

MANAGING STRESS WITH COGNITIVE SKILLS

B.V.D.S SAI PAVAN KUMAR ¹, DR. KOMAL NAGRANI²,

^{1,2}AMITY GLOBAL BUSINESS SCHOOL- HYDERABAD

Abstract -When do anyone feel stressed? One reason is that we as a we have not equipped ourselves as with the strategies of coping with the stress. Second reason is because our own cognitive processes and our ability to manage our emotions-do not measure up to the demands of the current situations. Therefore, we need to work on these two areas to deal with stress

i) to build four cognitive skills to keep stress away, ii) to learn seven effective strategies for managing our stress. The Four Cognitive abilities that a teacher must develop in their students to keep stress at bay are: Planning and Executing teaching –learning, Time- Management, Problem Solving, effective Communication ability. The seven strategies to manage stress are practicing conscious breathing, developing psychological strong, spending time with positive vibes, attending to random acts of welfare, releasing endorphins in our system, maintaining a gratefulness blog, engaging in self-talk

Key words: Cognitive, management, strategies, endorphins, communication etc.

Key Words:: STRESS , COGNATIVE SKILLS , PSYCHOLOGY , MANAGEMENT

1.INTRODUCTION

We are living in times of extraordinary stress and extraordinary situation that the world is going through. The present pandemic has affected the humanity and all its sectors Economy, Energy, Medicine Transport etc. It has an impact on everyone, all career every field and shaken the routine teaching-learning process which is more in rector scale comparable to earthquake impact. Therefore, we should work on the modules of stress management. Some of the strategies which are effective, to manage stress; what seems to say, the stress is inevitable, and that is why life is much

interesting, something to overcome and something to look forward to but we also need to be able to handle those stress, and to manage those stress in order to be productive in our lives The present pandemic has affected so much so that our rhythm of life has changed. Earlier Family was a part of our interactions, now it has become the only source

of interaction. The life-threatening Stress Factors are increasing day by day as total no of deaths in world has exceeded to eight thousand lakhs and in India it has reached to fifty - three thousands. It has caused several serious issues in students such as poor concentration, decreasing ability to recall and to read for a long time, disturbed sleep pattern, emotional breakdown, sadness, depression.

MANAGING STRESS

Now the question arises, when do anyone feel stressed? One reason is that we have not equipped with the strategies of coping with the stress. We never imagined this to happen as we will not be able to meet each other, or we will not be able to hug or shake hands. It is quite unprecedented. Initially we went through a lot of stress, but later we reached a stage which is quite manageable. We are developing our cognitive skills and our own emotion so that we can deal with it. First is, we have not equipped ourselves with some strategy to deal with stress. Second reason is because our own cognitive processes and our ability to manage our emotions-do not measure up to the demands of the current situations. Therefore, we need to work on these two areas to deal with stress i) to build four cognitive skills to keep stress away, ii) to learn seven effective strategies for managing our stress. The Four Cognitive abilities that a person must develop to keep stress at bay are:

- Time- Management
- Problem Solving Ability
- Effective Communication ability

TIME MANAGEMENT

The first cognitive skill to scale is managing time, we all of us just gone through some training or the other for managing time and it is to revisit the same. It is very necessary to remove timewasters from our life and focus on tasks of high importance and priority. Mobile, YouTube, unnecessary surfing, useless news mainly

