and religious institutions. Students are also expected to study on the structure and functions of the village council, VDB and its implementation and outcome of the developmental programmes and schemes implemented in their respective community. It could either be government or non-government schemes and prepare a detailed report and PPT presentation.

Jun/July Block Fieldwork (10 days)

During this block fieldwork students are expected to undertake a critical study on any one of the social issues or , and prepare a detailed report and PPT presentation.

G. Block Placement (45 days) :

After completion of theory paper in the fourth semester, students should go for block placement training for a minimum period of 45 days. Under this scheme trainees are placed into different agency settings in order to equip them with required skills and professional attitude. Further, a trainee is not eligible for the degree of MSW unless he/she has completed block placement to the satisfaction of the institute. At the conclusion of block placement, agency supervisor sends a report to the institute relating to the performance of the student and the students are expected to submit a consolidated report of their block placement in the organization.

FIELDWORK PRACTICE IN SCHOOL SETTING

The school social work role is to focus on the students in the school environment in order to facilitate successful learning outcomes through the relief of distress and removal of barriers. All students are entitled to a quality educational environment in the following ways –

- Promote total development of the child in terms of their intellectual, physical, social, and emotional well-being;
- Create learning outcome which enables the school children/young adults to take a satisfying role in their society, decision making process, and to have fair access to resource utilisation.

Some of the problems of school children are given below –

- School dropouts,
- Behavioural problems: (bipolar disorder, mood disorder, etc)
- Slow learners,
- Attention seeking problems,
- Low performance,
- Low attendance,
- Socialisation problems.

School social worker have their own unique professional methods and skills to work with individual, groups, and communities at the interface between the student, school administration, curriculum preparation, peer groups, family, and other related stakeholders. School social worker tries to coordinate and intervene between the various gaps arise from the existing systems or environment. Thus, school social worker should have knowledge and skills in this following domain of practice –

- Direct social work practice with student (individual), group of students, families, and school authorities;
- Social work practice with the neighbouring communities or community from where student belongs;
- Social work practice for school development and change of existing unfavourable systems;
- Social work practice for proper documentation in the school as per guidelines of school authority;
- To gain knowledge in school administration and application of these gained administrative knowledge whenever require by the school administration to help in administration process;
- To help in the existing educational process by the application of professional knowledge and skills;
- Awareness generation as per need of both direct and indirect beneficiaries/stakeholders;
- To be a part of research or to do a research in educational system or issues related to schools or various problems faced by the school students;
- Social work practice in environmental measures;
- Social work practice to ensure better life-style measures adopted in the school or surrounding areas like the provisions adopted by the Cigarettes

and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply, and Distribution) Act, 2003.

Levels of School Social Work Intervention:

Some of the levels for school social work intervention are given below-

- a. Prevention:
 - Parent education;
 - Student welfare policies, guidelines, programmes, and services;
 - Professional development programmes for teachers;
 - Student's issue related research;
 - Community service planning.
- b. Pre-Intervention:
 - Group work practice to meet the students need;
 - Community organisation to meet their needs;
 - Consultation with families and teachers;
 - Student support with application of services like casework and counselling;
 - Review of school issues and policies.
- c. Intervention (knowledge and skill based social work practice):
 - *Casework and Counselling:* School social workers are able to practice casework (individual basis). The school social worker are follows various phases/components towards problem solving. School social worker also practice individual counselling with the children, young adults, parents (family counselling), and school personnel. Able to do advocacy, linking students with the families and communities, and personal/family crisis intervention.
 - *Group work:* School social workers are able to practice group work with the students group (having same kinds of problems), group of families/parents, and school personnel. The social worker is also practice various group therapeutic measures towards problem solving.
 - *Community organisation and development:* School social worker also organises various welfare and development based programmes for students, teachers, and family members, organises various awareness programmes, working towards student welfare, liaison with wider community, and working towards school policy analysis and development.
 - *Crisis Intervention:* Educating and handling the crisis situation. Also planning for school emergency responses. Working towards the provision for counselling and support. Enables monitoring, recovery and evaluation of planes.
 - *Research:* Practice literature based knowledge into practice. Initiating research with various issues and implementation of various policies for school development. Planning and implementation of school research projects.
 - *Administration:* School social workers are able to take part in administration through record-keeping, management, programme development and

coordination, helping organisational service delivery, staff induction, training, and supervision.

Majority of schools are facing different kinds of problems in student management, administration, and implementation of developmental programmes. School social work helps the school authority in management, administration, and applies various developmental programmes, reducing gap between parent, children, and school authority.

