

# Field Work during COVID-19 Pandemic: A Practice Model based on Actual Experimentations

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## ABSTRACT

*Undoubtedly, field work practicum in social work education is the signature pedagogy which signifies the vital methodology of teaching-learning to prepare its students as professional practitioners. In fact, this field work is an integral part of social work education. The students need to continue their field work practice-learning through their initiatives, even during the COVID-19 pandemic; hence, it is time to experiment field work practice-learning exposure in new settings. This paper presents a blueprint of field work practice-learning during the COVID-19 pandemic, based on the author's own actual teaching-learning instruction-based experimentations and innovations for more than one-and-a-half years. The paper also talks about various tasks to be performed by the students physically or virtually or in a blended mode. Besides, the paper explores the role of the faculty supervisor in the present situation.*

**Keywords:** *Field Work Practicum in Social Work, Field Work during COVID-19 Pandemic, New Settings of Field Work, Field Work Tasks, Role of Faculty Supervisor*

## SOCIAL WORK: A DISTINCT HUMAN SERVICE DISCIPLINE

Social work is well known as a practice-based profession and an academic discipline, which is considered as one of the best job-oriented courses in the higher education system. As an academic discipline, social work prepares its students for achieving the objectives through interventions in real-life situations which are dynamic in nature and therefore, demand

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an individualised attention, keeping in mind the peculiar characteristic features. For the purpose of preparing trained manpower for the profession of social work, formal education and training, like in other various human service professions such as medical, nursing, education, and so on, are imparted through a network of higher educational institutions (HEIs). In other words, social work education is formally provided either through independent schools or colleges affiliated to the universities recognized by the University Grants Commission (UGC), or through the specially created departments of social work functioning as a part and parcel of the university system. Social work education is provided at the undergraduate, post-graduate, M. Phil., doctoral, and post-doctoral levels.

Master of Social work (MSW), i.e., post-graduate degree, is the most popular degree, and after completion of the course, social work students can get employment both in the public and private sectors in the country and abroad. There is also an opportunity for self-employment. There are many positions which are regulated by the government and are meant to manage the social welfare and development programmes, like the Welfare Officers in Department of Social Welfare; Welfare Officers/Legal-cum-Probation Officers in Department of Women & Child Development; Child Development Project Officer (CDPOs) in Integrated Child Development Services (ICDS); welfare officers in factories, mines or plantations; counsellors in family counselling centres and HIV/AIDS control societies; medical social workers in hospitals; consultants in research and development institutions; and so on. There are two categories of opportunities in the private sector – corporates and civil society organisations (CSOs). In the corporate sector, social work students join as HR managers, industrial relations officers, CSR executives, and so on. Civil society organisations employ social work students in NGOs, funding agencies, charitable trusts, schools, and voluntary organisations. Social work students can also work in UN agencies like the UNICEF, WHO, UNDP, and so on, as consultants.

## **FIELD WORK PRACTICUM IN SOCIAL WORK EDUCATION**

Social work education is comprised of classroom teaching and field work practicum. Classroom teaching is directed towards familiarising the students with methods, principles, skills, and techniques required for social work intervention and developing students' personality through

inculcation of democratic and humanitarian attitudes and values. Generally, field work practicum is an agency- as well as a community-based practice in which students are engaged in different types of work related to the rendering of preventive, remedial, and rehabilitative services, and promoting development with social justice. The curriculum in social work with regard to field work practicum is assigned to both under-graduate and post-graduate students, with more or less the same objectives. Generally, field work is of two types: (i) concurrent field work and (ii) block placement. Concurrent field work is organised simultaneously with classroom teaching, whereas block placement is required to be done during summer vacations, after the examinations are over.

In fact, field work practicum in social work education is considered the signature pedagogy, which denotes the vital methodology of teaching-learning to prepare its students as professional practitioners. Field work is commonly known as that part of social work educational programme where the integration of theory and practice takes place. Basically, it is systematically designed, supervised, coordinated, and assessed, based on a criteria by which the students exhibit their learning of the core competencies as reflected through practice behaviours.

