

MSID INDIA

ACADEMIC HANDBOOK

FALL 2009

**MINNESOTA STUDIES IN INTERNATIONAL
DEVELOPMENT**

MSID INDIA

FALL 2009

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MSID INDIA

FALL SEMESTER 2009

DAILY SCHEDULE

Important: The system of writing dates in India is different from the USA. Unlike the United States where the month precedes the day (e.g. 12/25 for December 25th), in India it is vice versa, and the day precedes the month i.e. 25/12. Keep this in mind at all times to avoid any misunderstandings and confusion.

Note: There may be occasional modifications in the Schedule given below because of additionally arranged field trips and other activities.

Date/ Day		MSID India - Schedule					
31/8/2009 Monday		Start of the Program. Students arrive in New Delhi					
1/9/09 Tuesday		Orientation at Delhi					
2/9/09 Wednesday		Leave Delhi for Jaipur by road. Arrive at Jaipur. Group stays together in a hotel. Orientation continues.					
3/9/09 & 4/9/09 Thurs-Fri		Orientation continues. 4 th afternoon - Introduction to the MSID office. Move in with Host Families on 4th afternoon					
5/9/09 Saturday		HOLIDAY					
6/9/09 Sunday		HOLIDAY					
Date/ Day		10.00- 12.00	12.00- 12.30	12.30-2.00 PM	2.00-2.30 PM	2.30-4.00 PM	Post 4 PM
7/9/09 Monday		Hindi	Lunch	Country Analysis	Break	Country Analysis	Opportunity/ Guest Lectures+, or MSID Discussion Forum¥, etc. (To be announced)
8/9/09 Tuesday		Hindi	Lunch	International Development	Break	Country Analysis	
9/9/09 Wednesday		Hindi	Lunch	International Development	Break	Country Analysis	
10/9/09 Thursday		Hindi	Lunch	International Development	Break	Country Analysis	
11/9/09 Friday		Hindi 10-11am	Field Visit (related to all courses*)				
12/9/09 Saturday		HOLIDAY					
13/9/09 Sunday		HOLIDAY					
14/9/09 Monday		Hindi	Lunch	International Development	Break	Country Analysis	Opportunity/

15/9/09 Tuesday	Hindi	Lunch	International Development	Break	Country Analysis	Guest Lectures, MSID Discussion Forum, etc.
16/9/09 Wednesday	Hindi	Lunch	International Development	Break	Country Analysis	
17/9/09 Thursday	Hindi	Lunch	International Development	Break	Country Analysis	
18/9/09 Friday	Hindi 10-11am	Field Visit (related to all courses) & MSID Discussion Forum				
19/9/09 Sat	HOLIDAY					
20/9/09 Sun	HOLIDAY					
21/9/09 Monday	HOLIDAY FOR EID-IL-FITR					Opportunity/ Guest Lectures, MSID Discs Forum, etc
22/9/09 Tuesday	Hindi	Lunch	International Development	Break	Country Analysis	
23/9/09 Wednesday to 25/9/09 Friday	3 days, 2 nights Field Trip** related to all courses , including Hindi & Community Internship in the Global South. The trip will include visiting a local NGO, observing vermi-composting & a farm practicing organic agriculture, etc., besides some on-site lectures & group discussions related to the Country Analysis & Internat. Devt courses					
26/9/09 Sat	HOLIDAY					
27/9/09 Sun	HOLIDAY					
28/9/09 Monday	HOLIDAY FOR DASHERA					Opportunity/ Guest Lectures, MSID Discs Forum, etc
29/9/09 Tuesday	Hindi	Lunch	International Development	Break	Country Analysis	
30/9/09 Wednesday	Hindi	Lunch	International Development	Break	Country Analysis	
1/10/09 Thursday	Hindi	Lunch	International Development	Break	Country Analysis	
2/10/09 Friday	COMMEMORATIVE DAY FOR GANDHI JAYANTI Special activities day					
3/10/09 Sat	HOLIDAY					
4/10/09 Sun	HOLIDAY					
5/10/09 Monday	Hindi	Lunch	International Development	Break	Country Analysis	International Development Tracks; or Opportunity Lectures
6/10/09 Tuesday	Hindi	Lunch	International Development	Break	Country Analysis	
7/10/09 Wednesday	Hindi	Lunch	International Development	Break	Country Analysis	
8/10/09 Thursday	Hindi	Lunch	International Development	Break	Country Analysis	
9/10/09 Friday	Hindi	Lunch	International Development	Break	Country Analysis	
10/10/09 Saturday	HOLIDAY					
11/10/09 Sunday	HOLIDAY					

12/10/09 Monday	Hindi	Lunch	International Development	Break	Country Analysis	International Development
13/10/09 Tuesday	Hindi	Lunch	International Development	Break	Country Analysis	International Development
14/10/09 Wednesday	Hindi	Lunch	International Development	Break	Country Analysis	International Development
15/10/09 Thursday	Hindi	Lunch	International Development	Break	International Development	International Development
16/10/09 Friday	Hindi Exams	Lunch	International Development - Tracks presentations	Break	International Development - Tracks presentations	International Development - Tracks presentations
17/10/09 Sat	HOLIDAY FOR DIWALI					
18/10/09 Sun	HOLIDAY					
19/10/09 Monday	HOLIDAY FOR GOVERDHAN PUJA & BHAJ DOOJ					
20/10/09 Tuesday	Classroom phase Wrap-Up	Lunch	Preparations for the field and own study time			
21/10/09 & 22/10/09 Wed & Thurs	Travel to Internship sites with MSID staff. Introduction to host agency & new host family/ ngo hostel etc. Internships begin					
9/11/09- 10/11/09 Mon-Tues	Mid-internship group meeting-cum-seminar.					
November	Faculty Visit to each student					
4/12/09 Friday	Last day of Semester Internships					
5/12/09 Saturday	Students return to Jaipur					
7/12/09 to 11/12/09 Mon to Fri	Final Integrating Seminar (Final Classes; Hindi exams; Preparations for re-entry; Debriefing sessions etc) Program ends evening of December 11 th .					
12/12/09 Saturday	Students free to travel /return to the US					

+ An 'Opportunity Lecture' indicates exactly what the title means: A talk or lecture by a visiting or local scholar, which may be arranged at short notice, if and when the opportunity arises.