FIELDWORK ACTIVITIES IN SEMESTER - I

Areas of Fieldwork Practice and placement	Important Activities	No's/Days
Orientation Programme	1. Brief understanding about the importance of fieldwork, code of conduct, fieldwork components	1
	2. Orientation programme on Ist semester fieldwork, code of conduct, expected outcomes, Ist semester fieldwork components	1
Practice Skill Laboratory	Social Work Methods with primary focus on Case work, Group work, Community Organisation, and Social Action	7 days
Observational visits	<ol style="list-style-type: none"> 1. To know the history, organogram, programs, services, & problems. 2. To expose students to various areas of social work interventions 	10 visits
Know Your Locality	Understanding of localities within 15 kms radii from Institute. Students will be exposed to various institutions located within the area which will cover wide arrays of both govt/ non govt agencies, law enforcement agencies, public services, care and support services for marginalize, financial institutions, market etc. Students need to take up campaigns on core issues identified and conduct either street play and Mob flash in key locations.	10 days (7 days for visit and 3 days assigned for campaign)
Various Conferences at NEISSR	1. Individual Conference (at NEISSR)	7
	2. Group Conference (at NEISSR)	3
	3. Joint Group Conference (at NEISSR)	1
Viva Voce		

FIELDWORK ACTIVITIES IN SEMESTER - II

Areas of Fieldwork Practice and placement	Important Activities	No's
Rural Camp (last week of February)	1. Rural camp within the state	10 days
Concurrent Fieldwork (Thursdays & Fridays) in agency setting (20 days)	1. New casework	1
	2. Case Studies	2
	3. Group work & group activities	1
	4. Community organisation	2
	5. any other activities assign by the agency	
Dec/Jan Block Fieldwork (10 days)	1. During the summer block fieldwork students are expected to undertake a study in their own village on the structure and functions of the village council, VDB and its implementation and outcome of the developmental programmes and Schemes and prepare a detailed report and PPT presentation	10 days
Various Conferences at NEISSR	1. Individual Conference (at NEISSR)	7
	2. Group Conference (at NEISSR)	3
	3. Joint Group Conference (at NEISSR)	2
Viva Voce		

FIELDWORK ACTIVITIES IN SEMESTER - III

Areas of Fieldwork Practice and placement	Important Activities	No's
Orientation	Orientation on fieldwork activities to be carried out in the semester, revisit social work methods, and code of conduct for students during the fieldwork.	2
Concurrent Fieldwork (Thursdays & Fridays) in schools/ NGOs/ community or any other social work settings The third semester students are expected to carry fieldwork according to their specialization (20 days)	1. To know the history, organogram, programs, services, & problems.	
	2. Casework	1
	3. Case studies	3
	4. Group work & group activities	1
	5. Community organisation	1
	6. Any other activities assign by the agency	
June-July Block Fieldwork		10 days
Various Conferences at NEISSR	1. Individual Conference (at NEISSR)	7
	2. Group Conference (at NEISSR)	3
	3. Joint Group Conference (at NEISSR)	2
Viva Voce		

FIELDWORK ACTIVITIES IN SEMESTER – IV

Areas of Fieldwork Practice and placement	Important Activities	No's
Orientation	Orient students on the aim and purpose of study tour, highlight fieldwork activities for the semester, revisit social work methods, code of conduct to comply during fieldwork	2
Study Tour (last week of February)	1. Study tour (Specialisation wise)	10 days
Block Fieldwork Community Setting The Fourth Semester Students are expected to carry out block fieldwork at community setting of their choice. (20 days)	1. To work in village setting	20 days
	2. Doing PRA	
	3. Working with VDC and community people	
	4. Working with different institutions in the village	
	5. Community organisation	
	6. Helping in policy formulation and implementation in the village	
	7. Need base assessment survey	1
	8. Organise programme at community level	2
Various Conferences at NEISSR	1. Individual Conference (at NEISSR)	7
	2. Group Conference (at NEISSR)	3
	3. Joint Group Conference (at NEISSR)	2
Viva Voce		
Block Placement	1. 45 days block placement training programs in Organizations after the final examination	45 days

* **Note:** Fieldwork activities in all the semesters are subjected to change during any national calamity/outbreak/disaster.

EXPECTED OUTCOMES OF FIELDWORK

Semester - I

Activity	Development in the area of	
	Knowledge	Skill
Orientation Programme; Observational visit/Exposure visit, Practice skill lab;	Gain understand about fieldwork and its importance in the field of social work. Gain knowledge about diverse social work agencies and roles of social worker in different context	Develop analytical skill in linking theory with practice. Ability to assess diverse areas of social work interventions and position themselves accordingly.
	Gain knowledge about the organisation as a system and its dynamics, its evolution, philosophy of work and goals.	Develop the ability to understand and appreciate the rationale of agencies policy, programmes, and approach.
	Study the structure and organisational pattern where placed for field work. Gain knowledge about the service delivery system of the organization.	Develop the skills of programme planning and programme management.
	Gain knowledge about social work methods.	Learn to locate the contexts of application of different methods of social work and develop the skills of practising the same.
	Gain knowledge about neighbourhood and various agencies existed within 15 kms radii of institution.	Develop the skills in carrying out various social work methods. Enhance observation skills and ability to identify and locate resources.

