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Rural camp in social work practicum: A lively pedagogy of learning

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ABSTRACT

In social work, learning comes from varied pedagogical dimensions of activities and interventions. These include observation and analysis of field work settings with social realities and participation in designing and providing social work intervention through social work methods, principles, skills, techniques, theories of social work and other social sciences & behavioral sciences or social system to achieve the variant tasks and goals. Rural camp is one of the important pedagogical dimensions or components in field work which provides opportunities to experience the rurality i.e. rural life, socio-eco-politico-cultural life, analyze rural dynamics, and observe the functioning of local self-government (Panchayat) and its power dynamics. Rural camp involves students in participation in planning and designing action activities for themselves and those for rural people and also helps in developing practical skills to carry out interventions, evaluate, and finally document the rare handy experience. This article explores the rural camp as a learning component for students and pedagogy of field practicum in social work in India. It also explores different phases and committees like Pre-Camp Committees, On-Camp Committees and Post-Camp Committees used during rural camp and how integrated social work methods are usually used. Some suggestions are provided for the improvement of rural camp like enhancement of the understanding of students for imparting scientific attitude and more on analytic understanding about the rural dynamics and need to develop their broad and positive vision towards the field, certain innovative methods to be used like Participatory Rural Appraisal (PRA) methods. Even comprehensive field studies and practical demonstrations are required when they are taught. Therefore, social work students, faculty trainers both should take active interest in developing participatory, interventional training system and broaden the scope of the training through rural camp. Students must be given proper theoretical training with an opportunity to acquire skills in planning, organizing, handling regulations, decision making so that collectively they contribute to the chosen cause in the area where the camp is held.

KEY TERMS: field practicum, rural camp, committee formation, social work learning transformation model, India

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INTRODUCTION

Field work is an ethical and value based professional and scientific application of social work methods, techniques, principles and theories of social sciences for the alleviation of human sufferings and developing capacities and skills of individuals, families, groups, and communities to save their psychological and social problems. Fieldwork can include work in a social work organisation or work with communities, for example, rural villages. When students do fieldwork in the community with the community, it is called rural camp in India. Rural camp involves students participating in planning and designing social work activities for themselves and rural people over a period of time. Rural camps help in developing practical skills to carry out interventions, evaluate, and finally document their experience. Rural camp is one of the special programmes meant to indigenize social work education with specific focus on training macro practice in India through community-based living-learning. This article explores practical rural camp as a social work pedagogy in the fieldwork practicum in India. The different phases and committees explored are pre-camp committees, on-camp committees and post-camp committees. While the article explores features of rural camps, phases and challenges, summarily the article also observes that the rural camp is a source of transformative learning among the social work trainees.

SOCIAL WORK IN INDIA

From India's perspective, professional social work education has introduced by Clifford Manshardt, the founder director of Sir Dorabji Tata Graduate School of Social Work in 1936 at Mumbai, now popularly known as Tata Institute of Social Sciences (TISS). Manshardt envisioned that the activities of a high-grade school of social work should include the academic curriculum encompassing adequate knowledge of human nature, appreciation of environmental background, an adequate philosophy and conception of normal human relations and knowledge of all other available sources of relief (Manshardt, 1985). The school offered professional training in social work but those workers were Gandhian social workers. Later on, officially many trained social workers emerged and practiced in various government and not government welfare offices. Gradually, many schools of social work came into being in Delhi (later on it named as Delhi School of Social Work), Calcutta (at Sriniketan as Department of Social Work under Visva Bharti University.), Lucknow, Varanasi, Baroda, Agra, Indore, Udaipur and other institutions imparting professional training in social work. Thus, social work in India emerges as socially oriented academic and practice profession.

Helping the needy has been considered almost a moral duty to everyone. When professional social work started, helping and community welfare were already established. Traditionally, social work in India was more person based and not institution based. Religio-philosophical foundation of social work in India were the base for today's modern practice of social work. Fieldwork may be described as gaining experience by utilizing practical knowledge and developing the skills to deal with the problems of the fellow human beings living at all strata of the society. In precise terms, rural camp is a part of field work practicum where integrated practice of social work is deployed. Social work, being goal-oriented professional education, aims at helping students to acquire deep knowledge of the theory and the technical skills for achieving social work objectives. When we used to talk of This beginning stage later on, becomes a habit of the learner; as soon as he/ she acquire skills and techniques in the work situation. Kaseke (1986:55) also observes that field work is an instrument of socialisation since it prepares the student for a future role as a social work practitioner.