¥ Each contact hour of MSID Discussion Forum will jointly count towards the Internat. Devt & CA courses.

Field-visits marked with a single asterisk (*) incorporate aspects related to all the MSID courses. There will be on-site instruction and discussions. Occasional readings may be provided. Each such visit will count towards the requisite contact hours for the International Development, Country Analysis, and Hindi. The trips will give students a chance to practice (or improve) their Hindi skills.

** Overnight field trips incorporate on-site instruction, observations, and group discussions, and will count towards a minimum of four (4) contact hours a day each for the International Development, Country Analysis, and two (2) for the Hindi courses.

MINNESOTA STUDIES IN INTERNATIONAL DEVELOPMENT (MSID)
INDIA PROGRAM

(Undergraduates : 4 Credits)
(Graduates: 3 Credits)

GloS 4001/ GloS 5001

**INTERNATIONAL DEVELOPMENT: CRITICAL PERSPECTIVES ON
THEORY AND PRACTICE**

Fall Semester 2009

Meeting Times: Monday to Thursday: 12:30-2:00 PM

Course Instructors:

Prof. Kanta Ahuja, and Track-related Instructors.

Prof. Kanta Ahuja

Tel. no: (0141) 2652205

Cell phone: 94140 57060

Office hours: By appointment

Course Objectives:

- To expose students to a wide range of thinking on development.
- Help students think about development in comparative and cross-cultural terms.
- Encourage students to think critically about values and ethical issues in relation to their own role as change agents.
- Acquaint students with the development experience of the host country as a case study.
- Help students acquire specialized knowledge/perspectives in a thematic area related to their particular internship.
- Explore issues of globalization and neo-liberalism as they are playing out in the world and in India
- Give students theoretical tools to analyze critically specific development problems, policies, programs, and projects as they experience them in their host communities and agencies.

Course Overview – Common Classes and Tracks:

The first part of the International Development course, to be attended by all the students, is a broad introduction to the different ways in which the term ‘development’ has been understood conceptually and how the concepts, in turn, have provided the basis for deriving policy prescriptions to deal with development issues.

The pre-departure readings (Part I and Part II) would be the starting points for more detailed discussions. The initial sessions of this course have been especially designed for

students who have not been students of economic and social development before participating in the MSID India semester program. These sessions will focus on aspects like:- Development: An Overview; Concepts and Alternative Approaches to Development; Shift from (i) Capital Accumulation to Human Development; (ii) Growth of GDP per capita to reduction in poverty and providing basic needs e.g. water, health, schooling and housing; Gender, Environment and Sustainability; Shift in policies – from state intervention to markets; Market failures vs. State failures; WTO, IMF and World Bank; Globalization– A Balance Sheet. There will also be focused discussions.

Thereafter, the course will sub-divide as per the ‘Tracks’ chosen by individual students. These are (a) Education/Literacy & Social Services; (b) Environmental Studies/Ecology and Sustainable Agriculture; (c) Literature, Arts and Cultural Studies; (d) Public Health; and (e) Micro business & Alternative Economies

An attempt will be made to also acquaint students with the development experiences of the host country, India. For this last aspect, field visits will be an important component of the course. There will also be a 3 days’ field trip to Shekhawati, during which there will be on-site talks & group discussions relating to Indian Economy and development; small and large industries; agriculture; services sector; informal labor sector; micro-credit groups /self-help groups (SHG’s). Towards the end of the classroom phase students will be asked to make presentations on their Tracks, and to reflect on ‘Rethinking it all: What is Development?’

Lecture Schedule:

This course normally meets from 12.30 to 2:00 pm Monday to Thursday, but please also see the timetable for your individual Tracks. There may be occasional modifications for field trips, extra lectures, or other activities.

Topic	Readings / Supplementary Material	Assignments due
Development: An Overview – the international context of growing disparities	Review Pre-Departure Reading Packet, esp. Faust and McMichael	
Theories of development; Factors in lack of development – Resources trade and technology. Dependency and neo-colonialism.	Review Pre-Departure Reading Packet - ‘Trends in Development Theory’ (<i>Dev Theo</i> by Jan Nederveen Pieterse)	
Alternative Approaches to Development - Capital Accumulation and Human Development		
Population, Gender and Environment		
Poverty and Social Equity	- Review Part I of the Pre-Departure Reading Packet	

Markets and State Intervention; Market failures vs. State failures.		<i>Class Test/Quiz</i>
International economic institutions – WTO,IMF and World Bank		
Globalization– A Balance Sheet		
Indian Experience and Performance (1)		<i>Book Report Due</i>
Class Field Trip to Shekhawati (Field on-site talks & group discussions on: Indian Economy & Devt; small industries; agriculture; services sector; informal labor sector; SHG micro-credit groups, etc.)		
Indian Experience and Performance (2)		<i>Focus Paper 1 Due</i>
Group Discussion	Review Reading Packet & other handouts	
As per schedule for different Tracks		
Student Presentations on Tracks		<i>Tracks related Assignments</i>
Rethinking it all: What is Development? (group work & discussion)	Refer back to various readings in your Reading Packet	

Note:

(a) Connected topics will be discussed on-site during field trips, and some guest lectures will be scheduled for the evenings during overnight field visits.

(b) Re-read articles given in your 'MSID Reading Packet' during the classroom and internship phases. Other readings may be handed out during the course of the semester.

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.

The grade break- up is as follows:

Grade Break-up		Due date
Class test/ quiz	10%	
Book Report	10%	
Focus Papers	25%	
Contributions to MSID Discussion Forum and other discussions, including those based on Readings Packet and field visits etc	20%	
Tracks related class work, home assignments and tests	15%	
Tracks Presentation	20%	---

Attendance:

Attendance is mandatory, except when a student is ill.

Please note that for every three (3) unwarranted absences, a student's grade will drop by half a grade (for example, a B+ will become a B, or a C become a C- etc.)

INTERNATIONAL DEVELOPMENT COURSE - TRACKS

a) Education/Literacy and Social Service

This section looks at the role of education in India, and at issues like who is being educated, what steps are taken to reach out to people in poverty, what are the policies and philosophy that affect education. Internships will focus on the area of education and outreach. It will also cover **Social Service** (poverty, homelessness, family welfare, housing), examining Indian policy and practice towards the poorest members of its community, including through government policies, administrative innovations and measures, and national and local grassroots efforts in individual communities. Internships can include working with outreach organizations for the homeless, family welfare education, and grassroots organizations that address the needs of poor working families.