Semester – II

Activity	Development in the area of	
Placement in Schools &NGOs; Placement in Communities; Dec/Jan block fieldwork; Rural Camp; Casework; Group work; Community Organisation.	Knowledge	Skill
	Gain knowledge about different practice theories of intervention, their contexts and processes.	Learn to identify problems, analyse problems, and learn to locate causative factor and dynamics in the problem situations.
	Develop an understanding of the patterns of behaviour, strength and weaknesses in behaviour and pathological behaviour among persons dealt with by the learner.	Establishment of meaningful relationship and learn the sustenance of relationship during, the helping process.
	Learn about the different social and other institutions in the society to which the client/clientele belong.	Develop ability to use different tools and techniques – identify the contexts in which a particular tool and technique is to be used, understand its rationale and evaluate the application of the techniques.
	Learn to identify problems, analyse problems, and learn to locate causative factor and dynamics in the problem situations.	Develop the ability to integrate theory with practice and that of an integrated approach to practice.
	Learn theoretical knowledge into the field-based practice.	Develop skills in mobilising resources (physical, financial, and social)

Semester – III

Activity	Development in the area of	
	Knowledge	Skill
Placement in NGOs; Placement in Communities; June/July Fieldwork; Casework; Group work; Community Organisation	Gain knowledge about the organisation as a system and its dynamics, its evolution, philosophy of work and goals.	Develop the ability to understand and appreciate the rationale of agencies policy, programmes, and approach.
	Study the structure and organisational pattern where placed for field work	Develop the skills of programme planning and programme management.
	Gain an understanding of the sub-systems operating within the organisation and their dynamics – status, role, relationship pattern, leadership, power and authority, control, conflict and cooperation, decision making process	Develop the skills of monitoring and evaluation.
	Gain knowledge about the service delivery system of the organisation/community.	Learn to locate the contexts of application of different methods of social work and develop the skills of practising the same.
	Gain an understanding of the role of social workers in the agency/community.	Develop the skills of programme planning and programme management.

Semester – IV

Activity	Development in the area of	
<p>Study Tour; Placement in Communities (Block fieldwork); 45-day Block Placement; Casework; Group work; Community organisation</p>	Knowledge	Skill
	Gain knowledge about different practice theories of intervention, their contexts and processes.	Learn to identify problems, analyse problems, and learn to locate causative factor and dynamics in the problem situations.
	Develop an understanding of the patterns of behaviour, strength and weaknesses in behaviour and pathological behaviour among persons dealt with by the learner.	Establishment of meaningful relationship and learn the sustenance of relationship during, the helping process.
	Community sentiments, and village planning and development	Develop ability to use different social work principles, skills in recording, skills in planning and execution of different activities towards development.
	Learn to identify problems, analyse problems, and learn to locate causative factor and dynamics in the problem situations.	Develop the ability to integrate theory with practice and that of an integrated approach to practice.
	Learn theoretical knowledge into the field-based practice.	Develop skills in mobilising resources
	Learn different organisation and its functions.	Develop skills in problem identification and problem solving.

RULES AND REGULATIONS

Attendance:

Fieldwork trainees are required to attend all scheduled fieldwork days. The scheduled numbers of fieldwork are calculated from the date of fieldwork commencement. The minimum attendance required by a trainee to qualify for evaluation in concurrent fieldwork is 80 percent of the scheduled fieldwork days. Any trainee who falls short of the required attendance shall not be allowed for viva-voce meant for fieldwork evaluation. Therefore, such students have to repeat the entire fieldwork programme in the next academic session. However, if needed, a trainee can avail leave for two days after submitting a written leave application highlighting the reasons for such absence to the fieldwork agency.

In addition, a student may continue his/her fieldwork during vacations or holidays with the knowledge of the supervisor. This attendance will not be taken into account for calculating the actual fieldwork days. However, this work will be credited as additional work done by the trainee.

Winter and summer placement (minimum 10 days each) is a part of fieldwork activity and students are required to attend such placement. Student can choose the placement area by themselves and information about their placement should be given to the fieldwork coordinator and field supervisor. The trainees need to provide attendance certificate of such placement to the field supervisor or fieldwork coordinator.

Rural camp and study tour (10 days) is also a part of fieldwork activity and students are required to attend both programmes (in semester II & in semester IV). Attendance will be calculated by the respective supervisor or coordinator.

Block placement is essential and mandatory part of practicum after the end of all semester examinations. Students need to go for minimum 45 days (can be extended to 60 days) block placement training programmes by choosing Organizations as per their interest. The trainees need to provide '**certificate of successful completion of block placement**' to the principal's office/fieldwork coordinators office. Without such successful completion certificate, the final MSW result will be withheld.

Fieldwork Diary:

Every trainee should maintain a small diary during fieldwork, Individual Conference (IC), Group Conference (GC), and Joint Group Conference (JGC) and note down the significant aspects of work done including supervisory inputs. It is crucial for evaluation of their performance. The diary should clearly indicate the date, the hours devoted and activities of the fieldwork. The student should get the diary checked periodically by the respective supervisor and make it available to other supervisors during field visit supervisions for making their comments/remarks.

Fieldwork Reports:

Recording provides an opportunity to the student to organise and present information, observations, reflections and actions in a systematic manner. It is useful for reflecting on one's own role and reactions in an interaction, in administration and research. Students should write a daily process record (Concurrent report) of the activities performed in the field. The professional requirement is to submit the record/s to the respective supervisor on the scheduled day of report submission as per institutional norms. The supervisor should go through the records, give comments and discuss with the students in the ICs and GCs. Students need to write these comments/suggestions and act accordingly what suggestions are given.