Fieldwork practice in social work has got pivotal role in transforming social work trainees from personal self to professional self (Roy & Dash, 2015). The concurrent field work training is an important part of social work curriculum in India as well in the World. It is organized in such a way that the students learn the theory and its application simultaneously. This helps the students to assimilate the theory and the consistence application of its practice. It deepens the critical faculties of the students and his practical competence in offering social work help. The student is enabled to develop his understandings about the client, his problem and process to solve it. (Bhanti, 1995). Evolution of social work could be traced through the effort of several practitioners in the west and also in the east.

RURAL CAMP IN SOCIAL WORK PEDAGOGY

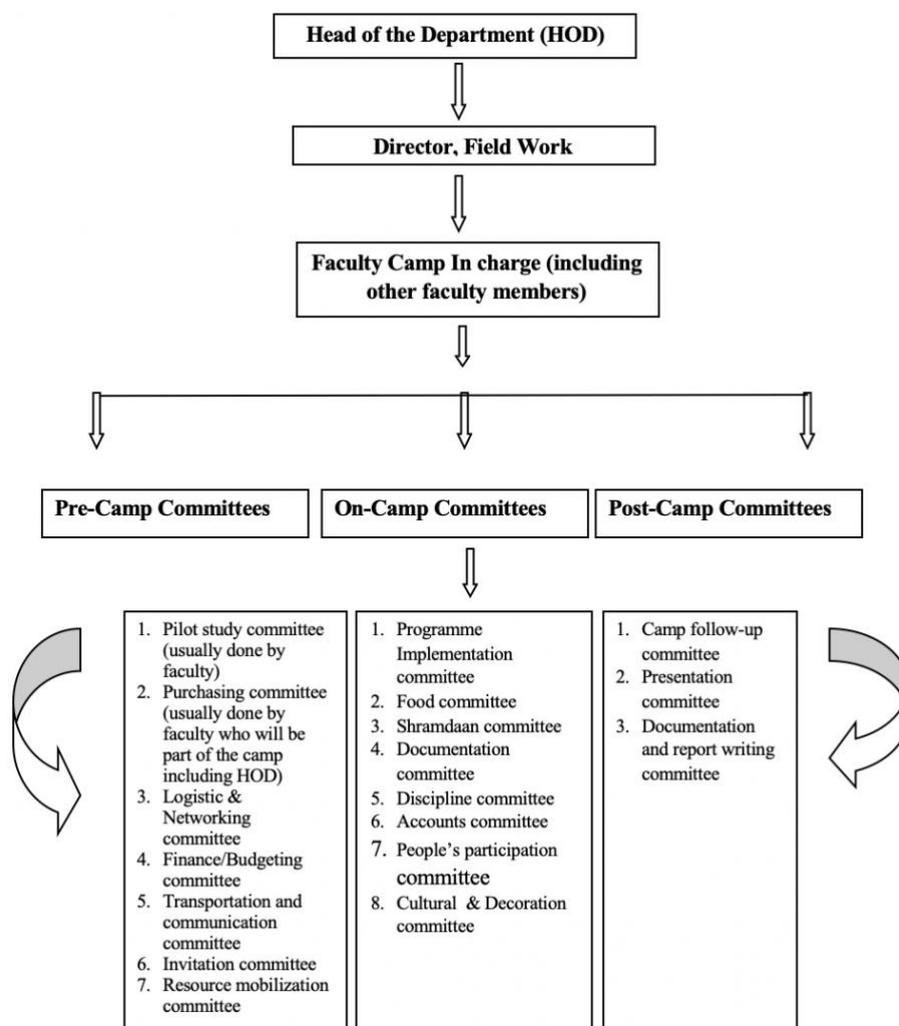
The rural camp is one of the most awaited and intense field work activity organized by the Department of Social Work aiming at holistic professional development of the students. The rural camp provides students an exposure to rural life and enables them to plan, organize and implement relevant programmes. It is an integral part of practice learning and makes field work a holistic experience. Rural camp under the pertinent situations of cultural diversity and social problems, social work students are given special focus to learn about the predominant social culture through a social living program called 'rural camp'. Rural camp is a program developed to create firsthand experiences of rural cultures and by exposing students to real life situations in a rural setting. The expectation of rural camp is to give participative, reflective, and analytical learning experiences for the students. Rural camp is

