

UNIT - III

Understanding Human Behaviour: Heredity - Concept and Mechanism; Environment - internal and external; Interplay of heredity and environment in shaping behaviour; Significance of Social Psychology; Concepts of Group, Crowd, Mob, Audience, Leadership, Public Opinion, and Propaganda.

UNIT IV

Beginning of Life: Human reproductive system; Fertilization and Foetal development; Delivery and pre-natal and post-natal care and their importance in development.

UNIT V

Developmental Tasks and Hazards during Infancy, Babyhood, Childhood, Puberty, Adolescence, Adulthood, Middle Age, and Old Age.

ಶ್ರೀವೈದ್ಯಕೀಕರ ಕಾರ್ಯಗಳಿಗೆ ಮುಕ್ತಾಯವನ್ನು ನೀಡುವುದು, 2) ಸುಸ್ಥಿತಿ, 3) ಜ್ಞಾನವನ್ನು, 4) ಪ್ರತಿಭೆ, 5) ತಾಯಿಯ, 6) ಕುಟುಂಬವನ್ನು, 7) ಮೆಟ್ಟಿಲವನ್ನು, 8) ಪ್ರಜ್ಞೆ, 9) ಗೌರವ ಮತ್ತು ಸಹಾನುಭೂತಿಗಳನ್ನು (Hazards):

References:

Bhatia, Hansraj. 1970. Elements of Psychology. Mumbai: Somayya Publications.
Hurlock. E.B. 1995. Child Growth and Development. New York: Tata McGraw-Hill Publishing Company Ltd.
Hurlock. E.B. 1995. Developmental Psychology, 3rd Edition. New York: Tata McGraw-Hill Publishing Company Ltd.
Kuppuswam, B. 1980. An Introduction to Social Psychology. Mumbai: Media Promoters and Publishers.
Misra, G. (Ed.) 1990. Social Psychology in India. New Delhi: Sage Publications.
Morgan, C.T. et al. 1993. Introduction to Psychology. 7th Edition. Tata McGraw-Hill Publishing Company Ltd.
Prabhu, V. Vinay. 1999. A Student's Handbook of General Psychology. Vinay Publication.

Paper Code: 2.4

Paper Title: SOCIAL WORK PRACTICUM - II

Objectives:

- a) To develop among students an understanding about different approaches of providing help to people in need.
- b) To familiarize the students with the professional role of social workers.
- c) To develop self-awareness and orientation to team work.
- d) To develop introductory skills in use of programme media.
- e) To develop skills in report writing and use of supervision.

Course Content:

This paper comprises:

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- Observation visits to welfare, educational, developmental, industrial and allied agencies.
- Structured Experiences Laboratory to help students understand and practice various skills required for effective practice of Fieldwork Practicum.

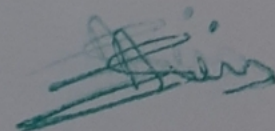
Note: Each student is expected to spend ten hours per week in the Field / Agency and the Faculty Supervisor is expected to spend about eight hours per week for this paper by conducting Orientation Classes, arranging for Orientation Visits / **Fieldwork Placement**, conducting Structured Experience Laboratory classes, Field Visits for Supervision and Guidance, Individual Conferences and Group Conferences on a weekly basis, and Correction of Fieldwork Reports. Thus, the workload for this paper for each of the Faculty Supervisor may be considered equivalent to one full theory paper.

References:

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Singh, R.R. (ed.) 1985. *Fieldwork in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.



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