



**MATS**  
UNIVERSITY

NAAC  
GRADE **A+**  
ACCREDITED UNIVERSITY

# MATS CENTRE FOR DISTANCE & ONLINE EDUCATION

## Agency Visit

Master of Social Work (MSW)  
Semester -1



**SELF LEARNING MATERIAL**



# ODLMSW - 106



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## Agency Visit

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MATS University

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# Social Work (M.S.W.)

- NOTES -

AGENCY VISIT

**Student's Name:** =  
**Address:** =  
**Enrollment Number:** =  
**Study Center Name and Address:** =  
**Institution Name and Address (Fieldwork location):** =  
**Fieldwork Supervisor's Name:** =  
**Submission Date:** =

**Student's Signature**

**Supervisor Signature**

**Note:**

1. It is mandatory for the student to fill this form by hand.
  2. The supervisor must have an M.A. in Social Work / M.S.W. qualification.
  3. Print on both sides of the paper for usage.
  4. The student must submit this form to their study center only.
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# Block - 1

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## Introduction of Agency Visit

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### Agency Visit

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#### Structure

- 1.1 Introduction
- 1.2 Learning Outcome
- 1.3 Agency Visit
- 1.4 Summary
- 1.5 Exercises
- 1.6 References

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#### 1.1 Introduction

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Social work is a dynamic and impactful profession that bridges the gap between theoretical knowledge and practical application. It is not just a discipline but a commitment to social justice, empowerment, and service to those in need. The Master of Social Work (M.S.W.) program is designed to equip students with essential skills, ethical values, and a deep understanding of the diverse challenges faced by individuals, families, and communities.

Fieldwork plays a crucial role in the education and training of social work students. It provides them with hands-on experience, allowing them to develop professional competencies, enhance problem-solving abilities, and cultivate empathy and critical thinking. Through fieldwork, students interact with different social settings, institutions, and marginalized groups, gaining firsthand exposure to the realities of social issues. This experiential learning process strengthens their capacity to work effectively in various social work domains, including mental health, child welfare, healthcare, rehabilitation, and community development.

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#### 1.2 Learning Outcomes

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1. Understand the concept, purpose, and organization of fieldwork division in social work education and practice.
2. Develop the ability to coordinate, plan, and execute fieldwork tasks effectively through supervision and collaboration.
3. Analyze the importance of structured fieldwork divisions in link-

ing theoretical learning with practical experience. In the postgraduate (M.S.W.) program, fieldwork is systematically structured to ensure that students are trained in multiple aspects of social work practice. The key areas of focus include:

- **Institution Visits** – Understanding the functioning of different social service institutions.
- **Rehabilitation** – Working with individuals and communities to aid recovery and reintegration.
- **Social Individual Service Work (Institution Service Work)** – Providing case-based interventions to address individual needs.
- **Group Work** – Facilitating group interventions for collective problem-solving and support in agency visit perspective.
- **Social Work Research** – Conducting studies to assess social problems and evaluate intervention strategies agency visit perspective..
- **Social Welfare Administration** – Managing social service organizations efficiently agency visit perspective..
- **Social Action** – Advocating for policy changes and social justice agency visit perspective.

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### 1.3 Agency Visit

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The first-semester fieldwork is a critical phase in the M.S.W. program, requiring students to apply their theoretical knowledge in real-world settings. This phase emphasizes direct engagement with institutions, social service agencies, and communities, ensuring that students develop the necessary skills to work independently and address social challenges effectively.

By participating in structured fieldwork, students enhance their ability to assess social situations, design intervention strategies, and implement solutions that create meaningful change. This immersive experience not only strengthens their professional competence but also fosters a sense of social responsibility, ethical commitment, and resilience—qualities essential for a successful career in social work.

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**Fieldwork Division**

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<b>S. No.</b>	<b>Work Component</b>	<b>Details</b>	<b>Total Work Days</b>	<b>Total Marks</b>
<b>2.</b>	Institution/ Agency Visit	5 Agency Visit Reports (Each Agency Visit: 5 days)	25	100
<b>Total</b>	<b>Fieldwork Duration</b>	<b>Total Work Days</b>	<b>25 Days</b>	<b>100 Marks</b>

**Check your progress**

1. Explain the role and responsibilities of the fieldwork division in social work education.

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**1.4 Summary**

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Fieldwork division is an essential component of social work training that bridges classroom learning with real-life practice. It provides students with opportunities to apply theoretical concepts in practical settings. The division is responsible for organizing, supervising, and evaluating students' field experiences. Through structured guidance, students learn to handle casework, group work, and community organization.