conducted usually for 6-10 days (it may vary) duration in a rural/tribal setting, where students and a part of faculty stay for a period of 6-10 days. Camps are expected to provide opportunities to experience rural/tribal life, analyze its dynamics, and observe the functioning of government machinery (local self-government) and understand the dynamics of the rural area and getting familiarized with Panchayat & self-help groups and voluntary organizations. The primary objective of the camp is to provide the student with an opportunity to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where the camp is held.

PILOT COMMITTEE FORMATION IN THE CAMP

Before conducting community camp, the pilot study committee shall be formulated. The committee consists of social work students along with few faculties. Through the committee they make plan for screening communities and NGO (who are working in the particular area) with the help of their fieldwork agency experience and faculty supervisor guidance. Later, they should finalize a few communities with the support of NGO to conduct pilot visit. During this visit a socio-demographical module shall be used to assess felt needs of communities. After collecting data social work trainees will present their need assessment in different communities. Based upon the intensity of need and problem they shall finalize camp site.

Figure 1: *Committee formation in the camp*



PRELIMINARY PREPARATION OF THE CAMP

Basically, three sets of reports must be submitted, these are pre-camp, on-camp and post-camp reports.

Pre-camp report

The report gives the sum total of preparation for the camp right from committee identification, the decision of the committee meetings, role of the student trainees, learning experiences and others. Pre-camp evaluation criteria includes:

- Planning contribution (how and what)
- Responsibilities and initiatives shown
- Extend of participation and involvement
- Extend of adjustment
- Cooperation and initiative shown

On-camp report

The report gives information on the camp activities of each day, the role of camper, learning experiences etc.

Post-camp report

This report gives the synopsis of the general body meeting after the camp, the decision taken thereof, critical appraisal/evaluation of the overall camp activities. Evaluation also be made by the faculty members who accompanying the camp through the following criteria which includes submission of reports (either individually or group wise, which must focus on records, fact analysis, interpretation, learning etc.) and responsibility and initiatives shown.

In this regard then field work unit organize sessions for students on familiarity of Participatory Rural Appraisal (PRA) method and its different tools, rural dynamics etc and its utilities so that they will be able to utilize the same during their interventions in the camp with rural communities. Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. This will be an opportunity to practice community organization method. This experience aids peer participation in planning activities for one's own group and also for local people. It also helps to develop skills to carry out, evaluate, and report the experience. The Camp shall be conducted under the guidance of two faculty members.

To cater to the expenses of these programme existing resource utilization and resource mobilization from outside the community shall be planned with the same Focused Group Discussion. Addition to that, all CBOs, NGOs and local self-governments shall be informed and try to mobilize existing funds from these departments through the student. Once the camp date is finalized Pre-Camp Committees are formulated namely:

1. Pilot study committee
2. Purchasing committee (usually done by faculty who will be part of the camp including HOD)
3. Logistic & Networking committee
4. Finance/Budgeting committee
5. Transportation and communication committee
6. Invitation committee
7. Resource mobilization committee

PRE-CAMP COMMITTEES

These pre-camp committees could be as follows:

Pilot study committee

Pilot Study Committee should be formulated to find out a reputed NGO and its operational areas of work with the rural community may be its project areas in coordination with agencies and the department. Few faculties (may be few students may be also included) under the purview of Director, field work & placement are given responsibility. The major responsibility lies with Pilot Study Committee, to deploy socio-economic ready tool (questionnaire), to assess socio-economic status of the community where particular NGO is working, to employ Focus Group Discussion with key persons and stakeholders of the community, to assess community support for the camp, to finalize camp site based on intensity of needs (problems), to plan programmes for 6-10 days and other responsibilities. Also, the finalization of stay with students in the camp. Learning and transformation through pilot committee are, need assessment skill will be improved through this committee, communication skill will be improved, rapport establishing skill will be developed and other learning and transformation occurs depends upon trainees's involvement.

