MATS CENTRE FOR OPEN & DISTANCE EDUCATION

Field practicum

Master of Social Work (MSW)

Semester - 2

ODLMSW - 205

Filed Practicum - II

Course Index

COURSE DEVELOPMENT EXPERT COMMITTEE

1. **Dr. Deena Nath Yadav**

Asst. Professor & Head, Department of Social Work, MATS University, Raipur

2. **Prof. Richa Yadav**

Head, Branch of Social Work, Department of Social Science,

Dr. CV Raman University Bilaspur CG.

3. **Dr. Chhabinath Yadav**

Asst. Professor, Department of Social Work, MATS University, Raipur

COURSE COORDINATOR

Dr. Chhabinath Yadav

Asst. Professor, Department of Social Work, MATS University, Raipur

COURSE EDITOR/BLOCK PREPARATION

Dr. Deena Nath Yadav

Asst. Professor & Head, Department of Social Work, MATS University, Raipur

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<u>Acknowledgements:</u>

Social Work (M.S.W.)

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.

Module - 1

Social Work (M.S.W.) - II Semester Fieldwork Evaluation

Contents

Unit - 1	Introduction
Unit - 2	Fieldwork Division & Objectives of Group Work Report

Unit - 1

1. Introduction

Group work is a fundamental aspect of social interaction and human

development. It involves individuals coming together, forming relationships, and working towards a common goal. Whether in an educational setting, personal development group, self-help group, recreational group, or therapeutic group, collective efforts yield significant benefits for both individuals and society.

Note: In this activity, social worker is required to collaborate with a specific organization and actively participate in a group for a minimum of 10 days. This practical engagement allows them to understand the dynamics of group work, build relationships within the group, and contribute meaningfully to the collective objectives.

Understanding Group Work

A group is a collection of individuals who interact and influence one another in various ways. The concept of group formation is an ongoing process, evolving with time and interaction. Group work has emerged as a core method in the field of social work, gaining increasing significance in contemporary society.

Regardless of caste, religion, age, or socioeconomic status, every human being must engage in group activities to lead a well-structured social life. As social beings, people have an inherent need to connect with others, share experiences, and support each other. Participation in group activities not only fosters a sense of belonging but also enhances individual potential, encourages skill development, and contributes to personal growth.

Effective group work facilitates interpersonal relationships and fosters cooperation. It helps individuals develop the necessary skills to work collaboratively and achieve shared goals. The process of group development consists of various stages, from formation to termination, each requiring careful planning and execution. A well-structured group harnesses its core strengths to achieve its intended objectives.

Considerations for Group Development

To ensure a group's success, the following essential aspects must be considered:

- **Regular Meetings**: Scheduling consistent meetings is crucial for maintaining engagement and progress within the group.

- **Interpersonal Communication:** Establishing and nurturing strong connections among group members enhances trust and collaboration.

- **Positive Interaction:** Encouraging constructive dialogue, humor, and enthusiasm helps in creating a welcoming and supportive environment.

- **Cooperation and Adaptability:** Fostering a spirit of teamwork and mutual adjustment ensures the smooth functioning of the group.

Indicators of Group Development

For a group to function effectively, certain indicators of development must be adhered to by all members:

- **Active Participation:** Every member should be present and engaged in group activities.

- **Punctuality:** Adhering to schedules and attending meetings on time demonstrates commitment and discipline.

- **Structured Organization:** Establishing a formal framework for the group enhances efficiency and clarity in roles.

- **Initiative and Responsibility:** Members should take the initiative and understand their responsibilities within the group.

- **Innovation and Motivation:** Encouraging creativity and maintaining enthusiasm contribute to the group's evolution.

- **Behavioral Regulation:** Members should practice self-discipline and maintain appropriate conduct.

- **High Level of Engagement:** Increased involvement ensures that the group remains dynamic and goal-oriented.

- **Leadership Development:** Identifying and nurturing leadership qualities within the group helps in sustaining momentum.

