



Draft Field Work Manual for MSW

Department of Social Work
University of Kashmir

Draft Field Work Manual for MSW – University of Kashmir

1. INTRODUCTION

Fieldwork is an integral part of social work education, providing students with practical exposure to real-world social issues, professional practice settings, and social interventions. Fieldwork in the MSW program is not merely an academic requirement but a continuous and transformative learning experience that shapes students into competent and ethical social work professionals.

1.1 Purpose of the Manual

The Field Work Manual is designed to serve as a guide for students, faculty members, and field supervisors engaged in the Master in Social Work (MSW) program at the University of Kashmir. This manual aims to:

- *Define the structure and components* of fieldwork practicum across four semesters.
- *Clarify the roles and responsibilities* of students, faculty supervisors, and placement agencies.
- *Outline the learning objectives* associated with each semester's fieldwork.
- *Establish guidelines* for placement, supervision, evaluation, and ethical conduct in field practice.
- *Ensure consistency in field training* across different settings and organizations.
- *Facilitate professional development*, helping students integrate theoretical knowledge with hands-on practice.

1.2 Importance of Field Work in Social Work Education

Social work is a practice-based profession, and fieldwork plays a pivotal role in bridging the gap between classroom-based learning and real-world application. It enables students to move beyond theoretical concepts and actively engage in social service settings.

Through structured learning experiences, students gain confidence and preparedness to enter the social work profession, ensuring that they approach social issues with sensitivity, knowledge, and practical skills. Fieldwork is considered central to social work education because of the following key reasons:

Understanding Social Problems in Context

Students develop a first-hand understanding of social issues such as poverty, inequality, child welfare, substance abuse, mental health, domestic violence, disability, and rural development.

Building Professional Competence

Through structured placements, students develop essential skills in casework, group work, community organization, counseling, advocacy, research, and program implementation.

Exposure to Diverse Settings

Field placements allow students to engage with government agencies, NGOs, hospitals, child welfare organizations, correctional institutions, and grassroots movements, providing exposure to a wide range of social work practice areas.

Enhancing Critical Thinking & Problem-Solving Skills

Students analyze real-life social problems, assess community needs, design interventions, and evaluate outcomes, sharpening their critical thinking and decision-making skills.

Professional Ethics and Responsibility

Fieldwork immerses students in professional practice, requiring adherence to ethical principles such as confidentiality, respect for human dignity, and advocacy for vulnerable populations.

1.3 Integration of Theory with Practice

The fieldwork curriculum at the University of Kashmir aims to follow a structured approach, so as to ensure that fieldwork experiences align with the theoretical courses taught in each semester. This integration allows students to apply classroom learning in real-world settings and develop a deeper understanding of the profession.

The table given below indicates that how core courses in each semester are linked to fieldwork experiences:

Semester	Theoretical Courses	Field Work Focus
Semester I <i>(Basic Orientation)</i>	History & Philosophy of Social Work, Social Problems, Society & Social Work, Human Behavior and Social Psychology	Observation visits, community mapping, agency exposure, case study analysis
Semester II <i>(Developing Professional Skills)</i>	Social Work with Individuals, Community Work, Social Research, Rural Development	Social casework, community mobilization, rural camp, family welfare interventions
Semester III <i>(Specialized Practice)</i>	Social Welfare Management, Disability Studies, Counseling, Social Policy	Placement in specialized agencies (mental health, child protection, gender justice, rehabilitation, etc.), social policy analysis, advocacy
Semester IV <i>(Advanced & Independent Field Work)</i>	Social Justice, Health & Medical Social Work, Correctional Services, HRM & Labour Welfare	Engagement in legal and correctional services, health institutions, social justice campaigns, independent case handling

1.4 Field Work Learning Outcomes across Four Semesters

By the time students complete their MSW program, they are expected to have acquired the *skills, knowledge, and professional attitude* required for competent social work practice. The fieldwork component has the following key learning outcomes:

I. Practical Application of Social Work Theories & Methods

Students will be able to apply social work principles and intervention strategies effectively in diverse practice settings.

II. Professional Competency in Social Work Interventions

Students will develop skills in casework, group work, and community practice, including crisis intervention, counseling, advocacy, and policy analysis.

III. Ability to Work with Vulnerable & Marginalized Groups

Students will be exposed to various social groups, including children, women, elderly, differently-abled persons, displaced communities, and individuals facing discrimination.

IV. Policy Awareness and Program Implementation

Students will gain insights into government welfare schemes, policies, and social development programs, learning how policies are implemented at the grassroots level.

V. Ethical & Professional Development

Students will uphold professional values such as respect, social justice, confidentiality, integrity, and empathy, preparing them for ethical social work practice.

VI. Capacity for Independent & Critical Thinking

At the end of their fieldwork journey, students will be able to analyze complex social issues, design evidence-based interventions, and contribute to policy advocacy and reform efforts. This manual serves as a roadmap for MSW students, guiding them through their field work placements, expectations, and evaluation process. It is a tool for structured learning, helping students navigate their professional journey and emerge as skilled, ethical, and socially responsible practitioners. In the following sections, the manual will outline the fieldwork structure, semester-wise activities, evaluation process, and practical guidelines to ensure a successful learning experience for students enrolled in the MSW program at the University of Kashmir.

2. MSW COURSE STRUCTURE AND FIELD WORK COMPONENTS

The MSW program at the University of Kashmir follows a structured course scheme, wherein students undertake core courses, discipline-centric electives, generic electives, open electives, and extensive fieldwork in every semester.

