



PERCEPTION OF FACULTY MEMBERS IN SUPERVISING RESEARCH PROJECTS FOR MASTER'S DEGREE IN SOCIAL WORK

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ABSTRACT

Research Project (synonymous with dissertation, major project, project report) is a component of social work curriculum at post-graduate level. The purpose of a research project is primarily to enable students develop scientific and analytical approach to issues relevant to social work with the project supervised by a qualified faculty member in social work.

The present study is intended to understand the extent of involvement of faculty members (as revealed by them) in the preparation and submission of research projects by MSW students and the perceptions of these faculty members with regard to different tasks involved in the process of undertaking projects. A sample of 83 faculty members were chosen and were administered a questionnaire covering the issues proposed.

The results indicate the existence of a pro-active approach of faculty members in guiding research projects and their perceptions of projects reveal that it is a desirable exercise in acquiring the skills of social work education. But 38 (45.78%) faculty members felt that from the point of view of students, a research project is a painful academic activity. The authors proposed that a serious academic discussion on the feasibility of designing a research project as a compulsory component of Master of Social Work (MSW) curriculum needs to be undertaken so as to evolve a good course to be followed in the best interests of the development of social work academic programme.

KEYWORDS : Research project, Social work education, Ethics in research, Faculty member

INTRODUCTION

Among the service-oriented professions in India, social work has emerged as an aspiring and much sought after profession by youngsters. As an academic programme, this discipline has completed more than eight decades in attracting young talent for rendering humanitarian services. Professional social work training at PG level is structured in such a way that the trainees are expected to develop competencies to perform varied tasks or activities in course of their practice. The essential requirements of a social worker include an effective, sound and comprehensive knowledge base, especially of theory and practice, mastery of specific skills, and scientific approach to professional services.

The uniqueness of social work education in India is that initially it was established at higher (Master's) level while most conventional courses made a beginning at the graduate level. The curriculum for social work education is divided into three broader spheres (parts) – course work, field work and research project. The last is offered either as an optional or a compulsory component. In addition to class-room teaching, faculty members have to guide or supervise students in their field work programme. However, the essential aspect of training is that faculty members have to pay individual attention to every student in guiding their research projects (Desai, 1991).

Like other branches of education, social work at PG level has a theory paper on research, generally, entitled **Social Work Research and Statistics** in the first year and preparation and submission of a research project/ dissertation/project report/major project under the guidance of a faculty member in the second (final) year. The assumption is that exposure of students both to theoretical base and practical work would enable them develop the expected level of scientific temperament to issues relevant to social work practice.

RESEARCH INPUT

Social work education at PG level emphasizes not only the

acquisition of knowledge base but also of professional skills in carrying out varied helping roles in addition to enabling the trainee develop positive out-look to life so as to function as an effective member of society. The purpose of a research project (synonymous with dissertation/project report/major project) at MSW, or even at M. Phil., and thesis at Ph. D. levels, is to train the candidates in research and to enable them to develop scientific frame of mind and spirit of inquiry towards social conditions and problems at different levels. The objective is also to train them to understand the processes involved in scientific work, and further, to enable them develop skills to undertake such endeavours (Report of the Curriculum Development Centre in Social Work Education, UGC, 1990).

It is assumed that the students are intellectually mature enough when they get admitted to PG course in social work to understand the relevance of research both in knowledge-building and in field practice. Such well-informed students need to be gradually exposed to scientific endeavours. A strong impression should be built on them that research is the most valuable source of acquiring knowledge and to make that knowledge communicable to all stake-holders. Such effective efforts of young persons would not only enrich theory but also refine practice. The prime objectives of social work research include - to enhance knowledge base and to make social work practice a scientific endeavour with the use of appropriate tools and techniques, to find the effectiveness of social work intervention at different levels, to evolve new ways (interventions) of working with people and to suggest alternate interventions (Laldas, 2003).

Not enough empirical evidence is available to substantiate the importance of research in terms of its utilization, especially by social work educators, social work practitioners, social welfare planners, and social welfare administrators. Also, not much out-put of research is noticed in the initial years of social work education in India. Till about 1950s, the only research activity noticed in the schools of social work was that of students' efforts (Ramachandran and Naik, 1987).