- **Collective Mindset:** Shifting from an individualistic approach ("I" and "me") to a collective perspective ("we" and "us") strengthens group cohesion.

Group work is an essential mechanism for fostering collaboration, enhancing individual capabilities, and achieving social objectives. By engaging in structured group activities, individuals develop critical interpersonal skills, experience personal growth, and contribute to the betterment of the community. The principles and indicators discussed in this report serve as foundational guidelines for effective group engagement, ensuring that every member benefits from the collective experience.

Unit - 2

2. Fieldwork Division

S. No.	Code and Subject	Work Component	Details	Work Days	Total Marks
3.	205- Field Work Practicum -II	Group Work Practice	2 Group Work Report (With any rural/urban institution)	25	100
Total		**Fieldwork Duration**	**Total Work Days**	**25 Days**	**100 Marks**

3. Objective of Group Work Reports

Group work reports serve as a critical tool in documenting the collective efforts, processes, and outcomes of a group's activities. These reports are essential in academic, professional, and social work settings, as they provide a structured reflection of group dynamics and achievements. The primary objectives of group work reports include:

- **Assessing Group Progress**: Tracking the development of the group across various stages and evaluating the effectiveness of interactions and collaborations. This involves monitoring participation levels, identifying challenges encountered, and measuring the overall impact of the group's work.

- **Enhancing Accountability:** Ensuring that all group members actively participate and contribute to achieving the group's objectives. A well-documented report highlights each member's role and responsibilities, fostering transparency and shared responsibility.

- **Facilitating Reflection and Learning:** Encouraging members to analyze their experiences, recognize challenges, and identify areas for improvement. Reflection fosters personal and collective growth, helping members refine their collaboration and problem-solving skills.

- **Providing a Record of Activities:** Documenting key discussions, decisions, and outcomes for future reference and assessment. This ensures continuity in long-term projects and serves as a learning resource for future groups or facilitators.

- **Supporting Evaluation and Feedback:** Offering facilitators and supervisors insight into group processes, enabling constructive feedback and recommendations for future group work endeavors. Structured

feedback mechanisms help improve future group dynamics and methodologies.

- **Strengthening Communication and Coordination:** Ensuring that all stakeholders, including external evaluators, have access to a clear and concise account of the group's activities, decision-making processes, and achievements.

A well-structured group work report not only enhances the learning experience but also strengthens the overall effectiveness of group-based initiatives. It serves as a valuable tool for assessing the success of collaborative efforts and providing a roadmap for future improvements.

Module - 2

Group Work Process and Stages / Guidelines and Instructions

Contents

Unit - 3	Group Work Process and Stages
Unit - 4	Instructions for Practitioners/Students

Unit - 3

4. Group Work Process and Stages

The group work process consists of several essential stages that ensure the completion and success of group activities. These stages follow a structured sequence, guiding the group towards achieving its objectives. The stages can also be referred to as phases of development, which provide strength and continuity to the group work process. Various scholars have conceptualized the stages of group development based on their perspectives, outlining different phases that contribute to the growth and effectiveness of a group.

Theoretical Perspectives on Group Development Stages

Several researchers have classified group work stages according to different frameworks. Some of the significant classifications are:

1. **Bales (1950):** Bales defined the stages of group work based on the group's ability to orient itself, evaluate situations, and make decisions. The three primary stages he proposed are:

   - Orientation

- Evaluation
- Decision-making

2. **Tuckman (1963):** Tuckman provided one of the most widely recognized models of group development, consisting of five stages:

   - **Forming:** The initial stage where members come together and establish relationships.
   - **Storming:** The stage where conflicts and differences arise as members assert their ideas.
   - **Norming:** The phase where group norms and agreements are established.
   - **Performing:** The stage of productive collaboration and achievement of group goals.
   - **Adjourning:** The concluding stage where the group disbands after accomplishing its objectives.

