



Shri Vile Parle Kelavani Mandal's
**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)**
*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: S.Y.B.A

Course: Social Psychology

Semester: Semester III & IV

**Choice Based Credit System (CBCS) with effect from the
Academic year**

2018-19.

Preamble

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-III & Semester-IV together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are:-

3. UAMAPSY302 (Semester III)
4. UAMAPSY402 (Semester IV)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1.	15	15
2	Answer any one of the two questions from Unit 2.	15	15
3	Answer any one of the two questions from Unit 3.	15	15
4	Answer any one of the two questions from Unit 4.	15	15
5	Explain any 5 of the 8 terms OR Short notes 3 out of 5 OR State True or False with reasons (from all units).	15	15
Total Marks			75

Signature

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Signature

HOD

Approved by Vice –Principal

Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: III	
Course: Social Psychology				Course Code: UAMAPSY302	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Social Psychology 2. To foster interest in Social Psychology as a field of study and research 3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	INTRODUCING SOCIAL PSYCHOLOGY				11 lectures
2	THE SELF IN A SOCIAL WORLD				11 lectures
3	ATTITUDES				11 lectures
4	STEREOTYPE, PREJUDICE & DISCRIMINATION				12 lectures
PRACTICALS					-

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Unit	Topic	No. of Hours/Credits
Module 1	<u>INTRODUCING SOCIAL PSYCHOLOGY</u> <ol style="list-style-type: none"> a) What is social psychology b) Influences on human behaviour – personal dispositions and beliefs, biology, evolutionary, cognition & situations c) Research designs – true experiments, quasi experiments, correlational studies and descriptive studies. 	11 lectures
Module 2	<u>THE SELF IN THE SOCIAL WORLD</u> <ol style="list-style-type: none"> a) Self concept--- Development of the social self, Self and culture, self-knowledge. b) Self esteem--- self-esteem motivation, dark side of self-esteem. c) Self control---self efficacy, LOC, learned helplessness vs. self-determination. d) Self serving bias---explanation, false consensus, self-serving bias and self-esteem. e) Self presentation ---false modesty, self-handicapping, impression management. 	11 lectures
Module 3	<u>ATTITUDES</u> <ol style="list-style-type: none"> a) Attitude formation--- classical conditioning, instrumental conditioning, observational learning. b) Attitude and Behavior--- strength of attitudes, attitude extremity, attitude certainty c) Persuasion d) Cognitive Dissonance 	11 lectures
Module 4	<u>STEREOTYPE, PREJUDICE & DISCRIMINATION</u> <ol style="list-style-type: none"> a) Nature & origin of stereotyping b) Stereotypes: gender & groups c) Prejudice: origin and emotions and techniques to counter it d) Discrimination: prejudice & action 	12 lectures

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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Program: B.A.				Semester: IV	
Course: Social Psychology				Course Code: UAMAPSY402	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	3	25	75
Learning Objectives:					
1. To impart knowledge of the basic concepts and modern trends in Social Psychology					
2. To foster interest in Social Psychology as a field of study and research					
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	SOCIAL INFLUENCE				11 lectures
2	PROSOCIAL BEHAVIOUR				11 lectures
3	AGGRESSION				11 lectures
4	GROUPS & INDIVIDUALS				12 lectures
PRACTICALS					-

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Unit	Topic	No. of Hours/Credits
Module 1	<u>SOCIAL INFLUENCE</u> a) Conformity: Empirical studies, gender, group, limitations b) Compliance: Techniques to increase compliance c) Obedience: Destructive obedience	11 lectures
Module 2	<u>PROSOCIAL BEHAVIOUR</u> a) Bystander's effect b) Factors influencing helping behaviour c) Emotions & prosocial behaviour	11 lectures
Module 3	<u>AGGRESSION</u> a) Perspectives on aggression--- biological, drive theory, learned behaviour, modern theory b) Emotions and aggression c) Control of aggression--- catharsis, punishment, self-regulation, bolstering self-esteem	11 lectures
Module 4	<u>GROUPS & INDIVIDUALS</u> a) What is a group? b) Social facilitation c) Social loafing d) De-individuation e) Group polarization f) Group think	12 lectures

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings

1. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014
2. Myers, D.G. Social Psychology (12th ed.). McGraw Hill International Edition
3. Schneider, F.W., Gruman, J.A., and Coutts, L.M. (3rd ed.) Applied Social Psychology. Sage Publication.
4. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th ed.), New Jersey: Pearson Education Prentice Hall
5. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
6. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
7. Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th ed.), Thomson Wadsworth International student edition, USA
8. Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co.
9. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4th ed.). Pearson Education Allyn and Bacon, Boston
10. Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt ltd.
11. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th ed.). New Delhi: Pearson Education



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UNIVERSITY OF MUMBAI

Program: S.Y.B.A

Course: Human Development

Semester: Semester III & IV

**Choice Based Credit System (CBCS) with effect from the
Academic year**

2018-19.