2.1 Overview of the MSW Program

The Master in Social Work (MSW) program at the University of Kashmir is a two-year, four-semester postgraduate program designed to equip students with a blend of theoretical knowledge and practical fieldwork experience. The curriculum ensures a balanced integration of classroom learning and field-based practice, preparing students for professional roles in social welfare, community development, mental health, child protection, human rights, and policy advocacy. The MSW program at the University of Kashmir follows a structured course scheme, wherein students undertake core courses, discipline-centric electives, generic electives, open electives, and extensive fieldwork in every semester.

Each semester includes:

1. Core Courses – Fundamental subjects that provide conceptual and methodological grounding in social work.
2. Discipline-Centric Electives (DCEs) – Advanced courses that allow specialization in specific areas of social work practice.
3. Generic Electives (GEs) – Courses offering interdisciplinary perspectives relevant to social work.
4. Open Electives (OEs) – Courses that provide flexibility for students to explore topics beyond their core curriculum.
5. Field Work (FW) – A structured practicum where students gain real-world experience by engaging with communities, social work agencies, government institutions, and NGOs.

The fieldwork component is an integral part of all four semesters, increasing in complexity and depth as students progress. It is designed to align with the theoretical **courses** taught in each semester, ensuring an all-round learning experience.

2.2 Semester-Wise Course Breakdown and Field Work Linkages

The structured course-to-fieldwork integration aims that students progressively develop competencies, allowing them to apply classroom knowledge directly in professional

settings. The following table provides an overview of the MSW course structure and its corresponding fieldwork components across all four semesters:

Semester	Course Focus	Field Work Objectives	Field Work Components
Semester I (Orientation & Foundation)	History & Philosophy of Social Work, Social Problems, Society & Social Work, Human Development & Psychology	Exposure to social issues, agency visits, community profiling, case study analysis	Community observation, agency visits, structured field reports, weekly faculty supervision
Semester II (Application & Skills Development)	Social Work with Individuals, Community Work, Social Research, Rural Development	Direct intervention in social work practice, engagement with rural and urban communities, casework and group work experience	Individual and group interventions, rural camp, networking with social organizations, group conferences
Semester III (Specialization & Professionalization)	Social Welfare Management, Disability Studies, Counseling, Social Policy	Placement in specialized institutions (mental health, child welfare, gender-based interventions, policy analysis)	Institutional placements, case documentation, policy research, advocacy and intervention strategies
Semester IV (Advanced & Independent Practice)	Social Justice, Health & Medical Social Work, Correctional Services, HRM & Labour Welfare	Hands-on professional social work practice in diverse settings, independent case handling, legal and policy-level engagement	Final field placement, engagement with correctional, health, and labor welfare systems, project implementation

2.3 Understanding the Field Work Component

The fieldwork component of the MSW program is divided into four progressive stages, corresponding to the four semesters. Each stage has specific learning objectives and tasks, ensuring that students develop the necessary skills and experience required for professional social work practice.

Stage 1: Orientation and Exposure (Semester I)

- Students are introduced to the profession and the basic concepts of social work practice.
- The focus is on observation, exposure, and understanding of social issues.
- Students visit various social work organizations, interact with practitioners and service users, and document their observations.

Key Tasks:

- Agency visits and institutional profiling
- Community mapping and demographic studies
- Exposure to social issues such as poverty, gender discrimination, disability, child welfare, and public health
- Weekly individual and group conferences with faculty supervisors to reflect on field experiences

Stage 2: Application of Methods & Skills (Semester II)

- Students move from observation to active participation in social work interventions.
- They engage in social casework, group work, and community organization methods.
- The rural camp is a major component where students work directly in rural settings, identifying social issues and implementing interventions.

Key Tasks:

- Practicing casework and group work methods
- Engaging with community organizations and grassroots agencies
- Participating in rural development programs
- Conducting needs assessments and baseline studies
- Engaging in group conferences to share field experiences

Stage 3: Specialization and Professional Competency (Semester III)

- Students are placed in specialized settings such as mental health institutions, child protection units, disability centers, women's shelters, and correctional institutions.
- The focus is on direct interventions, professional case handling, and policy analysis.

Key Tasks:

- Conducting individual and group counseling sessions
- Analyzing policies affecting marginalized communities
- Working on disability rehabilitation programs
- Networking with NGOs, government bodies, and advocacy groups
- Writing case reports, intervention plans, and policy briefs

Stage 4: Advanced & Independent Social Work Practice (Semester IV)

- Students work towards independent case handling, engaging in macro-level interventions such as policy advocacy, legal aid services, correctional rehabilitation, and healthcare interventions.
- They develop a professional portfolio and prepare for careers in social work practice, policymaking, and social welfare management.

Key Tasks:

- Engaging with human rights organizations, health institutions, and legal aid services
- Conducting community mobilization and advocacy campaigns
- Implementing social welfare programs and policy interventions
- Participating in final viva-voce and fieldwork presentations

2.4 Field Work as a Continuous Learning Process

Field work in the MSW program is not limited to isolated tasks but follows a continuous learning trajectory that:

- *Progresses from **observation** (Semester I) → **direct intervention** (Semester II) → **specialized practice** (Semester III) → **independent practice** (Semester IV).*

- *Encourages critical reflection through weekly faculty supervision and individual and group conferences.*

- *Fosters professional identity formation, preparing students for diverse careers in social work.*

- *Provides opportunities for innovation, allowing students to develop new approaches, research methodologies, and social action strategies.*

The following sections provide detailed semester-wise fieldwork guidelines, specifying learning objectives, activities, evaluation criteria, and ethical considerations for each stage.

3. FIELD WORK STRUCTURE

The fieldwork structure in the MSW program is designed to ensure progressive learning, starting from basic orientation in Semester I and culminating in advanced independent practice in Semester IV. Each semester's fieldwork is structured to align with the theoretical courses, ensuring that students not only learn concepts but also actively apply them in field settings.

3.1 Introduction

Fieldwork is an integral component of the MSW program at the University of Kashmir, ensuring that students gain hands-on experience in professional social work practice. Unlike theoretical coursework, fieldwork provides real-world exposure, enabling students to apply social work principles, methods, and ethics in practical settings. This section outlines the types of fieldwork, supervision mechanisms, student responsibilities, and assessment methods, ensuring a systematic and rigorous approach to field-based learning.

3.2 Categories of Field Work

The MSW fieldwork structure is categorized into different types of placements and activities, ensuring a diverse and rich learning experience, covering all the critical domains of social work settings.

3.2.1 Observation-Based Fieldwork (Semester I)

- Introduces students to social work settings, agency operations, and social issues.
- Students visit various institutions (NGOs, government welfare agencies, hospitals, rehabilitation centers) to observe real-world interventions.
- Activities include:
 - *Community mapping and profiling*
 - *Observation visits to government welfare programs and NGOs*
 - *Case study analysis of social problems*
 - *Interviews with social work practitioners and beneficiaries*

3.2.2 Participation-Based Fieldwork (Semester II)

- Focuses on direct engagement in social work interventions.
- Students actively participate in casework, group work, and community-based interventions.
- Activities include:
 - *Conducting individual casework and group interventions*

- *Participating in a rural camp to engage with marginalized communities*
- *Involvement in social action programs and advocacy initiatives*
- *Developing social work intervention plans for specific communities*

3.2.3 Placement-Based Fieldwork (Semester III & IV)

- Students are placed in specialized institutions for in-depth practice.
- They work under agency supervision, handling real-life cases and interventions.
- Activities include:
 - Case management in mental health, child welfare, disability, correctional institutions
 - Policy research and advocacy in social development organizations
 - Crisis intervention and rehabilitation work
 - Direct engagement in government programs and grassroots movements

3.2.4 Special Field Work Activities

In addition to regular field placements, students participate in specialized fieldwork activities that enhance their practical learning experience:

- *Rural Camp (Semester II):* A 10-day immersive program in rural communities.
- *Inter-Agency Meet (Semester III):* Students interact with NGOs, government officials, and social workers to understand collaborative interventions.
- *Social Justice & Advocacy Projects (Semester IV):* Engagement in policy implementation, legal aid, and human rights initiatives.

3.3 Responsibilities in Field Work

Fieldwork requires active participation, discipline, and professionalism.

3.3.1 Student Responsibilities

Students are expected to:

- Maintain regular attendance and punctuality in field placements.
- Follow the guidelines set by placement agencies and adhere to professional ethics.
- Submit weekly fieldwork reports to faculty supervisors.
- Participate in individual and group conferences for reflection and learning.
- Engage in critical thinking and problem-solving during interventions.
- Maintain confidentiality and ethical standards while dealing with clients and case studies.

3.3.2 Faculty Supervisor Responsibilities

Faculty supervisors play a crucial role in guiding students through fieldwork. Their responsibilities include:

- Providing pre-placement orientation and fieldwork guidelines.
- Conducting weekly individual conferences with students to discuss experiences, challenges, and learning.
- Ensuring that students relate theory to practice effectively.
- Evaluating students' fieldwork reports, intervention strategies, and overall engagement.
- Acting as a liaison between students and field agencies.

3.3.3 Field Agency Supervisor Responsibilities

Field supervisors from placement agencies oversee students' daily activities and practical learning. Their responsibilities include:

- Orienting students to agency functions, programs, and policies.
- Assigning specific roles and responsibilities to students.
- Providing on-the-ground training in casework, group work, and community intervention.
- Offering feedback and assessment of student performance
- Ensuring that students adhere to agency rules and ethical standards.

3.4 Field Work Supervision Model

The fieldwork supervision model aims that students receive structured guidance and support throughout their field placements. The supervision system consists of the following key elements:

3.4.1 Individual Conferences

- Conducted **weekly** between students and faculty supervisors.
- Purpose: To reflect on field experiences, address challenges, and improve intervention skills.
- Discussions include:
 - *Analysis of fieldwork activities*
 - *Review of social work methods applied in interventions*
 - *Case discussions and problem-solving strategies*

3.4.2 Group Conferences

- Organized **fortnightly**.

- Purpose: To encourage peer learning and exchange of field experiences.
- Students present case studies, intervention models, and social work strategies to faculty and peers.

3.4.3 On-Site Supervision by Field Agencies

- Students receive direct supervision from agency mentors.
- Supervisors provide practical training in real-life social work settings.
- Regular feedback sessions are held to assess students' progress and areas for improvement.

3.5 Field Work Assessment and Evaluation

Fieldwork assessment ensures that students demonstrate competence in social work practice. The evaluation process consists of:

3.5.1 Field Work Reports

- Students submit ***weekly reports***, detailing their field experiences, observations, and interventions.
- Reports include:
 - *Description of cases handled*
 - *Challenges encountered and solutions applied*
 - *Reflection on learnings and skill development*

3.5.2 Faculty & Field Supervisor Evaluation

- Faculty and field supervisors jointly assess students' performance based on:
 - *Engagement in field activities*
 - *Application of social work methods*
 - *Professional behavior and ethical conduct*
 - *Ability to analyze and document field experiences*

3.5.3 Viva Voce & Final Presentation

- Conducted at the end of each semester.
- Students present their fieldwork experiences and answer questions on their interventions and learning outcomes.
- Evaluates students' ability to critically assess their field practice and apply theoretical knowledge.

4. SEMESTER-WISE FIELD WORK GUIDELINES

4.1 Introduction

This section outlines the specific objectives, activities, and evaluation criteria for each semester's fieldwork, ensuring that students develop core social work competencies as they advance through the program.

4.2 Field Work Guidelines for Semester I: Orientation & Foundation

4.2.1 Objectives in Semester I

The first semester of fieldwork is primarily exploratory and focuses on introducing students to:

- *The history, philosophy, and principles of social work.*
- *The structure and functions of social work agencies and institutions.*
- *Social problems and community dynamics through direct observation.*
- *Ethical considerations and professional conduct in social work practice.*

By the end of Semester I, students should:

- *Understand the nature and scope of social work as a profession.*
- *Develop a basic understanding of social service delivery mechanisms.*
- *Be able to analyze social issues through structured observation.*
- *Build preliminary communication and documentation skills.*

4.2.2 Field Work Activities in Semester I

Activity	Description	Learning Outcomes
Agency Visits & Organizational Profiling	Students visit government agencies, NGOs, welfare institutions, and rehabilitation centers to understand their functioning.	Gain exposure to real-world social work settings and institutional frameworks.
Community Mapping & Profiling	Students engage in structured observation of urban and rural communities, documenting social issues such as poverty, gender inequality, and child welfare.	Develop field-based analytical skills and understand social structures.
Case Study Analysis	Students review real-life case files of individuals receiving social services.	Learn how social issues impact individuals and families.
Structured Interviews with Social Workers	Students interact with practicing social workers to understand professional challenges.	Gain insights into social work roles and responsibilities.
Weekly Field Reports & Individual	Students document their observations, learnings, and reflections. Faculty supervisors conduct	Develop skills in report writing, analysis, and critical reflection.

Conferences	weekly review sessions.	
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4.2.3 Evaluation Criteria for Semester I Field Work

- *Field Work Attendance & Participation* – 20%
- *Quality of Observation Reports* – 30%
- *Participation in Individual Conferences* – 20%
- *Final Viva Voce & Fieldwork Reflection* – 30%

4.3 Field Work Guidelines for Semester II: Application of Social Work Methods

4.3.1 Objectives in Semester II

In the second semester, students transition from observation to active participation in social work interventions.

The focus is on:

- *Applying social casework, group work, and community organization methods.*
- *Engaging in rural and urban social work interventions.*
- *Developing skills in advocacy, intervention planning, and implementation.*

By the end of Semester II, students should:

- *Be able to apply casework and group work methods in real settings.*
- *Gain experience in direct interventions with individuals and communities.*
- *Understand the dynamics of social work in rural contexts.*
- *Develop skills in advocacy and service delivery coordination.*

4.3.2 Field Work Activities in Semester II

Activity	Description	Learning Outcomes
Individual Casework & Family Interventions	Students handle individual cases under supervision, applying casework techniques to real social issues.	Develop skills in assessment, intervention, and documentation.
Group Work Sessions	Conduct structured group activities with marginalized populations such as women, children, elderly, or persons with disabilities.	Understand group dynamics and facilitate collective empowerment.
Community Work & Needs Assessment	Engage in community-based social work, identifying needs and planning interventions.	Gain experience in grassroots-level social work and participatory approaches.
Rural Camp (10 Days)	Students spend 10 days in a rural community, studying local issues and implementing small-scale interventions.	Learn about rural social structures and service delivery gaps.

Advocacy & Awareness Campaigns	Students participate in social awareness programs on issues like child protection, gender rights, and public health.	Develop skills in policy advocacy and community mobilization.
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4.3.3 Evaluation Criteria for Semester II Field Work

- *Casework & Group Work Documentation* – 30%
- *Engagement in Rural Camp & Community Work* – 30%
- *Participation in Advocacy & Awareness Campaigns* – 20%
- *Final Field Work Report & Viva Voce* – 20%

4.4 Field Work Guidelines for Semester III: Specialized Interventions

4.4.1 Objectives in Semester III

In Semester III, students are placed in specialized social work institutions and are expected to:

- *Work on complex cases in mental health, child welfare, disability, or correctional settings.*
- *Develop expertise in policy analysis, social welfare management, and rehabilitation programs.*
- *Engage in macro-level interventions, including social policy advocacy and research.*

By the end of Semester III, students should:

- *Be able to handle specialized social work cases independently.*
- *Demonstrate policy analysis and research skills.*
- *Develop competencies in rehabilitation and intervention planning.*

4.4.2 Field Work Activities in Semester III

Activity	Description	Learning Outcomes
Placement in Specialized Institutions	Students work in mental health facilities, child protection units, rehabilitation centers, and correctional institutions.	Gain expertise in handling complex social work cases.
Policy Research & Advocacy Work	Analyze government policies on disability rights, child welfare, and social security.	Understand the impact of policies on marginalized populations.
Counseling & Rehabilitation Work	Provide direct counseling to individuals in need.	Develop skills in counseling and crisis intervention.
Networking with NGOs & Government Bodies	Engage in multi-agency collaborations and case referrals.	Learn about inter-institutional cooperation in social work practice.

4.4.3 Evaluation Criteria for Semester III Field Work

- *Specialized Casework & Institutional Engagement – 40%*
- *Policy Research & Advocacy Report – 30%*
- *Final Field Presentation & Viva Voce – 30%*

4.5 Field Work Guidelines for Semester IV: Advanced & Independent Practice

4.5.1 Objectives in Semester IV

In Semester IV, students are ready for advanced & independent practice and are expected to:

- *Students take on independent roles in professional social work practice.*
- *Engage in macro-level interventions, policy advocacy, and legal aid initiatives.*

Field Work Activities:

- *Case Management in Health & Correctional Services*
- *Human Rights & Legal Advocacy Initiatives*
- *Final Field Placement & Professional Networking*

4.5.3 Evaluation Criteria for Semester IV Field Work

- *Final Case Reports & Agency Supervisor Evaluation – 50%*
- *Policy Engagement & Social Justice Work – 30%*
- *Final Viva Voce & Professional Competency Review – 20%*

5. FIELD WORK SUPERVISION & EVALUATION GUIDELINES

Supervision and evaluation are essential components of fieldwork in the MSW program at the University of Kashmir. Supervision ensures that students receive structured guidance and support, while evaluation assesses their progress, skill development, and professional competence.

5.1 Introduction

This section outlines the supervision framework, evaluation criteria, assessment tools, and responsibilities of students, faculty supervisors, and field agencies in the fieldwork process.

5.2 Field Work Supervision

Fieldwork supervision in the MSW program is a **three-tiered approach**. This **multi-level supervision** aims that students receive holistic guidance and critical feedback throughout their fieldwork.

1. *Faculty Supervision* – Provided by university-appointed faculty members.
2. *Agency Supervision* – Provided by professionals at the placement site.
3. *Peer and Self-Supervision* – Encouraged through group discussions, reflection exercises, and documentation.

5.3 Responsibilities in Field Work Supervision

5.3.1 Student Responsibilities

Students play an active role in fieldwork supervision by:

- *Attending weekly individual supervision meetings with faculty supervisors.*
- *Following guidelines and expectations set by faculty and agency supervisors.*
- *Submitting weekly fieldwork reports detailing their experiences and learnings.*
- *Participating in group conferences and discussions.*
- *Seeking feedback and incorporating suggestions for improvement.*
- *Upholding professional ethics, confidentiality, and accountability.*

5.3.2 Faculty Supervisor Responsibilities

Faculty supervisors act as mentors and evaluators, ensuring students integrate theory with practice. Their responsibilities include:

- *Conducting weekly individual conferences to review students' progress.*
- *Providing feedback on field reports and case documentation.*
- *Assessing students' engagement, professionalism, and learning outcomes.*
- *Liaising with agency supervisors to monitor student performance.*
- *Guiding students in problem-solving and ethical decision-making.*

5.3.3 Field Agency Supervisor Responsibilities

Agency supervisors provide on-the-ground guidance and help students develop practical social work skills. Their responsibilities include:

- *Orienting students to the agency's programs, policies, and clients.*
- *Assigning real-world tasks and ensuring active participation.*
- *Monitoring students' casework, group interventions, and community projects.*
- *Providing structured feedback and evaluating field performance.*
- *Coordinating with faculty supervisors to ensure student progress.*

5.4 Supervision Mechanisms

5.4.1 Individual Supervision Conferences (Weekly)

- One-on-one meetings between the student and faculty supervisor.
- Students present fieldwork reports, discuss challenges, and receive feedback.
- It will ensure continuous reflection and learning.

5.4.2 Group Conferences (Fortnightly)

- A collaborative learning session where students share fieldwork experiences.
- Facilitated by faculty members with participation from field agencies.
- Purpose: Encourage peer learning, critical analysis, and knowledge exchange.

5.4.3 Mid-Semester Review

- *A formal assessment conducted halfway through the semester.*
- *Students receive feedback on progress, strengths, and areas for improvement.*

5.4.4 Final Supervision & Assessment

- *A final review at the end of the semester.*
- *Includes agency feedback, faculty assessment, and student self-evaluation.*

5.5 Field Work Evaluation:

Fieldwork evaluation is multi-dimensional, assessing students on:

1. *Professional Development & Skill Acquisition*
2. *Engagement & Participation in Field Activities*
3. *Application of Social Work Methods*
4. *Quality of Reports & Documentation*
5. *Ethical Conduct & Professionalism*

5.5.1 Components of Field Work Evaluation

Component	Description	Weight-age (%)
Field Work Attendance & Participation	Regularity in placements, meetings, and supervision.	20%
Quality of Field Reports	Depth of analysis, critical reflection, and application of theory.	25%
Application of Social Work Methods	Demonstrating casework, group work, and community organization skills.	25%
Feedback from Agency Supervisors	Performance in institutional settings and direct interventions.	15%
Final Viva Voce & Presentation	Oral defense of fieldwork learnings and experiences.	15%

5.6 Field Work Assessment Tools

5.6.1 Weekly Field Work Reports

Students must submit structured fieldwork reports documenting:

- *Description of agency tasks and interventions.*
- *Reflections on challenges and learnings.*
- *Application of social work methods.*
- *Self-assessment of progress.*

5.6.2 Faculty & Agency Supervisor Feedback Forms

Supervisors provide structured feedback using evaluation rubrics or matrix.

5.6.3 Student Self-Assessment Form

Students assess their own strengths, challenges, and professional growth.

5.6.4 Final Viva Voce & Field Work Presentation

- Conducted at the end of each semester.
- Students present fieldwork findings, case studies, and intervention strategies.
- Panel of evaluators includes faculty members and field agency representatives.

5.7 Ethical Guidelines for Field Work

5.7.1 Confidentiality & Data Protection

- Students must maintain strict confidentiality regarding client information.
- Personal details of beneficiaries should be anonymized in reports and presentations.

5.7.2 Professional Conduct & Ethics

- Students must adhere to ethical principles of social work.
- Any form of discrimination, bias, or misconduct will lead to disciplinary action.

5.7.3 Respect for Client Dignity & Rights

- Social work practice must be client-centered, culturally sensitive, and rights-based.

5.7.4 Avoiding Conflicts of Interest

- Students must act professionally and avoid conflicts between personal and professional roles.

5.8 Consequences of Non-Compliance with Field Work Requirements

Students who fail to meet fieldwork expectations may face:

- *Reduced marks or failure in fieldwork assessment.*
- *Disqualification from field placements.*
- *Repetition of fieldwork semester (if necessary).*
- *Formal disciplinary action for ethical violations.*

6. SPECIAL FIELD WORK ACTIVITIES & PROGRAMS

6.1 Introduction

In addition to regular field placements, the MSW program at the University of Kashmir incorporates *special fieldwork activities* that build and enrich students' practical learning experience, interdisciplinary collaboration, and professional preparedness. These activities help students develop a deeper understanding of diverse social issues, community engagement strategies, policy implementation, and networking with professionals in the field. These special fieldwork activities ensure that students:

- *Gain first-hand exposure to rural communities and institutional collaborations.*
- *Develop professional networks and advocacy skills.*
- *Learn how to engage in policy advocacy and community development.*
- *Are better prepared for careers in social work, development, and research*

Special fieldwork activities include:

- *Rural Camp (Semester II)* – Immersive engagement in rural communities.
- *Inter-Agency Meet (Semester III)* – Collaboration with NGOs and government agencies.
- *Advocacy & Awareness Campaigns (All Semesters)* – Active participation in policy advocacy and social justice initiatives.
- *Workshops, Training Sessions & Seminars* – Exposure to new research and best practices in social work.
- *Internship & Job Placement Support (Semester IV)* – Preparing students for professional social work practice.

6.2 Rural Camp (Semester II)

The Rural Camp is a 10-day immersive program that provides students with first-hand exposure to rural life, social issues, and community development processes.

6.2.1 Purpose & Objectives

It is designed to:

- *Help students understand the socio-economic realities of rural communities.*
- *Develop skills in community engagement, participatory research, and need assessment.*
- *Allow students to apply social work methods in a rural setting.*
- *Foster an appreciation for rural development policies and self-help initiatives.*

6.2.2 Rural Camp Activities

Activity	Description	Learning Outcomes
Community Profiling	Conducting a socio-economic survey of the village.	Understanding rural demographics, caste dynamics, livelihoods, and local governance.
Needs Assessment Study	Identifying key issues related to education, health, sanitation, and livelihoods.	Learning research methods for community-based participatory planning.
Field Visits to Local Institutions	Visits to panchayats, rural schools, public health centers, and SHGs (Self-Help Groups).	Exposure to rural governance, health care systems, and microfinance programs.
Awareness Campaigns	Organizing programs on gender rights, public health, child protection, and legal awareness.	Developing skills in public speaking, advocacy, and participatory communication.
Action-Based Interventions	Implementing small projects such as sanitation drives, literacy programs, or health awareness camps.	Learning practical intervention strategies for social work.
Cultural Exchange & Documentation	Engaging in dialogue with villagers, local leaders, and NGOs.	Enhancing interpersonal skills and cross-cultural understanding.

6.2.3 Evaluation Criteria for Rural Camp

- *Participation in Activities – 40%*
- *Community Reports & Documentation – 30%*
- *Presentation on Learnings & Reflections – 30%*

Students submit a detailed rural camp report, outlining their findings, interventions, and reflections on their learning experience.

6.3 Inter-Agency Meet (Semester III)

6.3.1 Purpose & Objectives

The Inter-Agency Meet is an interactive platform where students engage with NGOs, government officials, corporate social responsibility (CSR) representatives, and social work professionals.

It is aimed at:

- *Enhancing inter-agency collaboration and networking.*
- *Exposing students to multi-stakeholder perspectives on social issues.*
- *Helping students understand policy implementation challenges.*
- *Preparing students for internship and career opportunities.*

6.3.2 Activities in the Inter-Agency Meet

Activity	Description	Learning Outcomes
Panel Discussions	Experts discuss themes such as mental health, gender justice, disaster response, social welfare policy.	Learning about current trends, policies, and best practices.
NGO & Government Agency Presentations	Agencies showcase their work in child rights, environment, health, and human rights.	Exposure to diverse models of social work practice.
Internship & Placement Talks	Agencies discuss potential internship and job opportunities.	Understanding career paths in NGOs, UN agencies, and development sectors.
Networking Sessions	Students interact with social work professionals.	Building professional connections for future collaborations.

6.3.3 Evaluation Criteria for Inter-Agency Meet

- *Participation & Engagement in Sessions – 40%*
- *Written Reflections on Key Learnings – 30%*
- *Presentation on Agency Collaborations – 30%*

6.4 Advocacy & Awareness Campaigns (All Semesters)

6.4.1 Purpose & Objectives

Advocacy is a core skill for social workers, enabling them to:

- *Raise awareness about pressing social issues.*
- *Engage with policy-makers and the public.*
- *Promote human rights and social justice.*

6.4.2 Types of Campaigns & Interventions

Campaign Focus	Intervention Methods	Semester
Child Protection & Education Rights	Street plays, poster campaigns, school awareness programs	Semester I & II
Gender Equality & Women's Rights	Community meetings, self-defense workshops, legal aid sessions	Semester II & III
Substance Abuse Prevention	Public talks, rehabilitation center collaborations	Semester III
Mental Health Awareness	Counseling camps, workplace sensitization	Semester III & IV
Disability Rights & Inclusion	Sensitization programs, accessibility audits	Semester IV

6.5 Workshops, Training Sessions & Seminars

6.5.1 Purpose & Objectives

Social work is a dynamic field, requiring continuous skill development and interdisciplinary exposure.

The MSW program incorporates:

- *Workshops on counseling, crisis intervention, and community mobilization.*
- *Seminars on contemporary social issues, policies, and development models.*
- *Training sessions in research methodologies and program evaluation.*

6.5.2 Evaluation Criteria for Workshops & Training Programs

- *Active Participation & Engagement – 50%*
- *Application of Learning in Field Practice – 50%*

6.6 Internship & Job Placement Support (Semester IV)

6.6.1 Purpose & Objectives

Semester IV students receive structured support for internships and job placements, preparing them for careers in NGOs, government agencies, CSR, research, and social welfare organizations.

6.6.2 Activities in Job Placement Support

- *Resume & Cover Letter Writing Workshops*
- *Mock Interviews with Social Work Professionals*
- *Career Guidance Seminars by Alumni & Employers*
- *On-Campus Recruitment Drives by NGOs & Development Agencies*

6.6.3 Expected Outcomes

- *Students develop job-ready skills and professional networks.*
- *Increased opportunities for post-graduate employment in social work sectors.*
- *Enhanced confidence and preparedness for entering the workforce.*

7. RULES & REGULATIONS FOR FIELD WORK

7.1 Introduction

The fieldwork component of the MSW program at the University of Kashmir is governed by a set of rules and regulations to ensure professionalism, accountability, and consistency in practice. These guidelines establish clear expectations for students, faculty supervisors, and field agencies and ensure that fieldwork remains a structured and ethical learning process. Failure to adhere to these regulations can result in ***penalties***, including a reduction in grades, additional fieldwork assignments, or even disqualification from the program in *severe* cases. These regulations aim that fieldwork remains a meaningful, structured, and professional learning experience, preparing students for responsible social work practice.

The rules and regulations for fieldwork ensure that students:

- *Follow strict attendance and reporting protocols.*
- *Maintain professionalism, ethics, and confidentiality.*
- *Adhere to agency guidelines and university policies.*
- *Have access to grievance redressal mechanisms.*
- *Are protected by safety and risk management protocols.*

7.2 Attendance & Leave Policies

7.2.1 Minimum Attendance Requirement

- Students must complete 100% of the required fieldwork hours in each semester unless formally exempted for medical or exceptional reasons.
- A minimum of 75% attendance in fieldwork is mandatory to be eligible for semester-end evaluation.

7.2.2 Leave Guidelines

- Prior permission must be sought for leave from both the faculty supervisor and the agency supervisor.
- Leave applications must be submitted in writing with valid justifications and supporting documents (e.g., medical certificate).
- Unapproved absences will be considered a violation and may impact the final fieldwork assessment.

7.2.3 Consequences of Low Attendance

Attendance (%)	Consequence
75% or above	Eligible for full evaluation
50% - 74%	Reduction in fieldwork grade; additional assignments may be required
Below 50%	Not eligible for fieldwork evaluation; must repeat the semester's fieldwork

7.3 Professional Conduct & Ethical Standards

7.3.1 Code of Conduct

Students are expected to:

- *Maintain professional behavior in field placements.*
- *Show respect and sensitivity towards clients, supervisors, and peers.*
- *Follow agency protocols and fieldwork guidelines.*
- *Avoid engaging in political or religious conflicts during field placements.*

7.3.2 Confidentiality & Data Protection

- Students must maintain strict confidentiality regarding client information and agency records.
- Case records, reports, and observations must be handled responsibly and stored securely.
- Any breach of confidentiality will result in disciplinary action.

7.3.3 Avoiding Conflicts of Interest

- Students must not accept gifts, favors, or money from clients or agency staff.
- Dual relationships (e.g., working in an agency where a family member is employed) should be disclosed to faculty supervisors for guidance.

7.3.4 Use of Technology & Social Media

- Students must not post fieldwork experiences, case details, or photos on social media.
- All fieldwork data collection must follow ethical guidelines, including informed consent from participants.

7.4 Reporting & Documentation Guidelines

7.4.1 Field Work Report Submission

- Students must submit weekly fieldwork reports to faculty supervisors.
- Reports should be well-structured, analytical, and professionally written.
- Late submission of reports may impact evaluation scores.

7.4.2 Report Format

Each fieldwork report should include:

- *Brief description of the agency and its activities.*
- *Overview of tasks performed and methods used.*
- *Reflection on key learnings and challenges faced.*
- *Analysis of how social work theories were applied in practice.*

7.4.3 Documentation of Cases & Interventions

- Case files must be accurate, clear, and well-organized.
- Students should use appropriate social work assessment tools (e.g., genograms, needs assessments, intervention plans).
- Personal details of clients must be anonymized to protect identity.

7.5 Grievance Redressal Mechanism

7.5.1 Addressing Issues in Field Placements

If a student faces challenges related to:

- *Supervisory issues (e.g., lack of guidance from agency staff).*
- *Ethical dilemmas (e.g., conflict between agency policies and social work ethics).*
- *Safety concerns in the field placement.*

They should:

1. Report the issue to their faculty supervisor immediately.
2. Document the problem and discuss possible solutions.
3. If unresolved, escalate the matter to the Field Work Coordinator or Department Head.

7.5.2 Filing a Formal Complaint

- Students may file a written complaint if grievances are not resolved informally.

- Complaints will be reviewed by a Field Work Grievance Committee.
- Actions may include reassigning the student to a different fieldwork agency or conducting mediation between the student and agency supervisor.

7.6 Disciplinary Actions for Field Work Violations

Students who fail to adhere to fieldwork policies may face disciplinary actions, including:

Violation	Consequence
<i>Repeated absenteeism without justification</i>	Reduction in grades; additional assignments
<i>Unethical behavior (breach of confidentiality, misconduct, falsification of reports)</i>	Immediate disciplinary action, up to disqualification from fieldwork
<i>Plagiarism in field reports</i>	Deduction of marks; mandatory rewriting of reports
<i>Disrespectful behavior towards clients, supervisors, or peers</i>	Formal warning and review by faculty committee
<i>Failure to submit reports on time</i>	Grade reduction and additional assignments

7.7 Safety & Risk Management in Field Work

7.7.1 Personal Safety Guidelines

- Students should avoid working alone in high-risk areas without prior approval.
- Any incidents of harassment, violence, or security concerns should be immediately reported to the faculty supervisor.
- Emergency contact numbers of supervisors and university authorities must be kept by students at all times.

7.7.2 Health & Well-Being Considerations

- Students should be aware of health risks associated with field placements (e.g., infectious diseases in medical settings, mental health strain from trauma cases).
- Seeking mental health support and faculty guidance is encouraged if students experience stress, burnout, or emotional distress due to fieldwork exposure.

8. ANNEXURES (FIELD WORK REPORTING FORMATS & GUIDELINES)

8.1 Introduction

This section provides standardized templates, formats, and guidelines for fieldwork reporting, evaluation, and documentation. These annexures ensure uniformity, accuracy, and professional quality in students' fieldwork submissions while enabling faculty and agency supervisors to systematically assess student performance.

The annexures included in this section are:

Annexure 1: Field Work Evaluation Formats (Semester-wise

Annexure 2: Weekly Field Work Reporting Template

Annexure 3: Guidelines for Group Conferences & Reflections

Annexure 4: Agency Supervisor Feedback Form

Annexure 5: Student Self-Assessment Form

Annexure 6: List of Partner Organizations for Field Work Placements

8.2 Annexure 1: Field Work Evaluation Formats (Semester-wise)

Each semester’s fieldwork evaluation follows specific criteria aligned with student learning outcomes and program expectations. The following table presents a semester-wise fieldwork assessment format:

Semester	Evaluation Component	Weightage (%)
Semester I (Orientation)	Observation reports, agency visit reflections, community profiling	30%
	Participation in individual supervision & group conferences	20%
	Attendance & punctuality	20%
	Final viva-voce (reflecting on learning outcomes)	30%
Semester II (Practice & Engagement)	Casework & group work reports	30%
	Rural camp performance & documentation	25%
	Engagement in social awareness programs	20%
	Final viva-voce	25%
Semester III (Specialized Practice)	Institutional placement case documentation	30%
	Policy research & advocacy reports	30%
	Participation in inter-agency meet	20%
	Supervisor feedback & final presentation	20%
Semester IV (Advanced & Independent Practice)	Final casework reports & field experience documentation	40%
	Human rights/social justice project engagement	30%
	Final viva-voce & professional competency assessment	30%

8.3 Annexure 2: Weekly Field Work Reporting Template

Weekly Field Report Format

Student Name:
Semester:
Fieldwork Agency Name:
Field Supervisor Name:
Week of Report:

Section 1: Summary of Weekly Activities

- **Key tasks performed:** (e.g., casework, group facilitation, community visits)
- **Methods applied:** (social casework, community organization, advocacy)
- **Engagement with clients/beneficiaries:** (type of interaction, purpose, and outcomes)

Section 2: Learnings & Reflections

- **What new skills or insights were developed?**
- **Challenges faced & strategies to overcome them**

Section 3: Supervisor Feedback Received

- **Guidance received from agency/faculty supervisor**
- **Improvements suggested and actions taken**

Section 4: Plan for the Next Week

- **Upcoming tasks and objectives**

Student Signature: _____ **Faculty Supervisor Comments:** _____

8.4 Annexure 3: Guidelines for Group Conferences & Reflections

8.4.1 Purpose of Group Conferences

Group conferences provide students with an opportunity to:

- Share fieldwork experiences and compare challenges across different settings.
- Receive peer feedback and alternative perspectives on social work interventions.
- Develop critical thinking and problem-solving approaches.

8.4.2 Group Conference Format

- **Duration:** 2-3 hours per session
- **Participants:** Faculty supervisors and students from different fieldwork placements
- **Structure:**
 - Student Presentations: (case experiences, challenges, and outcomes)
 - Panel Discussion: (faculty feedback and peer engagement)
 - Thematic Analysis: (identifying trends and lessons across different placements)

8.5 Annexure 4: Agency Supervisor Feedback Form

Student Name:

Semester:

Agency Name:

Agency Supervisor Name:

Section 1: Student Performance Evaluation

Rate the student’s performance on a scale of **1 (Poor) to 5 (Excellent)**:

Competency	Rating (1-5)	Comments
Punctuality & Attendance	□□□□□	
Ability to work with clients	□□□□□	
Application of social work methods	□□□□□	
Initiative & Leadership	□□□□□	
Professional Conduct & Ethics	□□□□□	

Section 2: Recommendations for Improvement

- Areas where the student can improve
- Overall impression of the student’s readiness for professional practice

Agency Supervisor Signature & Date: _____

8.6 Annexure 5: Student Self-Assessment Form

Name:

Semester:

Field Placement Site:

Self-Reflection Questions

1. What were the three most significant experiences during this fieldwork placement?
2. How effectively did you apply social work theories and methods?
3. What were your strengths and weaknesses in dealing with clients and interventions?
4. What ethical dilemmas, if any, did you face, and how did you resolve them?
5. What are your key takeaways from this field experience?

Student Signature & Date: _____

8.7 Annexure 6: List of Partner Organizations for Field Work Placements

8.7.1 Government Organizations

Department of Social Welfare, J&K
Integrated Child Protection Scheme (ICPS), Srinagar

8.7.2 NGOs & Civil Society Organizations

Help Foundation J&K
ActionAid India, Kashmir Chapter

8.7.3 Hospitals & Mental Health Institutions

Institute of Mental Health & Neurosciences (IMHANS), Srinagar
SMHS Hospital, Srinagar

8.7.4 Correctional & Legal Aid Institutions

District Legal Services Authority (DLSA), J&K
Juvenile Justice Board, Srinagar

Note: This list is just for an idea and is subject to annual updates based on new collaborations and partnerships that the department has nationally and regionally.