

# Value Added Courses

## Social and Emotional Learning

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Social and Emotional Learning	02	1	0	1	Pass in Class 12th	NIL

### Course Objectives

- This course aims to develop social and emotional awareness in students and initiate them towards better personal and social well-being.
- To create an awareness towards self, others, the environment and their harmonious coexistence.

### Learning Outcomes

- Students will be able to become aware of oneself and the society.
- Make informed lifestyle choices and extend the self in the joy of giving.
- Develop empathy, compassion, connect with nature and evolve emotionally to create a more harmonious society.
- Cultivate sensitivity towards discriminatory practices and explore possible solutions.

<b>Syllabus of <i>Social and Emotional Learning</i></b>	Lectures
<b>Unit I: Introduction   Self-Awareness and Happiness</b>	3
<ul style="list-style-type: none"><li>• Getting to Know Each Other</li><li>• What to Expect from this Course?</li><li>• Getting to Know Oneself</li></ul>	

<ul style="list-style-type: none"> <li>• What Makes One Happy/ Unhappy? Outer vs Inner Sources of Happiness, Joy of Giving</li> </ul>	
<b>Unit II: Social Relationships   Mindfulness</b>	4
<ul style="list-style-type: none"> <li>• Sharing vs Power: Peers, Family and Society</li> <li>• Going Beyond Power Relationships Through Open Conversation</li> <li>• The Value of Silence and Reflection</li> <li>• Practice of Mindfulness</li> </ul>	
<b>Unit III: Identity, Self-Image, Status, Self-Worth   Digital Identity</b>	4
<ul style="list-style-type: none"> <li>• Identity Construction and Expression: Individual and Collective</li> <li>• Accepting and Valuing Oneself</li> <li>• Understanding the Gendered World</li> <li>• Identifying and transcending stereotypes</li> <li>• Identity Formation and Validation in the Digital World</li> <li>• Discrimination and its Forms</li> </ul>	
<b>Unit IV : Lifestyle Choices   Stress and Its Management</b>	4
<ul style="list-style-type: none"> <li>• What Choices Does One Get To Make?</li> <li>• Is Choice influenced? Relationships, Career Choices</li> <li>• Career Pressures, Examinations</li> <li>• Dealing with Disappointment, Coping Skills, Health and Fitness</li> <li>• Connect With Nature: Sensitivity Towards Other Sentient Beings</li> </ul>	

## **Practical/ Practice Component**

**(15 sessions of 2 hours each= 30 hours)**

### **Unit 1**

#### **Getting to Know Each Other**

In this lecture, the teacher will facilitate social engagement and personal reflection through a round of introductions. This also provides an opportunity for the teacher and students to recognise the deeper meanings that lie underneath routine exercises of introduction. For example, the adjectives that people use to describe themselves are indicative of the image that they wish others to hold of them. But do they hold the same image about themselves?

Teachers may begin the class by introducing themselves. Any introductory exercise that serves as an ice breaker and creates the classroom space as one of vibrant and open discussions, may be used. Teachers should try and ensure participation of all students in this exercise.

## Activities

### 1. Who is in your circle?

Students may be asked to draw three concentric circles on their notebooks. The central circle is for the topic, the second for 'Love', and third for 'Like'. The space outside the circles is for 'Don't like'. The class decides on one topic, such as food, movies, web series, books, music, interests, etc. Each topic is taken up in turn and students are asked to write what they love, like, and don't like in the circles and share it with others. The exercise helps students to identify with their peers in commonalities and differences. The teacher may use prompts such as 'Why do you like this show?', 'Why do you dislike this food?' etc.

### 2. I am...

Students are asked to complete the sentences. The teacher may take turns and ask random students to answer it or the teacher may write these on the board and ask every student to write the answer in their notebooks. Some suggested prompt sentences are:

I am excited about.....

I wish I could.....

I am wondering.....

I am feeling anxious about....

Students can choose to share some of the answers with the class. The purpose of the exercise is to bring most students to speak in class and share their honest feelings and thoughts.

### 3. Introduce Yourself... Know Yourself

In this exercise, the teacher asks all students to take turns to introduce themselves. It is likely that most students will talk about their names, previous qualifications and hobbies. At the end of the introductions, the teacher can identify commonalities such as previous courses undertaken, regional identities, age, or similar common factors. The teacher may then use the following prompts to facilitate discussion:

Do these define you? Are you something more?