Hence, field work is an integral part of social work education. It is the field training that differentiates social work from other social sciences. Field work practice-learning helps the students put theory into practice. In other words, what is learnt in the classroom can be verified in practice through field work. The goal of field work is to help the students acquire skills of working with people at individual, group, and community levels, besides enabling them to integrate theoretical learning in the classroom with real-world practice. In the field, students are helped in developing an understanding of issues, problems, various situations, and causative factors and interventions towards the solution of various problems and fulfillment of needs of the people (Singh, 2012).

## **FIELD WORK DURING COVID-19 PANDEMIC: A PRACTICE MODEL BASED ON ACTUAL EXPERIMENTATIONS AND INNOVATIONS**

The present pandemic situation due to COVID-19 has stolen a year and a half from our lives. The entire world is still passing through a very critical phase and has been impacted adversely. The spread of COVID-19 has compelled the Government of India to impose a nation-wide lockdown.

On 25 March 2020, India entered into the first phase of the nationwide lockdown, followed by a series of unlocks to prevent the transmission of COVID-19 (Singh, 2020). The lockdown, which was extended to approximately 60 days from the date of its inception, was expected to contain the rapid spread of the coronavirus. During this period, mobility of the people was curtailed and only essential services were operational. Public spaces were closed as per the advisory issued by the Ministry of Home Affairs (MHA) and the Ministry of Health and Family Welfare (MoHFW), Government of India, and efforts were made to avoid overcrowding. The government asked the organisations to allow their employees to 'work from home', to minimise the risk of direct contact with colleagues. The educational institutions, including universities, colleges, and schools, were closed across the country to protect the health, safety, and well-being of students, faculty, non-teaching staff, and their families. Almost after a year, once again the second wave of the deadly COVID-19 was evident; it was more severe, with cases rising at an unprecedented speed in India.

On March 12, the Government of Delhi announced that the schools and colleges will be closed till March 31. Subsequently, many other states announced the same. After a couple of weeks, on March 25, 2020, India entered into the first phase of the nationwide lockdown, followed by a series of unlocks to prevent the transmission of COVID-19 (Singh, 2020). This unprecedented situation forced me to quickly assume and estimate the loss of students, especially those who were under my supervision for their respective even semesters. Accordingly, I had prepared some assignments for the lockdown period and shared them with the students. Further, I continuously guided my field work supervisees to prepare and submit their e-files of field work records; however, it was a relatively tough task for them as they were going to do it for the first time. Finally, I managed to complete the assessment of both theory and field work for the even semesters without compromising on the minimum standards as per the university norms. Of course, it took my additional time to encourage and motivate them, which gave me lots of satisfaction and pleasure. Meanwhile, I was continuously thinking and planning for online or virtual field work for the next session, as the situation remained the same and there was no indication about reopening the educational institutions in the near future.

At the commencement of the 2020-21 session, in view of the measures taken by the University of Delhi and my college to prevent the pandemic condition arising due to COVID-19, I had explored a couple of like-

mindful organisations for the virtual field work. Simultaneously, I prepared an alternative plan for them, in case they were not able to connect with the agency supervisor on any field work day. In such a situation, they could do their field work according to the alternative plan. Further, I suggested new settings for the field work, keeping in mind the values and ethics of social work – professionalism, integrity, and honesty.

On each field work day, I conducted a session with all the supervisees, besides taking my theory classes and conducting individual conferences (ICs) as per the schedule. Afterwards, these supervisees met virtually or interacted telephonically with the respective agency supervisors with regard to their tasks. Although, engaging myself with the supervisees on each field work day and IC sessions, and collecting and checking all their field work reports via e-mail or GOOGLE CLASSROOM, besides taking theory classes, was not an easy task, as it requires sitting in front of a computer for long periods of time, which also kept me very busy. However, it was definitely an amazing experience to inspire the young minds during this tough time, which is no less than an award for me.

