



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



**Decoding Mental health for Everyday Living**

*Course Instructor: Sonia Rani L*

Jindal Institute of Behavioral Sciences (JIBS)

3 Credit Course

## **FALL SEMESTER 2026**

Faculty Contact:

Email: sonia.rani@jgu.edu.in

Office Hours: Monday to Friday (10am to 5pm) - (On an appointment basis)

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

### **PART I**

<b>Course Title:</b>	
Course Code	BE-E-0147
Course Duration	3 Semester
No. of Credit Units	3
Level	UG/PG
Pre-Requisites	Nil
Pre-Cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil
Class Timing	

### **PART II**

#### **Course Description**

This course helps you understand and manage your mental health in practical, everyday ways. It introduces key concepts such as emotions, stress, anxiety, and well-being, and shows how they influence your thoughts, behavior, and relationships. Designed for students from all academic backgrounds, the course focuses on building essential life skills like emotional awareness, resilience, and healthy coping strategies.

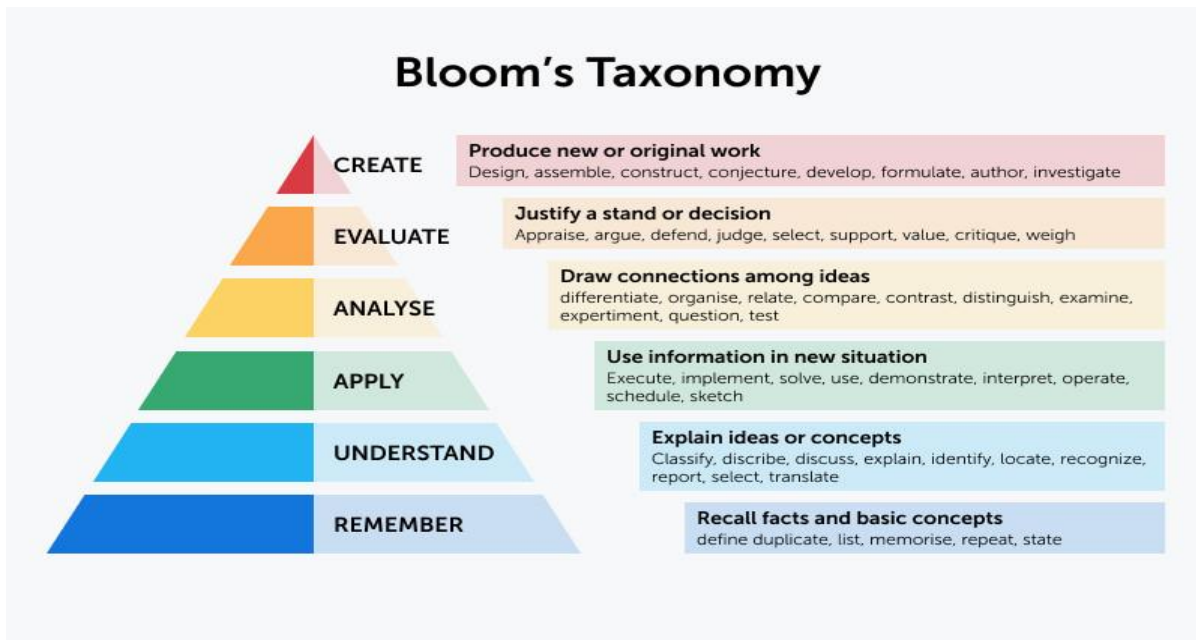
Through interactive activities such as self-reflection, discussions, mindfulness exercises, and real-life case analysis, you will learn how to handle daily challenges, improve communication, and maintain balance in academic and personal life. By the end of the course, you will develop a personalized mental health toolkit that supports your long-term well-being and helps you lead a more balanced and fulfilling life.

#### **Learning outcomes**

After the completion of the course the student will be able to:

1. Recognize fundamental concepts of mental health, including stress, emotions, and well-being in everyday life.

2. Demonstrate understanding of the connection between thoughts, emotions, and behaviors.
3. Apply effective coping strategies and self-care techniques to manage stress and emotional challenges.
4. Analyze factors influencing mental health, including lifestyle, relationships, and digital habits.
5. Evaluate coping mechanisms and select healthy approaches for dealing with real-life situations.
6. Create a personalized mental health and well-being plan to enhance resilience and overall functioning.