Would you like to change any of these qualifiers?

Is there something about you that you would like to share with us? Do you ever wonder about your identity/ identities?

## What to Expect from this Course?

In this class, the focus is on understanding the relevance of the course and providing a course overview. Students will be able to explore the various dimensions of their lives and develop insights about themselves and their relationships. By discussing the outline of the course and the suggested activities, the teacher shall bring to the fore the exploratory journey that the students will embark upon. The students' questions relating to the course contents will also be addressed in this lecture.

### **Activities**

In this class, the teacher may undertake an overview of the course, discussing each week's themes briefly. The nature of assignments and evaluation can also be detailed out. The teacher may hold a discussion with students on the following:

1. Why is social and emotional learning important?
2. What can the teacher do to make the classroom a more welcoming and open space for you?
3. What would be some of the activities that you would like to undertake during the course? Such as watching movies, reading books, maintaining a reflective journal, engagement in the field, mindfulness exercises, etc.

### **Self Awareness and Happiness**

The aim of this module is to help students develop awareness about themselves – who they are, what their strengths and limitations are, and how they can develop themselves. This will help them to learn interlinkages and distinctions between thoughts, emotions and behaviours. This module will make them aware of the differences between happiness and pleasure and help them ponder on sources of happiness.

### **Self Awareness**

Self-awareness is the experience and understanding of one's own personality – how an individual understands his own feelings, motives, desires, and behaviour, and the triggers for the same. Hence, self-awareness can be considered to be vital for personal development. Students would thereby become more grounded and confident. This lesson will focus on the student's intrapersonal and interpersonal awareness through discussions and activities.

### **Activities**

1. Students are asked to make a timeline of important events in their life and how each one affected them at that time. Do they see it differently today?
2. SWOT Analysis can be done by each student – Strengths, Weaknesses, Opportunities and Threats.
3. How do they envision their ideal person – What does your ideal person look like? What characteristics do they possess? Identify the gap. How do they plan to fill/reduce the gap?

## **Happiness**

The term 'happiness' includes pleasant and positive emotions which can range from deep satisfaction and contentment to pleasure and excitement. The focus of this session would be to discuss techniques to develop the long-lasting feelings of contentment rather than momentary and short-lived emotions of excitement and pleasure. This will encourage and foster feelings of wellbeing and life satisfaction. The teacher will use activities in order to inculcate the ways of developing and sustaining happiness.

### **Activities**

Writing a gratitude Journal – include in it what you are grateful for.

Mindfulness exercises and developing a mindful way of doing things.

“As one door closes, another door opens”. A discussion based on the three opportunities that they think they lost and consider what it was they gained in the process.

## **Unit 2**

### **Social Relationships**

In this module, students will be asked to turn their gaze towards the society in which they are located and where they form social relations. They will be asked to introspect and understand the ways in which they connect with their immediate and extended social surroundings. In this context, peers and family exercise a significant influence on the identities of adolescents and young adults. The students will be asked to assess the nature of their relationship with friends and family and explore these negotiations in the context of sharing versus power.

The teacher will help students broaden their understanding by extending the discussion to include other social relationships, beyond peers and family. They will be encouraged to think about how they are influenced and how they in turn influence the people around them. The class shall explore the importance of open conversation as a means to resolve conflicts and contradictions.

### **Sharing vs Power: Peers**

Identity formation and development is significantly dependent on the peer group with which the individual interacts. During this class, the students may pose the following question to themselves and to each other- What is the nature of the relationships that they share with their peers? Adolescents and young adults like to conform to peer expectations. Students may explore whether relationships between peers are equal. What forces mediate these relationships? By posing examples from real life, the teacher will encourage the students to closely examine their relationships with their friends and family.

## **Activities**

Ask the students to describe their close friends with fictitious names. They should then be asked why they are close to them and what is the one quality about their friends that they appreciate.

Divide students into groups of 5 each. This can vary depending on the class size. Each group can discuss how they were influenced by their friends in decision making processes.

The class/ group can share a story from their life about how they made a decision based on peer pressure. They should also share the result. Were they happy or unhappy about it? The findings can be discussed in the class.

## **Sharing vs Power: Family**

The family is often considered to be a given and stable construct in which one is born or placed. As the relationships of adolescents with people outside the home grow, their interactions with their families evolve and take on a new and sometimes difficult character. Discussions and activities in the class should help the students objectively analyse their family space and the way in which they negotiate with it at different points of time. Through examples from day to day life, the teacher will help the students understand such spaces and the role they play.

