



## **SNDT Women's University, Mumbai**

**Credit structure For Under Graduate Programmes  
in Humanities, Science and Technology and  
Interdisciplinary Studies Faculties**

*As per Government of Maharashtra Circular  
dated 13<sup>th</sup> March, 2024*

**NEP - 2020**

**(w.e.f. 2024-25)**

### B.A. PSYCHOLOGY Structure with Course Titles (Revised 24<sup>th</sup> May 2024)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester I</b>					
10011001	Perspectives and Science of Psychology	Subject 1	2	50	50	0
		Subject 2	2	50	50	0
		Subject 3	2	50	50	0
10411011	Psychology of Adjustment and Coping	OEC	4	100	50	50
10611001	Emotional Intelligence – Basic Concepts	VSC	2	50	50	0
10711001	Psychology of Health & WellBeing	SEC	2	50	0	50
		AEC (English)	2	50	0	50
		IKS (Generic)	2	50	0	50
		VEC	2	50	0	50
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
	<b>Semester II</b>					
20011011	Fundamentals of General Psychology	Subject 1	2	50	0	50
		Subject 2	2	50	0	50
		Subject 3	2	50	0	50
		VSC	2	50	50	0
		VSC	2	50	50	0
20411011	Psychology applied to modern life	OEC	4	100	50	50
20711001	Stress management	SEC	2	50	50	0
		AEC (English)	2	50	0	50
		VEC	2	50	0	50
		CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

**Exit with UG Certificate with 4 extra credits (44 + 4 credits)**

## Course Syllabus

### Semester I

#### 1.1 Subject I

<b>Course Title</b>	<b>PERSPECTIVES AND SCIENCE OF PSYCHOLOGY</b>
<b>Course Credits</b>	2 credits
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Recognize psychology as a science
	2. Explain perspectives in psychological approaches.
	3. Learn relevant applications of psychology in everyday life.
	4. Get acquainted with the scope and the field of Psychology
<b>Module 1(Credit 1)- Perspectives in Psychology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Recognize the historical roots of psychology
	2. Describe and define key concepts in psychology
<b>Content Outline</b>	1.1 History and definition 1.2 Classic approaches (with emphasis on Freud's theory of personality) & Contemporary approaches to understanding humans, 1.3 Indian perspectives in Psychology, Areas of specialization and Professionals in the field 1.4 Application: Understanding daily behaviours from different perspectives using a psychological lens
<b>Module 2(Credit 1)- The Science of Psychology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Identify various research methods used in psychology
	2. Design a study with operationally defined variables
<b>Content Outline</b>	2.1 Research methods (Quantitative & Qualitative): Non-experimental methods, the experimental method and designs  2.2 Ethics in research  2.3 Statistics in psychological research  2.4 Application: Design a study with operationally defined variables

## Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Regular attendance and active participation in class discussions and activities.
2. Prepare Crosswords/quizzes.
3. Presentations based on what was learnt by the student from online reference or field visits or experiments, Descriptive report of the field visit.
4. Posters/charts along with their explanation,
5. Prepare Mind Maps
6. Completion of assigned readings and independent study of course materials.
7. Group projects or presentations to encourage collaboration and application of knowledge.

## References

1. Abhyankar, S. (2013). Manasshastra. Pearson Publishing. [ Marathi text]
2. Baron, Robert A.; Misra, Girishwar & Kalsher, Michael J.: Psychology. (5th ed.) Noida. Pearson India Education Services Pvt. Ltd, 2016.
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4. Davis, Stephen F.; Palladino, Joseph J. & Christopherson, Kimberly M. (2013). Psychology. (7th ed.) Boston. Pearson Education Inc.
5. Feldman, Robert S.(2021). Understanding psychology. (15th ed.) New York. Mcgraw-Hill.
6. Gazzaniga, Michael; Heatherton, Todd & Halpern, Diane (2016). Psychological science. (5th ed.) New Work. W.W. Norton & Company.
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9. Lahey, Benjamin B.:( 2009). Psychology: an introduction. (10th ed.) New York. Mcgraw-Hill Higher Education.
10. Morgan, Clifford T.; King, Richard A.; Weisz, John R. & Schopler, John (1996). Introduction to psychology. (7th ed. Indian reprint) New Delhi. Tata McGraw Hill Publishing Company Limited.
10. Myers, David G (2013). Psychology. (10th ed.) New York. Worth Publishers.
11. Passer, Michael W. & Smith, Ronald E.(2011). Psychology: The science of Mind and Behavior. (5th ed.) New York. Mcgraw-Hill Companies, Inc.,
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13. Wood, SI E., Wood, E. G.& Boyd, D. (, 2011). The world of psychology. (7th ed.) Boston. Allyn And Bacon, Inc..
14. Zimbardo, Philip G., Johnson, Robert L. & McCann, Vivian. (, 2009). Psychology: Core concepts. (6th ed.) Boston. Pearson Education, Inc.

