




## PRACTICAL EVALUATION



### **Social Work Lab**

The scientific and professional characteristics of social work make it imperative to have 'practical' a dynamic component of its learning strategy. The theoretical inputs regarding social dynamism, various social work methods, therapeutic strategies, etc. will be exposed to the learner in live situations. Due weightages are given in the distribution of scores while evaluating the learner.

### **Guidelines**

- Social awareness and community sensitization must be part of practical learning.
  - Organization and agencies chosen for exposure visit and study must be socially acceptable and 50% of it must be professionally managed.
  - Due care must be given to familiarize various methods of social work through the selection of such agencies.
  - Action or extension programme chosen must provide room for learners to plan, organize and implement the activities.
  - The staff guide must facilitate the conduct of the exposure visits concurrently or together as a block.
  - Except the exposure visits, any one of the component of the field work should be done during the first year.
  - The learners must be oriented in writing practical records, case study reports, and other relevant end products.
  - Resource mobilization and budgeting for the practical projects must be in consultation with the class PTA on a democratic basis.
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- An exposure visit itinerancy must be prepared involving the learners and this must be given to the parents. The consent of the parents must be obtained in writing. Agencies of visit, place of stay etc. must be mentioned in the consent letter.
- The presence of lady teachers must be ensured while taking the students for exposure visit. Mother PTA representatives can also be included in the absence of lady teachers.
- Students in groups should be involved in planning, organizing, implementing and evaluating the field exposure programme.
- End products like field visit records, action programme report, resource map, case study report, photographs etc. must be made for each corresponding programme and this must be made available for evaluation.

### **Components of Social Work Lab**

#### **A. Exposure Visit**

A minimum of four exposure visits should be conducted. These visits can be to social welfare agencies, communities, correctional institutions, social action centres, etc. Of these four visits, two must be centres where professionally qualified social workers are employed. The learners should be facilitated to gain inputs on the history, objectives, programmes, organizational structure, methods of social work used and challenges of the agencies.

The end product of this practical component will be a record of the report of each corresponding visit. Each report should contain a minimum of four pages and should not exceed seven pages. The score for exposure visits is 20.

#### **b. Micro Research or Case Study**

Learners in convenient groups should be facilitated to undertake a small research work or a case study. This must be on any socially relevant issues like alcoholism, use of tobacco, mobile misuse, erroneous study habits etc. Through this practical component, the students should be familiarized on the various essential steps of

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scientific research methodology and sensitized on a socially relevant issue which demands social work intervention.

The product of this practical component will be a study report not exceeding ten pages compressing the title, subjective, methodology, data analysis and interpretation. The case study report must contain the profile of the case, problems, diagnosis and suggestions. It should not exceed seven pages. The score for micro research or case study is 5.

**c. Extension or Action Programme**

Extension, today is recognized as the third dimension of education. In social work education, extension provides ample opportunities to the learner to relate with the immediate community and intervene in socially relevant issues. The students can organize any action programme or extension activity like prominent day observations (environment day, geriatric day, poverty day, population day, human rights day, etc.) or organize community linked programme of issues like environment protection, water literacy, hygiene, organic farming, self-help groups etc. the students should be helped to given experience in planning, organizing, implementing and evaluating the programme.

The product of the component will be a report on the process and programme. It should not exceed five pages. The score is 5.

**d. Social Group work**

The students are facilitated to form various groups to fulfil certain developmental needs of the school/class. (Eg. Organise a career exhibition, health programme, waste management, etc.). The teacher facilitates the learner to identify suitable issues, help them to form group according to their interest, plan, organize and evaluate activities. Through this the learners are helped to observe the stages of group formation and the dynamics involved in its functioning. The product of this component is a report containing the process and dynamics of group formation and programme implementation. The report should not exceed five pages. The score is 5.

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**Evaluation of Practical Work**

Viva voce and rapid appraisal tests are the tools for practical evaluation. This will be conducted by an external examiner with the support of the staff guide. Each learner will be personally interviewed by the external examiner. The learner should be facilitated to express his/her understanding on the scientific knowledge base of social work and the experience gained through other practical components.

The rapid appraisal test will help the external examiner to assess the knowledge, experience and skill gained by the learner. Besides, short objective type questions, the external examiner can assess the experience and skill gained by the learner through various other strategies . The learners can be asked to prepare resource maps, developmental projects, venn diagrams, problem trees, etc.

Though viva voce and rapid appraisal tests are practical evaluation tools, the range in individual performance levels (clarity, assertiveness, communication, ...) should be measured providing a maximum score of 5.