



**Shri Vile Parle Kelavani Mandal's**  
**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN**  
**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: Stress Management (Applied Component)**

**Semester: Semester III and IV**

**Choice Based Credit System (CBCS) with effect from the Academic  
year 2021-22**

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## **BACHELOR OF ARTS**

For the completion of the Bachelor of Arts program, students are required to complete six semesters spanning across three years for completion of the program. The program aims to provide the students with:

- a sound knowledge base in their chose area of study
- the ability to apply the knowledge they have acquired
- the ability to communicate effectively
- the ability to work both independently and collaboratively
- the skills to connect across geographical, disciplinary, social, and cultural boundaries
- an understanding of the value of ethical behaviour
- the skills for independent and lifelong learning

The **Program Outcomes (POs)** i.e. the outcomes that learners of all undergraduate degree programs will be able to achieve at the time of graduation, include:

- PO 1: Critical Thinking:** Take informed actions after identifying the assumptions that define our thinking and actions, critically evaluate information, check the validity of assumptions and develop different perspectives to analyse situations, ideas and decisions (at intellectual, social, organizational and emotional levels)
- PO 2:** Speak, read, write and listen in person and through electronic media in more than one language; find meaning by connecting ideas encountered across people, books, media and technology; and develop program-specific technical language.
- PO 3: Social Interaction:** Understand people’s frame of reference and viewpoints, mediate between disagreement and conflicts using information literacy; demonstrate effective people skills as well as team building and management skills.
- PO 4: Effective Citizenship:** Demonstrate empathetic social concern and equity-centred national development; demonstrate an ability to act within an informed awareness of issues and participate in civic life through community service.
- PO 5: Ethical Practices:** Recognize the different value systems including learner’s specific surroundings, understand the moral dimensions of one’s own decisions and accept responsibility for them.
- PO 6: Environment and Sustainability:** Understand the issues and concerns in an environmental context and contribute towards sustainable development of humankind.
- PO 7: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of psycho-socio-technological changes.

## **PROGRAMME SPECIFIC OUTCOMES (PSO'S)**

On completion of the B.A the learners should be enriched with knowledge and be able to-

The B.A. Psychology Program aims at fostering ethics-based knowledge and skill development in learners. The principal function of the Department of Psychology, Mithibai College of Arts (Autonomous), is to prepare learners at the undergraduate and post-graduate levels to pursue careers within the discipline and affiliated areas. Bolstering the robust curriculum is the provision of quality instructions by faculty members, who inspire learners to be sensitive to cultural issues and individual differences, facilitate personal growth and connect scientific theory to practice.

The Program Specific Outcomes (PSOs) for B.A. Psychology are based on the *APA Guidelines for the Undergraduate Psychology Major* (2016/2020).

At the end of a B.A. Psychology program, learners would be able to:

- PSO1.** Develop a knowledge base in Psychology – Understand the key concepts, principles and overarching themes in the study of Psychology; develop a working knowledge of psychology's content domains; recognize, understand, compare and apply the core domains of Psychology to everyday and professional life; identify plausible psychosocial and biological principles that influence human behaviour, cognition and affect; and articulate ethical issues in Psychology with reference to culture-specific societies.
- PSO2.** Develop scientific inquiry and critical thinking skills – use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy; use scientific reasoning to interpret psychological phenomena; engage in integrative thinking and problem solving; review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences; interpret, design and conduct basic psychological research.
- PSO3.** Understand ethical and social responsibilities in a diverse world – recognize and respect the complexity of sociocultural diversity and individual differences; describe the impact of society and culture on human diversity and individual differences; apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.
- PSO4.** Develop basic personal and professional skills – explore and understand own personality; interact effectively and work productively with others; enhance personal stress management and coping skills; apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.
- PSO5.** Develop professional communication skills – interpret and write reports using the APA style; appropriately use technical language in oral and written communication; use appropriate computer technology to complete assignments and exhibit presentation skills

## **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:

#### a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective 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
<b>Total Marks</b>			<b>75</b>

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

<b>Program: B.A. (2021-22)</b>	<b>Semester: III and IV</b>
<b>Course: Stress Management (Applied Component)</b>	<b>Course Code: UAMASMAC3 UAMASMAC4</b>

Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	-	-	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.

**Course Outcomes:**

After completion of the course, learners would be able to:

**CO1:** Identify the major sources and explanations of stress

**CO2:** Associate the physiological response of the body to perceived stress

**CO3:** Connect the influence of stress with the various psychosomatic illnesses

**CO4:** Demonstrate the stress model, the feedback loop and roadblocks.

**CO5:** Articulate and devise different interventions for stress-related concerns and problems.

**CO6:** Analyze the influence of stress in occupational and family life.

**CO7:** Devise intervention plans to cope with occupational and family stress

**CO8:** Transfer and demonstrate the learned influences, theories and examples in their daily living as they continue to grow, develop and change.

**Outline of Syllabus: (per session plan)**

Module	Description	No of Lectures
<b>SEMESTER III</b>		
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
	<b>Total</b>	<b>60 lecture</b>
<b>SEMESTER IV</b>		
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
	<b>Total</b>	<b>60 lectures</b>

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

#### SEMESTER IV

<b>Unit</b>	<b>Topic</b>	<b>No. of lectures / Credits</b>
<b>Module 1</b>	<u>RELAXATION TECHNIQUES</u> a) Meditation b) Autogenic training, imagery and progressive relaxation c) Biofeedback and other relaxation techniques	<b>15 lectures</b>

<b>Module 2</b>	<u>EXERCISE AND STRATEGIES FOR DECREASING STRESSFUL BEHAVIOURS</u> 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 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	<b>15 lectures</b>
<b>Module 3</b>	<u>OCCUPATIONAL STRESS</u> a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress	<b>15 lectures</b>
<b>Module 4</b>	<u>FAMILY STRESS</u> a) The family, marriage, cohabitation, divorce, single-parent families, gay and lesbian families b) Family stressors, a model of family stress, interventions	<b>15 lectures</b>

**Text Books:**

Greenberg, J. S. (2013). Comprehensive Stress Management. (13<sup>th</sup> ed). New York: McGraw Hill publication

**Reference Books:**

1. Ciccarelli, S. K., & White, J. N. (2018). *Psychology.5<sup>th</sup> edition*. New Jersey: Pearson education
2. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
3. Schafer, W. (2000). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008