Submission of the Concurrent Fieldwork Reports: The students are expected to submit their concurrent fieldwork reports to the office on Monday before 9.00 a.m. and the PRO is expected to hand over the reports to the respective fieldwork faculty supervisors before 2.30 p.m. on Monday.

Summary Report:

Summary report (Consolidated report) needs to be submitted after the termination of the fieldwork and before the viva-voce examination. The report should contain the profile of the agency/community where the student placed and should depict all the activities undertaken by the trainee during the scheduled fieldwork days in brief.

Fieldwork Supervision:

Fieldwork supervision is an educational process which involves a learner interaction and relationship, and in which the supervisor judiciously and creatively assumes teaching, helping, and administrative responsibilities to provide direction for the learner to promote professional growth and assume responsibilities. Supervision aims at developing core skills in trainee such as observation, listening and communication, interviewing, building relationship, skills in fact finding, recording, analysis, administrative procedures, planning, organisation and implementation fieldwork supervisory inputs will be given at different levels; through the remarks made on the daily reports, through Individual, and Group Conferences, in the field during supervisory visits and in mid-term sharing.

Individual Conference:

Aim of an Individual Conference (IC) is to guide and help the trainee to integrate theory and practice, to express the experiences in theoretical terms, to review the work in accordance with the plan and to monitor the performance. The supervisor focused on the learning needs of the individual student and directs the course of supervision accordingly. The student should make note of the instructions, observations and comments given by the supervisor and should clarify their doubts related to the work with the supervisor. Considering the importance of ICs, trainees are required to meet

their respective supervisor minimum once in a week. A minimum of 7 IC is required to be held in a semester

Group Conference:

Group Conferences (GCs) are intended to increase the horizon of knowledge of the trainee. GCs will be generally held once in two weeks by the respective supervisors under whom the students are placed. Attendances in all GCs are compulsory. A minimum of 3 GC is required to be conducted in a semester.

Joint Group Conference:

Joint Group Conference (JGC) is intended to increase the horizon of knowledge of the trainee and co-trainees placed in different Organizations. In each semester, there should be at least one JGC and student's attendance is compulsory. In general, one panel consists with students from different Organizations and from them one student trainee act as a chairperson-cum-moderator, one student as recorder, and other act as panellists. Chairperson will lead the whole session. Panellists will present their field, activities, and learning experiences. Recorder will record the whole session and also record the panellist's answer of various questions. At last, chairperson will conclude the session with concluding remarks. Overall, report will be submitted to the respective supervisor on the very next day of JGC. Depending on the situation 2 Joint Conference is required to be conducted in a semester.

Fieldwork Cost:

Any kind of fieldwork costs will be managed by the student trainees. It is the sole responsibility of the student to manage fieldwork related programmes, rural camp, study tour, block placement, and other activities.

EVALUATION

The evaluation of fieldwork will be done both internally and externally. The student should submit all reports, filed in the ascending order and the field diary to the respective supervisor after the termination of fieldwork. Students have to prepare a final self-assessment report as per the guidelines and submit it to the respective supervisor. The supervisor also prepares an assessment report on the performance of the student. In addition, the supervisor will submit evaluation report of students in their fieldwork to the fieldwork coordinating unit once in a month so as to identify the students who have been irregular and facing problems in the field. These reports will be shared between supervisor and the student. In case, the student does not submit all respective reports with files at the time of internal sharing/evaluation with respective supervisor, he/she will be barred from appearing at viva-voce.

Evaluation criteria

Awarding of the internal marks for the fieldwork will be based on students' performance in the semester-wise field work, winter/summer fieldwork, rural camp/study tour, IC – GC, timely submission of the reports and overall performance in the semester.

The criteria for evaluating the performance of a student in fieldwork are as follows:

- **Recording:** It includes report writing, discipline of maintaining records, ability to document, learning to file and maintaining time diary including report content and clarity.
- **Practicing Methods of Social Work:** This segment includes application of social work methods, ability to put theory into practice with reference to social casework, group work, community organisation, social welfare administration, social work research and social action.
- **Application of social work values, ethics, and principles:** It includes the practical use of social work values, ethics, and principles.
- **Ability to relate to organisation/community:** Trainees are expected to study the organisation/community, develop the profile, organisational chart and participate in programmes/projects. In addition, the ability to accomplish the task as may be assigned to him or her by their respective organisation/community.

FIELDWORK UNIT

The fieldwork unit of the institute will comprise of fieldwork coordinator, Principal, Vice-Principal, two senior faculties, three agency supervisors (as may be selected by the institute). Fieldwork coordinator should be chairperson of the fieldwork unit.

Fieldwork Coordinator:

The fieldwork coordinator is nominated by the Head of the institute from the faculty members for a term of one year. The post of fieldwork coordinator will be rotational. The responsibilities of the fieldwork coordinator will be:

- Function as the chairperson of the fieldwork committee.
- Overall responsibility for planning and monitoring the fieldwork programmes.
- Dealing with issues/problems in fieldwork related to students, supervisors, and agency.
- Evaluating and developing new field placements.
- Arranging Joint Group Conference (JGC).
- Update fieldwork curriculum, evaluation mechanisms and resources for fieldwork programmes.