Desai (1994) has undertaken a very exhaustive empirical work on the status of social work education in India. The study was undertaken in 31 out of 34 schools of social work present in India during 1975-76 and it covered both UG and PG streams of social work education. The subjects comprise 1178 students, 170 social work faculty members, and 43 teachers with qualification other than that of social work. Questionnaire method was used in collecting data. The response for the question whether research project should be made compulsory, reveals that of 791 MSW students, 63.5% (502/791) opined that research project should be made compulsory, while 32.5% (257/791) wanted it to be an optional, and 4% (32/791) suggested that be dropped completely at the PG level. The study indicates the enthusiasm of young students in taking up scientific work as a learning experience. Differences in perception are observed between male and female PG social work students. Most of the male students (359/520 or 69%) wanted it to be compulsory, while 27.5% (143/520) wanted it to be an optional, and the rest (18/520 or 3.5%) preferred it to be dropped. In the case of female students, as many as 143 (out of 271 or 52.8%) wanted it to be made compulsory, lesser number (114/271 or 42.1%) wanted it to be made an optional and only a few (14/271 or 5.2%) wanted it to be dropped completely. The author feels that faculty members need to involve themselves in research activities and such an active involvement would motivate the students and further, facilitate to ensure quality research work of students. She highlights the need for research training programmes for teachers which must include topics like research methodology, drafting research proposals, and writing reports.

Among social work professionals, especially in recent times, an enhanced interest in undertaking research activities is noticed. As a matter of fact, faculty members and practitioners have evinced keen interest in undertaking empirical work. Further, the trend is more towards collaborative research rather than individual-oriented endeavours. This can be observed by their increased participation in academic programmes like conferences and seminars, high enrolment for Ph.D., greater number of publications in journals, and greater involvement in undertaking research projects at macro or micro levels. One reason for increased participation and collaboration could be that multi-disciplinary attempts are encouraged even at higher levels. Research, especially in social sciences, is essentially social in operation (in practice). Another reason could be that service professionals are adopting scientific means in understanding social reality and providing suitable action. As rightly mentioned by Munn et. al. (1972) the goal of any scientific enquiry, undertaken by most scientists, is to enhance knowledge quotient of people and equally their welfare.

In terms of quantum of work load, social work faculty members working at PG level have varied responsibilities. These include primarily class-room teaching, field work guidance and supervision, and research project/dissertation guidance (Report of the Curriculum Development Centre in Social Work Education, UGC, 1990). The other responsibilities of faculty members include initiating field action projects, serving as consultants to welfare organizations, conducting research, organization of/participation in academic programmes, publications etc., Till recently, the inclusion of a research project, as a component of social work education at PG level, was seen either as an optional in lieu of a theory paper, or as a compulsory component. The trend led to faculty members acquiring varied perceptions about research project. The present study intends to get feedback regarding perception and involvement of the faculty members who have had experience in guiding PG students in their research projects.

RESEARCH METHODOLOGY

It has been well established that both research-informed practice and research-based teaching are found to be the

crucial issues that take the quality of social work education to greater heights. To make this happen, faculty members must imbibe the right kind of aptitude to research in students. This would enable them develop competencies in terms of knowledge base that relate to both theoretical and practical understanding. Having accepted the fact that research is a vital source of knowledge for practice, it is the duty of faculty members to transmit knowledge about research and facilitate the process of learning so as to inculcate belief in the young minds the importance of research. It is imperative to study the place of research as a course, and research project as a practical activity in MSW curriculum. Further, it is important to understand the perception of faculty members about research project. Equally important is to understand their contribution/guidance in its successful completion. The study would focus on the reality and opinions/aspirations of the stakeholders (faculty members) with regard to the component of research in social work academic programme.

The specific objectives of the study include:

1. To know the extent of prominence accorded to the component of research in the curriculum of Master's Degree in Social Work Education in Karnataka.
2. To understand the specific tasks performed and opinions of faculty members in preparing research project/dissertation, and
3. To explore the reasons for undertaking research project as a component of curriculum from students' perspective.