Purchasing committee

Faculty along with students takes responsibility for purchasing various materials required. They should purchase materials, each and every material required for 6-10 days camp, in concurrence of the demand of various committees and consent of Finance Committee. It could be food stuffs or may be materials for stage. The other major responsibilities that lie with Purchasing Committee are collecting all materials needed from all committees, procuring existing resources in the community and among trainees, making separate distinct list of requirements based on the nature of material, collecting quotations from different shops and finalizing lowest bidder and so on. Besides learning and transformation through the Purchase Committee, the other skills with regard to bargaining skill will be improved, communication skill will be improved and in addition other learning and transformation might also happen.

Logistics committee

The Logistics Committee is responsible for the smooth operation of the camp. By working with every other committee, they will create a master plan/schedule that will outline all the activities of the camp. The other responsibilities that lie with this committee are accommodation arrangement for all trainees, separate washroom and toilets facilities must be look over for girls and boys, and for faculty bedding and cooking place arrangement shall be made, emergency requirement must be procured. Besides learning and transformation through the Resource Mobilization Committee, the other skills with regard to assessment skill shall be improved, communication skill shall be improved, observation technique shall be improved and other learning can happen according to intensity of participation of trainees in all activities.

Finance committee

The resources required for conducting camp, which may be man, material, machine and money (in terms of cash and kind) will be envisioned and mobilized by the Finance Committee. The committee will be responsible for all resources which are needed for camp, from institution and from communities. Along with that, the committee monitors the finances and accounting for disbursements. Each committee should submit an estimated budget to the Finance Committee for review and incorporation in the composite document. The other responsibilities that lie with the Finance Committee are maintaining in-resources and out-resources record, making budget for camp, keeping all receipts and vouchers (accounts) of all committee expenses, maintaining camp expenses with cost effectiveness and other responsibilities. Besides learning and transformation through the Finance Committee, the other skills with regard to recording and documenting will be improved, budgeting etiquettes will be improved among trainees and the resource utilization skills will be developed.

Transportation committee

Transportation facility must be made available from college to the camp site and travel arrangement for all resource persons should be arranged by the Transportation Committee. Responsibilities that lie with this committee are arranging transport facility for trainees and resource persons, arranging vehicle to transport materials required for camp, transporting all materials which required for camp. Besides learning and transformation through the Transportation Committee, the other skills with regard to the procedure of Escorting

of guests, time management skill will be improved, coordinating ability shall be improved and some other learning can occur.

Invitation committee

Making the invitation protocol wise and arranging stage programmes and planning them for all 10 days are the responsibilities of the committee. Besides, the other responsibilities are preparation of invitation as regards the protocol, inviting all delegates of all 10 days camp, inviting all community people, inviting all CBOs and NGOs those who are working for that community. Besides learning and transformation through the Logistics Mobilization Committee, the other skills with regard to tracing out the guests according to designation, communication skill shall be improved, networking shall be enlarged and other transformation can also take place.

Resource mobilization committee

Resources are backbone for organizing a camp. Hence, all kinds of resources in terms of cash and kind (Man, Machine, Material, and Money) should be mobilized within the community and outside the community. Responsibilities of Resource Mobilization Committee are identifying within and outside the community resources, consulting CBOs and NGOs working in that community, identifying material and nonmaterial resources, linking between needs and resources, effective utilization of existing resources and so on. Besides learning and transformation through the Resource Mobilization Committee, the other skills with regard to communication skill will be developed, rapport skill will be improved, convincing strategies will be developed, liaising skill will be improved and other transformation can happen through this committee

However, these pre-camp committees exist up to the commencement of camp and they do all the planning and preparation activities during this time. Once the community camp commences different On-Camp Committees are formed like:

1. Programme Implementation committee
2. Food committee
3. Shramdaan committee
4. Documentation committee
5. Discipline committee
6. Accounts committee
7. People's participation committee
8. Cultural & Decoration committee

ON-CAMP COMMITTEES

During the course of the camp it is crucial to formulate group committees based upon requirement. In all groups each and every committee responsibility should be rotated, because each Social Work trainee should get experience of all committees' tasks. At last he/she should get benefitted out of it.