3. **Cailin (1972):** Cailin identified five key stages of group development:

   - Orientation
   - Resistance
   - Negotiation
   - Intimacy
   - Termination

4. **Trecker (1972):** Trecker proposed a model that describes the evolution of group dynamics:

   - Beginning
   - Emergence of group feeling
   - Development of interpersonal bonds
   - Strengthening of the group
   - Decline in group cohesion

5. **Garland, Jones, and Kolodny (1976):** This model defines group development through the following stages:

- **Pre-Affiliation:** Members explore their role in the group.

- **Power and Control:** The stage where hierarchies and roles become clear.

- **Intimacy:** Members develop trust and a deeper sense of connection.

- **Differentiation:** Members recognize individual strengths and contributions.

- **Separation:** The group moves towards dissolution.

6. **Northern & Kurland (2001): This model outlines the following stages:**

   - **Inclusion and Orientation:** Members get acquainted with each other and set group objectives.

   - **Uncertainty and Observation:** Members assess their roles and expectations within the group.

   - **Mutuality and Goal Achievement:** Collaboration strengthens as members work towards common goals.

   - **Separation and Termination:** The final stage where the group concludes its work and disbands.

Group work follows a dynamic process that evolves through various stages. Understanding these stages helps in structuring group activities effectively, fostering collaboration, and ensuring the successful completion of group objectives. Each model offers a unique perspective on how groups develop, and these insights are crucial for professionals engaging in group work in different settings.

Based on the stages proposed by various scholars, it can be concluded that the group work process generally consists of three to six key stages. The primary stages are as follows:

1. **First Stage:** Planning and Group Formation (Initiation Phase)

2. **Second Stage:** Observation (Initial Phase)

3. **Third Stage:** Execution (Working Phase)

4. **Fourth Stage:** Evaluation (Assessment Phase)

5. **Fifth Stage:** Termination (Final Phase)

Stage One: Planning and Group Formation (Initiation Phase)

The initial stage of planning and group formation emphasizes the necessity of forming a group and initiates steps towards its establishment. The group facilitator identifies the need for group formation and subsequently prepares a structured plan. This phase requires meticulous attention and a professional approach while considering several key aspects:

- **What is a group?** The facilitator must focus on the necessity of group formation, the objectives it aims to achieve, and the extent to which these objectives can be successfully met.

- **Who is the group for?** Careful consideration must be given to the characteristics of potential members and the criteria for their selection.

- **Number of members:** The facilitator must determine the appropriate number of members, ensuring that the group size is neither too small nor excessively large.

- **Duration and frequency of meetings:** The facilitator should establish a tentative timeline for the group's activities and the number of meetings required.

- **Ensuring member participation:** The facilitator and group members must reach a mutual agreement on participation norms, ensuring alignment with the group's objectives.

After addressing these foundational questions, the facilitator formulates essential plans to make the group formation process effective. This includes taking the following necessary steps:

Determining Group Objectives: The facilitator must clearly define the purpose behind forming the group. The ultimate goal is to fulfill the needs of group members and create a supportive environment. Establishing a positive rapport between the facilitator and members is essential to encourage open emotional expression, which facilitates goal achievement. Moreover, the facilitator should assure members that the group operates within ethical boundaries, prioritizing their welfare and services.

Structuring the Group: After defining the objectives, the facilitator should decide on the structural framework of the group. This includes determining whether the group will be homogeneous (members sharing similar age, educational background, social class, etc.) or heterogeneous. Homogeneous groups often result in more cohesive interactions and shared understanding. The facilitator must align the group's structure with its objectives and overall needs.

Determining Group Size: The number of members in a group plays a

crucial role in its effectiveness. While there is no fixed standard for group size, it generally depends on objectives, logistical considerations, and available resources. Many scholars suggest that an ideal group consists of 8 to 15 members, ensuring both active participation and manageability.

Member Recruitment: The recruitment process involves informing potential members about the group's objectives and inviting applications. This information can be disseminated through direct communication, institutional notices, advertisements in newspapers, radio, or television. The facilitator is responsible for assessing applicants based on predefined criteria, which may include availability, demographic characteristics, relevant experience, and necessary skills. Interviews may be conducted to evaluate suitability and address any concerns regarding membership.