### Course Format

This course will be delivered through an interactive and student-centered approach that combines short lectures, group discussions, case studies, and experiential activities such as journaling, mindfulness exercises, and role-plays. Students are expected to actively participate, complete brief pre-class readings or reflections, and submit assignments such as case analyses and projects on time. The focus will be on applying concepts to real-life situations rather than rote learning. Continuous assessment will be used to evaluate understanding and skill development. The instructor will provide a supportive and inclusive learning environment, clear guidance, and constructive feedback, while encouraging open dialogue and respectful participation throughout the course.

## Assignments:

Assignment	Description (In-Class Task)	Week (Tentative)	Marks	Learning Outcomes Mapped	Rubric (Marks Breakdown)
1. Mind Snapshot – Thought Mapping	Create a visual map of a real-life situation showing thoughts, emotions, and reactions	Week 3	10	Recognize mental health concepts; Demonstrate understanding of thought–emotion–behavior	Concept accuracy (3), Clarity of connections (3), Reflection depth (2), Presentation (2)
2. Emotion in Action – Micro Role-Play	Group role-play (2–3 min) showing emotional responses in a given scenario	Week 5	10	Demonstrate understanding; Analyze emotional responses	Relevance to scenario (3), Expression of emotions (3), Coping strategy (2), Teamwork (2)
3. Digital Reality Check – Quick Audit	Analyze personal screen time and reflect on its impact on mood and focus	Week 7	10	Analyze lifestyle factors; Evaluate habits affecting mental health	Honest analysis (3), Insight depth (3), Link to concepts (2), Practical suggestion (2)
4. 3-Minute Survival Kit Challenge	Design a mini mental health toolkit (5 strategies) for stress situations	Week 9	10	Apply coping strategies; Create well-being tools	Relevance of strategies (3), Practicality (3), Personalization (2), Creativity (2)
5. Fix the Scene – Intervention Task	Analyze a scenario and suggest improvements; present a better version	Week 11	10	Analyze factors; Apply coping strategies; Evaluate solutions	Understanding of scenario (3), Identification of issues (2), Quality of solutions (3), Presentation (2)

## MID TERM EXAM – 20 MARKS

### Class test (14<sup>TH</sup> Week Tentative): (LO-1,2,3,4,5)

Class tests in the form of MCQ, fill-in-the-blank, and short questions will be carried out in the class with the purpose of assessing students' ability to understand concepts etc. This will be paper pen test

(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

## Percentage breakdown of Grade:

### 70% Mid term Exam

10% Assignment 1: Mind Snapshot – Thought Mapping  
10% Assignment 2: Emotion in Action – Micro Role-Play  
10% Assignment 3. Digital Reality Check – Quick Audit  
10% Assignment 4 : 3-Minute Survival Kit Challenge  
10% Assignment 5: Fix the Scene – Intervention Task  
20% Class Test

### 30% End Semester Exam (Closed book and timed)

## Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the students responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

## Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable

			critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

## Course Outline and Reading with Application Hours

### Module 1: Understanding the Mind & Emotions

Week	Lesson	Classroom Activity	Readings (with pages)
Week 1	Introduction to Mental Health: Meaning, Myths vs Facts	Lecture + discussion	World Health Organization (2022), <i>Mental Health Overview</i> , pp. 1–10
Week 2	Thoughts, Emotions & Behaviour Connection	Lecture + examples	Goleman, D. (1995), <i>Emotional Intelligence</i> , Ch. 1, pp. 3–25
Week 3	Emotional Awareness & Self-Understanding	Mind Snapshot Activity	Bradberry & Greaves (2009), <i>Emotional Intelligence 2.0</i> , pp. 21–45
Week 4	Stress & Anxiety in Daily Life (Non-clinical)	Case discussion	American Psychological Association, <i>Stress Management Guide</i> , pp. 1–12

### Module 2: Managing Everyday Mental Health

Week 5	Understanding Emotions in Social Contexts	Role-play Activity	Goleman, D. (1995), Ch. 2, pp. 26–50
Week 6	Coping Strategies & Stress Management	Guided practice	WHO (2019), <i>Doing What Matters in Times of Stress</i> , pp. 5–30
Week 7	Digital Well-being & Lifestyle Factors	Digital Audit Activity	Twenge, J. (2017), <i>iGen</i> , pp. 97–120
Week 8	Building Healthy Habits & Self-care	Lecture + discussion	Clear, J. (2018), <i>Atomic Habits</i> , pp. 43–84