The study is confined to the select faculty members of social work. All are working in different schools of social work in Karnataka offering MSW programme. These schools are either departments of social work of state universities, or departments of colleges affiliated to state universities. A sample of eighty-three faculty members who taught students of social work, including providing guidance to students in research project, had been chosen by adopting purposive method of sampling. The faculty members, chosen for the study, were working either on a permanent basis or a temporary basis, had experience not only in teaching but also in guiding students' research projects and who had consented to serve as subjects for the study. All ethical issues of research, especially of informed consent and confidentiality, had been complied with.

A questionnaire covering objectives of the study was prepared. A pre-testing was done on faculty members of social work fraternity hailing from other states. Suitable modifications in the questionnaire were made on the basis of responses provided by the subjects chosen for pre-testing. Thus, the final version of questionnaire was prepared. The same was administered on all 83 faculty members chosen for the study. Guidelines were provided about the procedure of filling the questionnaire. Further, they were requested not to leave any question unanswered. The subjects were contacted either personally when they attended official work in the universities or were approached online. The data had been collected during 2018. The data, thus collected, had been processed and presented in the form of tables.

The characteristics of the subjects indicate that 58 (69.88%) were male, and 67 (80.72%) were in possession of required academic qualification to serve as faculty members. Out of 83 subjects, 24 (28.92%) are faculty members (Assistant Professors, Associate Professors, Professors) in university departments, 16 (19.28%) are faculty members of Government First Grade Colleges (presently working as Assistant Professors on permanent basis) offering MSW programme, 13 (15.66%) are faculty members of private institutions and the rest (30 or 36.14%) are functioning as guest faculty members in colleges offering MSW programme/guest faculty members in

university departments or PG centres of universities. The mean years of experience in teaching and in guiding research project are 9.6 years and 7.3 years respectively (Table 1).

RESULTS AND DISCUSSION

Research project, as a component of MSW curriculum, is found in all universities. The present study is aimed at understanding the place of research project in MSW curriculum and the tasks performed by the faculty members in guiding the research project. The functions, and perceptions/views of 83 faculty members with regard to supervising the research project/s had been studied by administering a questionnaire. The results obtained are discussed.

It is observed that research project is a core component of MSW curriculum in all State universities. While in most schools, an individual project is prescribed (every student selects a separate topic and works with a faculty supervisor), in one university there is a provision of group project too. Variation is found in the weightage of grades allotted in the evaluation from university to university. The process involved in the selection of topic and even submission of report remains the same in all universities. A viva-voce examination is held in some universities after the submission of report with an external examiner on the panel of examiners. The striking feature is the variation in the nomenclature of the research project and the medium chosen for writing the report. It is generally observed that if all students of all universities are taken into consideration, majority among them write the research project in Kannada with some regional variations. All faculty members, including those working as guest faculty members, supervise the work of students.

The exposure of students to the empirical work in the form of undertaking research projects would enable them develop a scientific frame of mind and they will be well-versed with the tasks of research process, ranging from problem formulation to preparation of research report. The size of the project generally is between 60 - 75 pages and this number may exceed depending upon the subject chosen and the aptitude of the researcher. All teachers are expected to spend enough time with their students and make the guidance rather as an educational exercise. The average workload of a teacher in terms of teaching input is to be considered as one and a half hours per week per candidate (UGC Model Curriculum : Social Work Education, 2001).

Table 2: The importance of research in social work education cannot be undervalued. All effective social work educators and practitioners use research-based knowledge in their teaching/training and practice respectively. Between the two, the teachers' main function is to serve both as producers and consumers of research. It is very appropriate to mention here that effective social work education rests on the high involvement of both teachers and students (Young and Delves, 2009).

Every teacher is a learner and such learning takes place from efforts of students in preparation of research projects and in guiding them in the right direction. Research is to be considered as a passion and not as mere activity of counting the time-frame in the workload. Undertaking research project work requires collaboration and it is unethical on the part of teacher to make it an exercise of students' self-learning and self-doing. A close monitoring and feedback on the part of faculty supervisor would make the efforts of students worthy. The purpose is to make them (students) develop a positive frame of mind for research and enable them to imbibe a genuine curiosity to know things scientifically. The time required for guidance to each candidate is definitely more than the time spent in the class room but the learning opportunities are plenty. A good number of the faculty

members (45/83 or 54.22%) say that by and large the attention paid on the students' dissertation is at a moderate level. The fact is that when dissertation is a compulsory academic component and the number of students allotted to each faculty member is large, paying enough attention to every student's project work is difficult.

