



Eklavya University

Bachelor of Arts

(Psychology)

**Curriculum
(2020-2021)**

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Bachelor of Arts, Psychology

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul system.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, Providing equal opportunities and employment generation.

VISION STATEMENT OF DEPARTMENT

- To create excellent human resources through comprehensive quality teaching and research.

MISSION STATEMENT OF DEPARTMENT

- The mission of the psychology program is to provide the knowledge of why human being behave the way they do and equip them with practical skills to identify, understand, predict and modify human thinking, innate talents and behavior for the benefit of the individual as well as society.



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Bachelor of Arts, Psychology

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- To facilitate the learners to understand the individuals behave the way they do through the theories of psychology.
- To allow the learners to understand social causes of human behavior.
- To enable the learners to make sense of the social dynamics that results in positive and negative behavior.
- To understand the connection between social psychological theories in day to day life.
- To explain how sensation and perception has different scientific explanations in psychology.
- To make the learners understand and purpose and use of psychological assessment.
- To facilitate learners to become counselors by exposing them to various techniques of Guidance & Counseling.
- To expose the learners to on date psychotherapies for their practice.







Bachelor of Arts, Psychology

PROGRAMME OUTCOMES (POs)

- Understanding basic concepts of Psychology.
- Understanding the impact of environment, society, heredity on persons Behavior.
- Understanding the human social behavior.
- Bringing up self and social well being.
- Thinking scientifically about surrounding human behavior.
- Understanding human development.





Bachelor of Arts, (Psychology)

PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of B.A. Psychology Programme, under-graduates will be able to

- Get admission post-graduation course in Psychology.
- Interpretation of data and make project/research.
- Write scientific case study report.
- Use of basic psychological tests and experiments.
- Identify and Think on the various psychological problems.
- Make use of personality theories in daily practice.
- Make Use of Industrial theories while preparing for professional interviews.
- Analyze and understand abnormal human behavior in practice.









Course code	Environmental Studies & Disaster Management, Paper-I	L	T	P	C
BAECC20Y101	(University Core under Ability Enhancement Course (AEC-1))	2	0	0	2
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ul style="list-style-type: none"> ▪ To make student aware of the concepts and methods of ecological and physical sciences and their application in environmental problem solving. ▪ To make student aware of economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions. ▪ Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. ▪ Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. ▪ Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes. ▪ Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world. ▪ Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners. 					
Course Outcome: Students will be able to:					
<ul style="list-style-type: none"> ▪ Understand the natural environment and its relationships with human activities. ▪ Characterize and analyze human impacts on the environment. ▪ Capacity to integrate knowledge and to analyse, evaluate and manage the different public health aspects of disaster events at a local and global levels. 					
Student Learning Outcomes (SLO):					
<ul style="list-style-type: none"> ▪ Capacity to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios. 					
Unit – 1					5 Hrs
Introduction to Environment: Definition, Components of Environment, Relationship between different components, Man- Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education.					
Unit – 2					7 Hrs
Ecology & Ecosystems: Introduction: Ecology- Objectives and Classification, Concepts of an ecosystem-structure & function of ecosystem, Components of ecosystem- Producers, Consumers, Decomposers, Energy flow in the ecosystem - Ecological succession, Food chains, food webs and ecological pyramids, Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems and its types, Bio- Geo- Chemical Cycles - Hydrological Cycle, Carbon cycle, Oxygen Cycle, Nitrogen Cycle, Sulfur Cycle.					
Unit – 3					7 Hrs
Environmental Pollution: Composition of air, Structure of atmosphere, Ambient Air Quality Standards, Classification of air pollutants, Sources of common air pollutants like SPM, SO ₂ , NO _x , Natural & Anthropogenic Sources, Effects of common air pollutants, Air Pollution Episodes, Sound and Noise measurements, Sources of Noise Pollution, Ambient noise levels, Effects of noise pollution, Noise pollution control measures, Water Quality Standards, Sources of Water Pollution, Classification of water pollutants, Effects of water pollutants, Eutrophication, Water Pollution Episodes, Global Warming and Green Houses Effect, Acid Rain, Depletion of Ozone Layer.					
Unit – 4					4 Hrs
Energy Resources: Renewable & Nonrenewable Resources: Renewable Resources, Nonrenewable Resources, Indian Scenario, Conventional Energy Sources & its problems, non-conventional energy sources- Advantages and its Limitations.					
Unit – 5					7 Hrs
Disaster Management: Natural Disasters and its types, Accidental Disasters, Impact of Disasters on Trade and International Trade, Introduction, Natural disasters , Earthquakes, Hurricanes, Tornadoes, Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters Types					

of Technological Hazards, Social Disasters, Political and Crowd Disasters, War and Terrorism, Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster.