Preamble

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-III & Semester-IV together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are:-

1. UAMAPSY303 (Semester III)
2. UAMAPSY403 (Semester IV)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

c) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

d) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1.	15	15
2	Answer any one of the two questions from Unit 2.	15	15
3	Answer any one of the two questions from Unit 3.	15	15
4	Answer any one of the two questions from Unit 4.	15	15
5	Explain any 5 of the 8 terms OR Short notes 3 out of 5 OR State True or False with reasons (from all units).	15	15
Total Marks			75

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**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: III	
Course: Human Development				Course Code: UAMAPSY303	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Developmental Psychology 2. To foster interest in human development as a field of study and research 3. To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context from birth to middle childhood years. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	An introduction to lifespan development				10 lectures
2	The start of life- prenatal development and birth				10 lectures
3	Infancy				10 lectures
4	Preschool years				10 lectures
5	Middle childhood				05 lectures
PRACTICALS					-

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Unit	Topic	No. of Hours/Credits
Module 1	<u>AN INTRODUCTION TO LIFESPAN DEVELOPMENT</u> a) An orientation to lifespan development b) Key Issues and Questions: Determining the Nature-Nurture- of Lifespan Development c) Theoretical Perspectives on Lifespan development d) Research Methods	10 lectures
Module 2	<u>THE START OF LIFE: PRENATAL DEVELOPMENT AND BIRTH AND THE NEWBORN INFANT</u> a) Earliest Development – Genes and chromosomes, multiple births, basics of genetics, transmission of genetic information b) Interaction of Heredity and Environment – Role of environment in determining expression of genes, genetics and environmental influences on personality, can genes influence the environment c) Prenatal Growth and change d) Birth e) Birth complications f) The competent newborn	10 lectures
Module 3	<u>INFANCY</u> a) Physical development – growth and stability, motor development, nutrition b) Cognitive development & roots of language c) Forming relationships	10 lectures
Module 4	<u>THE PRESCHOOL YEARS</u> a) Physical development – motor development b) Cognitive development c) Growth of language and learning d) Social and Personality development - Self and gender identify e) Friends and Family f) Aggression and Violence in Preschoolers	10 lectures
Module 5	<u>THE MIDDLE CHILDHOOD YEARS (FOR SELF STUDY AND DISCUSSION)</u> a) Physical development – Growing body, motor development, psychological disorders, children with special needs, ADHD b) Intellectual development c) Intelligence – determining individual strengths, intelligence benchmarks, below and above intelligence norms d) Social & Personality development - The developing self, relationships, family	05 lectures

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Program: B.A.				Semester: IV	
Course: Human Development				Course Code: UAMAPSY403	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Developmental Psychology 2. To foster interest in human development as a field of study and research 3. To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context from adolescence till death and dying. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Adolescence				05 lectures
2	Early adulthood				10 lectures
3	Middle adulthood				10 lectures
4	Late adulthood				10 lectures
5	Death and dying				10 lectures
PRACTICALS					-

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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Unit	Topic	No. of Hours/Credits
Module 1	<u>ADOLESCENCE (FOR SELF STUDY AND DISCUSSION)</u> a) Physical maturation b) Cognitive development c) Threats to Adolescents' well-being d) Social & Personality development – Identity, Relationships, Dating, Sexual Behaviour and Teenage Pregnancy	05 lectures
Module 2	<u>EARLY ADULTHOOD</u> a) Physical development b) Forging relationships c) Course of relationships d) Work: Choosing and embarking on a career	10 lectures
Module 3	<u>MIDDLE ADULTHOOD</u> d) Physical development e) Health f) Personality development g) Relationships h) Work & Leisure	10 lectures
Module 4	<u>LATE ADULTHOOD</u> g) Physical development h) Health and wellness i) Cognitive development j) Daily Life of Late adulthood k) Relationships: Old and New	10 lectures
Module 5	<u>DEATH AND DYING</u> a) Dying and death across the life span b) Confronting death c) Grief and bereavement	10 lectures