It ensures that each student is placed in a suitable agency according to their learning goals and interests. Supervisors play a key role in mentoring and evaluating student performance. The division fosters professional ethics, accountability, and reflective learning. It also provides regular orientation and review sessions to monitor progress.

Collaboration between educational institutions and field agencies enhances training quality. Students develop essential interpersonal, analytical, and communication skills. The division serves as a link between theory, practice, and research. It encourages innovative approaches to social issues through experiential learning.

Regular feedback sessions help students identify their strengths and areas for improvement. Evaluation is based on observation reports, diaries, and project submissions. Students are exposed to diverse social settings and

client groups. It enhances their confidence and professional readiness.

The division promotes social responsibility and ethical decision-making. Fieldwork helps integrate classroom knowledge into practical application. Ultimately, it shapes competent and compassionate social work professionals. Thus, fieldwork division stands as the backbone of professional social work education.

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## 1.5 Exercises

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### Multiple Choice Questions

1. The main purpose of the fieldwork division is to:
  - a) Conduct research only
  - b) Organize and supervise practical training
  - c) Replace classroom teaching
  - d) Evaluate theory exams

Answer : b) Organize and supervise practical training

2. Fieldwork acts as a bridge between:
  - a) Students and teachers
  - b) Theory and practice
  - c) Agencies and government
  - d) Research and policy

Answer : b) Theory and practice

3. Who plays a key role in student supervision during fieldwork?
  - a) Field supervisor
  - b) Principal
  - c) Accountant
  - d) Peer group

Answer : a) Field supervisor

4. Evaluation in fieldwork is commonly done through:
- a) Group discussions
  - b) Observation reports and diaries
  - c) Examinations only
  - d) Online quizzes

Answer : b) Observation reports and diaries

5. Fieldwork division primarily promotes:
- a) Academic competition
  - b) Social responsibility and ethical behavior
  - c) Political engagement
  - d) Personal hobbies

Answer : b) Social responsibility and ethical behavior

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### 1.6 References & Suggested Reading

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1. Kumar, P. (2020). *Fieldwork in Social Work Education: A Practical Approach*. New Delhi: Sage Publications.
2. Patel, M., & Thomas, J. (2019). *Supervision and Fieldwork Practice in Social Work*. Mumbai: Himalaya Publishing House.
3. Desai, R. (2021). Integrating Theory and Practice: Fieldwork in Social Work. *Journal of Social Development*, 15(2), 45–60.
4. National Association of Social Workers (NASW). (2022). *Standards for Social Work Field Education*. Washington, DC: NASW Press.

# Block - 2

- NOTES -

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## Guidelines, Instructions & Field Work Objectives

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AGENCY VISIT

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### Unit-2 Guidelines of Agency Visit

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#### Structure

- 2.1 Introduction
- 2.2 Learning Outcome
- 2.3 Guidelines of Agency Visit
- 2.4 Summary
- 2.5 Exercises
- 2.6 References

---

#### 2.1 Instruction

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Agency visits are an integral part of social work education that provide students with firsthand exposure to real-world professional settings. They allow students to understand the structure, functioning, and services of different social welfare organizations. Through these visits, learners connect classroom theories with practical field situations.

Institutions organize agency visits to familiarize students with the environment of social work practice. These visits help them observe the roles of social workers and other professionals. Guidelines and instructions are essential to ensure that visits are organized systematically and conducted effectively.

They cover aspects such as preparation, behavior, observation, and reporting. Students are expected to be punctual, disciplined, and respectful during agency visits. Proper orientation before the visit helps students understand its objectives and expected outcomes. Confidentiality regarding clients and organizational processes must be maintained.

Students should dress formally and behave professionally to represent their institution positively. They must actively participate in discussions and take notes for later reflection. Agency supervisors and faculty guide students throughout the visit for better understanding.