Meeting Schedule and Venue Selection: The facilitator and group members must mutually decide on the frequency, timing, and location of meetings. These logistical aspects should be determined in advance to ensure smooth functioning.

Group Duration: Groups can be categorized as long-term or short-term, depending on their purpose. The duration should be estimated beforehand, but flexibility should be maintained to accommodate unforeseen circumstances.

Agreement and Commitment: A formal agreement between the facilitator and group members is essential. This agreement outlines responsibilities such as regular attendance, active participation, maintaining confidentiality, and adhering to group norms. The agreement can be verbal or written, serving as a foundation for structured and effective group functioning.

Through these preliminary steps, the facilitator ensures that the first stage of group work lays a strong foundation for successful group formation and operation.

Phase II: Supervision (Initial Phase of Group Work)

After the first phase, which involves group formation and planning, the second phase, also known as the initial stage of the group, focuses on supervision. Through supervision, the group facilitator provides direction to the members, fostering a sense of engagement and cohesion. This phase marks the beginning of developing a sense of belonging and unity among the members. The key tasks undertaken in this stage include:

1. **Orientation and Induction:** Orientation is considered a crucial element in the initial stages of group work. Just as a strong foundation is

essential for a stable building, the initial phase of a group significantly determines its success or failure. During this stage, every facilitator should introduce themselves and clearly define the objectives of the group. Participants should be encouraged to engage actively and should be reassured to build their confidence in participating fully. Sensitivity and empathy are essential in the initial stage, as members may be unfamiliar with one another and may experience hesitation. The facilitator should foster a sense of mutual acceptance and inclusivity, ensuring that all members feel comfortable integrating into the group. When members begin to understand their shared objectives, they develop mutual coordination, and the induction process successfully commences.

2. **Profiling of Members:** Just as group members need to understand one another, the facilitator must also develop a deep understanding of each participant. This involves maintaining a profile for each member, detailing their age, family background, physical characteristics, habits, and behavioral patterns. If this profiling is conducted from the initial stage based on careful observation, it can significantly aid the supervision process. Understanding the members' backgrounds helps the facilitator assess the level of interaction and mutual connectivity within the group. Additionally, this data serves as a valuable resource for planning future activities and evaluating progress.

3. **Defining Specific Objectives:** While the broad objectives of the group are generally established in the planning phase, conflicts or new insights may necessitate the definition of more specific goals. These objectives help structure the group's activities and provide a clear focus. The facilitator plays a key role in guiding the group toward behavioral or social changes. Even though some goals are pre-determined, they should be explicitly discussed during this phase. Through this activity, the facilitator encourages members to actively engage and take ownership of the group's purpose. If members have specific habits, such as smoking or chewing tobacco, the group can assist in promoting behavioral changes in a supportive manner.

4   **Establishing Structure:** The structuring process helps members understand their roles and responsibilities within the group. Facilitators should encourage active participation and assign tasks based on individual skills and abilities. Members should be made aware of their competencies and be encouraged to utilize their strengths. The facilitator is responsible for recognizing and fostering hidden talents among members. During this phase, a dynamic organizational framework should emerge, allowing members to take active roles and make responsible decisions. Members who aspire for autonomy and self-determination

should be guided towards a structured yet flexible approach that balances organization with adaptability. With an appropriate structure in place, the group begins to function cohesively, demonstrating both resilience and cooperation. Once members have taken on responsibilities, the group is ready to transition to the next phase of development.

Phase III: Execution (Action Stage)

After successfully completing the first and second stages, the group begins to transition into a stable state and moves toward its dynamic phase. Consequently, in this third stage, the group initiates the process of execution, also known as the action stage. This phase is completed through the following activities:

Dynamic Phase: In this stage, emphasis is placed on structuring experiences within the program to facilitate both adaptation and progress. The nature of the program determines whether it will be a long-term or short-term initiative. This phase is considered highly significant, as by this stage, group members start taking each other seriously. The objectives of the group become clearly defined, and members actively participate in the program. Activities increase as adequate time is allocated for planning and implementation.