causes problems of time management. Let us look at the skill to manage time. Time is just twenty-four hours for all of us whether rich or poor. It is something you cannot hoard it now in lockdown time. A lot of people are hoarding a lot of food, and many other things. One can also hoard money, or can also hoard clothes but one cannot hoard the time it will go away in twenty-four hours and if one wants to use it properly, just what is suggested, eliminate time wasters from your life. We suggest there are many. There are plenty of time wasters. Social media is the biggest time waster so you can eliminate. Well I think it is harshly to say eliminate, but at least reduce the time wasters from your life. Social media is the biggest time waster so you can eliminate and will save some time from them. Thus, from that time you can focus on tasks which are of importance or a priority. You must be familiar with this matrix what is the new it is called 2 by 2 matrix of time management, the way you go to learn about time management, and it's also called matrix of urgent and important. You can see that the left-hand column is everything urgent and right-hand column everything non-urgent. The horizontal top band is everything important and the horizontal below band is unimportant. Urgent is something you want it or not, it is going to get done, because somebody else is wanting you to do it you know. That they are usually deadline driven, till the date pay the bill, set the question papers, login by 10 A.M. They are urgent. For example, the students logged in online class. It will always, that somebody outside of you, in talks about that which is urgent as what is important it will always get done look at what you do which is the most important. When we look at the quadrant two the most important take away. From this what you do is the crux of time management, you know it is not urgent, but it is very very important. What it's not that like no one is asking you to do it, but it is very important; things related to preparation, planning, and self-development into with you are doing today you are all doing with relationship building it, in your personal life, professional life that was important to, but you don't do it because it's not urgent and because you don't do it become prices less, and shift to quadrant one. What is third quadrant is urgent but not necessarily important, not directly related to the goals but you would end up doing it because they are deadline driven, ordered by someone, phone calls or request of someone. One can reduce some time from their portal. Quadrant four is absolutely not necessary not urgent not important and that is what is called timewaster. These are gossiping, idling, unnecessary net surfing, chatting etc. One can save time from this quadrant. On this we also like to remember it four mnemonics, it by four P's. Among them first is 'prevent emergencies important one; if you can do things urgent you will never at loss, never punished etc as it is the deadline set by your boss, employer etc. Second quadrant is neither urgent but

very-very important so we should try to prioritize things, which really valuing in our life, which are essential for accomplishing, your own personal goals and target goals. If these are prioritized and accomplished, then you will not be stressed by the way one is high stressed. If you deal with everything important to example your own yoga exercise, there are less chances of you will falling ill. And the quadrant three is usually protocol is asking you know it might become disruptions, distractions but unwillingly you fulfil it because it is a protocol. The fourth one is Social media, Games and T.V. Show, most of the time are real time wasters. Do not do it, just put it away, take time from there and prioritize important things.

PROBLEM -SOLVING ABILITY.

We all of us have heard about problem-solving, sure it is not about mathematical and algebraic problems that we always think of. About problem-solving the stress is about the problems at which life throws upon us. So, the next with problem-solving is how can we solve the problems that we encounter in our life. Let us look at each one of these but this slide is meant for teachers to bear with me. I know I have friends here were non-teachers but you need to know what do teachers go through every day, what are you suggesting is the first chat with you all do actually organise your teaching into a cycle. Please note the word cycle of what how and better and I will come to this in a moment you can see actually what stands for what do you want to teach, how stands for how should you teach, and whether stands for how do you know whether your students are learning process. It goes round and round because that is the way a teacher can check whether everybody is getting, which leads or smoothly ducktails into my second point which stresses Formative assessment made a part of your pedagogy, we know what pedagogy is. Peda is the child gogy is the teaching, so pedagogy is the art and science of teaching child. For adult they are confined as coaching and now it must be unnecessary to dwell that formative assessment is a continuous which is why the previous point indicated a cyclic process. to create fantastic lesson plans is necessary. Lesson Plans are your tool for ensuring the effective teaching. For effective transaction of lesson, lesson plan should be very rich and varied for every child. Believe that every child can learn and that's what my last point to saying you must enter a class room with a MINDSET, MINDSET with capital because there is a beautiful work of Carol Dweck from Stanford from where she works, talks about how you work on the mindset of yourself as well as your students, and we will talk about it at some other time. But your mindset when you enjoy your class, it should be every student is capable of learning, you know for example all those have logged for a particular