Suggested Readings

1. Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education
2. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development.(12th Ed). McGraw Hill, international Edition
3. Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
4. Berk, L. E. (2004). Development through the lifespan.(3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
5. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
6. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development.(9th Ed). New York: McGraw Hill co. Inc.
7. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan.(5th Ed). McGraw Hill co. 5
8. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
9. Kail, R. V. (2007). Children and their Development.(4th Ed). New Jersey: Pearson Education Inc.
10. McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education.(3rd Ed). New Jersey: Pearson Education Inc.
11. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence.(7th Ed). Thomson Learning, Indian reprint 2007



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Affiliated to the
UNIVERSITY OF MUMBAI

Program: S.Y.B.A

Course: Stress Management (Applied Component)

Semester: Semester III & IV

**Choice Based Credit System (CBCS) with effect from the
Academic year**

2018-19.

Preamble

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of applied component courses (Semester-III & Semester-IV together) are helpful to the students opting for Psychology as a subject at the SYBA level. These courses are:-

1. UAMASMAC3 (Semester III)
2. UAMASMAC4 (Semester IV)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

e) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

f) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1.	15	15
2	Answer any one of the two questions from Unit 2.	15	15
3	Answer any one of the two questions from Unit 3.	15	15
4	Answer any one of the two questions from Unit 4.	15	15
5	Explain any 5 of the 8 terms OR Short notes 3 out of 5 OR State True or False with reasons (from all units).	15	15
Total Marks			75

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**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: III	
Course: Stress Management				Course Code: UAMASMAC3	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	2	25	75
Learning Objectives:					
1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management					
2. To foster interest in Stress Management as a field of study and research					
3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Stress and Stress Psychophysiology				15 lectures
2	Stress and Illness/Disease, and Intervention				15 lectures
3	Intrapersonal and Interpersonal Life-Situation Interventions				15 lectures
4	Perception Interventions				15 lectures
PRACTICALS					-

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Unit	Topic	No. of Hours/Credits
Module 1	<p><u>STRESS AND STRESS PSYCHOPHYSIOLOGY</u></p> <p>a) The pioneers, stress theory, the stressor, stress reactivity, a definition of stress, stress management goals</p> <p>B) Stress psychophysiology: the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress</p>	15 lectures
Module 2	<p><u>STRESS AND ILLNESS/DISEASE, AND INTERVENTION</u></p> <p>a) Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions</p> <p>b) Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment</p>	15 lectures
Module 3	<p><u>INTRAPERSONAL AND INTERPERSONAL LIFE-SITUATION INTERVENTIONS</u></p> <p>a) Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis</p> <p>b) Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking</p>	15 lectures
Module 4	<p><u>PERCEPTION INTERVENTIONS</u></p> <p>a) Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humor and stress</p> <p>b) Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness</p>	15 lectures

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: IV	
Course: Stress Management				Course Code: UAMASMAC4	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	2	25	75
Learning Objectives:					
1. To impart knowledge of the basic concepts and modern trends in Social Psychology					
2. To foster interest in Social Psychology as a field of study and research					
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Relaxation Techniques				15 lectures
2	Exercise and Strategies for decreasing stressful behaviours				15 lectures
3	Occupational Stress				15 lectures
4	Family Stress				15 lectures
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
Module 1	<p><u>RELAXATION TECHNIQUES</u></p> <p>a) Meditation</p> <p>b) Autogenic training, imagery and progressive relaxation</p> <p>c) Biofeedback and other relaxation techniques</p>	15 lectures
Module 2	<p><u>EXERCISE AND STRATEGIES FOR DECREASING STRESSFUL BEHAVIOURS</u></p> <p>a) Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going</p> <p>b) Strategies for decreasing stressful behaviours - Health and lifestyle behaviours, health- behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques, behaviour change theories and stress</p>	15 lectures
Module 3	<p><u>OCCUPATIONAL STRESS</u></p> <p>a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress</p> <p>b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress</p>	15 lectures
Module 4	<p><u>FAMILY STRESS</u></p> <p>a) The family, marriage, cohabitation, divorce, single-parent families, gay and lesbian families</p> <p>b) Family stressors, a model of family stress, interventions</p>	15 lectures

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Suggested Readings

1. Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13th ed). New York: McGraw Hill publication
2. Ciccarelli, S. K., & White, J. N. (2018). *Psychology*. 5th edition. New Jersey: Pearson education
3. Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
4. Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
5. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
6. Rice, P.L. (1999). *Stress and Health*. (3rd ed). Brooks/Cole publishing co.
7. Schafer, W. (2002). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
8. Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power