## **Activities**

Describe the ideal family. The students can think about the nature of the ideal created by them. What is the role played by siblings in your personal development?

Role play can be used to perform the different roles in a family so as to understand the different points of view within it.

## **Sharing vs Power: Society**

The individuals generally extend the nature of their relationships with the family to the larger social world. In their pursuit to seek autonomy and independence, they may form new kinds of relationships in the larger social context. These relationships may be characterised by imbalances in power. This lecture will try to help the students strike a balance between self and society and stress the role of dialogue, sharing and cooperation.

## **Activities**

The teacher can ask the students to describe any one constructive social role performed by them. (Any way in which they helped people around them). They can draw, speak, share a photograph or write a creative piece about it.

In the years to come what kind of role do you see yourself performing in society?

Share any one story about a person that has really influenced you? It can be about a public figure or anyone around you.

## **Going Beyond Power Through Open Conversation**

In the previous lectures, the discussion has been around family, peer groups and society. In this session, the focus will be on the ways to build a more egalitarian society—one that is more collaborative, inclusive and takes into account different points of view. Open Conversation is suggested as a way by which acceptance, active listening and empathy can be encouraged.

### **Activities**

The students can be asked to present a brief performance showing the way in which open conversation can help in conflict resolution.

Movies in line with classroom discussions held in the past few weeks can be shown to the students. Movie screening should be followed by a discussion.

A short story, poem or a play can be used to build on classroom discussions.

### **Mindfulness**

This module focuses on the significance of silence, introspection and non-judgmental awareness of the present moment. These mental practices are for understanding and building humane connection with self and others. The students are sometimes unable to spare time for their inner growth. Mindfulness practices aim at self-awareness and self-acceptance for overall well being. Valuing and practicing silence helps in the process of deeper reflection and builds inner strength to face conflicts with calmness. It hones the ability to develop mental equanimity and equipoise.

### **The Value of Silence and Reflection**

The students will learn to understand the value of silence in the noise around. The practice of silence helps in self-reflection and connecting the inner and outer worlds. It enables one to experience joy, contentment and peace. Silence is a way of understanding how to enjoy one's own company and not to confuse being alone with loneliness. The students will appreciate that silence and solitude are positive and constructive.

### **Activities**

The students can be asked to maintain silence and watch the flow of thoughts and emotions. In the process of silence the students can identify what gives them happiness and what they can do to create happiness for others.

The students can visit natural spaces to understand how silence runs in the sounds of nature which can help them realise peace.

### **Practice of Mindfulness**

Through this lesson, the students will understand the significance of mindfulness as a daily practice for understanding that happiness depends on the self-training of mind. The joy of living in the moment with full awareness and steadiness of mind are important for accepting and cherishing all experiences positively and non-judgmentally.

### **Suggested Activities**

Mindful walk/trek in the garden/forest/mountains or at a monument. Mindful eating while enjoying all elements of tastes in different types of food can also be done.

The students can be engaged in groups for non-judgmental listening

The class can be divided to discuss what activities of the day they engage with full awareness and where the moments go unnoticed

### **Unit 3**

#### **Identity, Self-image, Status, Self-worth**

The module is designed to help the learners revisit the constructs of identity, self and personhood. It builds on questions such as 'who am I', 'how do others and I see myself', 'does status and self-image affect my sense of self-worth'. Specifically, it deals with how one's identity takes shape and thereon begins to be an integral part of oneself. It encourages the students to think about what factors influence their self-worth, such as achievements and accumulations, wealth, career or popularity. The students learn to accept and appreciate self and others.

#### **Identity Construction and Expression: Individual and Collective**

This lesson is aimed to help the learners deconstruct their sense of identity and rechart the signifiers/ markers and processes which have played a pivotal role in constructing their sense of identity and self. It unfolds how processes of socialisation within family, school, community and society at large have played a role in making students who they are. How do these processes shape our notions of self-concept, self-evaluation, and self-esteem? The students will be able to become aware of their individual and collective sense of identity and self.

#### **Activities**

The teacher may ask the students to imagine one's identity in different contexts that are significant for identity construction. For instance, what does identity of being someone's 'child' entail; likewise what kind of an identity does one expect of oneself as a sibling, student and as a friend.