webinar are interested to learn. Here with lot done today is tested in learning. today with a poll and you can then go to teaching first assess then teach but normally we begin with the teaching then assess that means what is worth teaching writing to the learning outcomes and objectives one compare them to what should, how should I teach, the teaching methodologies and strategies are used and after that I must assess see if they don't get it. you know what you do you just go back where do you go you can either go to the how maybe you don't really understood why you can also go back to watch the may be you didn't really check out your objective is right in the first. Forearmed is fore looked. So be well prepared if you are planning and planning will reduce your stress by 50% anyway. Every day we are encountering problems in life what is it obstacle & hindrance coming in the way of achieving your goals. Well these are some steps. First of all, try and see is it really a problem to analyse, and see if it really a problem. We are not saying I cannot teach on Zoom or I can teach on Zoom. what is that? what is the problem that is worrying me, and I am stressing about. What is the problem? If it is a problem, let us analyse it . Here you are we trying to show something for the fishbone by diagram which is a graphic organiser and there for everybody must be having some idea about what the fishbone diagram is . But it helps us to analyse the root cause. Believe me if you do not analyse the root cause and do something about it the stress will remain, you know what, the whole world is trying to work on corona vaccine. If the virus is going to stay, we cannot keep stressing over it . We are working towards it, if Wuhan is giving a date rightly that 18 months away, we will have a vaccine. Why should we worry? We have to identify a root cause and cure and prioritize the root cause. You would have heard about the 80:20 percent rule that you are saying. Twenty percent of the causes are responsible for eighty percent of the problem. The government and the nation are tired, and the people do not follow the protocol of COVID-19. So because of twenty percent people who do not follow the protocol eighty percent of populations suffer. Similarly because in today's time 20% of the teachers in your school may not be comfortable with the digital teaching method and 80% of the schools of the classes may be suffering? That is the kind of Peritus principle equation it has. So, we need to be careful about how we are thinking. when we do brainstorm, to generate a lot of ideas, decision making which is also a critical thinking and so on so, the good news friends are that we can train ourselves for problem solving. and which this will need an entirely different module and sure I'm just telling you and putting out that this is very very important for us to be able to deal with stress. When I am in countering a problem, I should know what is the problem? Can I do something? Continuous worrying about it will get me

anywhere? Will continuously worrying really help me solve the problem? What can I do?

EFFECTIVE COMMUNICATION:

The last one there is effective communication because it is an experience, that a lot of stress happens because we do not communicate properly, or we misunderstand each other. So in order to drill very briefly on each of the four, because, the good news is that we can do something about learning, how to handle stress, if one is able to do all this his brain will be bright and beautiful like a rainbow, not stressed out and black like we might be in times of Covid. Effective Conversations require practicing Effective Awareness- to avoid stress during Conversation/ with another person. We must know that i) others have a point of view of how to listen. That ii) others' points of view may be different from our own iii) Of how to take turns in conversation iv) Of how to speak to others and appreciate their needs v) Of ways of asking for different kinds of information but it can be gracefully accepted .A very quick run through everyone knows that communication is a two-way process. We listen, read, speak, and write. We listen and read to understand others, we speak and write a status as teachers we are doing it all the time and in many careers. Nothing happens without communication and that's where a lot of long relationship sour, and we had a lot of stress, because of the dialogue in the way the dialogue I want to take me to look which where I am urging you. Can we practise awareness during our communication to avoid stress during dialogue with another person, I think it is very important today, even more, because we are communicating more than on digital mode, What we have in on-line classes, even more possibility, you should actually are being misunderstood and people getting annoyed or angry about what you're saying. In the pre-Covid day when we were face to face in a better world at that time you could see the facial expressions and take care. I do not think you mean that Siri. But now why we need to be even more careful today, so what can watch out for a couple things . Mindfulness is a beautiful thought. Mindfulness is to be with the moment, to be mindful of how we can be mindful of how we speak, of how can we take turns in conversation or how can we develop listening skills. Listen to someone most of the times, when someone is talking to us I am so busy without empathy and focus on their own. There are different ways of asking different kinds of information, if you want to learn more because what is the way I show that I am understanding you is what I am asking you questions of how to speak with others and also win our own self and our own ego, just need communication. There are other people who have a different point of view, what do we say that well my way or you take the highway. Highway by the way is very dangerous today, with police patrolling everywhere, you are not able to

cross the highway either. So, we should be aware that there will be another point of view, and that point of view of others may be different from yours. completely community charging me but I can still gracefully accept it and if you are aware of all these little point in communication, mindful of them I am getting to you will have less stressed.