A subgroup is formed within the larger group, where their creative and performance abilities are identified. The facilitator encourages them to engage in a musical drama. The group becomes highly motivated and engages in scriptwriting, songwriting, and choreography. With community support, the group successfully presents its first play and gradually evolves into an established theatrical ensemble.

During this dynamic phase, the continuous practice of scriptwriting, composing songs, and preparing for performances allows members to dedicate more time and effort, thereby enhancing their enthusiasm. The facilitator begins to delegate responsibilities, accelerating the group's progress and fostering multiple action-oriented programs. Additionally, leadership qualities start emerging among the members. This stage represents the most dynamic phase of the group process, often consuming a significant amount of time. At this point, the group is fully committed to achieving its objectives and actively engages in planning and implementation.

Program Planning and Execution: Program planning and execution hold immense importance in the group process, as they facilitate coordination among members and leaders while fostering a sense of collective responsibility. The activities involved depend on the members' skills and

competencies and can range from artistic and craft-based initiatives to music, dance, social awareness programs, and outdoor activities like picnics and excursions. During this phase, the likelihood of group members developing an interest in the program increases. Initially, some members may show reluctance, but as activities progress, participation gradually rises.

Program development should follow a trajectory from simplicity to complexity, ensuring that movement, competency, and precision become evident in the group's overall progress. The evolving nature of activities allows members to sharpen their skills while enhancing their engagement within the group.

Completion of Tasks: When the group shows readiness to move forward, the facilitator should help members express their aspirations and recognize their developmental needs. As members actively strive to overcome their limitations and refine their work, it becomes evident that they have reached a significant milestone in their personal and collective growth. Certain tasks that were initially treated as general activities may now need to be expanded to address larger objectives and community-based goals.

Once the group gains confidence in its abilities, the evaluation process requires considerable time. Often, challenges arise that may hinder the group's progress toward its goals. In such situations, the facilitator must assume a mediating role, offering guidance to resolve obstacles and ensuring that the group remains focused on its objectives.

The Execution (Action Stage) is the phase where the group actively engages in planned activities, discussions, and interventions to achieve its objectives. At this stage, the facilitator plays a crucial role in ensuring smooth participation, addressing group dynamics, and fostering collaboration among members. Effective execution depends on structured activities that encourage engagement, problem-solving, and the application of learned concepts. Below are key activities incorporated in this phase:

1. **Group Counseling & Therapeutic Activities**

   • **Cognitive-Behavioral Exercises:** These activities help members recognize and challenge negative thoughts, fostering healthier thinking patterns.

   • **Emotional Regulation Training:** Participants learn and practice coping strategies to manage and regulate their emotions effectively.

   • Role-Playing & Scenario-Based Learning: Through guided role-

plays, participants can practice real-life situations in a controlled and supportive environment.

2. Group Discussion & Decision-Making

- **Brainstorming Sessions:** These sessions encourage creative thinking and collective problem-solving, allowing diverse perspectives to emerge.

- **Consensus-Building Activities:** Group members collaborate to find common ground and make collective decisions that benefit the group as a whole.

- **Debates & Case Studies:** Participants engage in structured debates and analyze real or hypothetical cases to develop critical thinking and decision-making skills.

3. Interactive & Experiential Learning

- **Simulation Exercises:** These provide a realistic, hands-on experience that allows participants to practice skills and behaviors in a safe setting.

- **Problem-Solving Activities:** Members work together to tackle specific challenges, promoting teamwork and analytical skills.

- **Workshops & Skill-Building Sessions:** Designed to develop essential skills such as conflict resolution, leadership, and communication, these sessions enhance practical competencies.

4. Individual & Paired Activities

- **Journaling & Reflection Exercises:** Encouraging participants to write about their experiences fosters self-awareness and personal insight.

- **Peer Feedback & Support Sessions:** Members engage in constructive feedback exchanges, strengthening trust and interpersonal relationships.