Programme implementation committee

The Program Implementation Committee is responsible for organizing and scheduling programs for each day consultation with faculty members. The responsibilities that lie with Programme Committee are reminding the guests and resource persons on the previous day, dais planning shall be made, ceremonial programme, invocation, welcome and vote of thanks shall be prepared and programme planning shall be prepared. Besides learning and transformation through the Programme Committee, the other skills with regard to strategies making skill shall be enhanced, stage fear shall be removed, opportunities to all trainees to use stage, stage decorum shall be learnt, and in addition to that some other transformations happen among trainees.

Food committee

Providing food and beverages for Social Work trainees is main motto behind this committee. Usually students take the responsibilities to prepare themselves or help the staffs of the agency so that it can be prepared before stipulated time or before leaving the community day to day basis. The food quality and health & hygiene also have to be maintained.

Shramadhan committee

Social Work trainees conduct shramadhan with the participation of community members because it is important to ensure that the community people maintain hygiene after the camp also. The major responsibilities are procuring instrument for doing shramadhan, mobilizing community people for doing shramadhan, motivating people to work for hygiene, making unity among community youth when it comes to community cleanliness and so on. Shramadhan also takes place in the agency where students stay during the camp. After getting up in the morning students also maintain the clean and hygiene status in the agency itself on daily basis as a practice. Besides learning and transformation through the Food Committee, the other skills with regard to motivating skill will be improved, resource utilization skill will be improved and other skills will be improved.

Documentation committee

Few students are given responsibilities under this committee and the responsibilities are to manage and maintain day to day activities both in written form and photographic form. They also prepare videos on different activities in the communities by the students. It helps their documentation and recording skills.

Discipline committee

Discipline Committee plays very important role to bring about changes in the Social Work trainees and in camp site. This committee has responsibilities like maintaining order during the field study and avoid trouble causing behaviors, ensuring standardized and regulated behavior for all during hours of work, maintaining a conducive atmosphere during group, holding meetings and discussions, maintaining a hygienic and clean environment at the campsite as well as in the community, to ensure cleanliness of places of common usage like toilets and eating areas, to encourage punctuality and keeping up of schedules and to maintain safety of students during stay and travel.

Accounts committee

Students under a faculty manage day to day expenditure both in the communities and in the agency. They also maintain slip if purchase something. It helps them about the budgeting skills.

Cultural and decoration committee

The Cultural and Decoration Committee is open to trainees involved in setting and designing the stage for the various events in the camp. Cultural Committee has got prime role in ensuring the participation of more community members in the camp. However, innovative cultural programmes can be considered to create awareness among people i.e. street play, Songs, dance, skits. Trainees can use Information Communication Technologies (ICT) to disseminate awareness even more effectively. Responsibilities of the committee are to ensure complete participation of the students in all the activities, to ensure maximum participation from the people in the village as well, to build rapport with the village community, to spread awareness among the communities, to create a pleasant atmosphere in the village. Besides learning and transformation through the Committee, the other skills with regard to creativity shall be improved; resource utilization skill shall be improved, division of labour attitude increased among trainees and other transformation happens.

People participation committee

In the recent times people participation has been diminishing. Therefore, Social Work trainees can make innovative strategies to ensure more people participation. Without people participation entire camp is going to be of no use. Hence trainees should use creative and updated tactics to mobilize people in all community activities.

METHODOLOGY ADOPTED BY THE STUDENTS DURING RURAL CAMP (IN GENERAL)

The students usually use different methodologies and planned interventions to understand the different issues of those particular villages. After understanding the issues, students do a small need assessment and conducts Participatory Rural Appraisal (PRA) exercises like seasonal mapping, resources mapping and transect walk to adopt those issues thoroughly.