STRATEGIES FOR DEALING WITH STRESS

There is going to be a transition now to seven strategies which is your need to learn for managing a stress which is dealing with the Art emotional and a mind that the way our minds are and i think everybody will be happy to see where you been missing them so much. there is going to be a transition now to seven strategies which is needed to learn for managing a stress, which is dealing with the art emotional and a mind that the way our minds are. talking to yourself about all my feeling positive self- talk, doing something which is entertaining is something that we are going to talk about thinking about our students having them online with us is very very important, we also must be missing and we are also missing the work that we did so much so much of care when we were in the class, this time will pass away also find that we will be back in the class children bear with me. There are some strategies, seven of them, for dealing with stress I am showing you all seven, to get it take a look all of them are to do with you, with me with ourselves, no one else are responsible, for me feeling stressed, maybe other responsible for, no one is responsible for me to get out, of my cycling stress. I need to do something about it in seven ways, in which you can do this, i engage in internal Dialogue. Engage in self talk in a lot of ways of doing it, you do not have to do any workshop or psychological insight practice conscious breathing. We all know that but will look at one, for that release endorphins into the body, really missing a lot of endorphin, the release when you shake hands in your heart and when you plant a quick kiss to your friend or a child that your heart you missing all that but let's see how we can still do it attending to random acts of kindness we do it all the time. All religions get this training of gratefulness. I am going to take you to each one of them, one must engage in internal dialogue, thinking patterns actually have a dramatic effect on our moods and attitudes.

PRACTICING CONSCIOUS BREATHING

Breathing through the diaphragm gives us full volume of breath. When we are stressed, our breathing becomes rapid and shallow, causing more stress).Thinking pattern have a way of bringing down thinking about something which is of very negative mood or create a negative energy around you, I am not talking, I'm talking from

the position of research, to be saying Take charge of the internal dialogue. Please watch, and become mindful, and self- aware of how-to short circuit the thought disturbing you, by talking to yourself. What is the meaning of thought, have you read the book called secret, I think it is wrong he sees that if you think negative it will automatically come back to you. Listening to all the news channels about Corona to your house but if you keep saying what can I do to remain positive and take care of things on you not to go to negative thinking. or those are self-made, what is the thing which can happen, and what can I do about it, rather than worrying thinking of a plan B, challenge the thought, start but rational healthy thoughts which are very very calming. The most important person is you, in these tough times in yourself because you are the one who need to manage to get out of your stress I'm going to look for reasons to feel good, I am going to take good care of myself because I need to do so much work in my home, in my community, my class is waiting for me I need to take care of myself, Internal engaged internal dialogue also to do again it's an emotional skills develop I'm talking now about emotion first one was about internal dialogue second one how can I become hard and strong and fight in spite of what is happening in outside. it's a mind game player our wonderful World Chess champion Viswanathan Anand he might know time management and also about solving problems and he might know a plan of action and but you still need the psychological hardiness by which war has to be win in the mind. How to win again must be one in the mind today's is more to overcome it in the mind first, and then we will be able to do it on the screen. DEVELOPING