- Developing and organizing any other programmes necessary for the students, fieldwork supervisors and agency supervisors.

Fieldwork supervisor:

The fieldwork supervisor is the student's primary teacher related to field practicum and bears responsibility for the field-based education of the students. The major responsibilities of a fieldwork supervisor include:

- Planning a schedule for receiving field reports, signing fieldwork diary, arranging ICs and GCs with the students. Reading the field reports, correcting them and giving suggestions/ comments/ observations on the reports which may be supportive, appreciative, questioning, interpretive, analytical, critical, reflective and integrative.
- Function as a catalyst to the education of the student by listening attentively to them, offering reassurance, encouragement and recognition of achievement.
- Preparation and submission of students' progress from time to time as and when demanded by the fieldwork coordinator.
- Monitor their respective students their respective students in the field, and conduct field visit to organisations from time to time.

Agency Supervisor:

Agency supervisor are field practitioners working in the agencies where the trainees are placed. The responsibilities of the agency supervisor include:

- To help the placed trainees in understanding for functioning of the respective agency.
- To educate the trainees about the planning, implementation and evaluation of the programmes and schemes.
- To allocate task to the trainees in order to enhance their skills.
- To monitor the progress of the trainee and to supervise their learning.
- To evaluate the trainees on the basis of their performance

Annexure – I
Face sheet of orientation visit

North East Institute of Social Sciences & Research (NEISSR)
Chumoukedima, Nagaland



Observational Visit No:

Name of the Organisation/Agency:

Date of visit:

Day of visit:

Time of visit:

Report submitted to:

Report submitted by:

Signature:

Semester:

Roll No:

Date of submission:

Annexure – II
Content of orientation visit

Introduction:

This introductory section of the report would give a brief highlight about the day's activity.

Example:

On 17th May, 2018 at 10.30 am the trainee and co-trainees visited ABC organisation. The visit continued till 12.30 pm. At 10.30 am Mr. KJ, Director of ABC organisation gave a brief profile of the organisation followed by the sessions on various programmes and services. The session was continued to 11.45 am. After 11.45 am, the trainees and co-trainees had campus visit till 12.30 pm.

Objectives of the visit:

Objectives would highlight the purpose of the visit for that particular day.

Example:

1. To know the historical background of the organisation;
2. To know about the administrative structure of the organisation;

Plan(s) for the day:

Plan for day should emphasize the activities that the trainee has planned to do to achieve the objectives set for the day.

Example:

1. To meet the director and administrative staff to get information about the historical background of the organisation;
2. To interact with the administrative staff to learn the administrative pattern of the organisation.

Activities carried out in the organisation:

This is the main body of the report. Trainees are expected to give detail account of the activities carried out by them on that particular day of visit based on their objectives and the other related information from the organisation. The activities during observational visit need to cover the following segments –

- ***Historical background of the organisation:***
- ***Organisational structure:*** (will include staffing pattern/organogram)

- **Activities of the organisation:** (detailed information of different programmes or projects carried out by the organisation, on-going programmes or projects)
- **Financial management of the organisation:** (only basic information about the financial management of the organisation should be asked like how the organisation is meeting the staff salary? Is there any funding agency supporting the organisation? Receiving any public donations, etc. Some Organizations have their audited reports which they already published in their Annual Activity Reports or Audited Statements. Such Organizations can also provide the same report to the student trainees.)
- **Problem faced by the organisation:** (need to collect information on various problems that the organisation is facing)
- **Future plan of the organisation:**

Observation(s):

Observation part includes everything that trainees noticed during the day and the knowledge obtained. Observation can either be positive or negative. The trainee should observe the organisation, behaviour of the organisation/staff, surrounding conditions, and even the activities of co-trainees.

Learning:

This is the crucial phase because here the trainee highlights his/her own learning. Learning should always be positive in nature. Learning includes the internalization of a procedure of a working system and the trainee will mention the effect of such learning on self.

Example:

The learning for the day includes:

1. Learned multitasking ability of the employee.
2. Learned that there should always be some alternative plan to achieve the objective.

Principle Applied:

This is another important segment and giving opportunities to the trainee to apply their professional principles.

Example:

1. The trainee applied principle of professional relationship to get the information from the organisation.
2. Applied principle of non-judgemental attitude.

Any challenges faced/Challenges Encountered:

The challenges would include a situation/barrier which restricted the trainee from carrying out his/her planned activity.

Example:

The trainee could not obtain the information pertaining to the administrative structure of the organisation as the Administrative Officer was out of station.

Future Plan:

The trainees are expected to highlight their next observational visit.

Conclusion:

In this section, trainees are expected to present the gist of major activities of the day, challenges, learning, and achievements.