Table 3: The learning opportunities for students under social work practicum and especially of concurrent practice learning, or rural camp or summer placement can be used for undertaking a limited sample empirical work provided it is identified as a part of the field work activity. Under no circumstances such an activity is to be superimposed for the sake of research. This is one way of making students develop scientific bent of mind and to imbibe necessary research skills, especially in the initial months of the course. Such attempts further lay foundation for learning the process involved in undertaking a small-sized empirical work. Skills in the use of research methods by paying attention to ethical conduct can also be imbibed by students in the form of periodical conduct of exercises in the classroom environment. As many as 71 (85.54%) faculty members encouraged their students to get involved in empirical work in field work practicum wherever such component is a part of field work.

Table 4: Social work is a value-based profession and code of ethics is in operation both in social work practice, and in carrying out research. Ethics are strictly prescribed, especially of anonymity of information called from subjects/gathered from varied sources for research purpose and respecting human rights. Scott (2014) had explained vividly that every research worker has to follow moral rules and professional code of conduct at every stage in the process of research investigation. Emphasis is to be laid more on subjects' right to privacy, informed consent and confidentiality. In this study, almost all teachers (96.39%) had mentioned that a day's seminar or orientation programme on code of ethics in research need to be provided to all students so as to make them understand its importance in carrying out research and complying with ethical issues in research.

The topic of ethical issues in research has gained importance in all streams of knowledge and more so in social sciences. While making an empirical work, there is possibility of violation of human rights of subjects, especially in social science research. One-day orientation programme on ethical issues in research is to be held in every institution so as to make the students understand the importance of protecting human rights and at the same time undertake research work for the good of society.

Table 5: Periodical seminars/orientation programmes on the tasks underlying research projects would help students understand the value of each task of research. But, according to 30 (36.14%) faculty members such events had not been conducted. Seminars (or orientation programmes) on the tasks of research projects mainly include presentation of papers pertaining to research methodology, and review of published and unpublished research work of students/others.

Table 6: The purpose of a research project is to prepare the students to develop scientific frame of mind and understand the place of research in social work education, as well as practice. High quality research output is expected from students according to 52 (62.65%) faculty members. But the fact is that a very high quality of work or a great contribution cannot be expected from the research projects of young students. The students are expected to know the place of research in social work, education and the process involved in taking up such an empirical work. Undertaking an empirical work in the midst of other academic programmes including field work, is to be appreciated.

Tables 7 and 8: A provision exists in most of the state

universities of Karnataka for students of social work at PG level to have the choice of writing their answers in Kannada both in theory examination and preparation of research project. But most of the faculty members (73/83 or 87.95%) encourage the students to prepare research project in English, the reasons being - availability of literature in English (95.89%), better job prospects (86.30%) and availability of past reports for ready reference (61.64%).

Table 9: Only ten faculty members (12.05%) had encouraged the students to prepare their research projects in Kannada. Two reasons cited for their choice being a) easy expression of ideas and easy reference work (10/10), and b) easy preparation of project (8/10).

Table 10: Preparation of research project involves the tasks of literature survey, preparation of tools, data collection, analysis, and preparation and submission of research report within the prescribed time. The whole exercise requires considerable financial investment. This may be a burden for some students. For some such students the state universities/other institutions encourage scientific work by providing reasonable assistance. For other students research project is not a financial burden. Most of the faculty members (61/83 or 73.49%) agree that undertaking quality research project involves reasonable financial expenditure and hence, they feel that students from economically weaker sections need to be given financial assistance. It is an indisputable fact that liberated from financial tensions; the student can concentrate well on the research project. Thereby, learning would be effective, and the quality of research project prepared by the candidate would certainly of high quality.