Participatory methodology

In the participatory methodology, it is assumed that knowledge and education are never neutral and the trainer's role is help to the participants (community people) understand where their own views have come from, to challenge pre-conceptions and to encourage them to consider other possibilities. It assumes that society can be transformed by the engagement of critically conscious persons, through a process of deconstruction, reconstruction and transformation. Participants' life experiences are the major source of knowledge in this method. The trainers are not teachers, but facilitators, and partners with the participants in this process of social change.

Needs assessment

While studying the plan of action of practice, it is essential to ascertain that it is based on the *actual and felt needs* of the potential beneficiaries or target groups in the community, depending up on their situation. Baseline data is collected through need assessment. Some objective criteria, to establish the need conditions for the specific intervention, will first have to be theoretically worked out, based on the expected outcome. All the individuals in an age group may need developmental intervention, whereas specific outcome have to be laid down for need for remedial intervention. According to Carter (1960), the need conditions may be those expressed by clients and those unexpressed by clients. For the needs expressed by the clients, they may not be utilizing the services. A need assessment used in three major ways: i. the scope of the program planned according to the magnitude of people concluded as the needing the intervention. ii. The characteristics of the people needing the intervention can be useful while planning the content of the intervention. iii. The difficulties people report in utilizing services of similar program are useful for planning the service delivery aspects of practice.

ACTIVITIES CONDUCTED BY THE STUDENTS DURING RURAL CAMP (IN GENERAL)

Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA)

Participatory learning is a method of mapping and doing micro planning of any community. As far as rural development is concern, probably the PRA / PLA are being used for social mapping, resource mapping and transect walk etc. Some the tools of PRA/ PLA have been used, i.e.

Social mapping

Social Mapping is very important tool of PRA/PLA. The faculty member introduces about the PLA and given importance of social mapping. With the help of villagers, students and faculty member decides the place for drawing the social map of village. The villagers and students draw the social map of village with the help of colorful chalks and rangoli. In social mapping the villagers decide the directions of village i.e. East, West, South and North, then drawn the roads, Gram Panchayat office, Anganwadi, Temples, Mosques, houses, internal roads, drinking water resources etc.

Resource mapping

At the stage of planning of practice, a resource mapping is carried out in the villages in order to complete information needed for providing information and services to the villagers. Such a mapping explores number and types of services available, and provided by the social work trainee students as well as individuals to meet a particular need. For sustainable development of villages, student and social work educators generally conduct the participatory rural appraisal in this village. In which students do the social mapping and the resource mapping with the participation of villagers. And collected the information regarding the problems which have been faced by the villagers; on the basis of components such as; Health, Water and irrigation, Women and children, Integrated Child Development Scheme (ICDS), Self Help Groups, Watershed, Education, Livelihood, etc. Mapping process supported by the detail discussion with the villager's i.e. economic and social activities like total land, irrigation pattern, situation of watershed, cropping pattern, land ownership, cultivation area, annual rainfall, water resource for drinking and agriculture, nature of agricultural production, availability of market for agriculture produce, yearly income of the families etc.

Transect walk

It is also a vital tool of PRA/PLA. After the mapping students have to do Transect Walk, during this walk, students along with villagers took a round of village. In this walk the farmers, agriculture field visit, and observation of village water resource etc. are done.

Data collection

It is important tool of PLA. After having the social and resource mapping also transact walk whatever data and information sought by the villagers gathered and registered. The information received by the villagers sometimes may not be enough hence the faculty members then create sub groups of students for the data collection. The data are supposed to collect by the students from villagers on following issues; a) Health b) Education c) Sanitation d) Agriculture e) ICDS f) Women and Self-Help Groups g) Drinking water h) livelihood etc.

Meeting with the villagers and discussion about their problems

In this meeting the team usually would have dialogue with villagers. During the discussions various points could raise based on the observations done by the students and faculty and villagers also contributes in this discussion with their experiences. With this discussion various problems and intervention areas would come up like internal village road facility, irrigation facilities, water shade work needed, school drop out of girl children etc.