After each visit, students are expected to submit reports or reflective journals. These reports serve as learning tools and help assess students' analytical abilities. Visiting different types of agencies broadens their understanding of social issues. It enhances their awareness about government

and non-government interventions.

Agency visits also help in developing professional communication and observation skills. Following the right guidelines ensures that students gain meaningful learning experiences. Thus, agency visits are an important preparatory step for future fieldwork practice.

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## 2.2 Learning Outcomes

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1. Understand the purpose, procedures, and professional expectations during agency visits.
2. Apply institutional guidelines and ethical instructions for effective participation and learning.
3. Develop observation, reporting, and communication skills essential for professional social work practice.

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## 2.3 Guidelines of Agency Visit

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Fieldwork is an essential part of social work education. It is crucial to understand and internalize certain fundamental principles. It is not merely a requirement of the curriculum but a transformative experience that bridges the gap between theoretical knowledge and real-world practice. To make the most of this experience, students should follow some important guidelines.



- 1) **Preparation for Fieldwork:** Before starting fieldwork, students should prepare themselves well. Social work is not just about helping people—it requires knowledge, skills, and the right attitude. Understanding social problems and learning how to address them will help students work effectively in the field.
- 2) **Selection of Fieldwork Supervisor:** A good supervisor provides guidance and support during fieldwork. Students should choose a supervisor

who has a Master of Social Work (M.S.W.) degree or a similar qualification. A qualified supervisor can give useful advice, correct mistakes, and help students improve their work.

- 3) **Institution Visits:** Institution visits form a core component of the fieldwork experience. Students are required to visit five institutions/Agency that provide to vulnerable populations and address critical social issues. These visits offer invaluable exposure, helping students develop practical skills, gain insights into societal challenges, and critically analyze the initiatives undertaken by both governmental and non-governmental organizations. By engaging with real-life social work settings, students can observe intervention strategies firsthand and reflect on their effectiveness.
- 4) **Selection of Institutions:** The selection of institutions for field visits should be made thoughtfully, ensuring that they align with the principles and objectives of social work. Institutions should actively engage in social service, providing direct support to marginalized communities. Some of the key institutions suitable for fieldwork include:
- Centers for individuals with intellectual or developmental disabilities
  - Primary and secondary schools serving underprivileged communities
  - Hospitals and healthcare centers providing medical and psychiatric care
  - Anganwadi centers supporting maternal and child health
  - Old age homes offering care for the elderly
  - Shelters for women and survivors of domestic violence
  - Women and child development centers focusing on empowerment programs
  - Rural and urban social welfare organizations, both governmental and non-governmental

By engaging with these institutions, students gain a comprehensive understanding of the complexities involved in social service delivery. They also develop the ability to assess needs, identify challenges, and propose feasible solutions.

- 5) **Working with Discipline:** Discipline is the foundation of effective social work practice. While enthusiasm and passion drive the spirit of service, it is essential to maintain a balanced and professional approach. Students must be mindful of their actions and avoid any form of overzealous behavior that could inadvertently harm themselves or others.

Furthermore, understanding the realities of Institution functioning is crucial. Every organization operates within certain structural and resource limitations, and students must recognize these constraints while formulating their interventions. Adapting to the institution’s working environment, respecting its guidelines, and collaborating with staff members will facilitate a more productive and insightful learning experience.

### Conclusion

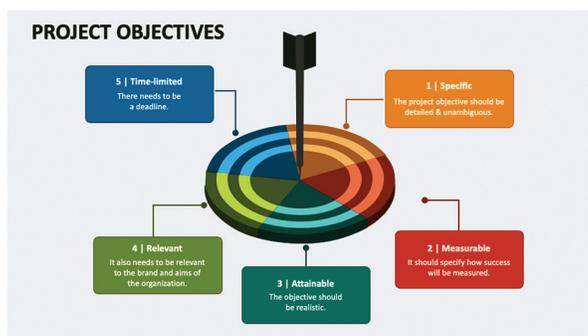
Fieldwork is not just an academic requirement but a transformative phase in a social worker’s journey. It provides an opportunity to witness social realities, engage with vulnerable populations, and develop professional competencies. By adhering to these guidelines—preparing adequately, selecting the right supervisor and institutions, and working with discipline—students can maximize their learning and contribute meaningfully to the communities they serve.

