

Graduate Social Workers' Perceptions of Fieldwork Training: Some Reflections from India and Bangladesh

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Abstract

In social work education, fieldwork is a systematically planned ingredient for students. Fieldwork enriches students to experiment with theories, methods, and knowledge to gather experiences in realistic situations. Nevertheless, the entire processes (from placement to evaluation) of field training come across various challenges before students. This qualitative study attempts to discuss the reflections of fifty graduate social workers' perceptions of fieldwork training, supervision, and evaluation at their bachelor level of social work programs. It clarifies the prevailing discontent amid students on fieldwork. Finally, it provides suggestive measures that may add value to strengthen fieldwork training.

Keywords: Graduate Social Workers, Fieldwork, Supervision, Evaluation, Social Work Education

Introduction

In social work education, fieldwork is a systematically planned ingredient for students. Fieldwork enriches students to experiment with theories, methods, and knowledge to gather experiences in realistic situations. Nevertheless, complete fieldwork is a supervised training to develop professional skills of social work under the supervision of educators and agency practitioners (Parker, 2007; Baum, 2011; Sharma, 2015). Furthermore, Education and Accreditation Standards of the Council on Social Work Education (2008) were identified fieldwork as the signature pedagogy of social work education in the USA. Besides, it's significant to balance and integrate theory-practice (Wayne, Bogo, & Raskin, 2010). The guided practices were offered to learners in communities or agency settings for hours or days each week (University Grants Commission, 1980). It is recognized by the school authorities of social work institutions. The experimental training is primarily to develop students' professional skills and relate the classroom lesson practically. Furthermore, it's also developed the competence and necessary skills to work with people (Srivastava & Singh, 2005; Riamei, 2014; Nadkarni & Sinha, 2016).

Additionally, field practice is one of the crucial parts of social work education and training. It melds theory with practice, facilitates the unification of thinking with doing, unites philosophy with action, and amalgamates understanding about people with methods of helping them. These techniques are pulled deeply from scientific knowledge about people and their social phenomena. Besides, by nature, it is functional and technical in the process. The process of education involves fostering a culture in learners, an integrated approach that goes alongside classroom teaching (Thomas, 2010; Riamei, 2014; Roy, 2011). A profession's competence includes its curriculum, training methodology, and, finally, the quality of preparation of its practitioners. The purpose of a professional curriculum is to prepare the fitness of the workforce proficient in performing the tasks and jobs

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that finally reach the profession's goals. It sets by the social work profession itself from the perspective of the specific society it seeks to serve (Srivastava & Singh, 2005).

Furthermore, field training assesses in value of the duration of times and actions. Therefore, it's not just visiting an organization or observing activities in the social agency; instead, it's continuously and closely guided and supervised a professional social worker's experience (Baum, 2011; Doel & Shardlow, 2005; Tanga, 2013). It's irrational to assume that theory is only the classroom teaching concept and its practice only done on-spot or field (Thomas, 2010). Henceforth, field training is a mixed metaphor in social work carried out in different communities and agencies to experiment on-field as instructed in their classroom teaching and field supervisors. However, the entire process (from placement to evaluation) of field training come across various challenges before students because of which the students are not able to get the desired satisfaction with the fieldwork in social work education. Hence, the study conducted to explore the graduate social workers' perceptions of fieldwork training and thus put forward some possible suggestive measures that may add value to strengthening fieldwork training in social work education.

Objectives

- To understand the modus operandi of fieldwork training, supervision, and evaluation
- To explore the graduate social workers' perceptions of fieldwork training
- To provide suggestions to strengthen the fieldwork in social work education.

Research Method

The study subjects were social workers who completed the Bachelor of Social Work from Assam University, India, and Rajshahi University, Bangladesh. Graduated in both the institute have done their fieldwork in bachelor social work. The total sample consists of 50 graduates. It was taking twenty-five bachelors of social work graduated from each social work department of India and Bangladesh. The interview guide used to conduct in-depth interviews. Also, focus group discussion amongst seven social work graduates undertaken separately in both the countries for data collection. Additionally, students' fieldwork diary and manual collected for the qualitative study purpose, preferred as the best means of understanding the students' subjective concerns and perceptions. Accordingly, in line with narrative quotes and discussion, the analysis was made.