Mode: Flipped Class Room, Case Discussion, Lectures.

Suggested Reading:

1. Basics of Environmental Studies by Dr. N. S. Varandani, Books India Publications.
2. Disaster Management by Mukesh Dhunna, Vayu Education of India, Delhi Publication.
3. Environmental Studies by Benny Joseph, McGraw Hills Education.

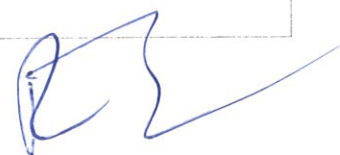
Reference Books:

1. Environmental Studies by R. Rajagopalan, Oxford University Press Publication.
2. Environmental Science by Richard T Wright & Bernard J Nebel, Prentice Hall India Publication.
3. Environmental Science by Daniel B Botkin & Edward A Keller, Wiley Publications.



Course code	Communication Theory, Paper-II	L	T	P	C
BAECC20Y102	(University Core under Ability Enhancement Course (AEC-2))	4	0	0	4
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ul style="list-style-type: none"> To prompt introspection and motivate students towards self-appraisal, goal-setting and problem solving. To familiarize students with negotiation techniques and importance of right attitude for better coordination and team building. To guide students to better drafting in creative and critical compositions. Help students review policies of global importance affecting corporate interactions. 					
Course Outcome: After completion of these course students should be able to					
<ul style="list-style-type: none"> Connect with society through proper communication. Prepare for Group Discussions and thus, be able to perform well in discussions, debates and interviews. Understand forms of corporate communication and learn about formats and layouts of report writing and other forms of business communication. Learn about conflict negotiation and crisis handling. Emulated good communication practices for better leadership and team-building. 					
Student Learning Outcomes (SLO):		At the end of the programme students will:			
<ul style="list-style-type: none"> Master professional oral communication skills. Master professional writing skills Demonstrate professionally competent analysis of media messages. Discuss competing social and commercial constraints upon creations and production of public media messages Demonstrate mastery of behaviors expected of competent media professionals in public performance of professional duties. 					
UNIT – I		19			
Introduction: definitions of communication need for communication, types of communication, barriers to communication, some models of communication, communication process.					
UNIT – II		15			
Interpersonal communication: phatic stage, personal stage, intimate stage, transactional analysis.					
UNIT – III		22			
Group communication: small groups, definitions and differences, group interactions, problem solving and decision making, structure and communication, advantages and disadvantages.					
UNIT – IV		16			
Social communication: folk arts, agents of change, social protest, transmission of knowledge, ritual function, traditional media					
UNIT – V		18			
Mass communication: mass society, mass media, social functions, journalism, advertising, public relations.					







Mode: Flipped Class Room, Case Discussion, Lectures.

Suggested Reading:

1. Mass Communication Theory — Denis McQuail. New Delhi: Vistaar Publications, 2018.
2. Folk Arts and Social Communication — Durgadas Mukhopadhyay. New Delhi: Publications Division.
3. Group Communication — Peter Hartley. London: Routledge.
4. Essentials of Mass Communication Theory — Arthur Asa Berger. New Delhi: Sage Publications.
5. Mass Communication in India — Keval J. Kumar. Chennai: Jaico Publishing, 2000.