PSYCHOLOGICAL STRONG

We develop stress resistance through three Cs:Commitment: Sticking to a plan or a goal – whenever stress builds, revisit the commitment in your mind .Control: Focus your attention on what you can control (Circle of Influence and Circle of Concern) and let what you have not control on - flow away from you ; one thing you can control is your thinking. Challenge: Look at obstacles as opportunities for success. The most important person is you, in these tough times in yourself because you are the one who need to manage to get out of your stress I'm going to look for reasons to feel good, I am going to take good care of myself because I need to do so much work in my home, in my community, my class is waiting for me I need to take care of myself, Internal engaged internal dialogue also to do again it's an emotional skills develop I'm talking now about emotion first one was about internal dialogue second one how can I become hard and strong and fight in spite of what is happening in outside. it's a mind game player our wonderful World Chess champion Viswanathan Anand he might know time management and also about

solving problems and he might know a plan of action and but you still need the psychological hardiness by which war has to be win in the mind. How to win again must be one in the mind today's is more to overcome it in the mind first, and then we will be able to do it on the screen

SPENDING TIME WITH POSITIVE VIBES

Spending time with positive people, Association with negative people can be toxic. Instead, focus on a positive future including faith, trust, confidence, hope, and optimism. If these emotions do not come naturally to you, be with people who have them! and be with the people who have I'm sure you have people in your circle of life, very positive very energetic, and creative ideas, they bring the positive vibes in your life. All the time try to associate with them now that's what I thought this was addressing it's kind of a statement of the kind of company you associated, you are the average of the five people you spend the most of the time with. if you want to change, if you recognise that you want to change and then we do something about it on time because of seven strategies thank you. Here are three things for which I am grateful today. Spent time with positive people associate with positive people because others spread toxicity. Include faith positivity, and positivism cheerfulness in your life. Thinking with confidence if you do not have confidence associate with those who have. You are the average of 5 people you commonly associate with. Be careful.

ATTENDING TO RANDOM ACTS OF WELFARE

Altruism, volunteering, and even informal helping enhance well-being, good moods, and life satisfaction. These behaviors are wonderful buffers against the impacts of stressors

RELEASING ENDORPHINS IN OUR SYSTEM

Endorphins are brain chemicals which reduce stress and anxiety, create euphoric feelings, and enhance the immune system. Other triggers of endorphins are-aerobics getting a massage, relaxation therapy, yoga, and even eating chocolate am taking a and also completing the fourth point is about releasing endorphins into your body what are you and your friends your brain chemicals which are reducing stress and anxiety and you know what the reports of feeling and immune system say, everyone from day one of you, must build immunity. To build your immunity, and one way of treating people is laughing as you are not doing. Laughter club and what is being said here you do something which releases the endorphin from where the endorphins released its chemical, which is released from

when we need to do something. For example we can do some aerobic exercises and jumping and running and jogging and also we could do something like session therapy and even eating a chocolate, and the way endorphins are released in the brain so, it when the endorphins are released in your brain activate old is an access to view are interested in brain research and should be on how to train how are educators today understanding how the brain is learning and that's what we understand on how to booking endorphins in the brain creates such a great act so when you get children to laugh and when you use a sense of humour in the class endorphin is released and we are saying that trying to do something which release endorphins.

MAINTAINING GRATEFULNESS BLOG:

Each night before going to bed write three things which you are grateful in your blog. Every morning similarly on waking up write three things you feel grateful about to set a tone for the day.

ENGAGING IN SELF-TALK

Thinking patterns have a dramatic effect on moods, attitudes, and emotions. Taking responsibility of internal dialogue - engage in self-talk: Recognize and address negative, stress provoking thoughts. Eliminate those thoughts by shouting (under your breath) - Stop this negative thinking! Challenge the validity of those stress-causing thoughts. and be with the people who have I'm sure you have people in your circle of life, very positive very energetic, and creative ideas, they bring the positive vibes in your life. All the time try to associate with them now that's what I thought this was addressing it's kind of a statement of the kind of company you associated, you are the average of the five people you spend the most of the time with. if you want to change, if you recognise that you want to change and then we do something about it on time because of seven strategies thank you. Here are three things for which I am grateful today. Spent time with positive people associate with positive people because others spread toxicity. Include faith positivity, and positivism cheerfulness in your life. Thinking with confidence if you do not have confidence associate with those who have. You are the average of 5 people you commonly associate with. Be careful. Connor ORichard Undoing perpetual stress the missing connection between depression anxiety and 21stcentury illness. Carson Rick Taming your gremlin Joshua J Broman- Stress management and be with the people who have I'm sure you have people in your circle of life, very positive very energetic, and creative ideas, they bring the positive vibes in your life. All the time try to associate with them now that's what I thought this was addressing it's kind of a statement of the kind of