Student interests will be taken into account each semester so that topics of particular interest to the Track group may be taken into the coursework. The basic International Development course and the Pre-departure readings would be pre-requisites for the Track. The Track will also connect with the subsequent internship phase of the Program.

Education, Literacy and Social Service

Faculty – Professor A.K. Jain, Dr. Shobhita Rajagopal, Dr. K.B. Kothari and invited guest faculty

Objectives:

To know and understand various aspects of education and literacy, as well as welfare programmes, policies and schemes in India.

Course Outline/Lectures

- I Education and Literacy
 - Education: An Overview
 - Universalization of Education in India and Rajasthan
 - History of Educational Planning
 - Government Acts and Policies
 - Literacy and Innovations in India since 1947
 - Adult Literacy and Technical and Professional Education
 - Redressing country-specific and region-specific problems in literacy and education
 - Shiksha Karmi and other special Schemes and Programmes
 - NGO's and Education: Pratham – An Innovative Experience (Visual and descriptive case-study followed by discussion)
 - Issues and Challenges

- II Welfare, Poverty and Development
 - An Overview - What is Poverty? Causes, extent and impact

- Government Policies, Schemes, Programs and Measures to alleviate Poverty
- Welfare Issues
- Social Structure
- Welfare and Rural Development
- Welfare, Education, Health and Population
- Gender and Class/Caste specific Violence and Measures to Check this
- Issues of Social Welfare and schemes for women, children, adolescents, aged, physically challenged etc.

III Consolidation of Track

IV Problem Solving and ‘Evaluation’

Readings would be handed out and/or recommended.

Students are encouraged to ask questions and participate in discussion

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.

The grade break- up for all Tracks is as follows:

Grade Break-up		Due date
Tracks related classwork, home assignments and tests	15%	
Contributions to MSID Discussion Forum and other discussions, including those based on Readings Packet and field visits etc	20%	
Tracks Presentation to the larger class and all Tracks faculty	20%	---

(b) Environmental Studies/Ecology and Sustainable Agriculture

This Track investigates the relationship between the environment, development issues, and the lives of people in India (and the world). The topics include land and water resources and their utilization and management, sustainable development, livestock and livelihood, agriculture, drought, deforestation, wildlife management, food security and related issues, and climate change, among others.

Student interests will be taken into account each semester so that topics of particular interest to the Track group may be taken into the coursework. The basic International Development coursework and the Pre-departure readings would be pre-requisites for the Track. The Track will also connect with the subsequent internship phase of the Program.

Environmental Studies/ Ecology and Sustainable Agriculture

Faculty – Professor M.S. Rathore and invited guest faculty

Objectives:

To understand aspects concerning the environment, ecology, sustainability and development and the lives of people in India (and the world)

Course Outline/Lectures

I Environment and Development

- History of concern's of environment in development debate.
- Environment and sustainable development discourse.

II Status of Environment (India and Rajasthan)

- Land resources, utilization pattern and environmental implications.
- Water resources, polices, management systems, and environment.
- Status of biomass in Rajasthan, utilisation pattern and environment.
- Livestock resources, livelihood and environment.
- Pastoralism in modern development discourse.

III Climate change: food, water, and fodder security and poverty reduction.

IV Droughts and Floods - coping strategies in arid environment.

V State of Agriculture in India – Case study of Rajasthan.

Readings would be handed out and/or recommended.

Students are encouraged to ask questions and participate in discussion.

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.

The grade break- up for all Tracks is as follows:

Grade Break-up		Due date
Tracks related classwork, home assignments and tests	15%	
Contributions to MSID Discussion Forum and other discussions, including those based on Readings Packet and field visits etc	20%	
Tracks Presentation to the larger class and all Tracks faculty	20%	---

(c) Arts and Cultural Studies (includes literature)

This section examines indigenous art, music and literature and its role in understanding development in India. Internships will focus on art, music, theater, conservation issues, and/or activities that contribute to the lives of the people.

Student interests will be taken into account each semester so that topics of particular interest to the Track group may be taken into the coursework. The basic International Development coursework and the Pre-departure readings would be pre-requisites for the Track. The Track will also connect with the subsequent internship phase of the Program.

Arts and Cultural Studies

Faculty – Prof. Ranbir Singh, Dr. Rima Hooja, Dr. Rekha Bhatnagar, Prof. Rajul Bhargava, and invited guest faculty

Objectives:

To gain an overview of Indian art, performing arts, architecture, music, literature, culture, traditional and contemporary theater, as well as current concerns regarding conservation and development. The relationship of these issues with development & the lives of people in India will also be examined.

Course Outline/Lectures

- I Arts & Performing Arts and Development
 - About India's art, performing arts and architectural traditions.
 - Contemporary Indian Art
 - Interactive sessions with, and /or field and studio visits to contemporary artists and artisans (of different income groups).
 - Classical and semi-classical traditional dance forms of India (Bharatnatyam, Odissi, Kuchipuddi, Kathakali, Mohini-Attam, Manipuri, Chhau)
 - Folk dances and music, and other folk performances styles, with special reference to Rajasthan
 - Field visit to 'Kalakar Basti' (area inhabited by many performing artistes of traditional forms like puppeteers, drummers, folk dancers, etc, where the inhabitants live by their performing skills, are talented, but have low incomes)
- II Theater in India (and Rajasthan)
 - From ancient Indian theater to the theater of today; the '*Natya Shastra*' text, Sanskrit playwrights and plays, Indian theater in the early 19th century, the development of the 'Parsi' theater, theater in erstwhile rajputana Princely States (pre-1947), 20th century Radio plays, 1943 & the Indian Peoples' Theatre Association [IPTA], modern India's contemporary theater in various languages, famous plays and playwrights, folk performances, the situation of today's theater
- III Literature and Development
 - Indian Literature; Contemporary Indian Writing

- Voices of the Marginalized, Dalit Literature, Womens' Voices
- Traditions, Translation & Transcreation – Modern Indian Literature in various Indian 'Regional' Languages, and their transference into other Indian languages and into English
- Writings by the Indian 'Diaspora'

IV Conservation Issues – threat to monuments, city heritage and fabric, urbanization.