Hence, this paper presents a blueprint of field work practice-learning during the COVID-19 pandemic based on my own actual teaching-learning instruction-based experimentations and innovations for more than one-and-a-half years. The paper also talks about various tasks to be performed by the students physically or virtually or in a blended mode. Besides, the paper explores the role of the faculty supervisor in the present situation. Let us take a look at the said field work practice-learning during the COVID-19 pandemic.

## **Instructions**

In view of the measures taken by the HEIs as per the UGC guidelines, from time to time, to prevent the pandemic condition arising due to COVID-19, all the students are advised to follow the instructions given below:

- Prepare a handwritten/typed report for each scheduled field work day from the date of commencement onwards.
- Do your field work whole heartedly and honestly, and prepare your records with an open mind, without prejudice or bias.
- Each such field work report should be worthy and rich enough to justify your hours per day, i.e. 7.5 hours and total compulsory hours and percentage of attendance (Minimum 80% attendance in the concurrent field work).

- Learning process should be continued during this pandemic period in the larger interest of the students. So, keep your learning innovative.
- It is expected that learning from home will be continued.
- All the field work report must be checked on the scheduled Individual Conference (IC) day.
- Submit their field work reports file to the supervisor immediately after the college opens.

### **New Settings for Field Work: As the New Normal**

Concurrent field work is the most widely accepted and popular component of social work education. All the schools of social work depend on Non-Governmental Organisations (NGOs), Voluntary Agencies (VAs), Voluntary Development Organisations (VDOs), or Non-Governmental Development Organisations (NGDOs), and Governmental Organisations (GOs) for providing concurrent field work exposure to the students. Though some schools of social work have started open community placement without an agency-based programme, an overwhelming majority of schools adopt agency-based field work. Generally, each student is placed in a social welfare/development agency, where they usually work twice a week, under the structured supervision of a faculty member and a professionally trained social worker in the agency setting, so that they are able to practice ‘learning-by-doing’ (Singh, 2016).

Unfortunately, it is very difficult to find suitable agencies, for concurrent field work, and like-minded trained social workers as agency supervisors who are able to impart field work training as per the learning objectives and expectations, especially in a virtual or blended mode. As a result, most of the schools of social work have been struggling with the task of identifying suitable agencies for field work practice-learning during this period. However, some of the efforts are praiseworthy. In such a situation, field work practice-learning in new settings is the need of the hour.

In fact, students need to continue their field work practice-learning through their initiatives, even during the pandemic situation; hence, it is time to experiment field work practice-learning exposure in new settings, keeping in view the Guidelines for Phased Reopening of Ministry of Home Affairs (MHA), Government of India, and Standard Operating Procedure (SOP) of the Ministry of Health and Family Welfare (MoHFW). Of course, it was subject to the consent of the parents/guardians, because

it is generally assumed that if educational institutions are closed, then the agency visit for field work is also shut down. These new settings may be:

- Students' own neighbourhood as open community (urban or rural);
- Nearby doctor, clinic, hospital, health worker, and so on;
- Resident welfare associations (RWAs) in urban areas;
- Panchayats and Gram Sabhas in the rural areas;
- Block development offices (BDOs);
- Local Corporator/Counsellor/Sabhasad in urban areas;
- Sarpanch/Ward members in rural areas;
- Any nearby NGO(s);
- Direct/online/telephonic interaction with the individuals in the neighbourhood, such as children, adolescents, youth, women, senior citizens, and so on.

Basically, the above settings refer to the direct placement of students at their own current locations by the school/department of social work through the faculty supervisor, without an agency-based programme.

### **Suggested Field Work Tasks**

After exploring the new settings of field work, let us now see the suggested list of field work tasks to be performed during this time, which may be used keeping in view the values and ethics of social work, professionalism, integrity, and honesty.