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### Fieldwork Objectives

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Project Objectives” illustrates the SMART criteria for setting effective project goals. These objectives begin with being Specific, meaning they should be clear and unambiguous. Next, they must be Measurable, allowing one to track progress and determine success. A good project objective is also Attainable, emphasizing realistic and achievable goals. It should be Relevant, aligning with the broader mission and aims of the organization. Finally, the objective should be Time-limited, clearly stating the deadline to ensure timely completion. Together, these five elements help in planning, executing, and evaluating project outcomes. They provide a structured framework that enhances focus and accountability. By following these principles, teams can improve efficiency and achieve desired results. Ultimately, SMART project objectives are key to successful project management.



Fieldwork in social work is a crucial learning experience that helps students bridge the gap between theoretical knowledge and practical appli-

ation. It equips them with essential skills, builds confidence, and fosters a deeper understanding of social issues. The key objectives of fieldwork are as follows:

- 1) **Building Mutual Trust:** Trust is the foundation of any meaningful relationship in social work. Without mutual trust, it becomes difficult for a social worker to connect with individuals, take risks, or implement effective solutions. Fieldwork provides opportunities to develop self-confidence in both the practitioner and the people they serve, ensuring a strong and trusting bond.
- 2) **Developing Self-Reliance:** Self-reliance is an essential aspect of personal and professional growth. Through fieldwork, students learn to work independently, make informed decisions, and take responsibility for their actions. This not only empowers them but also enables them to empower others in the communities they serve.
- 3) **Establishing Harmony in Society:** Human beings are social creatures, and their actions are influenced by the groups they belong to. Fieldwork helps students understand group dynamics and develop the ability to create harmony within different social settings. These experiences teach them how to balance individual needs with community expectations, fostering peaceful coexistence.
- 4) **Understanding Institution Functioning:** Social work institutions play a crucial role in addressing societal issues. Fieldwork provides students with firsthand experience in how these institutions function, the challenges they face, and the impact they create. By engaging with different organizations, students gain practical insights into Institution operations, policies, and intervention strategies.
- 5) **Strengthening Social Relationships:** Effective social work depends on the ability to build and sustain meaningful relationships. Fieldwork offers students the chance to interact with diverse individuals, communities, and organizations, helping them develop the interpersonal skills necessary for fostering positive social connections.
- 6) **Gaining Practical Experience:** Theoretical knowledge alone is not sufficient for becoming a competent social worker. Fieldwork ensures that students actively participate in real-world situations, applying their learning to solve social issues. This hands-on experience enhances their problem-solving abilities and prepares them for future professional challenges.
- 7) **Developing Skills for Managing Human Problems:** Social workers frequently deal with complex human issues such as poverty, addiction,

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AGENCY VISIT

abuse, and mental health concerns. Fieldwork equips students with essential skills for problem-solving, teamwork, conflict resolution, and relationship-building, enabling them to provide effective support to individuals and communities.

- 8) Establishing Professionalism in Social Work:** A professional approach is critical in social work practice. Through fieldwork, students learn to uphold ethical standards, follow professional guidelines, and take on the responsibilities of a social worker. This process helps them develop a sense of accountability and prepares them for a meaningful career in the field.

### **Conclusion**

Fieldwork serves as the backbone of social work education, allowing students to transform their theoretical knowledge into practical skills. By focusing on trust-building, self-reliance, social harmony, Institution understanding, and professional growth, fieldwork prepares students to become competent and compassionate social workers, ready to make a lasting impact on society.