Context of Selected Social Work Institutions

Academic Birth of Social Work, Assam University, India

The social work department of Assam University established in July 1997 under a Central University Act. The university is one of the pioneers in introducing five years of integrated social work teaching-training and made the history of bringing social work courses the first time in North-East India. Since its inception, it has been providing educational opportunities to learners of Barak valley and other North-Eastern states. There are about more than thousands of students who had completed the social work program from the regions. A team of permanent faculties supports the department by time-to-time appointed from different parts of India. It's a well-known department in social science for its innovative outreach and extension activity through field training. Since its origin, social work started fieldwork through concurrent training and classroom theory teaching in the course curriculum. The course curriculum of social work design is as per the Choice Based Credit System (CBCS) pattern as approved by the University Grand Commission (UGC). Also, offers the papers of particular interest in the area like NGOs Management, Micro Finance and Livelihood, Rural Development, Disaster

Management, Tribal Development, Family and Child Welfare, Psychosocial Counseling, Dynamics of Human Behavior, Medical and Psychiatric social work and so on.

Academic Birth of Social Work, Rajshahi University, Bangladesh

The social work department at Rajshahi University (RU) established in 1964. It had initially commenced as a college of social work under the University of Rajshahi. Since 1973, the department of social work evolved as an independent academic department of Rajshahi University. RU is one of the leading universities in research and the second-largest educational institution in Bangladesh. The social work department is one of the pioneers and dynamic program offering entity (POE) in the faculty of social science in training professional social workers through BSS and MSS (social work) through teaching and training. It's also providing educational opportunities to learners of Rajshahi and other divisions (states) of Bangladesh since its inception. The department offers four major academic programs such as BSS (Honors in social work), MSS (social work), MPhil, and Ph. D. There are about more than four thousand students who had completed the social work program. It supported by a team of permanent faculties appointed from different parts of Bangladesh. It is also well known in social science faculty for its teaching, active engagement, and unique field training. The department carried out fieldwork through internship and classroom teaching for theory as in their course curriculum. It also offers different optional papers and some compulsory as well based on the priority and demand of students and field context.

A Glimpse of Fieldwork Training

Fieldwork trained students to experiment with the classroom learned knowledge into community or agency settings. It gives prospects to work and experiment directly with people and communities or social service agencies (Riamei, 2014; Roy, 2011). There are different modalities of field practices, such as working with individuals, groups, families, communities, agencies, etc."Fieldwork training makes the student employable and confident to face the interviews and challenges in professional practice"- (Subhedar, 2001). The terms fieldwork used synonymously in the social work discipline like field practice, field training, and social work practice. The training process is to learn, develop, and practice social work intervention strategies and ultimately fetch society's welfare. The goal of field training is to establish a practical knowledge-based theoretical classroom teaching in social work. Merely, the emphasis on class teaching and fieldwork is to develop application based knowledge. A definition of fieldwork given by (Brown & Gloyne, 1966)as highlighted–

Any kind of practical experience in a social organization or agency [*Communities or NGOs*] if this experience has been deliberately arranged [*Field training*] for the education of students who are undergoing courses [*social work courses*] partially or wholly designed for those who intend to become social workers [*italics mine*] (Brown & Gloyne, 1966).

Additionally, the social work review committee on social work education in India has evolved specific fieldwork training objectives in social work education. The significant objectives of fieldwork as stated–

- To develop professional skills through practical training, apply acquired knowledge for the study of relevant facts, analyze the problem, and select appropriate means of solutions towards the issues.
- To develop the skill for solving the problems in work at the micro-level (individual), family, groups, communities, and the change at the macro level in the institutions and processes.
- To provide concurrent opportunities for integrating classroom learning, infield practice and vice-versa (feedback mechanism for both field and class)
- To strengthen the skills needed for professional practice at a particular level of training.
- To objectively promote professional attitudes concerning equality and non-judgmental manner.

- To develop professional values and commitments and to create an awareness of self and one's professional ideas.

Source: (Department of Social Work, AU, 2018-19)

Simultaneously, social work education at the University of Rajshahi, Bangladesh, proposed to improvement plans focused on enhancing fieldwork, research capacities, and competencies through facilitating the practice strategies include professional engagement with communities, internship agencies, and services in field areas.