Abhishek



Course code	Yoga-1 (University core)		L	T	P	C
BYOGA20Y101			0	0	2	2
Pre-requisite	Nil	Syllabus version				
		100 Marks				

Course Objectives:

- To make of the knowledge to aware the knowledge of yoga and its nature and development of yoga.
- To get the students learn about the schools of yoga like Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga.
- To gain the knowledge of Scientific research on yoga.
- To learn the information about Chakra theory & kundalini yoga.
- To attain the knowledge of meditation and its types and relevance of yoga to modern life.
- Student learn about the gain knowledge of Scientific research on Meditation.
- To get the information on Yogic concepts in Bhagavad Gita.
- To get the information on Yogic view of health and illness, Yoga and physical exercises, Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness

Course Outcome:

- The student can understand the knowledge of yoga and its nature and development of yoga.
- The student can understand the knowledge of schools of yoga like Karma Yoga Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga.
- The student developed the knowledge of Scientific research on yoga.
- The student understood the information about Chakra theory & kundalini yoga.
- The student has attained the knowledge of meditation and its types and relevance of yoga to modern life.
- The student has awarded the knowledge of Scientific research on Meditation.
- The student is understood the information on Yogic concepts in Bhagavad Gita.
- The student is able to understand the knowledge of Yogic view of health and illness, Yoga and physical exercises. Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness.

Student Learning Outcomes (SLO):

- To gain knowledge about importance of Anatomy and Physiology in Physical Education.
- To acquire knowledge about organs of the body and functions of various tissues.
- To acquire knowledge about various systems in human body.
- To gain Knowledge and functions of the Nutrients – Carbohydrates, fiber, fats, Proteins, vitamins, minerals and water –in the human body.
- To understand the functions of the Digestive system & Excretory system and its functions.

30 Hrs

The students are required to practice and also teach the following. They are to maintain a record which consists of the step-by-step details of the yoga practices along with an account of the possible benefits of the practices. The principles, which should be adopted in practice, are the following:

1. Proper gradation in order of flexibility, balance and difficulty in performance.
2. Each asana is to be analyzed into intermediate positions in a natural sequence of movement.
3. For purposes of class training each movement to be associated with a count to reach the final pose.

4. Rhythmic breathing should be observed. When the chest is in the expanding position inspiration should take place. In the contracting position expiration should take place rhythmically with movement. In certain asanas duration of retention is important.

5. Proper relaxation should be allowed in between the batches of asanas.

Sukshmayayamam Kriya Practicals:

1. Neti - Jalaand Sutra 2. Dhauti - Jala 3. Kapalabhati 4. Trataka

Bandha Traya:

1. Jalandharabandha 2. Moolabandha 3. Uddiyana bandha

Pranayama:

Nadisuddhi 2. Suryabhedana 3. Seetali 4. Sitkari Asanas:

Meditative postures:

1. Sukhasana 2. Swastikasana 3. Ardhapadmasana 4. Padmasana 5. Siddhasana 6. Vajrasana

Relaxation postures:

1. Shavasana 2. Makharasana 3. Matsya kridasana

Suryanamaskara: 1. Pranamasana 2. Hasta uttanasana 3.

Padahastanasana 4. Aswasanchalanasana 5. Dandasana 6. Ashtangasana 7. Bhujangasana 8. Parvatasana

Standing postures: 1. TiryakTadasana 2. Trikonasana 3. Parivrita Trikonasana 4.

Veerabhadrasana 5. Katichakrasana

Balancing Postures: 1. Tadasana 2. Vrikshasana 3. Natarajasan 4. Ekapadasana

5. Grudasana 6. Pada Angustasana

Sitting postures: 1. Bhadrasana 2. Virasana 3. Ardha-matsyendrasana 4. Ushtrasana

5. Suptavajrasana 6. Shashankasana 7. Simhasana 8. Marjariasana 9. Shashanka Bhujangasana

10. Yogamudrasana 11. Paschimottanasana 12. Poorvotnasana 13. Lolasana

Suggested Reading:

Iyenger, B.K.S. (1976).

Light on yoga. London: Unwin Hyman Ltd. Ramarao, R. (2015).

A book on Anushtana Yoga Vedanta (Yogachaitanya Pradeepika) (Telugu) Yoga

Consciousness trust, VZM. Satyananda Saraswati, Swami (1989).