#### **Tasks Related to Own Neighbourhood Community**

Since learning of social work should be continued through their field-based activities even during this pandemic time, the following suggested list of field work tasks can be used. A student can perform the following field work tasks online (GOOGLE MEET/ZOOM, WhatsApp chat/video call or simple text messaging or e-mail) or through telephonic conversations, or while standing in the balcony/on the terrace:

- Write short notes on at least five words/terms used in field work or social work, such as community mobilisation, capacity building, building self-confidence, sustainability, empowerment, livelihood, well-being of the people, skill development, and so on, or any other words/terms of your choice. Each term should be written based on the following headings: (i) meaning; (ii) characteristic features; and (iii) importance of social work practice. Avoid copy-paste.
- Record the experiences of your own life during COVID-19 pandemic and prepare a self-reported case study based on the following

headings: (i) background information, routine, and lifestyles before lockdown; (ii) routine and lifestyles during lockdown; (iii) state of physical, mental, and emotional health; (iv) difficulties/worries and anxieties; (v) self-isolation, enjoyment, and adjustment; (vi) studies and loss of your social interaction, classmates and/or hostel mates; (vii) family support and coping mechanism; (viii) work accomplishment, achievements, and lessons learnt; and so on.

- Prepare your field work learning plan and strategic planning for the next month or entire semester based on the following headings: (i) activities/intervention; (ii) timeline in weeks/months; (iii) purpose; (iv) medium/tools, skills/techniques of social work; and (v) learning outcomes for you.
- Record the experiences of a beloved one (other than family members) during the COVID-19 pandemic and prepare a case study using a self-reported narrative based on the following headings: (i) background information, routine, and lifestyles before COVID-19 pandemic; (ii) routine and lifestyles during COVID-19 pandemic; (iii) state of physical, mental, and emotional health; (iv) difficulties/worries and anxieties; (v) incidence of self-isolation, enjoyment, and adjustment; (vi) status of studies/job and loss of his/her social interaction, classmates/hostel mates and/or co-workers/colleagues; (vii) family support and coping mechanism; (viii) status of work accomplishment, achievements, and lessons learnt; and so on.
- Make a profile of your own neighbourhood community based on the following headings, after consulting people and using Google Map: (i) health status; (ii) health-related services available; (iii) health-related problems faced by people; (iv) assessment about the community; and (v) proposed social work intervention.
- Interact with your neighbours and develop an interactive conversation on the following different aspects of COVID-19: (i) their awareness level about COVID 19; (ii) myths and misconceptions; (iii) understanding of guidelines related to COVID-19 and standard operating procedure (SOP); (iv) managing life during the unlock phase; and (v) role of NGOs, and so on.
- Prepare a thematic learning module to work with the youth living in your neighbourhood, to fight against COVID-19 pandemic, based on the following headings: (i) theme; (ii) purpose; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed; and (vi) learning outcomes for the youth.
- Make the neighbourhood community people aware of the Guidelines for Phased Reopening of Ministry of Home Affairs (MHA),

Government of India, and Standard Operating Procedure (SOP) of Ministry of Health and Family Welfare (MoHFW). Prepare a report based on the following headings: (i) details such as name, age, gender, educational status, occupation, and so on; (ii) awareness status of the people; and (iii) status after making them aware.

- Prepare posters and slogans (choosing target groups – children, adolescents, youth, women, senior citizens, family, and so on) with the messages on the following: (i) What is coronavirus?; (ii) Do's and Don'ts to prevent infection; (iii) Physical distancing with social solidarity; (iv) How to cope with Corona?; and (v) Unlock, Social isolation, and Quarantine. Avoid copy-paste.
- Interact with 20-25 adults in your neighbourhood and prepare a report based on the following headings: (i) collect details such as name, age, gender, educational status, occupation, and so on; (ii) prepare a list of five common problems faced by them during the last one-and-a-half years; and (iii) elaborate on the coping strategies or mechanisms used by them.
- Prepare a thematic learning module for the development of youth living in your neighbourhood based on the following headings: (i) theme; (ii) purpose; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed; and (vi) learning outcomes for the youth.
- Interact with/conduct interviews of CORONA warriors, such as doctors, nurses, safai karmchari, hospital staff, police personnel, social workers/NGO personnel, security guard, anyone who worked as CORONA warriors, and so on, and prepare a report based on the following headings: (i) background information; (ii) routine and life during COVID-19 pandemic; (iii) problems/difficulties/worries faced; (iv) coping mechanism used to solve the problems; and (v) proposed social work intervention.
- Conduct a physical or telephonic interview of a person who struggled during the lockdown due to the first/second wave of COVID-19, and prepare a report based on the following headings: (i) their problems and difficulties; (ii) the coping mechanism that they applied; (iii) the lessons learnt during this tough time; and (iv) remarks by the learner.
- Interact telephonically or physically with two or three known persons (among the neighbours or relatives or friends circle) who were infected with the coronavirus during the first/second wave and who was under home quarantine or admitted to a hospital. Prepare a re-