Fieldwork Modus Operandi for Students of Social Work

Fieldwork has different components in social work education; it consists of field orientation programs, agency visits, and concurrent placement in various communities and agency settings in the rural, urban, semi-urban, and tea garden area based that are part of the social work department, AU (India). Similarly, the social work department RU (Bangladesh) offers field visits, practical research, and fieldwork (internship) placement in different agency settings. The graduate fieldwork training procedures in India & Bangladesh highlighted as (see table 1) –

Table 1. Fieldwork Procedure and Process

Assam University, India	University of Rajshahi, Bangladesh
Fieldwork in three years (Semester Based) BSW course	Fieldwork in four years (Yearly based) BSS (Honors in Social Work)
<p><i>BSW 1st Semester:</i> Field practice for BSW 1st semester students divided into two groups, i.e., group A and group B. Generally, two groups used to visit different agencies and sometimes the same agency based on faculty supervisor and agency supervisor consult. The agency visits took place with the faculty supervisor. The groups are informed and orient by the faculty supervisor before observational visits to the agency.</p> <p><i>BSW 2nd Semester:</i> In BSW 2nd semester, students placed in a small group (two or more) in the various communities in rural and urban areas with already placed senior students for the 6th-month concurrent field practice under faculty supervision.</p> <p><i>BSW 3rd and 4th Semesters:</i> Again, in BSW 2nd year, students are placed in a different community with four to six members with both seniors (MSW) and junior (BSW) students 1-year concurrent field practice under faculty supervisor guidance.</p> <p><i>BSW 5th and 6th Semesters:</i> In the final year of bachelor training, the trainees are placed in the different agency setting with a group of mostly BSW (last year) and MSW (final years) students for concurrent fieldwork under both the faculty and agency supervisors supervision.</p>	<p><i>BSS 1st Year: Practical 1: Field Visit:</i> students assigned into several groups. A course teacher supervises each of the groups. The committee of the first-year course teachers will decide the planned schedule of the field visits. The particular course teacher will be responsible for selecting the field to be visited and supervising all the group activities. The field visits comprised a 160-man hour, including times for orientation, preparation, field visit, report writing, and presentation.</p> <p><i>BSS 4th Year: Practical 2: Practical Research:</i> Learners assigned practical social work research into several groups under departmental educator supervision. Each learner has to find research problems and finally present proposals in a group seminar. Upon the supervisor's satisfaction, learners can carry out research, and after completion of the investigation, individually present the finding in the department and need to submit two copies of it to the department.</p> <p><i>Practical 3: Fieldwork (Internship):</i> 4th year of BSS (SW) after the completion of the course curriculum, students are placed in different agencies in a group for 60 days internship fieldwork under the departmental teacher's joint supervision and an agency supervisor. After completion of fieldwork, learners have to submit three copies of internship reports to the departmental office.</p>

Source: Field Data, 2019

Additionally, students are free to identify field-specific problems and tasks taken up with consultations of concerned faculty supervisors to understand and analyze those issues and identify scope for social work intervention. Learners placed in communities or agencies encouraged to conducting various need-based camps in coordination with the senior learners. They need to apply theories into the field practice compulsorily. Besides, each student has to record a summary of the field activities and suggests to report in detail to the concerned faculty supervisor.

Supervision of Fieldwork

Fieldwork is a constant supervised practice for students under educator and agency practitioners in social work education. Supervision plays a pivotal role in shaping students to become professional social workers. Similarly, groups of students in a multiple community setting and agency create distract for supervisors at the time to provide sufficient guidance. Also, the low teacher-student ratio hampers quality fieldwork guidance and supervision. Consequently, faculty supervisors failed to organize proper Individual Conferences (ICs), Group Conferences (GCs), and weekly sitting and to visit each agency/community where the students placed. However, field supervision and visits provide an opportunity for learners to get on-the-spot guidance. There are loopholes of the system that resulted in educator, agency, and student relationships that could not develop as triangular and fall as two angles between faculty supervisor and students. However, to trace the progress of fieldwork students, there are provisions to submitting daily fieldwork reports and summary reports at the end of the semester or year to the respective faculty supervisor.

Furthermore, reports enabling the supervisor to guide each student and evaluate his/her progress. Similarly, an extensive discussion with students regarding fieldwork issues and experience in ICs, GCs, and weekly sitting is essential in supervision in fieldwork. It is one of the practical and crucial methods of supervision, monitoring, and tracking the learners. However, the lack of faculties and high student-teacher ratio often becomes roadblocks for faculty to conduct ICs adequately as it takes high time and effort. However, many faculty supervisors made WhatsApp group with their placed students to provide quick instruction/guidance regarding fieldwork with technological improvement. Many supervisors also conduct seminar presentations on fieldwork once in the mid of a semester for sharing the field experience amid the students and faculties for more substantial benefits.