Asana, pranayama, mudra, bandha. Munger: Bihar School of Yoga. Swami Mukti bodhananda, (ed.) (1985):

Hatha Yoga Pradipika: Light on Hatha Yoga com. Munger Yoga Publication trust.

Swami Kuvalayananda (ed.) (1935).

Asanas. Lonavla. Kaivalyadhama. Venkata Reddy, M. ed. (1982).

Hatha Ratnavali. Arthamuru:



Course code	Basic Psychological Process (Core Course - 4A)	L	T	P	C
BPSYC20Y101	मूलभूत मनोवैज्ञानिक प्रक्रियाएं,	3	2	0	5
Pre-requisite	Nil	Syllabus version 50Marks			
Course Objectives:					
This course has been designed to provide an opportunity to the students to develop an understanding of basic psychological processes and their applications in the day to day life.					
Course Outcome: After completion of these course students should be able to					
<ul style="list-style-type: none"> To able to understand basic principles of Psychology. To able to understand historical trends of Psychology. To able to understand Major concepts, different perspectives of Psychology. To able to understand an overview of the applications of Psychology. To understand Roll of Biological base in human behavior. To understand Emotion, Motivation and Sensory Processes. To Learn applications of various techniques of psychology 					
Student Learning Outcomes (SLO):		After end of the programme, Students will be able to:			
<ul style="list-style-type: none"> Describe the major concepts, language, and major theories of the discipline to account for psychological phenomena. Explain the major perspectives of psychology (e.g., biological, cognitive, behavioral, socio-cultural, etc). 					
UNIT – I	Introduction: Subject matter, field of psychology. Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalts Psychology Psychodynamic and Humanistic, recent trends in Psychology in 21st century. Sensation: Meaning, Structure of Eye and Ear.	19			
	परिचय: विषय वस्तु, मनोविज्ञान के क्षेत्र, मनोविज्ञान के सम्प्रदाय : संरचनावाद, प्रकार्यवाद, व्यवहारवाद, गेस्टाल्टवाद मनोविश्लेषणवाद तथा, मानवतावादी । 21 वीं शताब्दी में मनोविज्ञान में आधुनिक प्रवृत्तियां। संवेदना : अर्थ, कान एवं आंख की संरचना।				
UNIT – II	Memory: Nature, Stages of memory types: Short term memory (STM), Long term memory (LTM), Sensory memory (only conceptual framework), Meta Memory. Forgetting: Nature, Theory, forgetting curve, determinants of forgetting, Proactive and retroactive inhibition. स्मृति: प्रकृति, स्मृति की अवस्थायें, प्रकार, अल्पकालीन स्मृति, दीर्घकालीन स्मृति, संवेदी स्मृति, (केवल संप्रत्यात्मक परिचय) मेटा स्मृति। विस्मरण : प्रकृति, सिद्धान्त, विस्मरण वक्र, विस्मरण के निर्धारण, अग्रगामी तथा पश्चगामी अवरोध।	15			
UNIT – III	Learning: Meaning, Determinants and importance. Theories of learning: Thorndike, Pavlov, Skinner and Kohler. Information Processing, Social Learning. Verbal learning: material - recall free and serial learning, part VS whole, anticipation, recognition, methods of paired associated learning, Transfer of training.	22			