#### 1.4 Generic/ Open Elective Course: OEC-I

<b>Course Title</b>	<b>PSYCHOLOGY OF ADJUSTMENT AND COPING</b>
<b>Course Credits</b>	04
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Discuss the concept of adjustment and apply it for improving academic performance
	2. Monitor stress and apply tactics to overcome it.
	3. Monitor Self-control and use various strategies in coping process
	4. Recognize how impressions are formed
	5. Apply various compliance tactics
<b>Module 1(Credit 1): Introduction to Adjustment and Happiness</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Explain the concept of adjustment
	2. Discuss the various determinants of happiness
	3. Apply effective study habits
	4. Discuss various mnemonics
<b>Content Outline</b>	1.1 Psychology of Adjustment 1.2 Scientific Approach to behavior 1.3 The Root of Happiness 1.4 Application to Academics
<b>Module 2(Credit 1): Stress: Nature and Management</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe nature of stress
	2. Differentiate between primary and secondary appraisal of stress
	3. Summarize the effects of stress
<b>Content Outline</b>	2.1 Nature and types of Stress 2.2 Response to stress 2.3 Psychological and Physical effects of stress 2.4 Monitor your stress
<b>Module 3(Credit 1): Common Coping Patterns</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe variety of Coping strategies that people use

	2. Discuss distinctive styles of coping
<b>Content Outline</b>	3.1 Appraisal Focused Coping 3.2 Problem Focused Coping 3.3 Emotion Focused Coping 3.4 Monitor your Self Control
<b>Module 4(Credit 1): Social Thinking and Social Perception</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe sources of information people use to form impressions
	2. Explain how old fashioned and modern discrimination differs
	3. Describe several compliance strategies
<b>Content Outline</b>	4.1 Impression Formation 4.2 Prejudice- Old vs modern 4.3 Power of Persuasion 4.4 Social Pressure & Compliance Strategies

#### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Presentations
2. MCQs
3. Assignments based on application of theoretical concepts.

#### References

1. Norcross, J.C., VandenBos, G. R., Freedheim, D. K., & Pole, N. (2016) . *APA handbook of clinical psychology: Psychopathology and health*. American Psychological Association.
2. Moritsugu, J. N., Vera, E. M., Jane K., Jacobs H., Kennedy, M. J. (2016). *Psychology of Adjustment: The Search for Meaningful Balance*. SAGE Publications, Inc; 1st edition
3. Parker, T.J. (2023). *Becoming an Expert of Persuasion: How to Get People to See Things Your Way*. Independently published.
4. Weiten, W., Dunn, D. S., and Hammer, E. (2023). *Psychology Applied to Modern Life: Adjustment in the 21st Century*. Australia: Cengage Learning
5. Weiten, W., Dunn, D. S., and Hammer, E. (2016). *Psychology Applied to Modern Life: Adjustment in the 21st Century*. Australia: Cengage Learning  
<https://old.amu.ac.in/emp/studym/99999792.pdf>
6. पाटील, अनघाआणिराजहंस, मानसी. (२०२३). जीवनीपयोगीमानसशास्त्र. पुणे: उन्मेषप्रकाशन
7. सावदेकरसंतोषाणिदांडगेमयूर (२०१९) २१व्याशतकातीलसमायोजनाचेमानसशास्त्र. अमरावती :ज्ञानपथ

## 1.5 Vocational Skill Courses (VSC)

<b>Course Title</b>	<b>EMOTIONAL INTELLIGENCE-BASIC CONCEPTS</b>
<b>Course Credits</b>	02
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Elaborate the concept of Emotional Intelligence
	2. Know the importance of one's own and others emotions
	3. Describe the competencies of emotional intelligence
<b>Module 1(Credit 1): Introduction to Emotional Intelligence</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Define Emotional Intelligence
	2. Elaborate different models of emotions intelligence.
	3. Estimate the importance of emotional intelligence
<b>Content Outline</b>	1.1 Emotional Intelligence 1.2 Models of Emotional Intelligence 1.3 EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills 1.4 Importance of Emotional Intelligence
<b>Module 2(Credit 1) Levels of awareness and perceptions of emotions</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Differentiate between different levels of emotional awareness
	2. Recognize and handle one's own emotions
	3. Perceive others' emotions accurately

<b>Content Outline</b>	<p>2.1 Levels of emotional awareness</p> <p>2.2 Recognizing emotions in oneself</p> <p>2.3 The universality of emotional expression</p> <p>2.4 Perceiving emotions accurately in others.</p>
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**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Personal analysis of EQ
2. MCQs
3. Real World reviews of emotionally intelligent situations and people.