port based on the following headings: (i) problems and difficulties faced by them; (ii) the coping mechanisms that they applied; (iii) the lessons learnt during this tough time; and (iv) proposed social work intervention.

- Record the experiences of ‘work from home’ during the COVID-19 pandemic of five people, like teachers and others in your neighbourhood. Prepare a report based on the following headings: (i) background information; (ii) routine and lifestyle changes during lockdown; (iii) state of physical, mental, and emotional health; (iv) problems faced; (v) family support and coping mechanism; and (vi) work achievements and lessons learnt.
- Record the experiences of the people (among the neighbours or relatives or friends circle) of re-discovering their families and enriched relationships. Prepare a report based on the fact that people are spending more time with their families as they are work together, eat together, enjoy together, and so on.
- Interact with five to ten persons (age 45+) who had their first shot or both the shots of COVID-19 vaccine, and prepare a report based on the following headings: (i) gather details such as name, age, gender, educational status, occupation, and so on; (ii) enlist five common adverse symptoms faced by them; and (iii) elaborate on their feelings (positive or negative).
- Record the experiences of school-going children and/or college-going youth (at least five children and/or youth). Prepare a report based on the following headings: (i) problems and difficulties faced by them in attending online classes; (ii) the coping mechanisms that they applied; (iii) the lessons learnt during this tough time; and (iv) proposed social work intervention by the learner.
- Prepare a thematic learning module, based on the following headings, for children living in your neighbourhood: (i) theme; (ii) purpose; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed; and (vi) learning outcomes for children.
- Prepare a thematic learning module, based on the following headings, for the adolescent boys/girls living in your neighbourhood: (i) theme; (ii) purpose; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed; and (vi) learning outcomes for the adolescent boys/girls.
- Record any incidence of violence against women, or child or elderly abuse in your neighbourhood. Prepare a report based on the following headings: (i) problems and difficulties faced by them; (ii) the coping mechanism that they applied; (iii) the lessons learnt during

this tough time; and (iv) proposed social work intervention.

- Prepare a plan of action, based on the following headings, to deal with the emotional problems of adolescent girls or boys living in your neighbourhood community: (i) purpose; (ii) timeline; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed and (vi) benefits/outcomes for the adolescent girls or boys.
- Record experiences of the elderly, single women, differently abled persons, employers, skilled labour, domestic help, and so on (at least five persons). Prepare a report based on the following headings: (i) their problems and difficulties; (ii) the coping mechanisms that they applied; (iii) the lessons learnt during this tough time; and (iv) proposed social work intervention by the learner.
- Prepare a plan of action, based on the following headings, to deal with the health problems of the elderly people living in your neighbourhood community: (i) purpose; (ii) timeline; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed; and (vi) benefits for the elderly people.
- Interview five children (8-14 years) in your own neighbourhood and record their views verbatim. Analyse your understanding and prepare a report in light of the following headings: (i) their psychosocial condition; (ii) changes that took place in their life or daily routine during the COVID-19 pandemic; (iii) the lessons learnt during this tough time; and (iv) proposed social work intervention by the learner.
- Prepare a plan of action, based on the following headings, to deal with the needs and problems of children or adolescents or youth (boys and/or girls) living in your neighbourhood community: (i) background of the community; (ii) assessment about the community; and (iii) plan of action, including (a) purpose, (b) timeline, (c) activities to be taken, (d) tools to be applied, (e) process to be followed, (f) learning outcomes for the children or adolescents or youth.
- Initiate a micro-level public health awareness campaign in your neighbourhood, aiming at changing people's health-related behaviours (at least 20-25 households). Prepare a report based on the following headings: (i) introductory information such as name of the head of the household, age, gender, educational status, occupation, and so on; (ii) prepare a list of major common public-health-related problems faced by them; (iii) the common practices to deal with these problems; (iv) advice/suggestions offered to the neighbours by the learner/trainee; and (v) proposed social work intervention to

deal with public health.