Evaluation of Fieldwork

Evaluation is a constant process to assess the required changes in oneself, knowledge, skills, and performance of the trainees on-field training. Also, it's a significant process of enabling learners to identify their strengths and weaknesses. The entire fieldwork of social work education (field attendance, report submission, ICs, GCs) was evaluated by the faculty supervisor and also takes feedback from the agency supervisor. Accordingly, at the end of each semester, the students submit summary reports on fieldwork. Besides, faculty supervisors regularly monitor fieldwork attendance, report submission, conduct Individual and Group Conferences. It considered an internal assessment, whereas viva-voce also held at the end of the semester, where both internal and external experts were present and assessed the fieldwork students' performance.

Howsoever, the students mentioned that evaluation also carried out in a continuous interactive manner and the assessment of student devotion of times and days for fieldwork. The whole fieldwork training process, such as field placement, supervision, and evaluation, is not free from challenges before the students. Having analyzed the different aspects of fieldwork includes monitoring and assessment, we may now highlight the fieldwork in

social work as perceived by the social work graduate from India and Bangladesh narrated and discussed in the subsequent text portions.

Graduate Social Workers' Perceptions of Fieldwork Training: *Some Reflections*

Perceptions are nothing but a belief or opinion ordinarily gained from experiences or phenomena in any professional training. Field training is the heart and soul of social work teaching and training. However, the whole process of field training, supervision, and evaluation come across various challenges front-line of social work students. Some of the perceptions and experiences of fieldwork that challenge before graduate social workers who have repeatedly surfaced in the interviews are as narrates and discusses-

Perceptions of Graduate Social Workers' in India

Fieldwork is enabling a reality check to the learners. A significant challenge the students face in fieldwork is the lack of continuity in their fieldwork. Students go for fieldwork twice in a week, if they initiate any activity in the field, they cannot complete it on two days of fieldwork per week. Also, students complained that they were not able to practice methods (especially social action, social welfare administration) in the fieldwork due to issues of time constraints. Also, concurrent fieldwork systems (two days in a week) create a times/day gap between the students, community, or agency communication. Students found a limited scope to practice in a community or agency. Sometimes learned classroom training theories/method remains unpracticed in the field. Besides, graduates stated that some supervisors (faculty) don't spend adequate time or adequate supervision for students' work and further plans. It created massive disappointment among the students who desired to learn and work in the field. Furthermore, graduates said that the agency supervisor didn't pay sufficient attention and time for guidance. Agency supervisors mostly assigned their official works (data entry and maintenance of the agency), which were rarely relevant tasks for the professional practice. Also, Pranjol pointed out that,

. . . Changes in our field placement (community or agency) in every academic year of fieldwork, many a time I could not complete my fieldwork, especially during social work methods like casework practice. I left my client either in the treatment stage or intervention stages as my fieldwork end for that particular academic year.

Additionally, graduates expressed that change of the community or agency for fieldwork every semester or academic years creates difficulties for trainees to establish rapport, building trust with community or agency. Whereas, Hritik a BSW graduate strongly expressed,

I have seen . . . communities and agencies, people were fed up with our social work student's faces. They were already aware of what we will do as our senior and super-seniors had undergone. I experienced that the repeating of the same areas (community/agency) for field training is nothing but the repetition of the same work which already done by our earlier field placed learners.

Similarly, graduates said that repetitive field placement in a community or agency becomes a massive field practice problem. As some seniors had done right, and some had done lousy practice in the community work. If we want to do something good only in the community, people don't faiths, trust, believe, and cooperate with us as those bad experiences they had earlier. Additionally, Rima a graduate social work observed,

I had taken optional on disaster management. But I was placed for my field practice in District Child Protection Unit. Whereas, my friend, she put in district disaster management office for field practice, but she has taken optional as family and child welfare. Both of us faced a contradiction between field placement, and optional taught us in classrooms.

Additionally, timing and days for fieldwork with agency sometimes were not found suitable. Also, many issues raised to execute the tasks assigned under the fieldwork dairy because sometimes it's hard to get scopes of such practice (group work, social action, and research), especially in an agency setting. Moreover, Rupesh, a graduate social work expressed,

In my 2nd semester, I had been a dam cared for in my field practice. My supervisor (faculty) has not taken care of my work and hardly visits my community to check me as I was on-field or what activities I did there. Altogether, it makes me quite lazy about my field practices.