**References**

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2010). The Handbook of Emotional Intelligence: The Theory and Practice of Development, Evaluation, Education, and Application--at Home, School, and in the Workplace. California: Jossey Bros.
2. Dann J. (2008). *Emotional intelligence*. Hodder Education.
3. Goleman, D. (2005). Emotional Intelligence: The 10th Anniversary edition. N.Y. Bantam Books.
4. <https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf>
5. Singh, D. (2015). Emotional Intelligence at Work. New Delhi: Sage Response
6. Stein S. (2023). *Emotional intelligence* (2nd ed.). Wiley Publishing.
7. Wolf A. C. (2019). *Emotional intelligence*. Alex C. Wolf.
8. गोलमन, डॅणनअल. (२०२१) इमोशनलइंटेलीजन्स :हुशारम्हजिकेकायहेनव्याननेसांगित्तारै , अनुवादपुष्पाठक्कर. साके तफकाशन, पुणे
9. दलीप णसंग (2010).भावणनक बुद्धिमत्ता, अनुवाद: चारुता पुराणिक. पुणे:डायमंड प्रकाशन
10. काळे, एम. जी. (२०२१) भावणनकबुद्धिमत्ता :भावनश्रेष्ठणकबुद्धिीश्रेष्ठ. पुणे :वरदाप्रकाशन

## 1.6 Skill Enhancement

<b>Course Title</b>	Psychology of Health & Well Being
<b>Course Credits</b>	02
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Touch upon the application of health psychology principles in clinical settings, public health initiatives, and health promotion programs. By</li> <li>2. Expanding the scope of psychology to encompass the broader health care arena, Health Psychology offers valuable insights into the prevention and treatment of various health conditions and the enhancement of overall well-being.</li> <li>3. Providing a holistic understanding of the factors that contribute to health and illness, and equips students with the knowledge to address these issues effectively in various professional settings</li> </ol>
<b>Module 1(Credit 1) Introduction to Health &amp; Illness</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Describe the mind -body relationship</li> <li>2. Enumerate the factors that influence health behaviours</li> <li>3. Identify the poor health behaviours</li> <li>4. Recognize the behaviours that would lead to health compromising behaviour</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1.1 Health systems, health, wealth and societal well-being</li> <li>1.2 Mind-Body Relationship</li> <li>1.3 Need for Health Psychology</li> <li>1.4 Health Behavior</li> </ol>
<b>Module 2(Credit 1) Health Management</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Examine the various factor that could lead to change in health behaviour</li> <li>2. Appreciate the principles of conditioning, modeling and its application to health behaviours</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>2.1 Health behaviours, health habits, practising and changing health behaviours, barriers to modifying poor health behaviours.</li> <li>2.2 Health-promoting behaviours – exercise, healthy diet, sleep, accident prevention, rest, renewal, and savouring.</li> <li>2.3 Cognitive- behavioural approaches to health behaviour change</li> </ol>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Active participation in class discussions and activities.
2. Poster Presentation
3. Awareness Campaign

### **References**

1. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). Health Psychology an introduction to behavior and health (8th Ed). Delhi: Cengage Learning
2. Figueras & McKee (2012) Open University Health Systems, Health Wealth and Societal Well-being Assessing the case for investing in health systems, Open University Press-McGraw-Hill Education.
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8. Taylor, S. E. (2006). Health psychology. Tata McGraw-Hill Education.
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## Semester II

### 2.1 Subject 1 (B)

<b>Course Title</b>	<b>FOUNDATIONS OF GENERAL PSYCHOLOGY</b>
<b>Course Credits</b>	2 credits
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Describe the concepts related to motivation
	2. Acquaint themselves with personality as a field
<b>Module 1 (Credit 1) - Motivation and Emotion</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Know the major theoretical perspectives that address motivated behaviour & their limitations
	2. Describe the principal motives of behaviour
<b>Content Outline</b>	1.1 Nature, Components, and Theories of Motivation 1.2 Types of Motivation- Physiological and Social 1.3 Theories of Emotions, Basic Emotions 1.4 Applications: Motivation - Sleep management & Emotion - Using emotional intelligence
<b>Module 2 (Credit 1)- Personality Psychology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Develop a comprehensive understanding of major personality theories and their key concepts.
	2. Apply personality concepts and theories to real life situations.
<b>Content Outline</b>	2.1 Analysis of major theories and approaches in personality psychology including trait theories, psychodynamic theories, and humanistic theories 2.2 Examination of the influence of genetics, environment, and culture on personality development 2.3 Exploration of personality assessment techniques 2.4 Application: Self administration of any one personality assessment, analysis, and interpretation of the results.