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	अधिगम: अर्थ, निर्धारक एवं महत्व। अधिगम के सिद्धान्त: थार्नडाइक, पावलोव, स्किनर तथा कोहलर। सूचना संसाधन, सामाजिक अधिगम। वाचिक अधिगम: सामग्री विधियां- पुनःस्मरण मुक्त एवं क्रमिक सीखना, अंश बनाम पूर्ण, पूर्वानुमान, पहचान, युग्म. सहचर विधि, प्रशिक्षण अंतरण।	
UNIT – IV	<p>Attention : Nature, types and determinants. Perception: Nature and laws of perceptual organization. Depth perception: cues, culture and perception, extra sensory and inter sensory perception.</p> <p>अवधान: प्रकृति, प्रकार एवं निर्धारक। प्रत्यक्षीकरण : प्रकृति एवं प्रत्यक्षणात्मक संगठन के नियम। गहराई, प्रत्यक्षीकरण : संकेत, संस्कृति एवं प्रत्यक्षीकरण, अतिसंवेदी एवं अंतः संवेदी प्रत्यक्षीकरण।</p>	16
UNIT – V	<p>Motivation: Meaning and criteria, types of motives: Biological and psychosocial (Achievement, affiliation and power). Emotion : Nature, Theories: Cannon-bard, James-Lange and Two Factor Theory. Personality : Meaning and determinants. Theoretical approaches – Genetic, Behaviouristic and Social-Cultural development, Trait and type.</p> <p>अभिप्रेरणा : अर्थ तथा कसौटियां, अभिप्रेरणा के प्रकार : जैविक तथा मनोसामाजिक (उपलब्धि, संबंधन तथा शक्ति)। संवेग : प्रकृति, सिद्धान्त: केनन-बार्ड, जेम्स- लान्जे, तथा द्वि-कारक सिद्धान्त। व्यक्तित्व : अर्थ एवं निर्धारक। सैद्धान्तिक उपागम : आनुवंशिक, व्यवहारवादी, एवं सामाजिक – सांस्कृतिक विकासात्मक, शीलगुण एवं प्रकार।</p>	18

Mode: Flipped Class Room, Case Discussion, Lectures**Text Book(s)**

1. त्रिपाठी एल. वी. एवं अन्य (1997) आधुनिक प्रयोगिक मनोविज्ञान हरप्रसाद भार्गव, आगरा।
2. श्रीवास्तव.ए., शर्मा एवं तिवारी (2004) आधुनिक सामान्य मनोविज्ञान, मोतीलाल बनारसीदास, गुप्ता प्रकाशन नई दिल्ली।
3. वर्मा पी. एवं श्रीवास्तव, डी.एन. (1966) आधुनिक प्रयोगात्मक मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा।
4. पुरोहित ए. प्रयोगात्मक मनोविज्ञान हिन्दी ग्रन्थ अकादमी भोपाल।
5. मिश्रा बी.(2010) मानव व्यवहार का अध्ययन फाई लर्निंग।
6. सिंह ए.के. (2011) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास दिल्ली।
7. तिवारी, आई.पी. एवं दानी, वी. (2001) मनोविज्ञान का इतिहास एवं संप्रदाय, हिन्दी ग्रंथ अकादमी भोपाल।

Reference Books

1. Galotti, K.M. (1999). Cognitive psychology in and outside laboratory, Mumbai: Thomson Asia.
2. Matlin, Margaret W. (1995). Cognitive (III ed.) Prism Books Pvt, Bangalore.
3. D,Amato, M.R. (1979) Experimental Psychology. Tata Mc Grew Hill.
4. Matlin, M.W. (2009). Cognition. New Jersey, USA: John Wiley and Sons.