V Discussions will include topics like culture and development; culture and globalization; tradition and transformation, conservation vis-à-vis money for development programs

Readings would be recommended

Students are encouraged to ask questions and participate in discussion

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.

The grade break- up for all Tracks is as follows:

Grade Break-up		Due date
Tracks related classwork, home assignments and tests	15%	
Contributions to MSID Discussion Forum and other discussions, including those based on Readings Packet and field visits etc	20%	
Tracks Presentation to the larger class and all Tracks faculty	20%	---

(d) Public Health Track

This section examines health care systems, women's health, children's health, HIV education, rural vs. urban health care facilities, and general philosophical approaches to health care in the MSID country. Internships can include clinics, outreach centers, education programs focusing on health.

Student interests will be taken into account each semester so that topics of particular interest to the Track group may be taken into the coursework. The basic International Development coursework and the Pre-departure readings would be pre-requisites for the Track. The Track will also connect with the subsequent internship phase of the Program.

Public Health

Faculty - Dr. Mira Purohit, Dr Meeta Singh, Dr. N.N. Purohit, & invited guest faculty

Objectives:

To learn about different aspects of Public Health through lectures, supplemented with discussions, and guided reading sessions.

Course Outline/Lectures

1. **Concepts of Health and Disease** - Main concepts of health and disease; various definitions of Health and Disease and Natural History of the disease.
2. **Determinants of Health (case study)** - Health is multifactorial. The factors that influence health and disease lie both within the individual and externally in the environment. These factors interact and these interactions may be health promoting or health deleterious. A framework of determinants of health will be introduced to the students in this module.
3. **Dynamics of Disease** - Disease results from a complex interaction between man, agent and environment. This module will attempt to make the students appreciate this complex interaction within the epidemiological triad.
4. **Concept of Prevention and Control** - The goal of public health is to promote health, to preserve health, to restore health when it is impaired, and to minimize suffering and distress. These goals are embodied in the word 'PREVENTION'. This module will introduce the various levels of prevention to the students.
5. **Measures of Health and Disease: India v/s USA** - An important question is: how healthy is the community or a specific country? Indicators are often required both, to measure the health status, and also to compare the health status of one country with another. This module helps you understand the interpretation of basic health indicators on populations. A comparison of the two countries, India and USA, on the basis of their health indicators will help you understand the different health scenarios in the two countries.
6. **Public Health System in India** - Health services are designed to meet the health needs of the community. The challenge that exists today in many countries is to reach the whole population with adequate health care resources

and to ensure their utilisation. This module will discuss the public health system in India in detail with a brief mention of health system in USA

7. **Social Sciences and Health (case studies)** - There has been an increased use of the term 'Gender' in the last two decades, in varied fields, but, despite its high and unlimited profile, the term is not always well understood. Health/ Disease has a complex web of causation, and Gender plays a very crucial role, especially in Indian context. This module will attempt to understand the dynamics between Gender and Health.
8. **Diseases of Public Health importance in India (reading material)** -This module will discuss the epidemiology of some of the diseases of public health importance in India.
9. **Health Programs in India (reading material)** - Since India became free, several measures have been undertaken by the government to improve the health of the people. Prominent among them are the National Health Programs, which have been launched by the government for the control of communicable diseases. Some of these programs will be discussed in this module.
10. **Issues in Health care in India** - Faced with massive problems of ill-health, India has had to address the question of how to provide a health infrastructure that is accessible to the people. A number of critical health issues have been raised in this context. This module will revolve around these critical issues of health care in India.
11. **Health Sector Reforms** - Health Sector Reform is a sustained process of fundamental change in policies and institutional arrangements of the health sector, usually guided by the government. Any meaningful reform process ought to be based on evidence and information about the current state of affairs, and potential effect of alternative policy choices. This module will discuss some of these reforms in the Indian context.
12. **Quality of Care (case study)** - Quality of care has emerged as a central issue in health services in recent years. The need for improving quality is intensely realized in India among the policy makers and health care administrators, due to rising cost of medical care and technology; optimizing the resource utilization; and more importantly meeting the rising expectations of the people. This module will introduce the concept of 'Quality in health care' to the students.

Readings would be handed out and/or recommended.

Students are encouraged to ask questions and participate in discussion

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.

The grade break- up for all Tracks is as follows:

Grade Break-up		Due date
Tracks related classwork, home assignments and tests	15%	
Contributions to MSID Discussion Forum and other discussions, including those based on Readings Packet and field visits etc	20%	
Tracks Presentation to the larger class and all Tracks faculty	20%	---

(e) Microbusiness/Alternative Economies Track:

This section examines business practices on a local level, including organic farms, market economies, small business practices, home-based industries, and the ‘informal sector’ of India. Internships will focus on understanding how these topics are realized on a local level.

Student interests will be taken into account each semester so that topics of particular interest to the Track group may be taken into the coursework. The basic International Development coursework and the MSID pre-departure readings would be pre-requisites for the Track related work and for adding to the Track discussion. The Track will also connect with the forthcoming internship phase of the Program.

Microbusiness and Alternative Economies

Faculty – Professor Kanta Ahuja

Objectives:

This track would focus on (i) alternative approach to modern industrialized development suggested by Gandhi; and (ii) to understand problems and challenges of economic units that are variously described as ‘unorganized’ or ‘informal’ sector enterprises that constitute 75 to 80 per cent of the economies of developing countries like India.

Course Outline/Lectures

I Alternative Economies in India

Gandhian Economics:- Before Independence in 1947, alternative development paths had been outlined in three documents prepared by different groups. These were: The Bombay Plan, The People’s Plan, and the Gandhian Plan. MK Gandhi’s writings include besides his ideas on industrialization, mechanization, property rights, a great deal of discussion on the economic plight of the poor especially in rural areas. Some concepts that will be discussed in this context are: ‘Trusteeship’, the role of khadi (hand spinning and weaving) and of cottage industries, “Antyodya” (concern for the poorest), village self-sufficiency and local self-government. The impact and relevance of these ideas in the current context would be emphasized.

