

Supporting Document - 1.4.1

## POST-ORIENTATION ASSESSMENT TOOL

1. Identification number
2. Please tick the appropriate box Male  Female
3. Please complete the following in accordance with the opening lines :

a. On day one my understanding of social work was

On day one I understood social work as a work to make our society better. Every work that we can make something bad in society good, was social work according to me.

Today, my understanding of social work is

Now, I understand social work as a profession to some extent. In orientation I came to know that ~~emotions~~ controlled emotions are ~~needed~~ necessary in social work.

b. On day one, the sites of field work practice that I was familiar with included

On day one, the sites of field work practices that I was familiar with included a community or a person who is in need and we have to

c. On day one, my understanding of the field work process was to meet people  
in need, try to know their problems & then try  
to solve them at any cost.

Today, my understanding of the field work process is it's not so easy to go  
to people & community & simply ask for their problems.  
We have to make them comfortable with  
us, make them trust us, understand their  
emotions, to be confidential & then to work to  
find solution for their problems.

d. On day one, for me the values of social work were In a country like  
India social work is very important. We are  
here many many problems, & country need  
people to work for these problems. I wanted  
to be that one person & work for the  
as it always gives us peace

On a scale of 0 to 10 (0 being not at all confident), please rate your confidence levels on Day 1 and Day 11 of this orientation programme in COLUMN 1 and 2 with regard to the following aspects in table given below :

SN	ASPECT	COLUMN 1: DAY ONE	COLUMN 2: DAY ONE
a.	Ability to undertake fieldwork	8	9
b.	Ability to interact with strangers in field setting	5	8
c.	Ability to undertake group exercises in field setting	8	9
d.	Ability to interact with Persons Living with HIV	8	10
e.	Ability to interact with Persons with Disability	10	10
f.	Ability to interact with Government Officials	8	9
g.	Ability to documents the field process	8	9
h.	Ability to express oneself in the classroom	8	9
i.	Ability to reflect, analyze and introspect	7	9
j.			

8. In a few sentences please compare your feelings vis-à-vis your batch at the beginning and at the end of this orientation programme :

In the beginning of course I was little scared to come & be a part of this new world. But now I & my batch, & this dept. is a like my family. etc

9. Please explain in a few sentences your feelings towards the senior students of the department :

Senior students are nice. They talked to us, interacted with us, made us feeling comfortable with them. And they also tried to take away our fear of working as social worker.

10. Please explain in a few sentences your impressions with regard to the faculty members at the department :

The faculty members are very, very nice, & caring. This dept is really like a family. The faculty members in orientation explained everything nicely to us. I really after orientation - programme I am very happy & clear ~~that~~ where I am, here I wanted to come.

H. At the end of the Orientation Programme, is there a change in terms of your conviction to pursue a masters programme in Social Work? Give reasons to support your response.

Now I am happy about my decision to come here, to take choose social work as my career.

12. Please give your comments and suggestions for the improvement of the orientation programme :

Orientation programme was very nice. ~~It was~~ But it was very long, sometimes the ~~time~~ as to take more time they had to take.

DEPARTMENT OF SOCIAL WORK

UNIVERSITY OF DELHI

FIELDWORK UNIT

ID Number: 66

1. Placement Setting(mention the nature of setting only and not the name):

Community

2. Nature of work undertaken:

Non formal education, welfare activities especially for Women and Children.

3. Level of satisfaction with the placement setting with reasons thereof:

It is easier to handle problems under the guidance of a fieldwork supervisor. Hence, Satisfied.

4. Level of satisfaction with the Agency Supervisor with reasons thereof:

Pretty good. The Agency Supervisor is helpful, approachable and Supportive.

5. Are you suitably inducted in the fieldwork setting? If not, what are the constraints?

Initially I was having a hard time adjusting. Now, I feel more confident and have clarity of goals.

6. What are your expectations from the Agency supervisor?

Time to time guidance and support.

7. What are your expectations from the Department supervisor at this stage( in general)?

Keep us up to date with tips required at the time of external interviews.

8. What are your expectations from the Fieldwork Department at this stage?

9. Do you think the Orientation Programme prepared you to initiate your Fieldwork adequately?  
Give reasons for your answer.

Yes, The variety of programs which made up the orientation helped in ~~over~~ gaining the much needed confidence required to carry out work in the field.

10. Do you think that the Orientation Programme gave you the basic skills to undertake field work and engage with your clients? Please mention some skills and how they helped.

Communication Skills  
A better understanding of different kinds of field settings. Confidence to give presentations!

11. Do you think that the inputs provided during the Orientation Programme facilitated report writing in Fieldwork? Comment on the role of Journal Writing within this component.

Journal writing was a great idea. Since ~~the~~ each day of the orientation prog had to offer something unique in terms of learning, personally & professionally. Penning down all of that helped in improving my writing skills, ~~so~~

11. Do you think that the Orientation programme enabled you to integrate yourself with the Department, faculty and the class?

Yes, especially with the class. Worked as <sup>a</sup> great means for ice breaking.

12. At this stage of your learning what supportive inputs do you need to enhance your fieldwork performance and learning? Please elaborate.

Knowledge <sup>entailing</sup> ~~about~~ how to go about certain procedures when dealing with problems in a community.

13. Any other inputs/comments:

**END SEMESTER EVALUATION (I SEMESTER)**

This End Semester Evaluation is to be completed by the student and the supervisor before the final supervisory meeting (IC). After sharing the forms, both the supervisor and the student are required to sign on both copies of the forms.

Name of Student: **ABC (Confidential)**

Name of Supervisor: **Dr. XYZ (Confidential)**

Fieldwork Placement/Site: **Wazirpur Community**

Placement Dates: from:

**I. The evaluation is to be undertaken in the light of the following broad learning requirements:**

As a beginner social work trainee, the student was required to:

- Build a wide-ranging understanding of issues related to the placement setting- including psycho-social , economic aspects and structural factors that impede efforts to bring about changes in the situation
- Get exposure to various thematic/programmatic activities of the placement agency by playing an active role in agency/community initiatives and build a critical understanding of organisational goals of the agency, its vision of social change and the strategies adopted to realise the same
- Develop a clear understanding of social work roles, appropriate values and, a repertoire of requisite competencies for professional effectiveness
- Display initiative in tailoring engagements with the agency and people such that opportunities to develop, practice and sharpen social work knowledge, competencies and skills are created and/or accessed



## II. THE CONTEXT

### A. Brief description of the sites of engagement (specifically including any limitation in the setting pertaining to the mentioned learning requirements):

The student trainee was placed at Wazirpur community adjacent to Inderlook Metro Station of DMRC's Green line. It lies opposite to Ashoka Garden in Ashok Vihar and it comes under the administrative division of North West Delhi. This community has 3 clusters namely Wazirpur Village, Wazirpur Industrial Area and Wazirpur JJ Colony and the student is working in the JJ Colony. Total population of the colony would be 10,000 approximately.

The community has been emerged as a result of displacement and resettlement of the population and their associated migration over the years especially during 1950s. Majority of the population is migrated from Rajasthan and Uttar Pradesh. In terms of religious compositions Hindu is the dominated population who comes around 90% and rest are Muslims population. Majority of the population belongs to SC category.

Major source and types of employment of the community are self-employed and majority of the occupants are involved as rickshaw pullers, sweepers, municipal cleaners, garbage cleaners. Few of them also works as shopkeepers, assistant in hardware, store, electrical, tyre workshop in nearby the community. Women in the community are also works as domestic maid, manual labour, cleaning etc. The average income of the family is Rs.5000/ per month. The housing pattern are semi pucca; bricks are of inferior quality, broken old dilapidated walls and prone to break down during earth quakes. The major concerns in the community has been identified by the student trainee are health related issues especially in most of the families the problems like liver problems and weakness and seasonal problems like malaria, viral fever, anemia and lack of toilet facilities etc.; income related issues such as despite low earning people are prone to addiction and as a result children are debarred from sending school especially girl child.

Regarding the community problems the student has identified some normative and felt needs where interventions are required. In the community a NGO named Nav Prayas which was as Gender Resource Centre, exists to provide sensitizations pertaining to health & hygiene, nutrition, employment of women folk and vocational educational training for drop outs but it does not work as expected. The community has one Sarvodaya Vidyalaya but dropout rates are very high.

B. Brief description of the nature of engagements undertaken in the placement setting:

At the beginning of the concurrent field work, the student trainee did transient walk, to understand the *community* at the first hand. The major engagement of the trainees was working with the children and also organized few community based activities. The student trainee has undertaken the following engagements during this session”

1. Visiting community and interact with community people
2. Visiting Population Office for data collection
3. Visiting police station for data collection
4. Visiting Wazirpur Industrial Area and Wazirpur JJ Colony to get general information
5. Visiting local hospitals, government & private schools
6. Formed youth group
7. Meeting Pradhan to take permission to work in the community and get more information regarding community
8. Involvement & conducting extra-curricular activities with the ICDS people in Wazirpur F Block
9. Formed children group and conduct several academic and recreational activities for their personality development
10. Home visits
11. Extra curricular activities like talent contest, building confidence, health & hygiene, celebrating festivals, drawing competition, sports like football match, running race, kabbadi etc.
12. Case studies
13. Cross checking activities of the community by visiting all the NGOs present in the community, police station etc.
14. Interact with elderly people to get more information
15. Cleanliness programme
16. Celebrating festivals like Diwali and Chhath and inculcating values of tradition
17. Awareness about Importance of environmental protection
18. Health & hygiene sensitization to community people
19. Resource mobilization activities (Recycling)
20. General etiquettes classes with children groups to improve their day to day life habits
21. Creative drawing session with children

The trainees mostly engaged in group activities when it came for development, did case study and counseling to those youths who were not able to cope up with their education, mobilized the children and youths to work for the betterment of the community by making a group and conducting activities. The major engagement of the children and youths along with the trainees was “Cleanliness Drive Program”

### C. Description of activities/ initiatives of the student:

During the **preliminary phase**, the activities/initiatives taken by the trainee were:

**Transient walk:** To know and understand the community by observation and building good rapport with the people.

After choosing the area and what works to be done, the trainees choose Children and Youths for the beginning activities and later on with the engagement of Youths and Children, the trainees worked for the community development activities with the help of Youths and Children. The activities done and initiated by the trainees were:

**Child Development Activities:** The main objective of conducting child development activities was to deal with the problems of the community such as School drop outs, children not going to school and health and sanitation. The major problem of the community is none of the children speak well about each other and also have verbal arguments as well as physical fights. So, the trainees initiated to bring changes in the habits of the children and also focus in their development.

**Extra-curricular Activities:** As a part of Child Development Activities, the trainees organized various programs to increase communication skills and active participation, to create a stress free environment. Few Activities conducted were: Cultural Activities, Resources Mobilization game, sports competition, drawing classes, building trust games etc. The activities were mostly carried out in groups so as to bring peace, harmony and unity among each child in the community.

**Festival Celebration** was another activity initiated by the trainees to share and know about each festivals importance and bring peaceful environment in the community. The festival was celebrated through sharing of ideas about each festival and conducting activities.

**English speaking classes** were also given to strengthen the academic level of the children through regular practice so that they could enhance their ability. This initiative was also taken as per the need of community people.

**Awareness Program** was initiated to improve in the living condition and enlighten them so as to contribute to society as an aware citizen. The activities conducted were:

- Cleanliness Drive in the community
- Value education classes to teach them good habits
- Health and Sanitation awareness by sharing examples and discussions on it and also teaching "Effective steps of Washing Hands" to Children.

### **III. ASSESSMENT OF STUDENT'S PERFORMANCE AS A PRACTICE LEARNER**

#### **A. Range and depth of understanding developed on the issue(s) being addressed:**

The trainee observed the real life of the community. And then she with co-worker identified the needs and worked on it. The major targets set by the trainees to bring about change in the community were children as they are the future of the country. When we educate the kids they follow the things taught in their childhood. The major issues to be intervened in the community were: Health and Sanitation problem, school dropout and educational problems especially girl's education. The school timing for the girls and boys is also different so girls have to go to school early while the boys go in the afternoon. The children mostly go to a government school where there are large numbers of children in each classroom and so the children say that they do not have place to sit and also they are not given attention. In order to be away from it, they tend not to go to school. Even the youths who study in grade 10 faced the problems because of this set of education and they are depressed and do not know coping mechanism with their studies.

#### **B. Development of reflective and analytical skills:**

The most imperative learning for the trainee was about the open community and to understand the urban settlement/slum and the problems they face in day to day life. The trainee has been able to know the people and their work schedule i.e. from morning till late to earn money for their family. During these few months the trainee analyzed the perception of the people as well as their behavior. The trainee has worked with the children and youth and with the local people.

While working with the children, she learnt that people of the community are so innocent and how blindly they follow things without even understanding it. They fight with each other, with few they are very close, they do whatever they are taught. The trainee learnt to work and deal with them in such a way that she could bring a smile in their faces. All that the children want from the trainee was love and happiness. They did not care about other things. While conducting activities, the local people can be called as people who are always criticizing things. They have been living here for ages and so when someone works for the community; they tend to take it negatively as well as they also demand for more. There are people who are happy and also support, at the same time there are people who find it difficult to trust the trainees. Gradually the mind of the people towards has changed and they could build the trust.

Their way of living is completely different to what can be seen. For example: people are making hair bands, cutting jeans to make things and give it. So when they are

paid so less their day to day life becomes very hectic and they do not try to accept changes easily. The community has many people with many perceptions. The trainee has learnt to work with them according to their habits.

C. Identification of self with the profession and its values:

The trainee was able to know her weaknesses and strength during these few months in field work. She tried to improve each of her works every day. Especially being a social work student, she learnt to apply what she has learnt in the classroom and through books. The trainee learnt how important the principles of social work play in this profession and different skills and values we need to follow there every day.

The most important thing the trainee learnt was to work for human welfare and sustainable development of the people living in the community.

D. Commitment and wish to contribute towards making a change:

The social workers are the change agent and work to bring sustainable development for the community. The trainees are sent to the field to identify the problems of area and work for the betterment of the community. After knowing and understanding he community, the trainees took step and worked toward bring positive change. Similarly, the trainee wishes to continue the works which they have been doing and give our hundred percent in whatever work we do so as to bring changes in the community. Working in community and bringing change cannot be done in one go. It is a very slow process as the trainees need to work according to the need and situation of the place. Now that the community people have trust in the trainees, they hope to live up to their expectations and work for them

E. Initiative and self-direction in creating and/or accessing learning opportunities:

The trainee has learnt during the first hand interaction with the community people, certain professional skills such as initiating conversation with clients, rapport building techniques, process of community outreach programmes, organization of groups and individuals etc. The trainee could relate on his old experience as a BSW student, whenever he was assessed or asked about his own talent in the past, when he would introspect and strive to find out the answer and at the same way he could learn that by this way the youth members could easily garner interest at the same time a step closer to assessing their potential and their concern. He also learnt how to react during crisis in the group activities.

The trainee found that her capability of working in the community was with the children so she used this medium to bring changes. Especially after knowing their problems and needs she made plans and went along with the plans to work for the betterment of the community. After knowing the problems, till now the trainees have been successful in forming group of children and youths to deal with their issue and also to mobilize them to work for the betterment of the community. She has also been successful in inculcating good values and habits in the children. In future, the trainees plan to make it more action oriented and bring sustainable development in the community as well as for the local people to explore new things and ideas.

The trainee also went to various agencies like Nehru Yuva Kendra in his own initiative to understand a new set of pedagogy and learning modules to enhance his competencies in working with community.

The student trainee from the beginning of his field work, tried to integrate theory into practice. The supervisor advised to read Psychology, case work, group work and community organization books so that he can correlate in the field. During his field work, the trainee has integrate many theories such as Psychoanalytic theory, Learning theory, Field theory dealing children group, team building and partnership working with co-worker, stages of group development and group structure such as communication structure, socio-metric structure, power structure, leadership structure and role structure, etc.

#### **IV. ASSESSMENT OF STUDENT'S DEVELOPMENT AS A SOCIAL WORKER TRAINEE**

##### **A. Ability to recognize and respond to the socio cultural context of the people/groups:**

As the trainee brought up in a different environment in Nepal where poverty had a different meaning and here looking and understanding the problems of the people, she was able to know how different the society is. Like it is said until and unless you do not experience and observe, it is hard to believe. Similarly, here, the trainee was able to know how different the community is despite being in the capital of the country. As a social work student, the main aim of the student is to act as change agents to bring about sustainable development in the community. While organizing activities, the trainee was able to understand the complexities of the community. The girls were always found to be reluctant in any works conducted. Once when the trainees were conducting the activity and many girls showed up, a parent came to take her child and slapped her for participating. Not only was this the problem, but the trainees found caste and religion also a problem even though it could not be seen much. The children do not even know their castes and also when it came to festival celebration, despite everyone were seen to be celebrating all the festivals, at the

back they would not be positive about it. Last month when Chhath was being celebrated, all the community people were seen to be enjoying, but when the trainees asked the children how did they celebrate, particular group of children did not like about it and said things like “ Why will we celebrate. We are not that caste community.” The tone of the children could be understood as how internally they had issues with different groups. There are also issues of the community people where they are not seen to be fond of each other and so the children do not participate at times saying this person is here so we will not come.

As a whole the role of the trainee here was as a mediator and facilitator where she can mobilize all the children and make them work in groups to understand the importance of group work as well as promote Unity in Diversity. Her role here fits in changing the perception of the people. The activities conducted there are also organized in such a way that they participate and know each other. They had been hesitating in the beginning, but with time and knowing each other’s capability, they are working with each other.

B. Ability to build purposeful and trusting relationships and work in the context of a team:

The trainee feels very happy getting the supportive coworker in the field regarding every works that they do in the community. As a team, all the activities were carried out with the collaboration of each other. When one is working the other supports the work and vise- versa. From each other the trainee has also been able to enhance her working skills. They share each other’s ideas and collaborate the work and it has helped in organizing various activities and different pattern in the way of working. Working with her co-worker, she has learnt to be more co-operative and coordinate with each other in the works done.

C. Diligence and transparency in personal conduct and field practice:

The trainee believes in right demeanor and truthful approach to cultivate her understanding. She integrated the values of moral conduct, perseverance and professionalism in every field of his life. She is driven by a strong motivation to bring out the best of his potential in his field practice and not looking for any short cut alternatives. She tried to imbibe a certain level of maturity in documentation pertaining to his field practice and also his conduct in the field setting has every essence of his personal values like how to remain calm and positive in stressful situation and how to express gratitude and respect to people irrespective of their class.

D. Designing and participating in effective responses to implicit and felt needs of a group:

In the community there were plenty of felt needs which needed encouragement in whatever things the community people does. We could always see the passiveness in the children when it came to going school or performing any activity except for the sports. So, the trainee tried to bring effective activities to change their perception. For the community development the trainees collaborated with the children and youth groups that the trainees had formed and initiated to start program using local resources.

E. Development of effective communication skills:

Being a student from Nepal, language has definitely been an issue for the trainee initially because she was not able to communicate with the people properly. Gradually being in the community, she learnt to communicate in Hindi and has enhanced her speaking skills slowly. Over the time, she has been able to understand the people and learnt how the trainees build good rapport. She has been lucky enough that the community people understand to what she is saying and this has helped in communicating with the children and convinces them in doing good things. She feels happy that with time, the youths have also come up and started sharing their problems with her and she has also been able to bring positive change in the community. The trainee was not only able to learn the interacting ways but she has also learnt the importance of non-verbal communication too.

F. Enhancement of problem solving skills:

The first and fir most thing the trainee learnt before solving the problems is that she needs to understand what the actual problem the community people are facing. To bring about change in the community first we need to plan how to solve it then only we can implement. The trainee has learnt that before dealing with any problem, they should first see what the consequences can be; whether it can bring positive or negative change; then only work on it. The student trainee has greatly enhanced his problem solving skills by influencing himself to take a stronger stand in different situations like engaging himself in the meeting with parents when the children had expressed difficulties in studying and forming a youth club to create maximum opportunities through engaging with agencies like Nehru Yuva Kendra as the youths are suffering from a big problem when it comes to identifying their passion and cultivating them in a purposeful manner.



**G. Ability to work under limitations:**

The trainee learnt to work in any circumstances that arose in the community. She learnt to work according to the need and situation of the community. In the community, the trainee tried to work giving her best in every situation, such as less number of people, lack of physical resources. There is no place for the trainees to conduct activities, so with the help of children, trainees have used a small room to conduct activities. Limitations such as safety issues are also there. But with time, being with the children, the works has become much easier as they accompany us every time. Though there are few limitations in the community, still the student could manage his professional activities through utilizing resources nearby community.

**H. Development of effective recording and documentation skills:**

The student has been regular in submitting reports and log sheets from the first day of field work and maintained it till the end. He has ability to write reports accurately and analytically. The major advantage of his report writing is that he has good observation skill and can analyze the situation very effectively which shows in her report.

**V. SUPERVISORS' INTERACTION WITH TRAINEE:**

**A. Use of Supervisory inputs:**

The student was always regular and punctual in attending field work, submitting log sheets & reports and attending Individual Conferences. She has developed more on sense of responsibility and accountability towards the professional goals.

**B. Agency Supervisor's feedback:**

N.A

**VI. COMMENTS ON OTHER COMPONENTS OF FIELD WORK LEARNING:**

**A. Orientation Programme**

The student trainee has satisfactorily attended all the sessions of orientation programme and submitted the reports.

## **B. Participation in Individual Conferences**

-She was regular in ICs and always has inquisitiveness to learn. She always asks relevant question related to action and intervention programme carried out in the community. She is always concern about her report writing; how to write better report, how to use theories in the field etc.

## **VII. REMARKS ( IF ANY):**

The student trainee is very much punctual and has dedication towards her field work. Her report writing is no doubt excellent and she always relates different theories, techniques and principles into field practice. She has indispensable skills and ability to mobilize and formulate groups especially children and youth. Initially she was little bit upset regarding her Hindi, but gradually she has developed and speaking with community people.

She has plenty of good qualities and skills. If she is been able to use those effectively and channelize it properly, she could be a better professional social worker.

We have mutually shared and clarified this Evaluation on \_\_\_\_\_ (date)

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**Student's Signature**

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**Supervisor's Signature**

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**Student's Name (in block letters)**

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**Supervisor's Name (in block letters)**

**VIII. FIELD WORK ATTENDANCE RECORD**

A. Concurrent Field Work:

(a) No. of days scheduled.....

(b) No. of days attended.....

(c) No. of days absent ..... Reasons:

(d) No. of days on leave ..... Reasons:

(e) No. of agency holidays.....

(f) Additional days/hours worked.....days/.....hours (Also mention reasons for putting in additional days/hours, if any)  
.....

(g) No. of individual conferences: scheduled.....attended.....

B. Orientation Programme:

Total Sessions: ..... Sessions attended.....

C. Total no. of hours put in the following field work components:

a) Concurrent Field Work Required.....hrs. Attended.....hrs

b) Orientation Programme Required.....hrs Attended.....hrs

TOTAL Required.....hrs. Attended.....hrs

\_\_\_\_\_  
**Student's Signature**  
\_\_\_\_\_

\_\_\_\_\_  
**Supervisor's Signature**  
\_\_\_\_\_

**Student's Name (in block letters)**

**Supervisor's Name (in block letters)**