Simultaneously, graduates complained that due to the less availability of supervisor (faculty) on-field, we felt no encouragement for innovative and dedicated field activities. Furthermore, doing good work on-field sometimes we used to get no recognition or negative comments from supervisors in reporting was not good enough.

Regards to agency supervisor graduates vigorously complained that supervisors (agency) were less available for guidance, inadequate supervision, hardly competent, and many agency supervisors were not professionally qualified also. Again, the agency doesn't have any proper action plan for work. Furthermore, they do not give freedom to students to practice classroom knowledge. Some agencies are very stuck and limited to their area and nature of work only. Many times that restriction creates restrain the students to practices their classroom learned theories and methods in the field. Besides, students complained that concurrent fieldwork breaks the dedication and becomes the obstacle of field practice due to class pressure, internal test, assignment, and other project works.

Perceptions of Graduate Social Workers' in Bangladesh

The student complained that they lack practical knowledge and skills due to less scope for field training. It is the system of the field training process that preparing them less skilling because in their total BSS (SW) course only in 1st year, they had one field visit. After that, 2nd year and 3rd year of BSS, they don't have any fieldwork. Finally, in the 4th year of BSS (SW), they had one research project and 60 days of fieldwork (Internship). Similarly, BSS graduates described that, though they have theory paper on introduction to fieldwork practice in social work. However, they have little scope to practice it regularly in the course system. Besides, they have feeble reporting skills, as in the whole 60 days fieldwork (internship) have to write only one summary report. Though day-wise, they just maintain attendance sheet and brief about the activities that we have done on-field as day-wise fieldwork report writing provision is not there. Hence, they are not required to write detailed reports unlimitedly; it leads to limits the skill of reporting. Additionally, Parveen, BSS (SW) graduate illustrated,

I experienced that the agency supervisor feels annoyed to see us . . . community-based and direct placement in community practice not provided in our course program. So, in our fieldwork, we used to go to the agency assigned community for field practice. Again, it's also repetitive practice since last batches had also done works in the same community/area under that agency.

Moreover, students complained that faculties were not friendly with the faculty supervisor. There were always student-teacher relationship gaps. Furthermore, the faculties' chamber was not closed to student classrooms or the same building. There is a separate building for the faculties' room in their university. So, space for interaction and immediate meeting for fieldwork issues was very less except weekly setting. They feel the separates building system for the classroom, and the faculties' chamber tries to maintain a relationship gap between student-teacher. Being a fieldwork student, they find many issues but lack friendly relations often

because they were scared to share it with their supervisors. Besides, Alam, social work honors graduated described,

. . . If placements were made directly at the community level for fieldwork instead through agencies, here we could directly work with the people independently, e.g., identifying the problem and priorities the problem we can develop strategies. But in NGOs based work, we have to do what they wanted to do from us. Here, we are not independent to do field practice. So, theories/methods restrained to training in fieldwork (internship).

Besides, graduates complained that the organization is restrained and engaged students in their project and its benefits. It creates a boundary to practice, roadblocks to students to practice the fieldwork assign tasks to meet the social work education goals.

Additionally, students complained that an internship fieldwork weekly sitting did not take place properly with supervisors to discuss all doubts and planning for future work. Consequently, they didn't get scopes to make the proper design for field practice (e.g., group work and activates for group work). Also, they had no chance to got assess or feedback on field-practice from supervisors. Also, Samima described, *"I doubt we had any scope for planned group work practice in agency fieldwork. Because I started my work with an already formed group and which was in the norming stage"*. We get scopes in work with already formed groups or cases rather than a new form group or cases in agency. Moreover, Mr. Hafis a graduate stated,

I worked in a livelihood organization, and my agency supervisor was from a social work background. It enables me to receive . . . fieldwork guidance and feedback. But in another rural development organization, I got an agency supervisor from an economics background. Here, I had to work (for calculation maximum time), which was not relevant to social work practice.

Simultaneously, graduates illustrated that professional agency supervisors were the most crucial factors for student field guidance. Moreover, the agency supervisor and faculty supervisor relationship were very poor. The link does not meet the benefit of the field practice of students and the welfare of society. However, Najiragraduated highlighted,

I experience in my BSS 4th year. I got fieldwork placement in an organization, where the first-time arrangement made for fieldwork from the university, and I got positive responses from NGOs and the community worked under the organization. But recently one of my junior placed in the same organization, he said that the NGOs and communities bored . . . due to the monotonous work of fieldwork students.