company you associated, you are the average of the five people you spend the most of the time with. if you want to change, if you recognise that you want to change and then we do something about it on time because of seven strategies thank you. Here are three things for which I am grateful today. Spent time with positive people associate with positive people because others spread toxicity. Include faith positivity, and positivism cheerfulness in your life. Thinking with confidence if you do not have confidence associate with those who have. You are the average of 5 people you commonly associate with. Be careful.

REFERENCES

- Albers, B. , & Pattuwage, L. (2017). *Implementation in education: Findings from a scoping review* . Melbourne: Evidence for Learning. doi: 10.13140/RG.2.2.29187.40483 [Crossref], [Google Scholar]
- Almojali, A. I. , Almalki, S. A. , Alothman, A. S. , Masuadi, E. M. , & Alaqeel, M. K. (2017). The prevalence and association of stress with sleep quality among medical students. *Journal of Epidemiology and Global Health* , 7 3, 169–174. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28756825> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Amaral, A. P. , Soares, M. J. , Pinto, A. M. , Pereira, A. T. , Madeira, N. , Bos, S. C. , ... Macedo, A. (2017). Sleep difficulties in college students: The role of stress, affect and cognitive processes. *Psychiatry Research* , 260, 331–337. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/29227897> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Bayram, N. , & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social Psychiatry and Psychiatric Epidemiology* , 43 8, 667–672. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/18398558> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Bernal-Morales, B. , Rodríguez-Landa, J. F. , & Pulido-Criollo, F. (2015). *Impact of anxiety and depression symptoms on scholar performance in high school and university students, a fresh look at anxiety disorders* . London, UK: IntechOpen. Retrieved from <https://www.intechopen.com/books/a-fresh-look-at-anxiety-disorders/impact-of-anxiety-and-depression-symptoms-on-scholar-performance-in-high-school-and-university-stude> [Google Scholar]
- Bernert, R. A. , Merrill, K. A. , Braithwaite, S. R. , Van Orden, K. A. , & Joiner, T. E., Jr. (2007). Family life stress and insomnia symptoms in a prospective evaluation of young adults. *Journal of Family Psychology* , 21 1, 58–66. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/17371110> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Black, R. (2007). *Crossing the bridge: overcoming entrenched disadvantage through student-centred learning* . Melbourne: Education Foundation Australia. [Google Scholar]
- Boulton, M. , & O'Connell, K. A. (2017). Nursing students' perceived faculty support, stress, and substance misuse. *The Journal of Nursing Education* , 56 7, 404–411. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28662256> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Canadian Institute for Health . (2005). *Improving the health of young Canadians* . Ottawa, Ontario: Canadian Institute for Health Information. [Google Scholar]
- Carter, J. S. , Garber, J. , Ciesla, J. A. , & Cole, D. A. (2006). Modeling relations between hassles and internalizing and externalizing symptoms in adolescents: A four-year prospective study. *Journal of Abnormal Psychology* , 115 3, 428–442. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/16866584> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Chapell, M. S. , Blanding, Z. B. , Silverstein, M. E. , Takahashi, M. , Newman, B. , Gubi, A. , & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate

students. *Journal of Educational Psychology*, 97 2, 268–274. Retrieved from <

<http://Go to ISI://WOS:000229342700011>

icporder="ext-link-type;; href"Go to

ISI>://WOS:000229342700011 [[Crossref](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

•Curcio, G. , Ferrara, M. , & De, G. L. (2006). Sleep loss, learning capacity and academic performance. *Sleep Medicine Reviews* , 10 5, 323–337. Retrieved

from <https://www.ncbi.nlm.nih.gov/pubmed/16564189>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Dallman, M. F. , Strack, A. M. , Akana, S.