- If possible, make telephonic or physical contact with a nearby medical store (at least a few ones), talk to the pharmacist or the attendant, and negotiate to provide home delivery for elderly people; follow up and prepare an action taken report.
- Prepare an action plan, based on the following headings, to make hawkers/kiosk owners/small shopkeepers living in your neighbourhood aware of health and hygiene: (i) theme; (ii) purpose; (iii) activities to be taken; (iv) tools to be applied; (v) process to be followed; and (vi) learning outcomes.
- Record the experiences of your online field work during the COVID-19 pandemic and prepare a self-reported case study based on the following headings: (i) brief description about the neighbourhood community; (ii) nature of field work assignments and expectations; (iii) actual work performance; (iv) methods applied; (v) skills used and developed; (vi) principles used; (vii) professional development; (viii) level of supervision; and so on.
- Record the development of your professional attributes during the COVID-19 pandemic and prepare a self-appraisal report based on the following headings: (i) personal traits; (ii) understanding of theoretical perspectives; (iii) capacity to translate theory into practice; (iv) completion of assigned tasks in a timely fashion and according to the given instructions; (v) meeting of all deadlines as per own commitments made and/or given by the college supervisor; (vi) willingness to accept areas of improvement and strive to improve them; (vii) documentation; (viii) use of field instruction; and so on.

### **Tasks Related to Social Advocacy**

- Write a short note on the concept of advocacy and its various tools.
- Study and be part of an ongoing advocacy movement like ‘Campaign for National Council for Social Work Education’.
- Develop a plan for a proposal for advocacy, such as ‘Stop Child Labour’ or ‘Sending Girl Child to Schools’ or any group of your choice/interest.

### **Tasks Related to Social Work Professional Organisations**

- Learn about professional organisations such as National Association of Professional Social Workers in India (NAPSWI), Indian Society of Professional Social Workers (ISPSW), All India Association of Medical Social Work Professionals (AIAMSWP), India Network of Professional Social Work Association (INPSWA), Kerala

Association of Professional Social Workers (KAPS), Maharashtra Association of Social Work Educators (MASWE), and so on.

- Visit their websites and analyse the programmes and activities.
- Be a member of such organisations.
- Analyse their role in professional development.

The above mentioned list of field work tasks will ensure continuity of the learning of the students of social work during this pandemic time, without compromising the minimum standards as per the UGC norms. However, these suggested field work tasks may be increased, modified, or amended by the schools/departments of social work as per their local conditions and accordingly divided into different semesters. The school/department supervisor is required to select the tasks systematically and help the students in preparing a learning plan (Annexure-a). It is expected that the students will be assessed on their efforts and progress towards tasks assigned from one stage to another in the learning process during the field work.

At the beginning of the field work session, the faculty supervisor and students should make a learning plan based on the field work situation and the field work objectives. The learning plan will include the learning objectives, the tasks that have to be done so that learning takes place, and how the students are going to show that learning has taken place.

Let us now highlight some of the major roles that a faculty supervisor has to play in bringing about positive changes in the students' performance during this tough time.

## **ROLE OF FACULTY SUPERVISOR**

The supervision of field work is an integral part of the social work educational programme. Supervision is a critical facet and one of the most important aspects of field work as it influences the quality of service received by the client, as well as plays a significant role in the professional development of students (Singh, 2012). The goal of field work is achieved by placing the students under the supervision of a faculty member in the educational institution as well as a professionally trained social worker in the agency. In other words, generally, a student is blessed with two supervisors: (a) faculty supervisor; and (b) agency supervisor. However, during this present COVID-19 pandemic situation, most organisations are unable to create space to impart virtual training to the students on a regular basis. In such a situation, the role of the faculty supervisor is critical as they have to supervise the students single-handedly in the absence of an

agency supervisor.