Table 11: While all faculty members say that project report, as a component of curriculum, is desirable, the most striking point is that it is through the medium of research project that students can better understand the linkages that exist among theory, research and practice (87.95%). There were other responses too – namely, it helps in developing the spirit of scientific approach to social conditions and problems (85.54%), enables taking up practice-based research (79.52%), enhances knowledge-base and skill so as to take the profession to greater heights (79.52%), such a step also enables students to properly utilize library facilities (77.11%), and preparing project report paves the way for achieving an attractive professional career in future (68.67%). The faculty members underline clearly the desirability of undertaking project report at MSW level.

Table 12: Research guidance is a continuous activity of the supervisor. Enabling the student to complete the research project is primarily the responsibility of faculty member. Hence, review of the progress made in the research work of the student has to be done periodically and at least once-a-week so that the continuity of project work is not disturbed and the student will develop interest and ability in carrying out the work. While the frequency of consultation is found to be once a week (71.09%), 19 (22.89%) faculty members do not find any need to have scheduled meeting for review and the meeting can take place whenever required.

Tables 13 and 14: Almost all faculty members (96.39%) were of the opinion that a comprehensive viva-voce examination on research project is to be conducted for each candidate by a panel of examiners. This is to examine the competence of students in doing research and in presenting the work that has been done. Such viva-voce examination must be educational in nature and not a mere question and answer session. If it is considered to be a learning experience for both the examiner and student, the very purpose of such an assessment is achieved.

Very few had mentioned that the panel of examiners for viva-

voce examination need to be only internal examiners (4.82%) or only external examiners (12.05%). A good number of teachers said that internal examiners along with concerned faculty supervisor (even if the faculty member is working on temporary basis) and an external examiner constituting a panel is desirable for evaluation. But 39 (46.99%) faculty members preferred a panel to be constituted with internal examiners along with concerned faculty supervisor (working on permanent basis) and an external examiner.

Table 15: A good number (45/83 or 54.22%) of teachers considered research project a pleasurable exercise and no burden from the point of view of students. The most commonly offered reasons for the positive response are: the spirit of exploring the unknown in terms of acquiring knowledge (44/45); enhancement of level of analytical thinking; and fostering creativity in the researchers (42/45). Faver et. al. (1986) had detailed the relationship between research and practice. The role of teachers is very crucial as they transmit the knowledge base of research to students and thereby enable them to develop a positive attitude towards the importance and value of research.

As many as 38 out of 83 (45.78%) teachers believe that from the point of view of students, research project is a painful exercise. Not well-versed with effective presentation skills (32/38), over burdened with other academic assignments (27/38) and not being able to relate the relation between preparation of research project and job placement (27/38) are the predominant reasons for the negative response for research project. It is observed that slightly more than half of the faculty members aver that research project is an exercise favoured by students.

CONCLUSION

A study was undertaken to understand the involvement of faculty members of schools of social work in the preparation and submission of research project by PG students of social work, the perceptions of faculty members with regard to different tasks involved in the process of undertaking research work, and the performance of students in the completion of research projects.

A sample of 83 faculty members had been chosen by adopting purposive sampling technique. A questionnaire, covering the objectives of the study had been administered on all the faculty members. The results indicate that the tasks adopted by faculty members in the preparation of research project were reasonably productive in nature and they consider research project as a desirable exercise. Having seen the aptitude of students very intimately, 45 (54.22%) teachers mention that research project is a desirable exercise. As many as 38 (45.78%) teachers believe that from the point of view of students, it is not a pleasurable academic activity.

A theory paper on **Research Methodology** and a practical report in the form of **Research Project** are two components prescribed in the curriculum of many PG courses, including MSW. The nomenclature of both may differ but the broader content/approach remains the same. The importance of effective teaching and the preparation of students with regard to the core component of social work research (Ramachandran and De Sousa, 1985), and place of research project (UGC, Review of Social Work Education in India, Report of the Second Review Committee, 1980), at Master's level is detailed below:

Ramachandran and De Sousa (1985) raise eight pertinent questions relating to teaching social work research for discussion. The prominent questions being: What type of students are being admitted to MSW course? What type of problems do they face in carrying out research? The other questions revolve around the role of research teacher and

field work supervisor. Further, the method of teaching and the importance of research class were the issues considered for discussion. The system of education, according to authors, would either promote or distract in creating the research aptitude. If the system does not encourage independent thinking and creativity but only promotes reproduction of material being taught in the class and if the teacher is very rigid and supports only memory power in awarding marks, then the system itself is the liability as far as originality is concerned.