- **Goal-Setting & Progress Tracking:** Regular assessment of individual and group progress ensures accountability and motivation.

5. Conflict Resolution & Group Dynamics Management

- **Addressing Interpersonal Issues:** Facilitators guide open discussions to resolve conflicts and promote healthy group interactions.

- **Guided Mediation & Negotiation:** Structured mediation helps conflicting parties find mutually beneficial solutions.

- **Building Trust & Cohesion Activities:** Trust-building exercises enhance group unity and create a supportive environment.

6. **Encouraging Feedback & Adaptation**

- **Midway Evaluations & Feedback Sessions:** Periodic check-ins allow facilitators to adjust activities based on participant input and emerging needs.

- **Facilitator Observations & Adjustments:** Continuous monitoring and adaptation of strategies ensure the effectiveness of group interventions.

By implementing these activities effectively, the Execution (Action Stage) fosters a dynamic and interactive learning environment where participants can actively engage, reflect, and apply their learning experiences for personal and collective growth.

Monitoring Progress: As the process advances, the group attains self-sufficiency and functions independently. At this stage, the facilitator gradually withdraws, allowing the group to operate autonomously while maintaining a supervisory presence. The facilitator continues to observe from a distance, ensuring the group stays on course toward achieving its goals. The more the group moves forward, the less direct intervention is needed, as members develop the capacity to sustain their activities and initiatives effectively.

Phase IV: Evaluation (Assessment Phase)

Evaluation is a continuous and ongoing process through which every aspect of a group is studied and analyzed. Defining evaluation, Hamilton Garden (1952) stated that it is a decision-making process that determines the efficiency of individuals, activities, and institutions. It assesses their capacity to fulfill responsibilities, identifies strengths and weaknesses, and distinguishes activities that contribute constructively from those that create complications. In this way, evaluation provides philosophical and ethical insights into objectives.

Through the evaluation process, every aspect of group work is revisited

to ensure that there are no errors in the overall process. If any mistakes are identified, they can be corrected, and the positive aspects can be further enhanced. These considerations make evaluation an essential part of all group processes. It is an integral component of an organization or group, and it is the primary responsibility of the facilitator to remain engaged in this aspect continuously.

For an institution, evaluation is crucial as it relies on group processes. Therefore, for good governance, evaluation is necessary as it helps in understanding challenges and achievements. The evaluation of group activities should always be done with objectives in mind, making comparative study an essential part of assessment.

Phase V: Termination (Final Phase)

The termination phase is an emotional stage because, through prolonged collaboration, members of a group develop emotional bonds with each other. In this phase, the group dissolves, leading to separation. The work completed in this phase is evaluated, and the group's objective is considered to have been fulfilled. Consequently, members detach themselves from the group.

Every group reaches a point where its activities must come to an end. This conclusion can be experienced as either a positive or negative event. A positive conclusion occurs when the group successfully meets its objectives, and the facilitator ensures the process ends appropriately. Some experts believe that the end date of a group's activities should be announced at the beginning itself so that members are aware of the time frame within which they need to achieve their goals.

As in previous phases, the facilitator plays a crucial role in ensuring that the conclusion occurs in a proper manner. Various scholars have categorized group conclusions into the following types:

1. **Goal Achievement-Based Conclusion:** This occurs when the group's objectives are fully met, leading to its dissolution.

   • **Example:** A patient in a hospital is part of a recovery group, and once the patient has healed, they are discharged. This marks the end of their involvement in the group.

2. **Time-Limited Termination:** This type of termination occurs when a group is bound by a specific time frame. The group dissolves regardless

of whether its objectives have been fully achieved.

- • **Example:** An NCC camp in a school runs for a specific period (e.g., a week or ten days). Once the time limit is reached, the camp concludes.

3. **Legally Mandated Conclusion:** This occurs when a group's objective does not receive legal recognition or approval, leading to its dissolution.