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Regular attendance and active participation in class discussions and activities.
2. Prepare Crosswords/quizzes.
3. Presentations based on what was learnt by the student from online reference or field visits or experiments, Descriptive report of the field visit.
4. Posters/charts along with their explanation,
5. Prepare Mind Maps
6. Completion of assigned readings and independent study of course materials.
7. Group projects or presentations to encourage collaboration and application of knowledge.

### **References**

1. Abhyankar, S. (2013). Manasshastra. Pearson Publishing. [ Marathi text]
2. Baron, R. A.; Misra, G. & Kalsher, M. J (2016). Psychology. (5th ed.) Noida. Pearson India Education Services Pvt. Ltd,
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## 2.4 Generic/ Open Elective Course: OEC-II

<b>Course Title</b>	<b>PSYCHOLOGY APPLIED TO MODERN LIFE</b>
<b>Course Credits</b>	04
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Understand the relationship between interpersonal communication and adjustment
	2. Importance of relationship and overcoming loneliness
	3. Be able to bridge the gender gap in communication
	4. Understand the origins of gender difference
	5. Apply various models of career choices
<b>Module 1(Credit 1): Interpersonal Communication</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Discuss how interpersonal communication is important to adjustment
	2. Differentiate assertive communication from submissive and aggressive communication
<b>Content Outline</b>	1.1 Process of communication 1.2 Non-verbal communication 1.3 Effective communication and problems 1.4 Developing assertive communication style
<b>Module 2(Credit 1): Friendship and Love</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe the difference between face to face and internet interaction and how internet affects relationship development
	2. Discuss the personal attributes contributing to loneliness
<b>Content Outline</b>	2.1 Perspective on close relationship 2.2 Attraction and relationship development 2.3 Friendship 2.4 Overcoming Loneliness
<b>Module 3(Credit 1): Gender and behavior</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Summarize the situations regarding overall behavioral similarities and differences between males and females

	2. Describe expressive and styles of communication
<b>Content Outline</b>	3.1 Gender similarities and differences 3.2 Origins of Gender differences 3.3 Gender Roles 3.4 Bridge the gender gap in communication
<b>Module 4(Credit 1): Career and Work</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Explain the role of occupational interest inventory in career choices
	2. Discuss the importance of work life balance
<b>Content Outline</b>	4.1 Models of career choice and work 4.2 Coping with occupational hazards 4.3 Work life balance 4.4 Getting ahead in job game

#### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Presentations
2. MCQs
3. Assignments based on application of theoretical concepts
4. Listing the activities for leisure time and its benefits

#### References

1. Miller, G. A. (1969). *The psychology of communication: Seven essays*. Penguin Books.
2. Moritsugu, John N., Vera, Elizabeth M., Jane K., Jacobsm Harmon, Kennedy, Melissa J. (2016). *Psychology of Adjustment: The Search for Meaningful Balance*. SAGE Publications, Inc; 1st edition
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## 2.5 – SEC

<b>Course Title</b>	Stress management
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Understand the physiological and psychological process of stress
	2. Understand the relationship between stress and disease
	3. Different types of interventions needed to manage stress
<b>Module 1(Credit 1) Nature and perception of stress</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. The mind body relationship in stress
	2. Types of stress management exercises
<b>Content Outline</b>	1.1 Psychophysiology of Stress 1.2 Stress and disease 1.3 Interventions 1.4 Interpersonal, Intrapersonal, Perceptions
<b>Module 2(Credit 1) Stress Management Strategies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Strategies to manage stress
	2. Context specific stress management techniques
<b>Content Outline</b>	1.1 General Applications <ol style="list-style-type: none"> <li>a. Strategies to manage physical stress</li> <li>b. Strategies to decrease stressful behaviours</li> </ol> 1.2 Specific Applications <ol style="list-style-type: none"> <li>a. College life</li> <li>b. Work life</li> <li>c. Family life</li> </ol>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Exercises mentioned in the prescribed text
- Self-monitoring methods
- Assessment of coping methods

## References

1. Cooper, C. L., & Quick, J. C. (Eds.). (2017). *The handbook of stress and health: A guide to research and practice*. Wiley Blackwell.
2. Dasgupta, A., 1958. (2018). *The science of stress management: A guide to best practices for better well-being*. Rowman & Littlefield.
3. Fink, G., 2007. *Encyclopedia of stress*. 1st ed. Oxford: Academic Press/Elsevier.
4. Goleman, D., & Gurin, J. (1993). *Mind, body medicine: how to use your mind for better health*. Yonkers, N.Y., Consumer Reports Books.
5. Greenberg, J., 2020. *Comprehensive stress management*. 15th ed. New York, NY: McGraw-Hill.
6. Lazarus, R. and Folkman, S., 1984. *Stress, appraisal, and coping*. New York: Springer.
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