MAJOR BENEFITS AND LEARNINGS OF THE RURAL CAMP

The following are benefits and learnings are suggested by the students after the rural camps:

1. It could help students to be independently well equipped to conduct the PRA activity and it helps them to develop functional abilities and overcome individual lacunas if there.
2. Students might be encouraged to write their community experiences in the local newspapers.
3. PRA could help students to acquire the fair, unbiased stand point of thinking, while working with men, women, elderly and children and developed the confidence to handle different situations with in a limited time span in the rural area.
4. Develop a good human resource network with community and government officials.
5. The students could develop their competencies through using various tools, techniques and skills of social work.
6. The work of the students reflects their spirit of professional devotion and commitment to social work practice, and humanistic concern and sensitivity to the community people.
7. Students can get the clarification of the awareness, attitude, and skills and objectives.
8. Rural camp can provide a platform for the students to think critically about their core assumptions and inferences that they make about different cultures and how their 'worldly view' about other cultures is influenced their perceptions biased assumptions.
9. Reviewed scope of participation and reviewed the methods and activities used.
10. Participation in Gram Sabha and would understand the practicality and its functions of the government at the lower level
11. Linkage of youth in Mandal to Nehru Yuva Kendra if possible.
12. Training session on nutrition to the women and adolescents' girls depending on the priority.
13. Awareness on welfare schemes
14. Awareness on superstition
15. Transformation of the perceptions building and rapport between the community and the students could found to be enriched and created a positive learning environment at the end.
16. Student perceptions about people may transform by the end of the rural camp. In the initial days of the camp students may have preoccupied with a biased mindset (not all) about rural communities. However, as they developed professional relationships, this prejudice receded and, in its place, developed realization of the existence of multiple realities. Additionally, students can reflect upon their knowledge, critically analyze it, and later can act upon it to bring a significant change in their perception about the rural people: this in turn could found to be the praxis. Existence of an educational dichotomy initially when students ventured into a rural community they found that a dichotomy existed between students

who were educated and contrasted that with the local people who were less educated. When the students and the community come into a dialogical interaction, there was a significant change in the dichotomy.

USEFULNESS OF RURAL CAMPS IN SOCIAL WORK

Therefore, the article clearly indicates the usefulness of rural camp as an important and needed pedagogy of learning to social work practice for social work students not only in Asian, African but global perspectives. Students, as well as the community members surely will begin to work towards mutually benefiting one another in rural camp under the banner of social work practicum. The camp will be more successful if the following areas are seriously taken care of like enhancement of the understanding of student's scientific attitude and need more on analytic understanding about the rural dynamics and need to develop their broad and positive vision towards this field. Certain innovative methods to be used like Participatory Rural Appraisal (PRA) methods and its techniques. Even comprehensive field studies and practical demonstrations is required during teaching learning in the class situations. Therefore, social work students, faculty trainers both should take active interest in developing participatory, interventional training system and broaden the scope of the training through rural camp. Student must be given proper theoretical training with an opportunity to acquire skills in planning, organizing, handling regulations, decision making so that collectively they contribute towards successful objectives of rural camp. In developing countries, where social work is still developing, there few placement opportunities. Rural camps help address this gap. Rural areas are often marginalized in social work education, therefore rural camps provide an opportunity to include rural areas. Rural camps transform the perceptions of students who are unfamiliar with rural life and problems.

CONCLUSION

Rural camps play essential role in learning transformative among Social Work trainees, help to inculcate skills, professional attitude and promote to conduct indigenous practice with new strategies and tactics with unique communities. It not only transformative learning happens among Social Work trainees but also certain professional interaction occurred among the Social Work trainees and faculty camp supervisors and also apply and test professional knowledge, value & ethics, trial and error process take place during camp. Communities are the laboratories to retest all Social Work tested body of knowledge and transformation of Social Work trainees from personal self to professional self. Rural camp provides an opportunity to the students to get practical exposure of dealing with individual problems, family problems, group development, organizing community, if situation demands the trainees can use social action methods, conduct Social Work research to assess fact, and social welfare administration and also implement their resources accruing to the needs of the community. The camp also motivates the trainees to think about innovative strategies for interventions.

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