The teacher may ask the students to read from biographies/autobiographies of people from other cultures and discuss excerpts from the books. The teacher may elaborate the qualities of these people.

The teacher may organise a field visit with the students to different places. Ask the students to survey people from those locales about their experiences.

#### **Accepting and Valuing Oneself**

This lesson builds on the previous lesson by unpacking how concerns revolving around self-image and status may affect one's sense of self. It aims to make one aware why a challenge to



one's identity may lead to discomfort and conflict. Students will be encouraged to accept their physical appearance and identity and to value self-worth. This lesson invites them to undertake an inward journey.

### **Activities**

The teacher may ask students to respond to different characters in a movie where challenges to their identity lead to different kinds of responses.

What will change after 10 years in terms of your identity and what according to you will not change?

The teacher may ask the students to identify an 'open space' and 'sit alone' and write a reflective essay on the theme, 'remember what makes you, you'.

### **Gender Roles**

The objective of this module is to enable the students to differentiate between biological and psychological context of gender in order to understand how their gendered identities are socially constructed. Gender refers to the characteristics of men and women and includes norms, behaviour and roles associated with being man or woman, girl or boy. Further, this will enable the students to become aware that their destiny need not be determined by biology.

### **Understanding a Gendered World**

The objective of this lecture is to enable the students to understand that gender roles are taught by the process of socialization, beginning with the family. Everyday things that we do like eating, speaking, walking, our gestures and even the professions that we think we choose are all often influenced by societal norms.

### **Activities**

The teacher may ask the students to list things associated under the heading; men and women. Once listed, the headings can be interchanged and a discussion may follow.

Ask students to bring an artefact from home, it can be a childhood picture. On the basis of the picture students can share childhood experiences. Through the narrative of their oral history students can share experiences of how they acquired gender.

### **Identifying and Transcending Stereotypes**

In the previous lecture, students have been made aware that gender stereotypes are socially constructed, that the ways in which we interact with others and with ourselves are shaped by gender. The objective of this lecture is to explain the importance of thinking beyond the stereotypes and to reinforce that biological differences between genders should not lead to social discrimination.

### **Activities**

Movie viewing: Students and teachers can choose any movie for discussion.

Quiz cards: On the cards the following can be written and the student can be asked to identify which is socially constructed and which refers to biology.

Men are Breadwinners, Women are homemakers.

Males have XY chromosomes, Females have XX chromosomes.

Women give birth to babies, men don't.

Boys don't cry

## **Digital Identity**

It may be constricting to identify exclusively with ideas like region, ethnicity, language, gender, nationality. For, in this increasingly interconnected world, students find themselves at the intersection of many ideas - evolving and fixed, dominant and marginalised. This rainbow of ideas provides an opportunity to appreciate the diversity in the constitution of an individual's identity. But what happens when one is given a chance to construct a digital identity for oneself? Digital platforms and social networking sites arguably provide an individual the choice to portray oneself the way one likes. Do we choose to present our authentic selves or do we prefer to present highly curated versions of ourselves? Do social media posts reflect self-respect and self-love?

## **Identity Formation and Validation in the Digital World**

Through this session, students are expected to realise the ways in which they construct themselves digitally and how that construction is a manifestation of conformity, resistance and/or subversion, of the dominant ideologies. Students should be encouraged to reflect on what exactly they are seeking from engaging with social media. They need to think how the joy of sharing ideas may be different from the egoic need for compulsive validation.

## **Activities**

Think of the digital filters that you use before sharing your photographs with others. Why do you think you need to do that?

We often feel happy about being validated in the form of 'likes' and positive comments on our social media posts. However, do you feel sad when that does not happen? What could be the possible reason for your mind to have this line of thought?

## **Digital Identities: Impact on the Self**

The students will carry forward the learnings from the previous session and continue their inquiry in the realm of motivations for curating a digital self and its relation to self-esteem. They would be encouraged to engage in a non-judgemental conversation which would motivate them to inquire whether their digital activities are a result of anxiety which may be emanating from their self-image.

## **Activities**

Do you think the use of digital filters is disrespectful to your self? Is not using them a source of anxiety for you? Can this have anything to do with your self-esteem?

Think of situations that make you feel sad on social media. Note them down. Do you think not exposing yourself to such a situation is a solution or do you think you also need to locate the issue within yourself?

Try spending a day without doing any activity on social media like posting anything or surfing other people's accounts for their activities. At the end of the day observe how you feel.