Annexure – III
Face sheet of concurrent fieldwork

North East Institute of Social Sciences & Research (NEISSR)
Chumoukedima, Nagaland



Fieldwork Report No:

Name of the Organisation/Community:

Date of visit:

Day of visit:

Name of Fieldwork Supervisor:

Name of Agency Supervisor:

Report submitted by:

Signature:

Semester:

Roll No:

Date of submission:

Annexure – IV
Content of concurrent fieldwork

Introduction:

This introductory section of the report would give a brief highlight about the day's activity.

Example:

On 17th May, 2018 at 9.00 am the trainee and co-trainees reached to ABC organisation. At 9.30 am, the trainees meet with the administrative officer to know the administrative plan to meet the need of their client. The discussion continued till 11.30 am. There after the trainee and co-trainee went to other field for data collection. Both trainees collected data till 4.30 pm.

Objectives of the visit:

Objectives would highlight the purpose of the visit for that particular day.

Example:

1. To know the administrative plan for the client;
2. To visit other fields for project data collection.

Plan(s) for the day:

Plan for day should emphasize the activities that the trainee has planned to do to achieve the objectives set for the day.

Example:

1. To meet the administrative officer to get information about the client;
2. To interact with the community people for data collection.

Activities carried out in the organisation/community:

This is the main body of the report. Trainees are expected to give detail account of the activities carried out by them on that particular day of visit based on their objectives and the other related information from the organisation/community.

Observation(s):

Observation part includes everything that trainees noticed during the day and the knowledge obtained. Observation can either be positive or negative. The trainee should observe the organisation, behaviour of the organisation/staff, surrounding conditions, people’s responses during data collection, and even the activities of co-trainees.

Learning:

This is the crucial phase because here the trainee highlights his/her own learning. Learning should always be positive in nature. Learning includes the internalization of a procedure of a working system and the trainee will mention the effect of such learning on self.

Example:

The learning for the day includes:

1. Learned multitasking ability of the employee.
2. Learned how to take administrative decision.
3. Learned that there should always be some alternative plan to achieve the objective.

Principle Applied:

This is another important segment and giving opportunities to the trainee to apply their professional principles.

Example:

1. The trainee applied principle of professional relationship to get the information from the administrative officer.
2. Applied principle of non-judgmental attitude to the community people during data collection.
3. Applied principle of confidentiality to hide client’s identity in the report.

Any challenges faced/Challenges Encountered:

The challenges would include a situation/barrier which restricted the trainee from carrying out his/her planned activity.

If it is really a challenge then it should be reported accordingly in the report.

Future Plan:

The trainees are expected to highlight their next future plan in the organisation/community.

Conclusion:

In this section, trainees are expected to present the gist of major activities of the day, challenges, learning, and achievements.

Annexure – V
Content of Casework fieldwork Report

(Process and Narrative Report Writing Format)

Case No: _____

Session – 1

Date of the session:

Time of the session:

1.1 Identifying information about the client:

Name (name should be changed):

Age:

Gender:

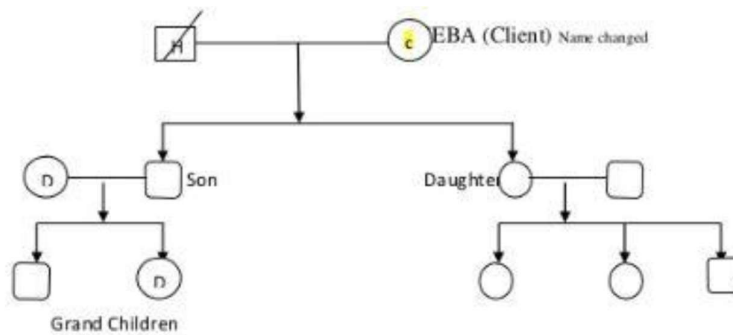
Marital status:

Education:

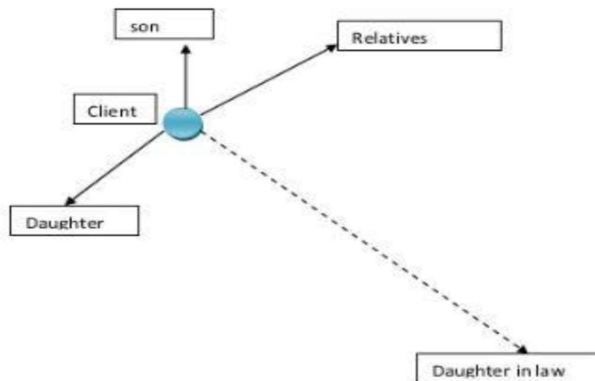
Total family members:

Family monthly income:

1.2 Genogram:



1.3 Diagram of family Relationship Status



Session – 2 to 3
Date of the session:
Time of the session:
1.4. Intake Phase

Professional relationship established with the client: Yes/No/Somehow
A. If yes, how (in detail): (Here, you need to write how you established professional relationship) .
Skills used to make relationship: (like listening skills, communication skills, etc)
Principle used to make relationship (in detail): (here, you need to write detailed casework principles that you have used)
B. If No/somehow, why (in detail): (If no relationship established so far, you need to write the cause).
Further strategy to make relationships: (You need to mention what strategy that you are going to use for making professional relationship and how this will work)
C. Final status of relationship: Professional relationship established with the client.