Role of the Facilitator in the Termination Phase:

- • The facilitator must evaluate the work done by the group members, acknowledge their achievements, and address their shortcomings.

- • They must maintain emotional balance among the members and ensure harmony in the Termination phase.

- • The facilitator should mentally prepare members for the group's dissolution.

- • They should share experiences with the group members.

- • The facilitator must guide members in accepting the termination positively and reinforce that the ending of a group is a natural part of the process.

Thus, in conclusion, the termination phase is a crucial part of group work. It represents the assessment phase of the entire process. The emotions experienced by members during this phase often reflect in their behavior.

Ultimately, the formal announcement of the group's dissolution marks the completion of the group work process. The facilitator must handle this process with utmost care and diligence.

Unit - 4

5. Instructions for Practitioners/Students

To ensure a structured and effective implementation of group work, the following guidelines must be adhered to:

1. **Selection of Institution:** Practitioners and students must first identify an appropriate institution where the group work will be conducted. This institution should align with the objectives of the group work program and provide a conducive environment for group activities.

2. **Selection of Group:** After selecting the institution, it is mandatory to choose a specific group within that institution for practical engagement.

The group should be relevant to the nature of the study or intervention and have clear goals that align with the objectives of group work.

3. **Types of Groups:** Students must choose one of the following types of groups based on their area of focus and the needs of the participants:

    *   **Educational Group:** Focuses on enhancing knowledge and learning experiences.

    *   **Personal Development Group:** Aims at improving self-awareness, emotional intelligence, and personal growth.

    *   **Self-Help Group:** Supports members in overcoming common challenges through shared experiences.

    *   **Recreational Group:** Provides opportunities for leisure and social interaction.

    *   **Therapeutic Group:** Specifically designed for psychiatric or addiction patients to aid in recovery and emotional well-being.

    *   **Other Relevant Groups:** Any other group that serves the purpose of the study or intervention.

4. **Implementation Process:** Students must follow the structured phases of group work as outlined in the prescribed methodology, ensuring a methodical and step-by-step execution of activities.

5. **Time Frame:** The entire group work process should be completed within a minimum of 25 days, allowing adequate time for meaningful engagement and progress.

6. **Field Visits:** At least two adaptation visits must be conducted for each phase of the group work process to understand the group dynamics and make necessary adjustments.

7. **Supervision and Guidance:** After each phase, students are expected to consult their fieldwork supervisors, discuss progress, receive feedback, and proceed with their work accordingly.

8. **Understanding the Background of Group Members:** To gain deeper insights into the members' backgrounds, students may utilize the following table:

S. No	Name of the concerned person	Relation with the Group Member	Age	Educational Qualification	Occupation & Income

By following these guidelines, students will be able to conduct systematic and effective group work, ensuring both professional growth and meaningful community engagement.

Module - 3

Activity - Group Work Report

Contents

Unit - 5	Group Work Report - I
Unit-6	Summary Report - I
Unit - 7	Group Work Report - II
Unit-8	Summary Report-II
Unit - 9	Group Work Report - III
Unit - 10	Summary Report-III
Unit - 11	Group Work Report - IV
Unit - 12	Summary Report - IV
Unit - 13	Group Work Report - V
Unit - 14	Summary Report-V

Unit - 5

Group Work Report Format

1. **Title Page:**

   • Title of the Group Work _____

   • Name of the student _____

   • Name of the Institution _____

   • Name of university_____

   • Duration of the group work _____

2. **Group Type:** Educational Group / Personal Development Group / Self-

Help Group / Recreational Group / Therapeutic Group / Others

3. Group Selection

- Brief overview of the group work (size, demographic details- Age, gender, socio-economic background. _____

- Purpose _____

- Objectives of the group work _____

- Relevance to social work practice _____

4. Implementation Process

- Description of sessions conducted _____

- Tools and techniques used _____

- Duration of each session _____

- Discussions: Key points of discussion, activities _____

- Homework: Tasks and home assignments _____

5. Challenges Faced: Group conflicts and resistance _____

6. Outcomes and Evaluation _____

7. Summary of the group work experience _____

8. Future plan: plan for next group work session _____

Activity 1 : Group Work Report-1

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
01		
Name of Social Worker:		Signature:

Phase 1 - Visit (Planning and Group Formation – Initial Stage)

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MSW II Semester
MSW-205

Signature

Activity 1 : Group Work Report-2

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
02		
Name of Social Worker:	Signature:	

Phase 2 - Supervision (Initial Sub-Stage)

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FIELD WORK
PRACTICUM-II

**MSW II Semester
MSW-205**

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Activity 1 : Group Work Report-3

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

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

Phase 3 - Execution (Action Stage)

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**MSW II Semester
MSW-205**

Signature

Activity 1 : Group Work Report-4

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

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

Phase 4 - Evaluation (Analysis Stage)

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Signature

Activity 1 : Group Work Report-5

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
05		

Name of Social Worker:	Signature:

Phase 5 - Termination (Final Stage)

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Signature

Unit - 6

Summary Report - I

Submission Date to Supervisor   Supervisor's Signature

Unit – 7
Group Work Report Format

1. **Title Page:**

   • Title of the Group Work _____

   • Name of the student _____

   • Name of the Institution _____

   • Name of university_____

   • Duration of the group work _____

2. **Group Type:** Educational Group / Personal Development Group / Self-Help Group / Recreational Group / Therapeutic Group / Others

3. **Group Selection**

   • Brief overview of the group work (size, demographic details- Age, gender, socio-economic background. _____

   • Purpose _____

   • Objectives of the group work _____

   • Relevance to social work practice _____

4. **Implementation Process**

   • Description of sessions conducted _____

   • Tools and techniques used _____

   • Duration of each session _____

   • Discussions: Key points of discussion, activities _____

   • Homework: Tasks and home assignments _____

5. **Challenges Faced: Group conflicts and resistance** _____

6. **Outcomes and Evaluation** _____

7. **Summary of the group work experience** _____

8.   Future plan: plan for next group work session _____

Activity 2 : Group Work Report-1

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
01		
Name of Social Worker:		Signature:

Phase 1 - Visit (Planning and Group Formation – Initial Stage)

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Signature

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Activity 2 : Group Work Report-2

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
02		

Name of Social Worker:	Signature:

Phase 2 - Supervision (Initial Sub-Stage)

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FIELD WORK
PRACTICUM-II

_____ Signature

Activity 2 : Group Work Report-3

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

Fieldwork No.	Institution Name & Location	Work Day
03		

Name of Social Worker:	Signature:

Phase 3 - Execution (Action Stage)

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FIELD WORK
PRACTICUM-II

_____ Signature

Activity 2 : Group Work Report-4

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

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

Phase 4 - Evaluation (Analysis Stage)

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FIELD WORK
PRACTICUM-II

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Activity 2 : Group Work Report-5

Visit Details

Day & Date	Arrival Time	Departure Time

Field Work Details

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

Phase 5 - Termination (Final Stage)

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Unit - 8

Summary Report - II

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Submission Date to Supervisor   Supervisor's Signature

Unit - 9

Final Summary Report

Unit - 10

Self-Assessment

Unit - 11

Future Direction

Unit - 12

Conclusion / Data Sources

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MATS UNIVERSITY

MATS CENTER FOR OPEN & DISTANCE EDUCATION

UNIVERSITY CAMPUS : Aarang Kharora Highway, Aarang, Raipur, CG, 493 441

RAIPUR CAMPUS: MATS Tower, Pandri, Raipur, CG, 492 002

T : 0771 4078994, 95, 96, 98 M : 9109951184, 9755199381 Toll Free : 1800 123 819999

eMail : admissions@matsuniversity.ac.in Website : www.matsodl.com

MATS UNIVERSITY

MATS CENTRE FOR OPEN & DISTANCE EDUCATION

Village Camp (Community Organisation)

Master of Social Work (MSW)
Semester - 2

SELF LEARNING MATERIAL