The Second Review Committee in Social Work Education (UGC, 1980) in its report had made observations about the importance of research and the place of research project in social work education. Long before other PG Departments started training the students in research methodology, the schools of social work initiated such learning experience for all the students through work on projects either individually or in groups. In many cases such research projects were undertaken by students at group level because of the time factor involved, as they were actively involved in attending theory classes and field work concurrently. Some schools even questioned the rationality of making research project compulsory. This is due to fact that all students may not have the aptitude for undertaking research work. The faculty members have to invest more time on those who do not have the right kind of aptitude. It is recommended in the report that research project be made optional at Master's level. Accordingly, the students can be prepared in two course streams – consumers of research and consumers and producers of research. All will have to study the theory paper on research methodology but all need not be required to carry out research project. Further, taking into consideration the time available for students, emphasis be given on group rather than individual projects paving way for encouraging collaborative effort. For those who opt for research project, a higher order of research skills be imparted which goes beyond minimum requirements for understanding theory. Hence, the question of making research project a compulsory requirement for all students at the Master's level needs to be reviewed.

While one admits that research and practice go together at Master's level course curriculum, theory paper on social work research has to be taught in the first half of the course so that undertaking research project becomes relatively easy. But the question is whether research project be made compulsory or optional only for the select few who have the right aptitude in taking up research. It is appropriate to mention here the highlights of a study made by Faver et. al. (1986). The study focuses on the importance of research in social work practice and education and the involvement of faculty members in research activity. The researchers had chosen a sample of 353 faculty members teaching graduate social work programme throughout the United States of America and the study was made in the year 1981. Teachers had positive attitude towards the role of research in social work practice. The important observation was that only 36% faculty members had mentioned that research should be the most essential component of Master's level programme.

The study reveals the need for an extensive academic discussion on feasibility of designing **Research Project** as a compulsory component of social work education at Master's level. The discussion should centre on finding response to the following questions: **a)** Should Research Project to be made an optional or a compulsory component? **b)** Should Research Project be offered at individual level or group level? **c)** Is it feasible to offer an advance course on research methodology for those who undertake research project?. A debate on these questions would lead to finding a suitable place for research project in social work curriculum.

Table: 1 Personal and Professional Details of Faculty Members

Sl. No.	Factor		No. of faculty members N:83	%
1	Gender	Male	58	69.88
		Female	25	30.12
2	Qualification	MSW	16	19.28
		MSW/M. Phil + NET/SLET	40	48.19
		MSW + Ph. D	27	32.53
3	Nature of appointment	Faculty members in state universities	24	28.92
		Faculty members in first grade colleges of private management	13	15.66
		Permanent faculty members of government first grade colleges	16	19.28
		Guest faculty members of first grade colleges/ university departments/ PG centres of universities	30	36.14
4	Teaching experience	5 years and below	26	31.32
		6 years – 10 years	31	37.35
		11 years – 15 years	14	16.87
		16 years and above	12	14.46
		Mean: 9.6 years		
5	Experience in guiding research project/ dissertation	5 years and below	38	45.79
		6 years – 10 years	31	37.35
		11 years – 15 years	7	8.43
		16 years and above	7	8.43
		Mean: 7.3 years		

Table: 2

Question: How much attention a teacher gives (on the basis of your observation) in guiding individual Research Project?

Sl. No.	Response	No. of faculty members N:83	%
1	To a great extent	31	37.35
2	To some extent	45	54.22
3	To a lesser extent	07	8.43

Table: 3

Question: Would you encourage students to take up small empirical work in their field work practicum?

Sl. No.	Response	No. of faculty members N:83	%
1	Yes	71	85.54
2	No	12	14.46

Table: 4

Question: Is it necessary that a day's seminar or orientation on code of ethics in research need to be provided to all students?