### Module 3: Relationships, Resilience & Application

Week	Communication, Empathy &	Discussion +	Brown, B. (2012), <i>Daring Greatly</i> ,
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9	Boundaries	exercises	pp. 45–80
Week 10	Dealing with Failure & Rejection	Case discussion	Duckworth, A. (2016), <i>Grit</i> , pp. 55–90
Week 11	Problem-Solving in Mental Health Situations	Fix the Scene Activity	Neenan, M. (2009), <i>Developing Resilience</i> , pp. 15–35
Week 12	Creating Personal Coping Strategies	Survival Kit Activity	Smith, J. (2022), <i>Why Has Nobody Told Me This Before?</i> , pp. 60–95
Week 13	Mental Health Awareness & Reducing Stigma	Group discussion	WHO (2021), <i>Mental Health Awareness Toolkit</i> , pp. 10–25
Week 14	Course Review & Integration	Reflection discussion	

### Reading List:

1. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
2. Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.
3. Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.
4. Smith, J. (2022). *Why has nobody told me this before?* Penguin.
5. Brown, B. (2012). *Daring greatly*. Gotham Books.
6. Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner.
7. Neenan, M. (2009). *Developing resilience: A cognitive-behavioural approach*. Routledge.

### Reports, Manuals & Institutional Resources

World Health Organization. (2019). *Doing what matters in times of stress: An illustrated guide*. World Health Organization.

World Health Organization. (2022). *World mental health report: Transforming mental health for all*. World Health Organization.

World Health Organization. (2021). *Mental health atlas*. World Health Organization.

American Psychological Association. (n.d.). *Stress management resources*. <https://www.apa.org>

### Articles & Supplementary Readings

Twenge, J. M. (2017). *iGen*. Atria Books.

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144–156. <https://doi.org/10.1093/clipsy.bpg016>

American Psychological Association. (2018). *Stress in America™ survey*. American Psychological Association.

World Health Organization. (n.d.). *Mental health fact sheets*. <https://www.who.int>

### Optional Readings

Burns, D. D. (1999). *Feeling good: The new mood therapy*. Avon Books.

Sinek, S. (2009). *Start with why*. Portfolio.

## **CLASSROOM POLICIES**

### **Professional Conduct in Classroom**

Developing professionalism means arriving on time to the classroom, maintaining classroom decorum, such as being seated within the first two minutes, being respectful to the instructor, peers, conflicting opinions, and submitting assignments on time. As a student of this course you are expected to integrate these skills into your daily behaviour as maintaining professionalism is an essential component of the course. It is essential that we pursue higher ideals which means incorporating behaviours such as listening to others when they are contributing, being sensitive to other individuals and diversity, and supporting the overall learning environment. Disrupting the learning environment by arriving after a two-minute window from the designated start time would mean that the student will be refused entry/attendance. It is also expected that the student contributes in classroom discussions, activities, and presentations to enhance the overall learning environment.

### **Attendance Policy**

Students are expected to attend all classes (100% attendance). Students that are regularly absent cause a disruption to the learning environment and limit their own potential. A student who fails to attend a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for their absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

### **Punctuality**

Students are expected to be seated and prepared inside the class at the scheduled class time. Regular late comers will be denied entry. Both late comers and early departures disrupt the learning environment and would be penalized. A student who might feel like that they might be late for a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for the same.

### **Respectfulness**

Students must maintain the integrity of the classroom which means respecting peers, faculty, and staff. It is essential that the student is attentive and sensitive about the words that they use and its impact on others. Students who harm the decorum of the classroom will be asked to leave the classroom and marked absent for the day.

### **Electronic Devices**

Electronic devices such as laptops, headphones, mobile phones are known to be major distractions for learning. Therefore, students will be permitted to use electronic devices only at the behest of the course instructor.

### **Notes on Plagiarism**

*Plagiarism is not acceptable! Chat GPT extracted answers are not acceptable either.* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable! Using

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! It is necessary to cite all material that is not the student's original work. Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism. Sharing or using past work is also counted as plagiarism.

Academic learning is founded on ideals of honesty, integrity, and civility and students are expected to display these ideals at all times. Serious consequences could result when the ideals of academic behaviour are violated.

### **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

### **Disability Support and Accommodation Requirements**

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee [s](#). The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

### **Centre for Wellness and Counseling Services:**

Contact: Email ID: [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile: +91 8396907312