F. , Bradbury, M. J. , Hanson, E. S. , Scribner, K. A. ,

& Smith, M. (1993). Feast and famine: Critical role of

glucocorticoids with insulin in daily energy

flow. *Frontiers in Neuroendocrinology* , 14 4, 303–347.

Retrieved

from <https://www.ncbi.nlm.nih.gov/pubmed/8258378>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Dantzer, R. (2012). Depression and inflammation: An intricate relationship. [Comment Research Support, N.I.H., Extramural]. *Biological Psychiatry* , 71 1, 4–5.

Retrieved

from <http://www.ncbi.nlm.nih.gov/pubmed/22137156>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Dantzer, R. , O'Connor, J. C. , Lawson, M. A. ,

& Kelley, K. W. (2011). Inflammation-associated

depression: From serotonin to kynurenine. [Research

Support, N.I.H., Extramural

Review]. *Psychoneuroendocrinology* , 36 3, 426–436.

Retrieved

from <http://www.ncbi.nlm.nih.gov/pubmed/21041030>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Domitrovich, C. E. , Bradshaw, C. P. , Poduska, J.

M. , Hoagwood, K. , Buckley, J. A. , Olin, S. ,

... lalongo, N. S. (2008). Maximizing the implementation

quality of evidence-based preventive interventions in

schools: A conceptual framework. *Advances in School*

Mental Health Promotion , 1(3), 6–28. Retrieved

from <https://www.ncbi.nlm.nih.gov/pubmed/27182282>
[[Taylor & Francis Online](#)], [[Google Scholar](#)]

•Eisenberg, D. , Gollust, S. E. , Golberstein, E. ,
& Hefner, J. L. (2007). Prevalence and correlates of
depression, anxiety, and suicidality among university
students. *The American Journal of Orthopsychiatry* , 77
4, 534–542. Retrieved

from <https://www.ncbi.nlm.nih.gov/pubmed/18194033>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Fergusson, D. M. , Boden, J. M. , & Horwood, L.

J. (2007). Recurrence of major depression in

adolescence and early adulthood, and later mental

health, educational and economic outcomes. *The British*

Journal of Psychiatry : the Journal of Mental Science ,

191, 335–342. Retrieved

from <https://www.ncbi.nlm.nih.gov/pubmed/17906244>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Fröjd, S. A. , Nissinen, E. S. , Pelkonen, M. U.

I. , Marttunen, M. J. , Koivisto, A.-M. , & Kaltiala-

Heino, R. (2008). Depression and school performance in

middle adolescent boys and girls. *Journal of*

Adolescence , 31 4, 485–498. Retrieved

from <http://www.sciencedirect.com/science/article/pii/S0140197107000929>

[[Crossref](#)], [[PubMed](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Hanson, T. L. , & Austin, G. A. (2002). *Health risks,*

resilience, and the academic performance index

(California healthy kids survey factsheet 1) . Los

Alamitos, CA: WestEd. Retrieved

from [http://surveydata.wested.org/resources/factsheet](http://surveydata.wested.org/resources/factsheet.pdf)

[.pdf](#) [[Google Scholar](#)]

•Hess, R. S. , & Copeland, E. P. (2001). Students' stress,
coping strategies, and school completion: A longitudinal
perspective. *School Psychology Quarterly* ,

16(4), 389. [[Crossref](#)], [[Web of Science](#)®], [[Google Scholar](#)]

[[Crossref](#)]

•Humensky, J. , Kuwabara, S.