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Course code	PSYCHOPATHOLOGY (Core-Course-4 B)	L	T	P	C
BPSYC20Y102	मनोव्याधिकी	3	2	0	5
Pre-requisite	Nil	Syllabus version			
					50Marks
Course Objectives:					
This paper is concerned with understanding the nature and causes of various mental disorders. The topic and problems within the field of psychopathology surround us every day. The issues of psychopathology capture our interest, demand our attention, trigger our concern and compel us to raise certain questions about distinct human behavior.					
Course Outcome:					
<ul style="list-style-type: none"> • Student is expected to acquire knowledge of causes, symptoms and treatment of various psychological disorders. • . To understand the criteria of abnormal behavior. • To able to understand concept of DSM. • To able to understand various perspectives of psychopathology. • To learn schizophrenia disorder in detail. • To learn etiology and treatment of various disorder 					
Student Learning Outcomes (SLO): At the end of the programme , student will be able to :					
<ul style="list-style-type: none"> • Understand the classification of psychopathology of psychology • Understand causes and different kinds of disorders. • 3 Apply intervention techniques based on DSM. 					
UNIT – I	Psychopathology: Nature, Concept of Normality and Abnormality. General Causes of abnormality: Biological, Psychological, Social- cultural. मनोव्याधिकी: प्रकृति, सामान्यता एवं असामान्यता के सम्प्रत्यय, असामान्य व्यवहार के सामान्य कारण : जैविक, मनोवैज्ञानिक एवं सामाजिक-सांस्कृतिक।	15			
UNIT – II	Personality disorder: Cluster A, Cluster B and Cluster C, classification symptoms and causes. Psychotic disorder: introduction and type. Paranoia disorder, manic state, depressive state and bipolar disorder. व्यक्तित्व विकृति: गुच्छ अ, गुच्छ ब, गुच्छ स, वर्गीकरण, लक्षण एवं कारण। मनोविक्षिप्तता विकृति: प्रस्तावना एवं प्रकार। ब्यामोह विकृति: उत्साह अवस्था, विषाद अवस्था एवं द्वि-ध्रुवीय विकृति।	16			
UNIT – III	Anxiety disorder: Introduction, Symptoms, Causes and treatment of Generalized Anxiety disorder. Panic disorder, phobia, obsessive compulsive disorder. Somatoform disorder: Introduction, Types, Symptoms, causes, and treatment of Conversion disorder, Dissociative Disorder, Amnesia, Fugue, Somnambulism, Multiple personality. चिन्ता विकृति: प्रस्तावना। सामान्यीकृत चिन्ता के लक्षण, कारण एवं उपचार। तीव्र चिन्ता, दुर्भिति, मनोग्रस्तता बाध्यता विकृति। कायिक रूप विकृति: प्रस्तावना एवं प्रकार। रूपांतरण विकृति, मनोविच्छेदी विकृति, स्मृतिलोप, आत्मस्मृति, निंद्राभ्रमण एवं बहुव्यक्तित्व के लक्षण, कारण एवं उपचार।	18			

Ashish

UNIT – IV	<p>Psycho-Physiological disorder: Introduction, Types and causes. Drug abuse and Alcoholism: Introduction types and symptoms. Mental Retardation: concept, Types, symptoms and causes. Post Traumatic Stress Disorder (PTSD): symptoms and causes. Suicide: causes and prevention.</p> <p>मनोदैहिक विकृतियां: परिचय, प्रकार, एवं कारण। औषधी व्यसन एवं मद्यपान: प्रस्तावना, प्रकार एवं लक्षण। मानसिक मन्दता: प्रत्यय, प्रकार लक्षण एवं कारण। उत्तर आद्यातीय प्रतिबल विकृति- लक्षण एवं कारण। आत्महत्या- कारण एवं रोकथाम।</p>	19
UNIT – V	<p>Psycho- Therapeutic approaches: Psychodynamic, Behavioural, Client Centred, Cognitive and Indigenous (Yoga and meditation therapy). Prevention and Rehabilitation of mentally ill.</p> <p>मनोचिकित्सकीय उपागम: मनोगत्यात्मक, व्यवहारात्मक, व्यक्ति केन्द्रित, संज्ञानात्मक एवं देशज (योज एवं ध्यान चिकित्सा) मानसिक रूग्ण लागों का रोकथाम एवं पुनर्वास।</p>	22

# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ul style="list-style-type: none"> ● सिंह, अरुण कुमार, आधुनिक असामान्य मनोविज्ञान, मोतीलाल बनारसीदास दिल्ली। ● त्रिपाठी जय गोपाल, असामान्य मनोविज्ञान। ● मखीजा एवं मखीजा, असामान्य मनोविज्ञान। 		
Reference Books		
<ol style="list-style-type: none"> 1. Butcher, J.N. (2016). Abnormal Psychology, New Delhi. 2. Hecker (2003). Introduction to Clinical psychology, Delhi, 3. Lamm, A. (1997). Introduction to Psychology, N. Y. Sage. 4. Buss, A. H. (1999) Psychology, N.Y. John Wiley. 5. Azimurrahamn.() Psychology, Motilal Banarsidas Varansi. 6. Lazarus, R.S. and Folkman S. (1984). Stress Appraisal and coping, N.Y., Springer Froesman and Co. 7. J. D. Page, Abnormal Psychology. 8. Carson and Buchar- Psychology and Modern life, Harper Collins Collage Publications. 		