II The ‘Informal Sector Economy’

Informal sector defines the innumerable ways in which people work, set up tiny businesses (often flouting legal restrictions) in order to earn enough for livelihood needs. The sector is estimated to provide employment to more than 75% of workers in India. The concerns of this sector with respect to rights, credit and finance, wages, health care and social security would be highlighted and interventions by Government and NGOs to address the issues would be discussed.

III Micro-finance

The rationale of micro finance as a viable and efficient credit delivery mechanism will be examined. The success of the ‘SEWA’ (Self-Employed Women’s Association) in Gujarat will be taken up as case study.

IV There will be **Focussed Discussion and Work** on the following Readings (handed out at the start of the Tracks phase):

1. Inaugural Address by Dr. C. Rangarajan, Chairman Economic Advisory Council to the Prime Minister, at the national Seminar on ‘Making Growth Inclusive, with Reference to Human Development (Health and Education), March 21, 2007, Institute of Development Studies, Jaipur.
2. Informal Sector in India : Approaches for Social Security.
3. Enrique Ghersi. 1997. ‘The Informal Economy in Latin America’, *Cato Journal*, Vol 17, No. 1, Spring/Summer 1997, pp.99- 108.
4. Web download – The Microfinance Gateway.
5. The Microfinance Challenge and other subheadings
6. Renana Jhabvala and Ravi Kanbur. Dec 2002. ‘Globalization and Economic Reform as Seen from the Ground: SEWA’s (Self Employed Women’s Association) Experience in India’. Paper presented to the Indian Economy Conference, Cornell University, April 19-20, 2002.
7. Jeevan Kumar. 2007. ‘Economy and Society – The Gandhian Perspective’, *PEKEA Newsletter* No.12, October-December 2007.
8. Other Readings would be handed out and/or recommended.

Students are encouraged to ask questions and participate in discussion

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.

The grade break- up for all Tracks is as follows:

Grade Break-up		Due date
Tracks related classwork, home assignments and tests	15%	
Contributions to MSID Discussion Forum and other discussions, including those based on Readings Packet and field visits etc	20%	
Tracks Presentation to the larger class and all Tracks faculty	20%	---

MINNESOTA STUDIES IN INTERNATIONAL DEVELOPMENT (MSID)
INDIA PROGRAM

(Undergraduates : 4 Credits)
(Graduates :3 Credits)

GloS 4002/ GloS 5002

Country Analysis

Fall Semester 2009

Meeting Times: Monday to Thursday: 2.30-4.00 PM

Course Instructor:

Rima Hooja, and invited Guest Instructors

Rima Hooja

Tel. no: 2622005

Mobile: 98290 58400

Email: rimahooja@yahoo.com

Office hours: 11.00am to 1pm Mondays to Fridays; & by appointment at other times.

Course Overview:

This course attempts to provide a general overview about India – including its history, society, industry, agriculture, contemporary socio-political-economic conditions, government, etc. Focus will be on :- Introduction to India (history, geography, natural resources etc); India's major religions & religious traditions; Socio-economic Overview of Modern India; Government & Public Administration (executive, judiciary, legislature; Centre, States, public admin mechanisms); Rajasthan & its history; Gender and Development; India's Panchayati Raj: Local Self-Governance; Caste in India; Affirmative Action (Scheduled Castes & Scheduled Tribes, Reservations); Architecture & Art; Educational Issues & State and NGO initiatives in contemporary India; Health Issues & State and NGO initiatives in contemporary India; Natural Resource Management – including water issues.

Field visits will be an important additional component in understanding facets of India as a country, and some lectures will be given on-site during the course of weekly and/ or overnight field-visits (for example, on water-harvesting, local traditions of nature conservation, Indian theatre, economy, sub-regions being visited, etc.). There will also be a Film Seminar, using popular cinema, to look at various aspects of India (eg. society, development issues, etc). The screenings will be followed by group discussion.

Schedule:

The course meets Monday to Thursday from 2.30-4:00 pm. There may be occasional modifications for field trips or extra lectures. All changes will be announced in advance.

Topic	Readings / Supplementary Material
Introduction to India: history, geography, national emblems, natural resources etc	- Review Pre-Departure Reading Packet
Family in India & discussion on homestay experiences and related issues	- 'Kinship map of India' by Irawati Karve - 'Master-Servant Relationship in a Cross-Cultural...' <i>Economic & Political Weekly</i> , 1995.
Indian History (continued)	- Review Henderson in Pre-Departure Reading Packet. - Read 1 st essay in the collection by Rima Hooja
India's major religions & religious traditions	- Review Pre-Departure Reading Packet - Spiral bound handout with essays
Architecture & Art	
Caste in India	'Caste in India' - K.L. Sharma
Introduction to Rajasthan & its history	
Shekhawati & its history (in preparation for the Shekhawati field trip)	
Shekhawati field-visit site lectures: aspects of India's politics, economy, pre- & post Independence India, Painted havelis and forts of Shekhawati, organic farming, agricultural practices, local crops, etc.	
Indian Theatre	
Government & Public Administration in India (executive, judiciary, legislature; Centre, States, public admin mechanisms)	
A Socio-economic Overview of Modern India	Guest Instructor will give a handout
India's Panchayati Raj: Local Self-Governance	Guest Instructor will give a handout
Affirmative Action (Scheduled Castes & Scheduled Tribes in India, Reservations):	Guest Instructor will give a handout
Gender and Development	
NGOs in India & Rajasthan	
Health Issues & State and NGO initiatives in contemporary India	
Educational Issues & State and NGO initiatives in contemporary India	
Natural Resource Management – including water issues	
FILM SEMINAR & SCREENINGS	

Note:

(a) Other connected topics will be discussed on-site during field trips, and some guest lectures may be scheduled for weekday afternoons, or the evenings of overnight field visits.

(b) Various other readings may be handed out during the semester, including by Guest Faculty.

Assignments & Grading:

Assignments are due on the dates specified in the lecture schedule/ or announced in class.
The grade break- up is as follows:

Grade Break-up		Due date
Book Report # 1	20%	
Book Report # 2	20%	
Focus Paper	35%	
Contributions to seminar & group discussions, participation in class activities & field visit group work, attendance, punctuality	25%	

Attendance:

**Attendance is mandatory, except when a student is ill.
Please note that for every three (3) unwarranted absences, a student's grade will drop by half a grade (for example, a B+ will become a B, or a C a C- etc.)**

MINNESOTA STUDIES IN INTERNATIONAL DEVELOPMENT (MSID)
INDIA PROGRAM

(Undergraduates : 4 Credits)
(Graduates: 3 Credits)

ALL 3004

Study of Hindi Language

Fall Semester 2009

Meeting Times: 10.00-12.00 Noon - Monday to Fridays

Course Instructors:

Dr. Dominique Sila Khan, Harshwardhan Singh, Dr. Rajul Bhargava, and Archana Singh

Office hours: By appointment.