## **Unit IV**

### **Lifestyle Choices**

How we choose to live and behave influences our social and emotional wellbeing. In this module we analyse our lifestyle choices relating to material and cultural consumption, relationships and career. Students will be encouraged to inquire whether our everyday choices are based on a culture of passive consumption and conformism. We will seek to explore possibilities of alternative forms of living premised on ethical consumption, altruism, simple and sustainable living.

### **What Choices Does One Get to Make?**

In this session, the attempt will be to explore the extent to which consumerism impacts our lifestyle choices and the repercussions of these on our natural and social environment. Today we live in an era of mass consumption and consumer culture fostered by advanced technologies and global production systems. Overt materialism, wasteful and conspicuous consumption unmindful of the larger implications are key aspects of this phenomenon. In this lecture, we explore our lifestyle choices such as our physical image, attire, dietary choices, desire for dream homes and destination weddings. This would be the starting point for a re-imagining of a world based upon choices that would lead to simple and sustainable living.

### **Suggested Activities**

Students may be asked to work through their consumption history right from their childhood. A discussion may then be initiated by asking the students to reflect on their consumption choices and their motives behind the same.

The teacher may identify a few products like tea, coffee, coca-cola, jeans etc and ask the students to trace product histories and geographies.

The students may be asked to discuss a strong desire to possess an object and then deconstruct that desire. Discussion may emphasise upon why they wanted it?

### **Is Choice Influenced? Relationships, Career Choices**

In this lecture, we examine the extent to which lifestyle choices, regarding relationships and career, get influenced and by what factors. Do we really have a choice as regards the career that we intend to pursue? Often factors like family, gender, the need for security and stability influence our choices. Recognizing and mapping the space of freedom and unfreedom with respect to our choices is a necessary life skill that would enable a more self-aware and harmonious living.

### **Activities**

Reflect on an instance where you may have inflicted pain on someone and also think of a moment when you felt someone was insensitive in their conduct of a relationship.

The teacher may divide the class into small groups and hold a discussion on what constitutes a successful career.

Reflect on the various career options available in your society and discuss what you would prefer to pursue and why?

### **Discrimination**

The module is designed to help the learners understand the origin and nature of discrimination and the effects thereof. Discrimination can be on various grounds such as ethnicity, religion, caste, race, gender, disability, or place of birth. One's discriminatory actions can lead to social fragmentation. The module encourages the learners to introspect their actions and seeks to celebrate diversity.

### **Why and How? Forms of Discrimination**

The objective of this lesson is to make learners aware of different forms of discrimination. On the one hand, an individual can be a victim of discrimination, and on the other, the same person may harbour prejudice or discriminate against others. It is pertinent to understand our own biases and introspect our actions.

### **Activities**

The teacher can ask students to count their friends who belong to different backgrounds. They can reflect on what they have learned by interacting with these friends.

Ask students to learn about their neighbourhood and document what groups live there, what has been the nature of their relationships.

An exercise on privilege using nothing but wadded up papers and a trash can. Students Learn A Powerful Lesson About Privilege. <https://youtu.be/2KlvmuxzYE>

### **Stress and Its Management**

This module is designed to give students an opportunity to articulate the pressures and

challenges that one experiences in life. It gives students a chance to spell out how pressure to perform well can become a source of stress. The module is aimed to equip the learners with ways of dealing with disappointments with regard to the choice of career path and with performance related stress. It brings to fore skills of coping with stress and disappointments. It also highlights the role of physical well-being in keeping oneself mentally healthy.

### **Career Pressures, Examinations**

This lesson is designed to help students have a relook at the challenges and pressures they have recently faced or are facing on account of career choices and examinations. It gives them a space to articulate what they might have faced while making these choices. This lesson also gives them an opportunity to highlight the uncertainties and challenges they foresee in their future lives.

#### **Activities**

The teacher may ask the students to organise themselves in groups of 4-6. Each of the groups have to do a role-play around the themes on career pressures.

Show images of different people and ask the students to quickly jot down impressions. The collective answers serve as a springboard for discussions. Students may learn about their own biases through this activity.

The teacher may ask the students to identify movies where struggles related to career and performance pressure stand out.