Session – 4 to 6/7
Date of the session:
Time of the session:
1.5. Study and Diagnosis Phase

Verbatim Recording

Selective verbatim dialogue of client	Dialogue of the caseworker	Gut feeling (Case worker)	Clients reaction	Any outcome
I am alone. Nobody is supporting me to carry out my work at home. As I did something wrong with my family member....Oh...Oh..	Oh...If you don't mind, can you please tell me, what happened earlier with you?	Client is upset. Yes, this is quiet natural in denial stage	Started crying.....	Client seems depressed.
		Need to wait for sometimes, let her cry first and then further proceedings		
	Are you Ok? Can you share me, what has happened to you?		Stopped crying	
Actually I am occasional smoker and once my father saw me with cigarette smoking.....	Ok....what happened thereafter			
He was sad. He also passed this message to all the family members....Everyone started neglecting me. I	Ohhh.....then			Habit related problem (i.e., smoking)

cannot tolerate this and started behaving negatively with them				
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Meeting with peer members: Yes/No (May be meeting with 4/5 members)

Details of peer meeting:

Final outcome:

B. Meeting with neighbors/teacher: Yes/No (May be meeting with 4/5 members)

Details of meeting:

Final outcome:

C. Planned home visit: Yes/No

Date of visit:

Home environment: (You need to write your observations)

Meeting with whom: (either father/mother/siblings/any other member)

His/her response about client (in detail):

Final outcome:

1.6. Diagnosis:

List out all the problems of the client	Major problems of the client	Final diagnosis	Any treatment planned	Treatment procedure
a. Unhappy b. Misunderstanding c. Adjustment issue d. Behaviour issue e. Restlessness f. Depression	a. Behaviour issue b. Depression	Behaviour problem of the client	Yes	a. Counselling b. Motivation c. Other therapy (play therapy)

Session – 7/8 to 9/10

Date of the session:

Time of the session:

1.7. Treatment and Evaluation Phase

A. Details of counselling to the client:

Client's sharing	Caseworker's counselling	Response of the client	Strengthening client by caseworker	Decision making of the client

B. Details of counselling to other stakeholders (family members/peers):

stakeholder's sharing	Caseworker's counselling	Response of the stakeholder	Strengthening stakeholder by caseworker	Decision making of the stakeholder
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C. Any other treatment used to the client: Yes/No

D. Details of such treatment:

E. Client's overall treatment satisfaction: a. Very satisfied b. satisfied

c. average d. below

average e. not satisfied

F. Overall evaluation of previous phases: (Caseworker's evaluation)

G. Any gap identified: Yes/No

H. Strategic planning for gap reduction: (how gap should be fulfilled)

I. Execution of activities for gap fulfilment:

J. Gap reduced: Yes/No

Session – 10/11 to 12/13

1.8. Follow up and termination phase

Sl. No	Date & Time	Follow up mode (Home visit/direct meeting/telephonic)	Discussion point	Caseworker's feedback	Any remarks
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A. If problem persists, do client needs referral service: Yes/No

B. If yes, place of referral service:

C. Termination done: Yes/No

D. If yes, date of termination:

Overall casework stage followed:

2. Overall casework principle used:

3. Overall learning of the trainee:

Annexure – VI
Content of Group work fieldwork Report

Group Work recording: Broad Guidelines

Group work recording has three major components:

A. Planning Recording or background Information: General summary of information of group members, types of group formed, objectives and purpose of the session, and broad summary of the modalities adopted.

B. Process recordings: are detailed recording of groups highlighting the progress of group from the beginning till termination of the group. It projects the different stages of group development. It focuses on interaction, communication and dynamics generated during the group development stages.

C. Evaluation: Evaluate the group as a whole (progression of the group, progress of each individual members of the group, and lastly group worker/ social worker.

A. PLANNING RECORDING: FORMAT AND CONTENTS

Details of the Group

1) Contextual aspect of the group formed/initiated: Group can be formed at community level or formed through agency context. Provide a brief description of the context where you form a group to conduct group work. If it is a community provide a brief description of the community. If it is an agency provide a brief description of the agency, areas of intervention etc.

2) Assessment of Needs: in terms of the problems, issues and areas of concern of the prospective group members. Understanding the context and need is a pre- requisite to establishing group purpose.

3) Name of the Group:

4) Type of Group Formed: Preventive/ Treatment/Task/ Developmental

5) Composition:

6) Criteria for membership selection:

i) Heterogeneity (Mixed group)/ Homogeneity (same sex)

ii) Size:

iii) Members attributes: (Brief description of members in terms of their commonalities, age group, characteristics)

B. PROCESS RECORDING: FORMAT

Group Session No:

Date:

Day:

Time:

Duration:

Venue:

Name of the members present:

1. Introduction:
2. Objectives of the Session:
3. Details of the session: (Activities conducted)
4. Key Observations:
5. Decisions taken by the group:
6. Evaluation of the members i.e Group Structure:
 - 1)Communication structure: Who speaks to whom about what, Who remain silent most of the time
 - 2) Sociometric structure: who is the loner, who formed sub group, who are friends, who likes or dislike whom, isolate, pairs, triads
 - 3)Power Structure: Who influence the group, is there any power dynamics. Group worker should analyse the sources of power- does it stem from being knowledgeable, from social status, being a role model, or ability to punish.
 - 4) Leadership structure: Who contributes most to the determination and accomplishment of group goals, who initiate things, volunteer, who contributes most to reducing tensions, enhance group cohesion.
7. Evaluation of group process: Record at which stage of group development. A group pass through 5 stages of group development viz., Forming, Storming, norming, performing and adjourning which for practical purposes can be divided into three broad stages
 - i) Beginning.
 - ii) Middle stage, and
 - iii) Ending.
8. Group Work Principles used:
9. Future Plans:

C. Final Evaluation:

Areas to be evaluated

i) Evaluation of Individual change in group members

Behaviour: Attitude + Skills

ii) Evaluation of changes in group conditions: Evaluate the growth of group in terms of changes in mutual supportiveness among members, openness, participation, regularity and punctuality, group bonding,

iii) Evaluation of Group worker: Evaluate yourself in terms of your professional growth:- Self-confidence, areas for improvement, skill acquired.

Annexure – VII
Content of Community Organization concurrent fieldwork Report

Date:

Day:

Time:

Venue:

Name of the community:

Number of members present:

1. Introduction:
2. Problem/Need identification (identify the need and state the reasons)
3. Need assessment (state the requirements of the need)
4. Detailed Implementation Plan (DIP)
5. Implementation of the DIP (record in detail the actual implementation)
6. Evaluation and feed back
7. Principles followed (principles of community organization)
8. Future plans
9. Conclusion

Community Organization:

<https://neissr.ac.in/wp-content/uploads/2025/04/Community-organization.pdf>

Annexure – VIII

Content of Self-Assessment Report by the Student

Name of the student:

Semester:

Roll No:

1. Name of the student:
2. Name of the Agency/Community:
3. No of scheduled fieldwork days:
4. No of fieldwork days attended:
5. No of days absent:
6. No of agency holidays:
7. No of additional days worked:
8. No of scheduled observational visit:
9. No of observational visit attended:
10. No of observational visit absent:
11. No of Individual Conferences scheduled:
12. No of Individual Conferences attended:
13. No of Individual Conferences absent:
14. No of Group Conferences scheduled:
15. No of Group Conferences attended:
16. No of Group Conferences absent:
17. No of Joint Group Conference attended:
18. No of Joint Group Conference absent:
19. No of casework scheduled:
20. No of casework attended:
21. No of group work scheduled:
22. No of group work attended:
23. No of community organisation scheduled:
24. No of community organisation attended:
25. No of report required:
26. No of report submitted on time:
27. No of report submitted late:
28. No of report not submitted:

Annexure – IX
Face sheet of Summary Report

North East Institute of Social Sciences & Research (NEISSR)
Chumoukedima, Nagaland



SUMMARY REPORT

Name of the Organisation/Community:

Name of Fieldwork Supervisor:

Name of Agency Supervisor:

Report submitted by:

Signature:

Semester:

Roll No:

Date of submission:

Annexure – X

Content of Summary Report by the Student

1. Self-Assessment Report by the Student
2. Attendance certificate by the Agency supervisor/community resource person/Gaonburah/council member
3. Joint Group Conference Report
4. Summary of observational visit
5. Brief profile of the Agency/Community
 - Historical Background
 - Organisational pattern
 - Summary of various programmes of the organisation/community
 - Problems of the organisation/community
 - Future plan of the organisation/community
6. Summary of Casework practice (phase and session wise)
7. Summary of Group work practice (session wise)
8. Summary of Community Organisation:
9. Summary of other activities conducted by the trainee:
10. Learning experiences by the trainee:
11. Application of social work principles
 - Principles applied during observational visit
 - Principles applied for casework practice
 - Principles applied for group work practice
 - Principles applied for community organisation
 - General principles applied during fieldwork
12. Major challenges encountered during fieldwork
13. Conclusion and Suggestions

Annexure – XI
Fieldwork Evaluation by Faculty Supervisor

Name of the Student:

Roll No:

Semester:

1. Regularity, Punctuality and Performance in the field:

In the areas of	Not Satisfactory	Satisfactory	Average	Good	Excellent
Attendance					
Casework					
Group work					
Community organisation					
Values & Ethics					
Principles					
Recording					
Individual Conferences					
Group Conferences					
Joint Group Conference					
Report submission					

Signature of the Supervisor

Date:

Annexure – XII
Format for Final Evaluation of Fieldwork

Sl. No	Roll No.	Assessment (60 Marks)				External Evaluation based on same components (60 Marks)
		Components				
		Attendance	Practicing Methods and Principles of Social Work	Ability to apply values and ethics of Social Work in the organisation/Community	Recording	

Annexure – XIII
Format for IC/GC

Name of Faculty Supervisor:

Name of Students	7 IC							3 GC			2 JC	

Remarks by Faculty supervisor:

Signature of Faculty supervisor

Date: