Fieldwork, Education and Training in Social Work:
From Historical Times to Contemporary Period

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Abstract: Social work is an internationally known profession and similarly social work education internationally has always contained both academic and practical constituents. Social work education contains of a theoretical module taught in the classroom and field- based education involving amalgamation of the academic aspect and practice. Fieldwork, which is also known as field training, field placement, field schooling, practicum or training period is therefore an fundamental component of social work teaching.

The social work profession promotes social change, problem- solving in human associations and the enablement and liberation of people to enhance well-being. Employing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environment. Principles of human rights and social justice are essential to social work. So the central argument of the paper, will be,the issues and challenges faced by s. w. Departments (D.U. BSW) while, field work placements of trainee, in Delhi/NCR, Types of agencies, approaches of students, needs, learning,& future prospects.

Key words: Social work profession, Theoretical Module, Problem-solving, Fundamental.

1.   Introduction

"A social work supervisor is an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisee for whose work he is held accountable. In implementing this responsibility, the supervisor performs administrative, educational and supportive functions in the context of positive relations." (Kadushin 1992:22-23)".

Field work instruction and supervision takes up the central role in field education. Learning to use supervision effectively plays as a key to efficacious field education expertise and sets a sound foundation for college students after they enter the sector as qualified social work employees. It was undeniablyfor this reason that a particular supervising assessment framework

was developed. The aim of the assessment framework was to produce guidelines instead of a set of specific rules. It provides ideas, suggestions and resources to help field educators and students and it's anticipated that the foremost relevant aspects are going to be selected and modified to suit the actual placement context. Distinctly and collectively, the core social work values of social justice, respect for personal and professional integrity, underpin and concretize the assessment frameworks.

Supervision is a crucial part of reflective practice and an integral part of social work (Fook, 1996).The relationship between a Field Practicum supervisor and the social work student is a vitalcomponent for the student's growth and learning to become a social worker (Knight, 2001). The Supervisor plays aparticularly important role by organizing students for the practice.Since the supervisory relationship is vital in helping students in becoming effective social employees and clinicians, it's crucial that their whole experience is positive. Fox (1998) steered that thriving field instruction needs three components:

- Covenant on goals,
- Agreement on the tasks required to realize goals
- An interpersonal bond.

Fox (1998) claims that the relationship between a student and their respective supervisor(s) (both Institutional and Field setting) virtually determines the result of field instruction. Due to the significant nature of this relationship, it becomes necessary that students and supervisors have the most effective potential preparation and a chance to effectively communicate and work with oneanother. Effective supervision of a student is always an on-going core process to assess performance and development and it is needed to achieve the desired learning objectives. Anderson (1988) stated that, 'The supervisory relationship may be one of the most intense interpersonal experiences in which a person can engage.' Similarly, Detlaff (2005), claimed, "The supervisory relationship between the student and field instructor is 'a fundamental element of a student's professional development in field education." In addition to this literature, it was suggested that a positive relationship between supervisor and supervisee promotes professional learning and growth (Gray, Alperi and &Wik, 1989; Worthen& McNeill, 1996).

Ineffective supervision can reduce productivity, increase absenteeism, create or prolong workplace conflict, damage the culture and – for adult social care employers - impact the quality of care being delivered. (Payne, 2006).

A survey of longtime supervisors found that the greatest aspects interns bring to placements are a sense of optimism and enthusiasm. They believe that interns bring a new perspective, and many supervisors value the opportunity to be a part of training future professionals (Baird & Winter, 2005). In this study unsuccessful supervision shall reduce the levels of productivity, escalate absenteeism, yield or prolong workplace conflict, damage the culture and for adult social care employers - impact the quality of care being provided (Payne, 2006).

A survey of experienced supervisors found that the best aspects interns bring to the placements are the great amounts of optimism and enthusiasm. They believe that interns bring a fresh perspective, and plenty of supervisors put value upon the fact that they form such a crucial part of training the future professionals (Baird & Winter, 2005). During this study the researchers suggest some key components of guidance under effective supervision is all about?

Replication and shared learning: Supervision is a reflective process of shared learning by the social worker and their professional supervisor. The focus is on developing and enhancing effective practice skills based on up-to-date research. It provides the foundation for progressive continuing professional development, which if at all possible is linked to validated, modular, post-qualifying awards with the local partners of the profession – employers and universities. The issue is one for us all, to each own and promote as professionals in our own right, be we the social worker or the social worker supervising. Nobody and no organisation is going to come along to put it right for us. Inspections and inquiries when tragedies have occurred will repeat what they have said many times before about inadequate and ill-focused supervision. Social work is about addressing some of the most complex human problems and using our therapeutic skills to find solutions, to achieve change, to actively engage in complex relationships and emotions. If social work is seen simply as an administrative task, for example gathering and coordinating assessments by others, arranging services provided by others, the basic care management role, then maybe supervision is not needed, but neither is a social work service being provided

The student distinguishes the need for supervision and when necessary, obtains advice: This includes goals in wherein the student is required to have effective communication styles and an appropriate level of intervention skills development. It also establishes curiosity and openness to learning under supervision of the supervisors, participates in building effective working relationship with them, seeks and considers guidance and feedback from field educators and other reflects in supervision on effectiveness of interventions.

Developing Self Awareness: The student uses this supervision to develop a greater sense and understanding of the total organisational, social, economic as well as political context in which they work. Student engages in reflective journal exercises on either a daily or weekly basis varying across institutions, and shares these in supervision as assigned (Doel, 2009). With proper guidance, students create objects which are required such as recordings of the process, the videos of supervision sessions provided by them, oral or written presentation which reflect upon the supervision experiences, taking into account the overall feedback from field educators and educational institutions fraternity. In supervision and in practice, students demonstrate a growing ability to self-evaluate, including the development of awareness about their own strengths and weaknesses.

Energetically participate in professional supervision: A supervision plan is developed for each student and implemented with input from the student and the supervisor. Early documenting of clear and achievable expectations of supervision in the learning plan, understanding about how to work within the power and authority of the supervision relationship, including appropriate level of challenge, development of a greater understanding of the organisational, social, economic and political contexts in which they work, developing awareness of and clear goals for their professional development including goals for 2nd placement (1st placement students), areas for employment, preferred supervision styles (2nd placement students) and to see what are the major task assignment and expectations of the field and educational institutions.

Personal and Professional development: The student utilises supervision as a part of personal and professional development to reflect on interventions made in their practice, to access and enhance appropriate and effective skills in all areas of practice: Regular discussion of student social work practice actions, their effectiveness and needs for further development. Regular

engagement in the process of guidance under supervision is an essential part of training. It is a hand holding process between the institutional supervisor, college supervisor and student.

Supervision's effect on the workforce: Supervision is thought to be important when building emotional resilience as, for example, caring for people in the last stages of their life can be stressful, as well as rewarding. Respondents felt they were being attended to during supervision and this was important for them in carrying out their respective duties. Some life situations have been very challenging for the respondents during their field work but with the support and guidance they got were able to develop a readiness to accept the challenges and bring out solutions up to some extent.

As Protagonist the supervisor

Institutional setting

- Reads and comments on student's field work diary, logbooks and reports.

- Assist students in developing projects, research papers, training, training aids that are useful to the community.

- Extends assistance in the implementation of community projects upon the request of the partner agency/people's organization.

- Evaluate and gives the final grades to the student in the consultation with agency and other teammates.

Field setting

- Provide ongoing feedback and weekly supervision to social work interns.

- Practical orientation of the student in the field and support the learning process.

- Communicate understanding of social work practice beyond knowledge of the specific placement setting.

- Assist students in developing values and ethics of the social work profession and develop professionalism.

Characteristics of an effective Fieldwork Supervisor may include: [Adapted from Anderson (2011), Price (2004) & Smith (2005)].

- Availability,

- Consistency

- Honesty

- Professionalism

- Assertiveness

- Effective communication

- Resourcefulness

- Reliability

- Empathy

- Flexibility

How to Deliver Effective Supervision

We suggest that effective supervision should encompass:

- Quality of decision making and interventions

- Organizational management and accountability

- Identification of further personal learning, career and development

Let's discuss it in a broader way:

Get it right from the start: A social worker's initial experience of supervision has a profound impact on their confidence and professional development. And, since many supervisors draw on their own experiences of supervision when supervising others, early experiences are likely to influence the quality of supervision delivered to future generations. So, before the first session with a new supervisee, think about what you want them to get out of it.

Take time to establish the relationship: The most effective supervision takes place when the supervisor and supervisee have taken time to get to know and trust each other. This is crucial whenever there is a new supervisory relationship, not just with less experienced staff. Spend some time together before your first session devising clear expectations and include these in the supervision agreement.

Move beyond seeing supervision as only the formal meeting: Ad hoc discussions and case debriefing sessions are a valuable part of the supervision process and can make the reform board's supervision framework feel more manageable. Build reflection into everyday case management discussions, so supervisees can explore how their emotions, personal biases and

feelings affect their thinking and actions. Make sure the supervision agreement recognizes informal discussions, and note any decisions made during these conversations on the relevant file.

Balance authority with understanding: Be clear about your expectations and demand high standards of practice, but make sure you are responsive to your supervisee's needs, including their caseload. If they seem rigid or defensive, ask yourself if you are being too authoritarian.

Regularly review the supervision process: Discuss your team's perception of the supervision process. Ask them if supervision is meeting their needs and how you can both work together to make it more effective. Do they feel it is covering all the components suggested by the reform board? How able are they to explore difficult practice dilemmas? Does supervision leave them feeling enthused about their work? How could you both make the best use of time in supervision? Is there anything either of you could do differently?

Make sure your own supervision is effective: Supervisors need the opportunity to reflect on their own supervisory skills, style and development needs. But they often report that their own supervision is not of the same standard that they are expected to deliver and that there is little opportunity to explore the emotional impact of their role. Take the initiative and use peer support groups, action learning sets and similar activities to supplement your own supervision.

1.2 The Aims of Supervision

- To improve the knowledge, skills and practice of the social worker;
- To enable the continuing personal and professional development (CPPD) of the social worker;
- To ensure safe, robust 'best practice';
- To improve service delivery;
- To improve outcomes for service users – children, young people and their families/carers;
- To encourage the social worker to reflect and critically think about their practice and their cases;
- To offer the supervisee emotional and practical support when needed;
- To effectively and safely manage workloads;
- To manage cases and caseloads;

- To determine case priorities;

- To assess vulnerability and risk;

- To link theory to practice;

1.3   Progress and Development of Trainee at Personal and Skilled Level

The role of the supervisor contains the element of teaching, which varies according to the experience and capability of each supervisee themselves. Each worker who undergoes training or is newly-qualified, the kind of supervision provided to them plays a very crucial role as a part of their Continuing Professional Development and this heavily relies on the skills, expertise and knowledge of their supervisor. It is not only the task and responsibility of the supervisor alone, but the students are equally responsible for their own growth, whether it is related to them personally or professionally. Even when the worker is capable and experienced their supervision should be able to contribute further to the development of their existing knowledge and skills. There is extensive literature available on adult learning which can inform supervision practice and supervisors will need to integrate this into their practice, considering any differences in the way they learn from the way their supervisees have learned best in the past.

- Good supervision is correlated with perceived workers effectiveness.

- Supervision works best when it pays attention to task assistance, social and emotional support and that workers have a positive relationship with the supervisors.

- Supervision also promoted empowerment, fewer complaints and more positive feedback.

- Proper guidance in important plays a pivotal role in the development and enhancement of professional practice.

- It can involve the provision of regenerative opportunities to enhance practice, improve performance and mediate tensions arising between competing values and sometimes contrasting cultures of practice.

Personal development includes all those activities that improve one's awarenesslevels,help develop talents and potential, construct human capital, aid employability, improve the quality of life and contribute to the apprehension of dreams and aspirations. Theconcept revolves around formal and informal activities for developing others in roles such as teacher, guide, counsellor, manager, life coach or mentor and is not limited to just self-help. When personal development

takes place in the settings of institutions, it refers to the various methods, programs, techniques and assessment schemes that support human development at the individual level in organizations (Payne, 2006). Respondents focused on personal development may include the following activities:

- Improving self-awareness
- Improving self-knowledge
- Improving skills or learning new ones
- Building or renewing identity/self-esteem
- Developing strengths or talents
- Identifying or improving potential
- Building employability or (alternatively) human capital
- Enhancing lifestyle or the quality of life
- Improving health
- Defining and executing personal development plans (PDPs)
- Improving social abilities

Personal development can also comprise of development of other people. This may happen through roles taken up by the trainers such as that of a teacher or mentor, either through a personal competency (such as the skill of certain managers in developing the potential of employees) or through a professional service (by providing training, assessment or coaching). Beyond the concept of improving oneself and developing others, "personal development" labels a field of practice and research. As a field of practice, it contains personal development methods, a range of learning programs, assessment systems, tools and techniques. As a field of research, it increasingly appears in scientific journals, higher education reviews, management journals and business books. Personal development is often understood to be a lifelong process. It is a way for people to assess their skills and qualities, think through their aims in life and set goals in order to realize and maximize their potential. The words 'Personal development' oftently strikes as the process of personal change, growth, progress, advancement, and improvement. It's an evolutionary process towards a state of being outstanding. It's generally considered to be the opposite of settling for mediocrity.

1.4   Professional Development

It is process of improving oneself through activities that develop employment skills, aggregate consciousness as well as helps the person build wealth. An effective supervisor plays a pivotal role in the professional development. In a broad sense, it possibly includes formal types of vocational education, typically post-secondary training, and leading to qualification that is required to acquire and/or retain employment.

Professional development opportunities can last from a single workshop to a full-semester academic course, they can also include services offered by a combination of different professional development providers which vary widely with respect to the content and format of the learning experiences. Some examples of approaches to professional development include:

- **Case Study Method** – It is a teaching approach within which the teacher hands over the student with one particular case, putting them in the place of a decision maker who is facing a problem and work towards finding its solution (Hammond, Howarth&Keat, 1992).

- **Consultation** – The process of assisting an individual or a group, to address any instant apprehensions through a efficient problem-solving procedure.

- **Instruction** – A helping process to enhance a person's capabilities in a specific skill area by providing a process of observation, reflection, and action.

- **Domains of Practice** – to advance professional training by engaging in shared analysis and learning with people who have a common set of goals.

- **Lesson Study** – Students learn to solve practical dilemmas related to intervention through participation with the help and assistance from other professionals in a highly systematic examining practice.

- **Guidance** – To stimulate an individual's awareness and refinement of his or her own professional development by provision of and recommending them structured opportunities for reflection and scrutiny.

- **Effective Direction** – In order to support, develop, and eventually assess the performance of employees through a process of review that boosts their understanding and articulation of the validation for their own respective practices.

- **Practical Aid** – It is done to assist individuals and their organization to expand by offering useful resources and relevant information, through network support and improved efforts.

2. Aims of the study

- To know the fact that is there any need of proper guidance under supervision.

- How effective supervision leads to personal and professional development.

- To know the importance of conventional supervision structure and need for modification.

3. Literature and Periodicals

Supervision has long been the hub of social work and has had many traditions of supervision (Gould and Baldwin, 2006).Over the years, it has provided social workers with the opportunity to reflect on their practice and awarded them with the necessary forum to evaluate, discuss and develop these innovative solutions (Kadushin, 1992). The chief functions of supervision comprise of administrative case management; reflecting upon and learning from practice, personal support, professional development and intermediation, wherein the supervisor acts as the link between the individuals and the organization they work for. Organizations have at a higher chance to succeed when they have workers who are skilful, knowledgeable, clarity regarding their own specific roles, and who are supported in their practice by sound advice and emotional care. Maintenance of a good professional relationship with the supervisor becomes important here. For the increased benefit of the client, services received by the client are evaluated and adjusted, as needed during the process of supervision. It is the supervisor's responsibility to ensure that the supervisee provides proficient, fitting and ethical services to the client (NASW, 2008).

When we search about what happens within supervision, it is suggested that an effective supervision is the one that generates good outcomes for workers,while experience suggests that 'the consequences of absent, inadequate, or negative forms of supervision poses a threat to workforce stability, capacity, confidence, competence and morale'. It is 'one-to-one' (with exceptions), and is rather supportive than judgmental. Supervision is a skilled task, requiring the highest levels of social work skills and knowledge of research on what works. To get things right when supervising, both parties have to be ready for challenges and transformation, to eliminate the primary causes of the problems. There will be an inevitable requirement for additional professional development for both by embracing this as part of truly professional behavior as well as relish the stimulation of revitalized and shared learning within social work supervision.

Gibbs (2001) found out that the quality of supervision is one of the most basic factors that influence the maintenance of social workers who work for child protection. Social workers need to be able to understand the value of their work, to explore the connection between their own feelings, what they think, and how they respond and the impact of emotion on 'self' as well as promote healthy practice and professional learning. They must make use of critical reflection in supervision to structure their practice and their ongoing personal and professional development.

The Purpose of Supervision

Morrison (2008) put forward that the purpose of supervision was to enrich the social worker's professional skills, attitude and knowledge, in order to accomplish competency so that quality care can be provided by them. This way, professional growth and development leads to improved outcomes. He states that, "The overall aim of supervision is to promote best practice for clients by maintaining existing good practice and continuously striving to improve.It illustrates the purpose of supervision in social work to be an activity of 'teaching, guiding, counseling and directing".

Hawkins &Shohet (2006) mention that supervision is imperative in a profession like social work, where the role is to pay attention to someone else's needs and where workers need to deal with stress, feelings of inadequacy and being emotionally drained faced by others, almost on a daily basis. They observe the purpose of supervision not just as prevention form stress but also facilitating supervisees to continually learn and flourish, so that they spend more time working at their best rather than would otherwise be possible.

Supervision from an Agency's Perspective

- A tool that is used to accomplish the agency's objectives.
- It is influenced by the agency in terms of goals, arrangement, policies, procedures, service settings and its environment.
- The supervisor acts as the mediator as well as the liaison between the agency and the supervisee.
- Supervisor has the authority and the power given by the agency for making these issues the key components of the supervisory relationship.

Functions of Supervision

In social work, supervision serves many purposes. Gould & Baldwin (2004: 7) highlight how supervision is 'one of those professional arenas within which social workers reflect on the use of their decisions and judgment'. Referring to supervision only, Kadushin (1992) and Morrison (2003) stress upon the role of the supervisor, recognizing the three main functions of supervision to be educative, supportive and managerial.

In skip & Proctor (1995) whose stress upon the benefits for the supervisee, demonstrate very similar functions describing them as formative, restorative and normative. Similarly, Hawkins &Shohet (2006) emphasize on the role of both supervisor and supervisee, putting forward their argument that the functions of supervision in social work are developmental, resourcing and qualitative.

Structures of Supervision

Morrison (2008) asserts that supervision does not always follow the same structure; it is an ongoing process which takes place in many different settings, ranging from the formal planned office based session to urgent informal discussions which could take place in a corridor or car park. Supervision is predominantly a one-to-one relationship between the supervisor and the supervisee; however this might not be always possible. Hawkins and Shohet (2006: 152) state that group supervision has numerous advantages like provision of a supportive atmosphere in which new staff or trainees can share anxieties and realize that others are also facing similar issues. The present study is qualitative and exploratory in nature. In-depth interviews were used to record the views of the respondents. The interview was more flexible to exchange more information and ideas.

4.   **Research Methodology and Design**

The main idea of this research study was to see the views of social work students about their experience of fieldwork supervision. In order to achieve this, the key research question was 'How do Social work students perceive their fieldwork supervision experiences? **Supplementary questions** were reconnoitered. These questions explored the experiences of their fieldwork supervision, their opinions about positive fieldwork supervision and the considerations they had formed about why they did or didn't have constructive fieldwork

supervision experiences. Since the study sought to understand the participants' experiences and the meanings they attached to these experiences, hence it is aligned with a qualitative research approach, more specifically, phenomenology, which seeks to understand what it is like to have a particular experience (Lee, 2002; van Manen, 1990). The 'reality' of how the phenomenon (in this case fieldwork supervision) was experienced was therefore determined by participants (Kvale, 2007).

Participants were conscripted through social work researcher by the Social Work department of B.R.A.C. Delhi University. The selection process commenced with the process of random sampling of the identified trainees to participate in the research. Relevant paperwork was mailed to the three training providers who had agreed to offer the students to be a part of the project. This included an advertisement to be read to students, those who met the research criteria and information was to be circulated among the interested students. Students who expressed an interest towards the research were given further information and invited to mail a return envelope which included all their details to the respective researcher.

The selection benchmark was for social work students, who had practiced supervision during the course of a fieldwork placement. The participants selected had experienced the phenomenon, were interested in exploring the nature and meanings of the phenomenon, and were willing to participate in a documented interview as well as give permission for the data to be published.

To carry out the research process, structured interview schedules were used to gain understanding of participant's experience of supervision, and thus have been effectively used in previous studies of supervision (Davys, 2005; Henderson, 2010; Tsui, 2008). The total number of students participating in the research were 30, spread across all three years of B.S.W. (H), of B.R.A.C., D.U. and belonged to different religions and classes. All aspects of the research design were approved by principle investigator of study, and were reliable with cultural and professional ethical guidelines.

The research participants were aged from 18-21 years and the division amongst them was such as 50% were male and 50% were female. All the participants were studying Bachelor of Social Work (BSW). To order to protect the identity of the participants, assumed name have been used while referring to them.

5.   Research Findings

Interviews were recorded and data was elucidated upon to reveal the key factors of participants' fieldwork supervision experiences. The data explication process comprised of three stages. In the first stage, the interviews were transcribed, coded information was interpreted, followed by explanation of data after a close reading of the narratives. This involved grouping of the participants' responses under the main research question, the next step being the identification of patterns throughout the text, which was then color coded. The next stage involved theme identification from the patterns which were then checked and sorted into core themes and sub-themes. The final stage further involved clustering of the themes extracted and a check was kept on these such that they all belonged to a common majority of the interviews taken.

This final stage also required classifying of any individual variations within the themes. From this process the five groupings had emerged as mentioned below. The participants' narratives revealed five main understandings that they had formed about why their fieldwork supervision experiences emerged as they did:

- Indulgent of the purpose and process of supervision that participants, and in some instances their supervisor, possessed,

- Decisiveness to insist on their supervision needs being met

- Supervisor's experience and skill, in practice and in fieldwork supervision

- Connection and perceived compatibility between them and their supervisor

All of these issues is briefly revised below.

Naresh, for example, recalled, "I didn't really have a really good understanding of what supervision was before I started my first placement". This uncertainty was echoed by

Heena, who stated, "I didn't really have a strong grasp of what supervision was and how best to use that relationship, it was frustrating because I didn't understand what it was that, wanted from me. And in the same instance I didn't understand… I didn't know what I wanted as well. This lack of understanding was commented on by participants also in relation to other students and colleagues on placement who also appeared to not understand the purpose of supervision.

Nearly all of the participants stated about having received some sort of training about fieldwork supervision prior to going out for their respective placements, but they all mentioned that only a very short time was allocated to this kind of teaching.

Contributor decisiveness

The lack of thoughtfulness about supervision destined that participants initially had no standard against which they could use to measure their experience and know whether what happened with them was typical or acceptable. This left the students being unable to challenge what many of them felt was unsatisfactory supervision.

Many participants thought that their uncertainty about what to expect of supervision contributed to them not getting what they otherwise would have received – that knowing what to expect, they could then hold their supervisors to account. Their descriptions suggested that once they realized this, and were confident to pursue their expectations, this made a significant difference to the outcome of supervision. This belief and corresponding action by participants.

- **Participants (*Sample size*):** 50 BSW students who are making use of guidance under supervision.

- **Area of study:** Dr. B. R. A. College, DU.

- **Tools of data collection:** In-depth interviews and the guidance perceived under supervision in Institutional setting and Field setting have been taken into consideration while interview. Our major focused was to cover the institutional setting as they devote more time with their college supervisor and learn the process of integration of theory into practice. Purposive sampling design was best because those being interviewed fit a specific purpose that was necessary to conduct the research.

6. **Discussion**

   Research Questions 1: Is there any need of proper guidance under?

- Supervision is for directing, guiding, managing, monitoring, mentoring, advising, instructing,

- It also provides certain guidelines to take assignment and complete them.

- It leads to personal and professional growth and development.

- Students stated that direction under supervision provides **learning openings** that exist in tasks. Like: In preparation of Case reports and presentations, Assignment work, working with other students, etc.

- Increasing an ability to handle the problems and issues.

- Readiness of accepting the field work challenges.

- Realization of own potentials increases the capability and independence of tackling the situations, even when S' is not available.

- To monitor the progress of the assigned work, guiding the learning process.

- Learning by doing, overall development is largely depends on effective supervision skills.

Research Question 2: How effective supervision leads to personal and professional development?

- Supervisor by identifying strength and weakness, enhance the same by developing competence in miscellaneous fields.

- It motivates them, enhance the skills, strength, appreciation on task achievement, learning from mistakes, self-awareness, improving skills and learning new ones, improving metal health and social abilities, leads to personal growth and professional development which is most important aspect of the social work developmental practice.

- Individuals needing care and support often say that services are only as good as the person delivering them. Incompetence of workers to check understanding, seek support and support can be unsatisfying, destructive to self-confidence and possibly hazardous.

Research Questions 3: To know the importance of conventional supervision structure and need for modification.

- Does task oriented, relating theory into practice, catering services according to the needs of the clientele and timely guidance promote effective management and lead to task achievement?

- It focused on collective constructions of programmes, growth driven approach, collaborative decision making process, supervision provides adequate support systems, and proactive assessment.

- Respondents also realized the need for modifications in terms of field work tasks before final placements. They were interested in keeping the field work for second and third year and for the first year students field work should include: use of programme media (puppetry, documentary, theatre, etc.), practical training of case work and group work, workshops on different issues, presentations, agency visits and small research projects

under their Pre-Concurrent placement programme so that they have a clear understanding what they are expected to do in second and third year. Researcher also observed their strong approval on it which not only promotes emotional well-being but also sharpen their professional skills.

7. Major Findings

- Respondents clearly stated that there is a need of proper guidance under effective supervision which leads to personal and professional development. It is a continuous process which again and again give chance to reflect their learning through practice. Timely guidance can resolve the issues and sustain the relationship with the supervisors and the clientele.

- Respondents also highlighted that it teaches us accountability, workload management, performance evaluation and appraisal. Promotes learning and development like, developing the worker's critical thinking and awareness of their work and how they learn more about it.

- Respondents felt, supervisor sometime provides and unrestricted support - for both issues at work and anything in the worker's private life with which the workplace can legitimately help. Supervision is part of the mechanism by which organization protect their workers from vulnerability and isolation.

- One was a communication dimension. Best experiences included providing feedback in a straightforward manner, accepting mistakes, and encouraging experimentation. Poor experiences included indirect and avoidant communication, emphasizing supervisees' shortcomings, and supervisors' preoccupations with their own problems.

- Students also shared that there is a need of improvement in students and highlighted common indicators.

8. Repercussions of Major Findings

Contributors experience of field work supervision have repercussions for all the participants involved in field work instruction because guidance under operative observation to the student of social work is must for professional development.

Consequences for the students: Primary insinuations for the social worker students must be acceptably prepared for their field work supervision. This study has recognized some core areas need to be included in the preparation of social work students.

Suggestions for the Field work supervisors: The position of touching of field work educators their accountability to assist student learning cannot be over elaborate. It is also important that how the part of a supervisor in field location is illuminated to and operated by social work students, how these roles in both the settings supplement each other for the benefit of the student's learning. Next research can be additional wide-ranging research may identify thus benefitting students, training providers and ultimately the clients.

Logical argument: This Research has highlighted the centrality of guidance under effective supervision and importance of effectiveness in supervision contributing towards personal and professional development and experiencing positive supervision infield work. Supervision talks about situational analysis, role and responsibility and issues and feedbacks. The primary goal of professional education is preparation for practice. The outcome of classroom theoretical lessons and field practicum enhances the development of a social worker who functions optimally in relation to social work development practice.

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