### **Detailed Description:**

- 1) Introduction:** The introduction should provide a brief overview of the purpose of the visit and general information about the institution. It should outline the objectives of the study and the expected learning outcomes.
- 2) Institution Name and History:** This section should include the full name of the institution along with a historical background. It should mention when the institution was established, the circumstances leading to its foundation, and how it has evolved over time. The student should also note any major milestones or changes in the institution's journey.
- 3) Registration Number and Date:** The report must include details of the institution's legal registration. Information such as the registration number, the law under which it was registered, and the date of registration should be documented.
- 4) Objectives of the Institution:** Every institution operates with a specific mission. This section should highlight the core objectives for which the institution was established, its target beneficiaries, and the primary social issues it aims to address.
- 5) Infrastructure of the Institution:** The term "infrastructure" refers to

- the basic physical setup of the institution. This section should describe the buildings, office spaces, transport facilities, communication systems, and other essential physical resources available at the institution.
- 6) **Staff at the Institution:** A detailed account of the staff working at the institution should be provided, including the number of employees, their roles, qualifications, and organizational hierarchy.
  - 7) **Activities of the Institution:** This section should include an overview of the various activities carried out by the institution. It should cover events such as sports competitions, cultural programs, training sessions, awareness campaigns, and other social welfare initiatives.
  - 8) **Nature of Work:** Here, the student should describe the specific type of work the institution is engaged in. This may include rehabilitation services, education, healthcare, skill development, or any other social service. The methods and approaches used to execute these activities should also be documented.
  - 9) **Admission Process:** If the institution follows specific admission criteria for beneficiaries, those should be clearly mentioned. This includes eligibility criteria, application processes, and selection methods.
  - 10) **Number and Nature of Beneficiaries:** A key aspect of the report is identifying the institution's beneficiaries. This section should specify the number of people the institution serves and provide demographic details such as age groups, gender distribution, and the nature of their social vulnerabilities.
  - 11) **Formal and Vocational Education:** If the institution provides educational or vocational training services, details about these programs should be included. Information on the courses offered, duration, curriculum, and the impact of these programs on the beneficiaries should be documented.
  - 12) **Facilities Available at the Institution:** This section should outline the various services and amenities available for beneficiaries, including healthcare facilities, counseling services, recreational spaces, libraries, and other essential resources.
  - 13) **Geographical Area of Operation:** The student should describe the geographical area where the institution functions. This includes whether it operates at the local, regional, or national level and whether its services are confined to urban or rural areas.
  - 14) **Financial Sources of the Institution:** Funding plays a crucial role in the sustainability of any institution. This section should highlight the

financial sources, such as government grants, private donations, corporate social responsibility (CSR) initiatives, international funding, or self-generated revenue.

- 15) Relationships with Other Institutions:** Many institutions collaborate with other organizations for enhanced service delivery. This section should detail any partnerships with governmental agencies, NGOs, community groups, or other welfare organizations.
- 16) Future Plans of the Institution:** Understanding an institution's vision for the future is essential. This section should discuss any planned expansions, new projects, or long-term goals aimed at improving the institution's impact.
- 17) Challenges Faced by the Institution:** Every organization encounters challenges in its operations. This section should identify internal and external obstacles, such as funding constraints, staffing shortages, policy limitations, or difficulties in reaching beneficiaries.
- 18) Achievements and Awards of the Institution:** If the institution has received any awards or recognitions for its work, these should be highlighted in this section. Acknowledgements from government bodies, social welfare organizations, or academic institutions can add credibility to the report.
- 19) Affiliations:** If the institution is affiliated with any professional councils, academic bodies, or networks, this section should include details about these associations and their significance.
- 20) Documentation of Observations:** To support the fieldwork findings, the student should include audio-visual evidence, such as photographs, video recordings, or official documents collected during the visit.
- 21) Any Other Information:** If there is any additional relevant information that has not been covered in the previous sections, it should be included here.
- 22) Conclusion:** The conclusion should provide a summary of the findings and observations. The student should offer an objective analysis of the institution's work, highlighting both strengths and areas for improvement.
- 23) Social Worker's Perspective:** This final section should reflect the student's professional viewpoint. It should analyze the institution's impact, suggest possible solutions to existing challenges, and discuss how social work interventions could further support the institution in achieving its goals.

A well-structured Institution fieldwork report provides valuable insights into the real-world functioning of social service organizations. By following this detailed framework, students can develop a comprehensive understanding of Institution processes, challenges, and contributions to social welfare.

**Check your progress**

1. Explain the main guidelines that students must follow during an agency visit.

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**2.4 Summary**

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Guidelines and instructions for agency visits provide a clear framework for conducting field exposure in social work education. They ensure that visits are purposeful, disciplined, and educationally beneficial. Each visit should begin with a pre-visit orientation explaining objectives and schedules.