Basically, in social work education, supervision is considered a guiding and mentoring process in which a faculty supervisor helps the students in doing their assigned tasks and encourages them to increase their abilities and capacities in terms of competencies required for a professional social worker. The faculty supervisor must strive to:

- Give a brief orientation to students about the field work to be done in their own neighbourhood community, and guidelines related to preparation and submission of records;
- Prepare them for accepting the work within their own neighbourhood community;
- Prepare a schedule of individual/group conferences (ICs/GCs) and finalise the mode of submission of reports;
- Help the students in developing a learning plan at the beginning of the session/semester;
- Guide the students to gain professional development in dealing with difficult situations and circumstances, and learn to appreciate and respect the diversity;
- Help them grow as professional social workers and develop a capacity to deal with various situations independently;
- Monitor continuously the progress of students and provide feedback about their performance;
- Read and check the field work reports and give learning remarks/instructions to the students to improve report writing;
- Provide regular and timely supervision; and
- Evaluate the performances of students with a pass/fail recommendation.

In addition, supervision by the faculty supervisor should not be carried out like an inspector, but should be a process of sharing the facts and situations between the supervisor and the students, as a result of which the students are gradually able to develop and perform effectively on their own. The role of the faculty supervisor is to educate, guide, and mentor the students according to their own inherent potentials and the competencies that they have within themselves. The supervisor should be able to establish a sense of trust and confidence in the students towards him/her, so that the students feel free to express themselves. In the course of supervision, the supervisor should be able to imbibe the qualities of a role model, such as sincerity, punctuality, integrity, and so on, and should be able to inculcate these qualities in the students by setting themselves

as an example.

Let us now explore the virtual platform to be used for field work teaching-learning process.

It was also suggested by me to the students that each field work task requires proper learning plan, observation and analysis, and self-assessment in terms of application of social work knowledge base and learning exposure. Besides, it was also mentioned that during this pandemic field work sessions, including individual and/or group conferences, shall be attended online (GOOGLE MEET, ZOOM, and so on) and submission of field work reports and log-sheets shall be done through GOOGLE CLASSROOM, e-mail, WhatsApp, and so on. In case any student faces problem in connectivity during field work and IC/GC sessions, then they can make a call or send a simple text message to report their attendance to the faculty supervisor and the status of work done on a particular day. Further, such a student is required to report their presence at the concurrent field work by using a prescribed format (Annexure-b) via WhatsApp or e-mail, or simple text messaging, and so on.

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## ANNEXURES

<i>Annexure-a</i>						
<b><i>Concurrent Field Work Learning Plan</i></b> <i>(To be prepared by the students in consultation with the faculty supervisor)</i>						
<b><i>Task</i></b>	<b><i>Activity/ Interaction/ Interven- tion</i></b>	<b><i>Time Re- quired (In Days)</i></b>	<b><i>Pur- pose</i></b>	<b><i>Me- dium/ Tools</i></b>	<b><i>Methods/ Skills/ Tech- niques of Social Work</i></b>	<b><i>Learn- ing Out- comes</i></b>

Source: Verma &amp; Singh, 2013: 42.

<i>Annexure-b</i>		
<b><i>Format for Reporting Attendance</i></b> <i>(To be prepared by the students in case he/she faces problem in connectivity during field work &amp; IC/GC sessions)</i>		
<b><i>S. No.</i></b>	<b><i>Details</i></b>	<b><i>To be Filled by the Student</i></b>
1.	Name of Student	
2.	Class & Roll No.	Class ..... Roll No.....
3.	Assignment/Task Given by the Supervisor	
4.	Brief Description of Assignment/Task/Work Done	
5.	Timings of Work Done	From ..... To.....
6.	Total Hours Spent on Assignment/Task/Work Done	
7.	Hours Spent in Report Writing	
8.	Total Hours Spent on this Day	