Objectives :

The course aims at equipping students with the basic vocabulary and structures of Hindi, to enable them to work their way through every-day dealings and simultaneously give them the specific skills needed for their projects.

(Intermediate level students: Students who already have some basic knowledge of Hindi will be given additional exercises and readings. They will have some classes jointly with the main ‘beginners’ group, and some advanced conversation and reading and writing sessions in smaller groups, according to the faculty’s assessment of their proficiency.

Advanced level students: Separate classes will be arranged for students who have studied four and more semesters of Hindi).

The three major course components are:

- Proficiency in pronunciation and vocabulary
- Competence in the use of basic structures
- Effective communication

For this the thrust will be on:

- the Hindi alphabet - writing and speech
- Hindi word classes (nouns, pronouns, adjectives, verbs, adverbs, modals, causatives)
- Vocabulary, reading skills and conversation practice

The teaching will be supplemented with home assignments; on the spot interactions & group discussions, and field trips or film and book discussions

Schedule and Syllabus:

Beginners Level

Week 1

Basic vocabulary

Introducing the student: name, age, residence, parents, profession,

Transport: how to take a rickshaw/taxi; How to ask one's way.

Numbers.

Main terms of address.

Introduction to the Nagari alphabet.

Simple grammar. Verbs; the two main present tenses;

Gender; Simple adjectives. Simple sentences.

Week 2

Numbers (continued).

Time, months and days, date.

Market and eatables, food, meals.

Alphabet (continued).

Grammar - verbs: Imperative mood. The oblique case. Possessive articles.

Week 3

Bank and post-office.

The village as contrasted to the city.

Travelling, booking tickets etc.

Alphabet (continued)). Reading exercises.

Grammar: Past tense I; Postpositions

Week 4

The weather, seasons.

Health. Going to the doctor.

Alphabet (continued)). Reading and writing exercises.

Grammar – Past tense II. Exercises with the two past tenses.

Week 5

Professions. Society. Agriculture and development.

Reading and writing exercises.

Grammar: Past tense II (continued). More about verbs: causative verbs

Week 6 & 7

Religions, customs.

Festivals.

Handicrafts.

More grammar. Compound verbs. Exercises with all the tenses learnt.

Revision. wrap-up.

EXAMS

Intermediate Level

Week 1

The joint family.

Education: school and university; Readings on family and education.

Grammar: revision of all known tenses.

Week 2

Society in India: the caste system (introduction).

Politics: the Indian democracy (introduction). Readings on castes and politics.

Grammar: postpositions and their use. Conjunct verbs.

Week 3

Festivals. TV and cinema. Readings on festivals and films.

Writing exercises. Grammar: Conditional tenses. Compound verbs.

Week 4

More on agriculture and animal husbandry. Water resources.

Reading on issues of rural development. Writing exercises.

Grammar: Conditional tenses (continued) – Infinitive.

Week 5

Gender issues: women in India; Houses and buildings, city and village.

Reading and writing exercises. Short essay.

Grammar: Subjunctive mood.

Week 6 & 7

Newspapers. Learn how to read the Hindi newspaper.

Healthcare.

Reading and writing exercises. Grammar: revision. Wrap-up.

Assignments and Grading:

Grading will be done on the basis of oral and written tests, home assignments and classwork. The dates for tests will be announced in class.

Written Tests: Periodic I: 10 marks

Periodic II: 10 marks

Final : 20 marks

Oral Tests: Classroom : 10 marks

Final : 30 marks

Home Assignments : 10 marks

Reading Comprehension : 10 marks

Attendance:

Attendance is mandatory, except when a student is ill. Please note that for every three (3) unwarranted absences, a student's grade will drop by half a grade (for example, a B+ will become a B, or a C become a C- etc.)

MINNESOTA STUDIES IN INTERNATIONAL DEVELOPMENT (MSID)
INDIA PROGRAM

(Undergraduates : 4 Credits)
(Graduates: 3 Credits)

GloS 4003 / GloS 5003

Community Internship in the Global South

Fall Semester 2009

Course Objectives:

The internship period from late October to early December 2009 seeks to provide students an in-depth grassroots experience of working on community development issues with a development agency. It helps students gain insights into the working of an agency and local communities, explore issues of social justice and development as experienced at the level of the individual and the community, strengthen knowledge of a particular sub-field of development within the host country, and hone skills related to the internship.

Course Content and Method of Presentation:

This course takes place mostly at the internship site, but it is preceded by internship-related discussions and preparatory sessions during the classroom phase. During the on-site internship period, MSID faculty are available for trouble-shooting, but the two main points of contact between students at their internship sites and the MSID Faculty are (1) a faculty site visit, and (2) a mid-internship seminar (at a venue and date to be announced). Much of the structured learning will be through (a) interactions and discussions with on-site agency staff and faculty, (b) written work assignments submitted to the MSID faculty which are designed to help students analyze their experiences and relate them to academic concepts, and (c) structured discussions, oral and written presentations, and overall analyses of the internship experiences during the course of the mid-internship and the end-of-semester final seminars.

Your on-site work will be overseen by a site supervisor from the host agency. Please note that the site supervisor's report to the Country Director about your on-site performance will contribute to your final grade. While many site supervisors are not academicians, they have a lot of practical experience and local/regional knowledge, as well as valuable information about the sector or sectors their organization works on. Students are encouraged to seek discussions with their site supervisors and others at their internship site, and try and analyze their entire on-site experience as part of their learning process.

Faculty:

The Country Director is the instructor for this course. Students will also have the opportunity for interaction and academic inputs from guest faculty.

Assignments & Grading:

Students are graded on a combination of 2 Field Notes, presentation of on-going work during the mid-internship seminar or during the Director/ Faculty site visit, a final Internship report, and an Internship performance assessment (done jointly by MSID and the host agency site supervisor).