Students must follow dress codes and maintain decorum during visits. Confidentiality is to be strictly observed when interacting with clients or staff. Polite communication and active listening are essential for professional behavior. Students are encouraged to ask relevant questions to clarify their understanding.

The faculty supervisor coordinates with the agency to facilitate smooth interactions. Students should avoid criticism or judgment of agency operations. They must observe the organization’s structure, staff roles, and service delivery process. Documentation through field notes or diaries is mandatory for post-visit evaluation.

Institutions often assign report-writing tasks to reinforce reflective learning. Each student should demonstrate punctuality and teamwork during group visits. Proper follow-up and debriefing sessions are conducted after visits. These sessions help analyze and link theoretical knowledge with field observations.

Agency visits familiarize students with professional environments and social issues. They promote respect for community diversity and institu-

tional ethics. By following guidelines, students cultivate responsibility and professional discipline. Agency visit instructions bridge classroom learning with real-world practice. Hence, they are a vital foundation for effective fieldwork training in social work.

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## 2.5 Exercises

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### Multiple Choice Questions

1. The main purpose of an agency visit is to:

- a) Conduct research only
- b) Gain field exposure and understanding of agency work
- c) Replace classroom study completely
- d) Supervise other students

Answer: b) Gain field exposure and understanding of agency work

2. Before visiting an agency, students should:

- a) Skip orientation
- b) Receive pre-visit briefing and instructions
- c) Decide their own schedule
- d) Avoid learning objectives

Answer : b) Receive pre-visit briefing and instructions

3. Which of the following is an important ethical instruction?

- a) Sharing client information publicly
- b) Maintaining confidentiality
- c) Ignoring supervision
- d) Criticizing staff behavior

Answer : b) Maintaining confidentiality

4. What is the purpose of report writing after an agency visit?

- a) Entertainment
- b) Reflective learning and evaluation
- c) Attendance record
- d) Personal communication

Answer : b) Reflective learning and evaluation

5. During an agency visit, students must:

- a) Maintain professional conduct and discipline
- b) Use mobile phones freely
- c) Interfere in agency work
- d) Leave early without notice

Answer : a) Maintain professional conduct and discipline

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### 2.6 References & Suggested Readings

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1. Bhattacharya, S. (2020). *Fieldwork Practice and Agency Visits in Social Work Education*. New Delhi: Sage Publications.
2. Mathew, P. (2019). *Supervision and Professional Preparation in Field Education*. Mumbai: Himalaya Publishing House.
3. Desai, R., & Sharma, V. (2021). Ethical Guidelines for Social Work Agency Visits. *Journal of Social Development Studies*, 12(3), 56–70.
4. National Association of Social Workers (NASW). (2022). *Field Education Standards and Guidelines*. Washington, DC: NASW Press.
5. Patel, M. (2023). *Experiential Learning in Social Work: A Guide to Agency Exposure*. Hyderabad: Orient BlackSwan.

- NOTES -

AGENCY VISIT

# Block - 3

MSW I Semester  
MSW – 305

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## Activity - Institution / Agency Visit

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### Unit-3 Agency Visit - Activity

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#### Structure

- 3.1 Introduction
- 3.2 Learning Outcome
- 3.3 Guidelines of Agency Visit
- 3.4 Summary
- 3.5 Exercises
- 3.6 References & Suggested Reading

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#### 3.1 Instruction

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#### 3.2 Learning Outcome

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### 3.3 Guidelines of Agency Visit

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#### Institution / Agency Visit - I

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AGENCY VISIT

#### Important Components for Case Visit Report:

1. Introduction : \_\_\_\_\_
2. Agency Name / History : \_\_\_\_\_
3. Registration Number and Date : \_\_\_\_\_
4. Objectives of the Institution : \_\_\_\_\_
5. Infrastructure of the Institution : \_\_\_\_\_
6. Staff at the Institution : \_\_\_\_\_
7. Activities of the Institution : \_\_\_\_\_
8. Types of Work : \_\_\_\_\_
9. Admission Process : \_\_\_\_\_
10. Number and Nature of Beneficiaries : \_\_\_\_\_
11. Formal Education : \_\_\_\_\_
12. Vocational Training : \_\_\_\_\_
13. Geographical Area of Operation : \_\_\_\_\_
14. Available Facilities at the Institution : \_\_\_\_\_
15. Financial Sources of the Institution : \_\_\_\_\_