Additionally, graduated expressed that they tried to link with another organization for organized a collaborative program in an organization, but many times students failed to do so. However, the supervisor had the network to channelized the organization and made it possible. Students experienced that weekly sitting is a learning platform for both students and supervisors (e.g., the teacher can illustrate this practical example of "networking" for classroom teaching to students). Further, graduates expressed that visiting agency for checking students' attendance, timings of fieldwork from educator supervisors not strongly recommended than coming on a special meeting, program, health camps are more significant because students get a better response from community/agency. The community also observed and feels encouraged that the professor has come to attend the program/camp. Besides, NGOs or service providing agencies also be alert and careful that the

professor is attending the program. It develops rapport among NGOs, agency supervisors, faculty supervisors, students, and communities.

Discussion and Conclusion

The research highlighted that fieldwork training makes social work education unique and strengthened amid other social sciences. Social work education and training still undergo lacking in terms of its professional identity and challenges in society (Siddiqui, 2001; Riamei, 2014). The researcher's humble attempts are to develop suggestions to strengthen the fieldwork in social work education. Keep in mind the fieldwork processes, supervision, evaluation, and challenges before students. Some recommendations that have made after analyzed the in-depth interviews and focus group discussions. Beyond the study also made some possible suggestive measures can take by the fieldwork faculty supervisor, agency supervisor, social agency, community worker, UGC while designing fieldwork programs for graduate social work students with contextual consideration of the social work institution.

Firstly, the Social Work institution should take seriously the matter of concern for fieldwork elements, supervision, namely ICs, GCs, weekly sitting, fieldwork reports, and on-the-spot instruction, and should provide adequate guidance and oversight learners. Accordingly, faculty supervisors can prepare specific guidelines for ICs, GCs, weekly sitting, and discuss among faculty supervisors. Fieldwork components like regular ICs, GCs, and weekly sessions keep on the track, accountable to learners towards fieldwork. These guidelines can include the durations, points to be discussed, learners' and supervisors' roles, evaluation of previous fieldwork, future activities. The scholar (Sharma, 2015) mentioned that ICs play a vital role by providing space to learners for negotiating with themselves, others, and social context and developing critical thinking. Furthermore, (Gore, 2011; Riamei, 2014) states that social work professions yet not grow as a profession but a culture of borrows, and this brigaded has to be met by suggestive indigenous education and training. Therefore, the proper space should be provided to students to share experience and received feedback from co-fieldworkers; seniors, teachers, and the supervisor can give ideas and generate knowledge benefits for both students and teachers.

Secondly, agency placement can be provided based on the student's optional (particular interest area) taken in their bachelor's social work course. Besides, scholars (Riamei, 2014) suggested that specialized-based organizational work assists students better in a particular thematic area and expertise in the field.

Thirdly, most agency supervisors not found professionally qualified; the non-professional engages students in the task beyond the course curriculum. In that case, the social work department may study the agency's profile before placing the learners. Besides, agency supervisors can sensitize by providing fruitful training to achieve the objectives of field education of social work. The non-professional agency supervisor can train through workshops, seminars, and other materials such as fieldwork dairy and manuals. Hence, they can track the learners who placed under their guidance. Similarly, (Chitereka, 2009) fieldwork workshops for all agency supervisors would help clarify their social work training roles. Likewise, faculty supervisors' visiting organizations make aware of the supervision process for the fieldwork benefit of students and agency as well.

Fourthly, effective field practice should be a triangular relationship (students-faculty-agency) that enables to improve the quality of fieldwork and supervision. The appropriate design can opt to promote the association and to impart quality fieldwork training of social work students. Scholars (Nadkarni & Sinha, 2016; Baum,

2011) argued for relationships that must be open and transparent, aiming at equality, cooperation, minimizing hierarchy, upholding students' rights, and challenges of all forms of oppression.

Fifthly, the repetition of the same community/agency for fieldwork creates more bored feelings from the community/agency personal and made dissatisfaction students. So, these should identify and maintain the gap to make field placement and, if possible, avoid repeated placement and identified uncovered/new communities or agency for fieldwork.

Finally, all alumni social workers, agency supervisors, and faculty supervisors meet can be organized and conducted by the department of social work on current fieldwork education and training issues and concerns. Similarly, students can participate in said programs and attempt to formulate a comprehensive fieldwork curriculum and guideline for social work education. After all, such collective efforts will enrich the fieldwork of social work education and promote social workers with the best knowledge and competence.

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