A. , Fogel, J. , Wells, C. , Goodwin, B. , & Van

Voorhees, B. W. (2010). Adolescents with depressive

symptoms and their challenges with learning in

school. *The Journal of School Nursing: the Official*

Publication of the National Association of School Nurses , 26 5, 377–392. Retrieved

from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3686103/> [Crossref], [PubMed], [Web of Science®], [Google Scholar]

•Hysenbegasi, A. , Hass, S. L. , & Rowland, C. R. (2005). The impact of depression on the academic productivity of university students. *The Journal of Mental Health Policy and Economics* , 8(3), 145–151. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/16278502> [PubMed], [Web of Science®], [Google Scholar]

•Ibrahim, A. K. , Kelly, S. J. , Adams, C. E. , & Glazebrook, C. (2013). A systematic review of studies of depression prevalence in university students. *Journal of Psychiatric Research* , 47(3), 391–400. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0022395612003573> [Crossref], [PubMed], [Web of Science®], [Google Scholar]

•Jonsson, U. , Bohman, H. , Hjern, A. , von Knorring, L. , Olsson, G. , & von Knorring, A. L. (2010). Subsequent higher education after adolescent depression: A 15-year follow-up register study. *European Psychiatry* , 25(7), 396–401. doi:10.1016/j.eurpsy.2010.01.016 [Crossref], [PubMed], [Web of Science®], [Google Scholar]

•Kendler, K. S. , Kessler, R. C. , Walters, E. E. , MacLean, C. , Neale, M. C. , Heath, A. C. , & Eaves, L. J. (1995). Stressful life events, genetic liability, and onset of an episode of major depression in women. *The American Journal of Psychiatry* , 152 6, 833–842. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/7755111> [Crossref], [PubMed], [Web of Science®], [Google Scholar]

from <http://www.ncbi.nlm.nih.gov/pubmed/22525486> [Crossref], [PubMed], [Web of Science®], [Google Scholar]

•Muir, K. , Family, S. , Maguire, A. , Slack-Smith, D. , & Murray, M. (2003). *Youth unemployment in Australia: A contextual, governmental and organisational perspective: A report by the Smith family for the AMP*

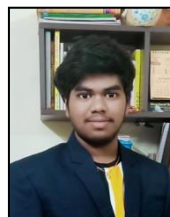
foundation . Camperdown: The Smith Family. [Google Scholar]

• National Centre on Addiction and Substance Abuse at Columbia University (CASA) United States of America . (2003). *Depression, substance abuse and college student engagement: A review of the literature* . Ney York: National Ctr on Addiction and Substance Abuse at Columbia University (CASA). [Google Scholar]

•Noble, T. , Wyatt, T. , McGrath, H. , Roffey, S. , & Rowling, L. (2008). *Scoping study into approaches to student wellbeing - final report* . Brisbane, Australia. Retrieved from <https://docs.education.gov.au/documents/scopin-g-study-approaches-student-wellbeing-final-report> [Google Scholar]

•Noland, H. , Price, J. H. , Dake, J. , & Telljohann, S. K. (2009). Adolescents' sleep behaviors and perceptions of sleep. *The Journal of School Health* , 79 5, 224–230. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/19341441> [Crossref], [PubMed], [Web of Science®], [Google Scholar]

BIOGRAPHIES



B.V.D.S SAI PAVAN KUMAR

Pursuing 2nd year of Bachelor of Business Administration from Amity Global Business School. Proficient in Human resource management, and behavioral science. Major research interest is in field of business management. Published 11 research papers in reputed management journals and also contributed chapters in 5 various bestseller books.



Dr. Komal Nagrani

Practicing academician since past 13 years, doctorate in IHRM. Proficient in general management and human resource Currently working as Assistant professor in Amity Global business school, Hyderabad. Major interest areas as writing and research. Teaching interests are strong in area of

Organizational behavior and International human resource management. Published more than 20 research papers in leading business journals. Contributed articles for leading newspaper of Central India, the Hit Vada