Assignments are due as specified below (along with grade break-up):

Grade Break-up		Due date
Field Note # 1	10%	Academic site visit by Faculty
Field Note # 2	10%	Mid-internship seminar
Internship - draft of on-going work	15%	Mid-internship seminar
Contribution to discussions during mid-internship seminar	10%	
Final Internship report	25%	Final Seminar
Contribution to discussions during final seminar	10%	
Internship performance assessment	20%	---

Field Notes # 1 & 2: Field Notes refer to the description that a researcher renders regarding the people, places, objects, events, activities, and conversations after a visit or a research session etc. In addition, as part of such notes, the researcher also records ideas, strategies, reflections, hunches, as well as note patterns that emerge. Thus, field notes should combine the following two elements: – [a] descriptive (i.e. provide a word picture of the setting, people, action, conversations as observed), and [b] reflective (capturing your frame of mind, ideas, and concerns).

Internship Mid-term presentation and draft of report: Put together a holistic profile of your host agency regarding its objectives, activities, and daily functioning. Based on your observations, interactions, review of relevant reports and experiences in the field, prepare a short written assessment (3-4 pages long) regarding the agency, and present it orally to the whole group at the mid-internship seminar.

The presentation should attempt to provide a balanced assessment, along with highlighting the objectives of the organization, strategies and interventions adopted to achieve the objectives, the context of the grassroots where these are being implemented, and the impact on the people at the grassroots. Identify the strengths as well as the weakness of the organization and also try to explore the opportunities available to the organization and the possible threats it may encounter. [Eg., an organization may opt to link with government initiatives to further their objectives etc.]. Provide examples from the field. Hand in the draft report to MSID after your presentation.

Final Internship Report¹: This paper can build upon your mid-term presentation, but should go deeper in terms of content and analysis, and demonstrate that you have been thinking systematically about development issues in relationship to your internship experience. Highlight the objectives of the organization, strategies and interventions adopted to achieve the objectives, the context of the grassroots where these are being implemented, and the impact on the people at the grassroots. Identify the strengths as well as the weakness of the organization and also try to explore the opportunities available to the organization and the possible threats it may encounter. The report should be approximately 10–15 typed pages in length (or equivalent in legible handwriting if you lack access to a typewriter or computer) and must be handed in before the end of the program on December 11, 2009.

*Developing the paper*²: - This is not a project simply to do during your last week at your site. Rather, you should think about it, discuss it with fellow students and colleagues in your agency, jot down ideas, flag passages you might wish to draw on from papers you have done, and gather relevant printed materials, throughout your internship phase.

Content: - You may like to think about some of the following points for your report (though you are free to develop it in your own way).

- Your agency's/project's approach to development.
- What assumptions/values/paradigms about development seem to underlie your agency's approach? Are these made explicit or left implicit?
- What national policies exist in the field in which you are working (e.g., micro business development, public health, environmental preservation, etc.)? Use appropriate bibliographic references. Can you identify the assumptions/ values/ paradigms that underlie these policies?
- Do you feel your agency is successful in promoting development and empowering the people with whom it works? Unsuccessful? How & why? Provide illustrations taken from your experience in the field.
- Describe briefly the organization and culture of your agency. You might wish to address such topics as hierarchy vs. collegiality; attitudes toward work; values in the workplace; and the role of gender, ethnicity, class, status, etc.
- Describe briefly your own internship and the particular project of your agency to which you were assigned. How did your activities fit within your agency's overall approach to development? Did you feel you were contributing to development?

Bibliography:

This course mainly draws on pre-departure readings and the classroom phase. Students are also expected to read materials directly related to their agency and/or project. Faculty may assign some additional readings.

¹ You may be open in your comments about your host agency, as MSID India will not share your midterm presentation or the final internship report with the host agency without your consent.

² This section is based on the MSID Academic Guide

INTERNSHIP

Your Internship will be from late October to early December 2009, and will entail a placement with an NGO based in Rajasthan. While MSID India will make every attempt to place you with an agency that meets your preference and study requirements, please bear in mind that we may not always be able to ensure a perfect match! During the first part of the classroom phase we shall share with you information about various agencies we have identified as possible host-agencies. Additionally, the Director & Country Coordinator will jointly hold meetings with you to identify the agencies that appear to be most appropriate for your internship placement.

Your responsibilities in the field are two-fold:-

- i). responsibilities in relation to your host agency. These should be clarified in consultation with your agency supervisor, MSID Director, and yourself.

- ii). responsibilities with regard to MSID – particularly the assignments for various courses. (E.g. Internship Report and other assignments).

Each student will be dropped at the internship NGO's main office by a member of the MSID staff or faculty. Travel dates and other details will be given out during the 'Preparations for the Field' sessions during the final phase of the Classroom phase.

NOTE:

1. In the event of any health problems or other issues that need resolving while you are at your field placement or internship site, please let your **host agency in-charge** or your **site-supervisor** know immediately and make sure that Rakshat & Rima are also informed as soon as possible!
2. It is mandatory to phone in every Thursday during the Internship phase.

Administrative Matters:

For all matters concerning administrative issues, contact Rakshat on: -

Mobile: 98293 21444

Email: rakshat@gmail.com

Academic Matters:

While you are in the field, you are welcome to contact Rima about academic matters between 9am and 10pm all 7 days of the week on the following telephone numbers: -

Mobile: 98290 58400

Home Tel.: (0141) 2622005.

Email address: - rimahooja@yahoo.com

(During the research-writing and seminar phases at Jaipur, Rima's usual office hours will be from 11.00am to 1pm Mondays to Fridays, besides other times by appointment).

FINAL INTEGRATING SEMINAR SCHEDULE

December 2009

Day & Date	Pre-Lunch	Pre-Lunch	Post-Lunch	Post-Lunch
7/12/2009 Monday	Own time for library and computer work on reports and final submissions etc.; meet faculty; revise Hindi, etc. AY individual student meetings.	About Final Seminar; & Recapping Classroom phase	Group work & Discussion: International Development	
8/12/2009 Tuesday	Hindi Exams		Hindi Exams Meeting with Academic Year students	
9/12/2009 Wednesday	Group work & Discussion: Country Analysis		Group work & Discussion: Community Internship & MSID Discussion Forum	
10/12/2009 Thursday	Individual presentations on internships		Individual presentations on internships	
11/12/2009 Friday	India departure & US re-entry preparation. (See Fat City article)	Reviewing the MSID experience. Discussion on MSID educational philosophy (see document).		Final Wrap-up Session Bon Voyage & our best wishes.