Sl. No.	Response	No. of faculty members N:83	%
1	Yes	80	96.39
2	No	03	3.61

Table: 5

Question: Do you conduct periodical seminars/orientation programmes on tasks of Research Projects?

Sl. No.	Response	No. of faculty members N:83	%
1	Yes	53	63.86
2	No	30	36.14

Table: 6

Question: Do you expect an outstanding contribution to knowledge as a result of Research Project?

Sl. No.	Response	No. of faculty members N:83	%
1	Yes	52	62.65
2	No	31	37.35

Table: 7

Question: In which language are the students encouraged to prepare Research projects?

Sl. No.	Response	No. of faculty members N:83	%
1	English	73	87.95
2	Kannada	10	12.05

Table: 8

Question: Reasons for encouraging students to prepare Research Projects in English

Sl. No.	Response	No. of faculty members N:73	%
1	Literature is available mostly in English	70	95.89
2	From the point of view of future job perspectives	63	86.30
3	Availability of past records for ready reference	45	61.64

Some had given more than one response.

Table: 9

Question: Reasons for encouraging students to prepare Research Projects in Kannada

Sl. No.	Response	No. of faculty members N:10	%
1	Easy to prepare	08	80.00
2	Can express ideas and refer issues easily	10	100.00

Eight persons had given two responses each.

Table: 10

Question: Do you advocate that students who take up Research Project (as a mandatory requirement) be given financial assistance in deserving cases?

Sl. No.	Response	No. of faculty members N:83	%
1	Yes	61	73.49
2	No	22	26.51

Table: 11

Question: Why is Research Project is desirable?

Sl. No.	Response	No. of faculty members N:83	%
1	Helpful in understanding linkage among the three essential components viz. theory, research and practice	73	87.95
2	Helpful in developing a spirit of scientific approach to social conditions and problems	71	85.54
3	Provides an opportunity to take up practice-based research	66	79.52
4	Makes students empowered in knowledge and skills and thereby taking the profession to a greater heights	66	79.52
5	Helpful in making use of library facilities	64	77.11
6	Helpful in foreseeing attractive professional career	57	68.67

Some had given more than one response.

Arranged in terms of responses in descending order

Table: 12

Question: How frequently should the student meet the research supervisor?

Sl. No.	Response	No. of faculty members N: 83	%
1	Once a week	59	71.09
2	Twice in a month	05	6.02
3	Once in a month	--	--
4	Unscheduled meetings dictated by need	19	22.89

Table: 13

Question: Do you consider that a comprehensive viva-voce examination is to be conducted for each student separately by a panel of examiners?

Sl. No.	Response	No. of faculty members N: 83	%
1	Yes	80	96.39
2	No	03	3.61

Table: 14

Question: What should an ideal panel of examiners comprise of?

Sl. No.	Response	No. of faculty members N: 83	%
1	Internal examiners only (without faculty supervisor in case of guest faculty)	04	4.82
2	Internal examiners along with concerned faculty supervisor (even if the faculty member is working on temporary basis) and an external examiner	30	36.14
3	Internal examiners along with concerned faculty supervisor (working only on permanent basis) and an external examiner	39	46.99
4	External examiners only	10	12.05

Table: 15

Question: Is Research Project a pleasurable or a painful exercise from the point of view of students?

Sl. No.	Response	No. of faculty members N: 83	%
1	Pleasurable	45	54.22
2	Painful	38	45.78
If pleasurable, reasons*		N: 45	%
1	It enables the learner to know the unknown	44	97.78
2	It improves the analytical thinking ability and creativity of the person	42	93.33
3	It facilitates learning issues concerned by doing	39	86.67
4	It helps in getting job placement	30	66.67
5	It helps in higher academic qualifications like M.Phil./Ph.D.	38	84.44
6	It enables in learning effective presentation skills	37	82.22
If painful, reasons*		N: 38	%
1	Not well-versed with effective presentation skills	32	84.21
2	Financial burden	25	65.79

3	Not able to relate as to how it helps in getting job placement	27	71.05
4	One has to put in more efforts in completing the project on time	26	68.42
5	Overburdened with other different academic assignments	27	71.05

* Many had given more than one response.

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