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**MSW I Semester  
MSW – 305**

16. Relationship with Other Organizations : \_\_\_\_\_
17. Future Plans of the Institution : \_\_\_\_\_
18. Challenges Faced by the Institution : \_\_\_\_\_
19. Achievements / Awards of the Institution : \_\_\_\_\_
20. Observations and Certification : \_\_\_\_\_
21. Any Other Information : \_\_\_\_\_
22. Conclusion : \_\_\_\_\_
23. Social Worker's Perspective : \_\_\_\_\_

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**Activity 1 : Agency Visit -1**

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**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>01</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**1st Orientation Visit**

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- NOTES -

AGENCY VISIT

\_\_\_\_\_  
Signature

### Activity 3 : Institution Visit -1

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

#### Visit Details

Day & Date	Arrival Time	Departure Time

#### Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
03		
Name of Social Worker:		Signature:







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AGENCY VISIT

\_\_\_\_\_  
Signature

### Activity 5 : Institution Visit -1

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

#### Visit Details

Day & Date	Arrival Time	Departure Time

#### Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
05		
Name of Social Worker:		Signature:

#### 5th Orientation Visit



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AGENCY VISIT

Signature

**Agency Visit Summary Report**



7. Activities of the Institution : \_\_\_\_\_
8. Types of Work : \_\_\_\_\_
9. Admission Process : \_\_\_\_\_
10. Number and Nature of Beneficiaries : \_\_\_\_\_
11. Formal Education : \_\_\_\_\_
12. Vocational Training : \_\_\_\_\_
13. Geographical Area of Operation : \_\_\_\_\_
14. Available Facilities at the Institution : \_\_\_\_\_
15. Financial Sources of the Institution : \_\_\_\_\_
16. Relationship with Other Organizations : \_\_\_\_\_
17. Future Plans of the Institution : \_\_\_\_\_
18. Challenges Faced by the Institution : \_\_\_\_\_
19. Achievements / Awards of the Institution : \_\_\_\_\_
20. Observations and Certification : \_\_\_\_\_
21. Any Other Information : \_\_\_\_\_
22. Conclusion : \_\_\_\_\_
23. Social Worker's Perspective : \_\_\_\_\_

- NOTES -

AGENCY VISIT











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Signature

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**Activity 3 : Institution Visit -2**

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**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>03</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**3rd Orientation Visit**



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Signature

**Activity 4 : Institution Visit -2**

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>04</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**4th Orientation Visit**



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**Activity 5 : Institution Visit -2**

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>05</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**5th Orientation Visit**







8. Types of Work : \_\_\_\_\_
9. Admission Process : \_\_\_\_\_
10. Number and Nature of Beneficiaries : \_\_\_\_\_
11. Formal Education : \_\_\_\_\_
12. Vocational Training : \_\_\_\_\_
13. Geographical Area of Operation : \_\_\_\_\_
14. Available Facilities at the Institution : \_\_\_\_\_
15. Financial Sources of the Institution : \_\_\_\_\_
16. Relationship with Other Organizations : \_\_\_\_\_
17. Future Plans of the Institution : \_\_\_\_\_
18. Challenges Faced by the Institution : \_\_\_\_\_
19. Achievements / Awards of the Institution : \_\_\_\_\_
20. Observations and Certification : \_\_\_\_\_
21. Any Other Information : \_\_\_\_\_
22. Conclusion : \_\_\_\_\_
23. Social Worker's Perspective : \_\_\_\_\_

**- NOTES -**

**AGENCY VISIT**











- NOTES -

AGENCY VISIT

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Signature

### Activity 3 : Institution Visit -3

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

#### Visit Details

Day & Date	Arrival Time	Departure Time

#### Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
03		
Name of Social Worker:		Signature:

#### 3rd Orientation Visit



- NOTES -

AGENCY VISIT

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Signature

#### Activity 4 : Institution Visit -3

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

#### Visit Details

Day & Date	Arrival Time	Departure Time

#### Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
04		
Name of Social Worker:		Signature:

#### 4th Orientation Visit



- NOTES -

AGENCY VISIT

Signature

### Activity 5 : Institution Visit -3

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

#### Visit Details

Day & Date	Arrival Time	Departure Time

#### Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
05		
Name of Social Worker:		Signature:

#### 5th Orientation Visit



- NOTES -

AGENCY VISIT

Signature

**Institution / Agency Visit - III Summary Report**



7. Activities of the Institution : \_\_\_\_\_
8. Types of Work : \_\_\_\_\_
9. Admission Process : \_\_\_\_\_
10. Number and Nature of Beneficiaries : \_\_\_\_\_
11. Formal Education : \_\_\_\_\_
12. Vocational Training : \_\_\_\_\_
13. Geographical Area of Operation : \_\_\_\_\_
14. Available Facilities at the Institution : \_\_\_\_\_
15. Financial Sources of the Institution : \_\_\_\_\_
16. Relationship with Other Organizations : \_\_\_\_\_
17. Future Plans of the Institution : \_\_\_\_\_
18. Challenges Faced by the Institution : \_\_\_\_\_
19. Achievements / Awards of the Institution : \_\_\_\_\_
20. Observations and Certification : \_\_\_\_\_
21. Any Other Information : \_\_\_\_\_
22. Conclusion : \_\_\_\_\_
23. Social Worker's Perspective : \_\_\_\_\_

- NOTES -

AGENCY VISIT















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Signature

**Activity 4 : Institution Visit -4**

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>04</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**4th Orientation Visit**



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Signature

**Activity 5 : Institution Visit -4**

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>05</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**5th Orientation Visit**







8. Types of Work : \_\_\_\_\_
9. Admission Process : \_\_\_\_\_
10. Number and Nature of Beneficiaries : \_\_\_\_\_
11. Formal Education : \_\_\_\_\_
12. Vocational Training : \_\_\_\_\_
13. Geographical Area of Operation : \_\_\_\_\_
14. Available Facilities at the Institution : \_\_\_\_\_
15. Financial Sources of the Institution : \_\_\_\_\_
16. Relationship with Other Organizations : \_\_\_\_\_
17. Future Plans of the Institution : \_\_\_\_\_
18. Challenges Faced by the Institution : \_\_\_\_\_
19. Achievements / Awards of the Institution : \_\_\_\_\_
20. Observations and Certification : \_\_\_\_\_
21. Any Other Information : \_\_\_\_\_
22. Conclusion : \_\_\_\_\_
23. Social Worker's Perspective : \_\_\_\_\_

**- NOTES -**

**AGENCY VISIT**











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Signature

**Activity 3 : Institution Visit -5**

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>03</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**3rd Orientation Visit**



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**Activity 4 : Institution Visit -5**

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

**Visit Details**

<b>Day &amp; Date</b>	<b>Arrival Time</b>	<b>Departure Time</b>

**Field Work Details**

<b>Fieldwork No.</b>	<b>Institution Name &amp; Location</b>	<b>Work Day</b>
<b>04</b>		
<b>Name of Social Worker:</b>		<b>Signature:</b>

**4th Orientation Visit**



- NOTES -

AGENCY VISIT

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Signature

### Activity 5 : Institution Visit -5

**Note :** First, the social worker must visit the first selected agency out of the five designated institutions. The visit should be conducted according to the prescribed format. The necessary information should be gathered through two rounds of orientation visits.

#### Visit Details

Day & Date	Arrival Time	Departure Time

#### Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
05		
Name of Social Worker:		Signature:

#### 5th Orientation Visit



- NOTES -

AGENCY VISIT

Signature

**Institution / Agency Visit - V Summary Report**



# Block - 4

- NOTES -

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## Summary Report & Self-Assessment

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AGENCY VISIT

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### Unit-4 Summary Report & Self-Assessment

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#### Structure

- 4.1 Introduction
- 4.2 Learning Outcome
- 4.3 Summary Report & Self-Assessment
- 4.4 Summary

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#### 4.1 Introduction

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#### 4.2 Learning Outcome

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#### 4.3 Summary Report & Self-Assessment

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# **MATS UNIVERSITY**

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