Some questions you may like to review in the final week's discussion can center around:

- Who were you when you arrived? Who are you now? What has been the most memorable experience of this period? Most threatening? Most puzzling?
- What are your current perceptions regarding 'development', 'progress', 'under-developed' etc?
- How has the in-country experience changed how you see yourself?
- What have you learned about yourself as a worker during your stay in India? What is easy for you? Less easy? Can you identify skills that have been helpful here? Have other skills been less useful or even detrimental to this experience?
- What meaning do you assign to your internship experience? What impact have you had on your host families and/or field site colleagues?
- What is going to be toughest about returning home? To what do you most look forward? How do you think friends and family will view you; and you them?

Assignments for MSID

MSID assigns many different sorts of projects, ranging from traditional to highly experiential, from individual to team-based, and from written to oral presentations.

MSID Focus Papers

Focus Papers are less formal than traditional term papers, and they generally ask you to draw on both your formal coursework and your experiences as you consider an issue. A typical Focus Paper might be three to six pages in length, but please re-check with your course faculty. Focus Papers are assigned within individual courses (their number and due dates are specified in course syllabi).

You might find it useful to think of a Focus Paper as a sort of take-home essay exam designed to help you structure your thinking about the relation between your in country experiences and course themes. Topics will vary from course to course.

Focus papers have two parts which faculty may combine into one paper or ask students to submit as two different papers:-

Field Observation: an analytical account of something you have seen, heard, read, or experienced. Your analysis reflects on aspects of development and how it is manifested in your MSID country.

Personal Observation: a written record, grounded in experience, of your own journey. It can contain description, exploration of issues, reflection, the posing of questions, personal perspectives, and analysis of your thoughts, feelings, and observations. The focus is on the ways in which a particular aspect of development impacts you personally and your values.

The focus papers are essential vehicles for you to record the learning that is taking place throughout your MSID experience. MSID faculty have high expectations for these reports. As you write, ask yourself whether you are demonstrating not only what you have experienced but also what you have learned.

Format. Each focus paper, as well as ALL other assignments, must have :-

- Your name
- A title
- A date
- course name

Evaluation

In evaluating the focus papers, the faculty member will assess the extent to which you have met the following general criteria:

- *Relevance to MSID curriculum.* Is the topic related to the content of the course?
- *Quality of description.* Does your entry include a detailed description of the particular event or topic that you plan to analyze? Have you been able to avoid interpretation disguised as description?

- *Quality of analysis.* Does your entry reveal that you have thought in some depth about the subject? Do you develop one or more hypotheses to explain what you have written about? Do you criticize your own hypotheses?
- *Use of theory-experience dialogue.* How well does your entry relate what you have experienced or observed to bodies of academic knowledge that have been introduced through lectures, assigned readings, etc.? Do you attempt to understand what you have observed by holding theories and concepts when relevant? And/or do you use your observations to support or challenge theories and concepts?
- *Evidence of growth.* Do your entries show a growth in your understanding over time, whether of the host culture, of development, or of yourself? Is the quality of your description and the depth of your analysis improving?
- *Quality of writing.* Is the entry clearly written? Well organized? Free of spelling and grammatical errors?

As you write, try to imagine someone grading your reports and deciding, partly on the basis of what you have written, that you deserve University of Minnesota credit. If that exercise makes you feel uneasy, maybe you need to thicken your description, sharpen your analysis, read some more, and/or tie your experiences more systematically to formal bodies of knowledge and theory.

Book Reports

For some of the courses you may be asked to write Book Reports. You may choose your own texts, or you can ask the faculty members to suggest books. The books should be relevant to the course for which the assignment is set.

Book reports should be between two to six pages. Each book report should provide a brief overview or summary of the main concept or idea/ideas discussed in the book as well as a critical review of its content. Ensure the full title and publication details are noted at the top of your Book Report.

General Instructions for Written Work

Please keep the following points in mind when submitting any written assignment:

- Each assignment must clearly state your name, the title of the assignment, the due date, whether it is a Focus Paper, Book Report, Hindi classwork or home assignment, etc. and the course name.
- Assignments should be handed over directly to the instructor who has assigned them, unless an instructor tells you to submit them to the Students Affairs Coordinator.
- Assignments should preferably be neatly typed (double-spaced). If that is not possible, they should be handwritten in a neat and legible hand. All assignments must be proofread for spelling as well as grammatical errors. Indian faculty may sometimes deduct marks for sloppy work.

Presentation of Tracks

The final week of classroom phase includes sessions for reports from the individual Tracks sections (for more on Tracks see the *MSID Program Guide*). These carry

weightage for determining the grade for the International Development course. All the students of a Track section will be asked to report either individually or as a group to the rest of the students in the class about their respective Tracks and what they learned about issues relating to development and the challenges and / or problems before their host-country in that sub-area.

One way of making your presentation is to pretend that the rest of the class and attending faculty are a group of newly arrived officials in an international aid mission that will be working on projects in the particular sector of your Track, and you or your group need to provide a background briefing to this ‘official team’!

You may want to focus on aspects like the:

- basic problems the world or a specific country faces in your area of study
- important features of national policy concerning that area, and its major criticisms
- constraints on efforts towards improvement (e.g., financial limitations, political and economic power of vested interests, corruption, structural adjustment directives, cultural attitudes, etc.)
- major actors working in this sector (government ministries, NGOs, etc.).

If you are making a group presentation, get together in advance and run through a timed “dress rehearsal” to ensure you can stay within the allocated time for your presentation.

Internship Report

Students are expected to prepare a report on their internship. A draft version of this should be ready to discuss with the Director or faculty member during the Academic site-visit, or mid-internship seminar. This should be further worked on over the remainder of the Internship phase, and the final report handed in to the MSID office during the Final Integrating Seminar.

Final Seminar Presentation

Collect a holistic profile of your host agency regarding its objectives, activities, and daily functioning. Based on your observations, interactions, reading of relevant reports, and field experiences, make an individual presentation about the agency and your internship