The teacher may ask the students to share their experiences about the following:

- First few months into an academic programmes
- 2 months before examinations
- On the day of examination
- 15 days after examinations get over

### **Dealing with Disappointments, Coping Skills, Health and Fitness**

This session aims to equip the learners with coping skills to manage stress and deal with disappointments. Furthermore, it makes them aware of the importance of health and fitness for maintaining mental health.

#### **Activities**

The teacher can ask the students to write how they come to know they are stressed and what they do when they are stressed? The teacher may engage them in a discussion on coping skills and channelize students' energies into positive ways of resolutions of conflict and stress.

The teacher may ask the students to discuss the lives of high achievers and low achievers and

how performance pressures drive their lives. Can they draw similarities and differences in the sources of stresses and how they deal with these stresses?

Ask each of the students to share their daily regime to keep themselves physically fit. The students may also share how each one mentally 'feels/experiences' when one is engaged in physical exercises.

### **Connect with Nature**

This module is designed to strengthen bonds with nature while understanding its intrinsic value as opposed to its instrumental value. Issues of global warming and environmental degradation are the consequences of a disconnect between humans and nature. The aim is to cultivate environmental awareness through virtues of altruistic responsibility, empathy, cohesiveness, and mutual sustainability between nature, flora-fauna, animals and humans. The students may be engaged in activities to build bridges between the inner environment (one's self) and external environment (nature). In this way, they can celebrate oneness with nature and perceive nature not as a means but an end in itself.

### **Sensitivity Towards Other Sentient Beings**

The students, in this session, would participate in group based environmental activities as a way of building social responsibility towards all sentient beings. Any action against even a part of nature impacts the whole. Thus, it is the responsibility of all, to create a safe environment for all sentient beings to live in harmony.

### **Activities**

Students can be encouraged for Nature walks, nature drives, treks and hikes, nature photography, adopting natural spaces in local areas, plantation drives, visiting biodiversity parks, adopting spaces for greening etc.

Visits to animal shelters can be organised to sensitise the students.

Films can be screened on environmental sustainability, environmental consciousness etc

- Any other Practical/Practice as decided from time to time

### **Suggested Readings**

- Black, Donna Lord(2022). Essentials of Social and Emotional Learning (SEL). NJ : Wiley.
- Goleman, Daniel (2005). Emotional Intelligence. USA: Bantam.

- Swami Vivekanand. (2016).The complete works of Swami Vivekanand. Advaita Ashrama.(<https://www.ramakrishnavivekanand.info/vivekanand/complete-works.html>)

### **Assessment Methods\***

Internal Assessment: 25%  
End Semester Theory Exam: 25%  
Practical: 50%

\*Subject to directions from the Examination Branch/University of Delhi from time to time

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## Value Addition Course

### The Art of Being Happy

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
The Art of Being Happy	02	1	0	1	Pass in Class 12th	NIL

### Course Objectives

- To synthesize the insights developed by Human Development experts, Psychologists, Anthropologists on one hand, and the intellectual traditions of Vedantic Philosophy and Indology on the other towards the experience of happiness.
- To illustrate various factors that determine the subjective experience of happiness in a cross cultural context.

### Learning Outcomes

- The students shall be able to evaluate the factors contributing to the phenomenon of happiness in the personal, familial and community life of an individual in different cultures in the Indian context.
- They will be able to develop healthy interpersonal relationships and wellbeing, cherishing the values of Indian culture and philosophy.
- They will be able to relate to the global phenomenon of sustainable development and become sensitive to the needs of the planet.
- They will be able to apply the experience of *Aananda* at a personal level.

### Syllabus of *The Art of Being Happy*

Unit 1: Human Ecology and Happiness	Lectures
<ul style="list-style-type: none"> <li>• Definitions/Factors of Happiness: Environmental and Social</li> <li>• Physical, emotional and psychological well-being for happiness</li> <li>• Physiological and hormonal basis of happiness</li> <li>• Coping with Stress: A life saving skill</li> </ul>	3
Unit 2: Indological Theories of Happiness	
<ul style="list-style-type: none"> <li>• <i>Panch Kosh</i> Theory &amp; Idea of Well-Being</li> <li>• Idea of Self and other</li> <li>• Hierarchy and stages of happiness</li> </ul>	4



<b>Unit 3 : Happiness: Cross-cultural Contexts</b>	
<ul style="list-style-type: none"> <li>• Culture and Happiness</li> <li>• Interpersonal Relationship: Comparative Perspective</li> <li>• Towards Self-Actualization</li> </ul>	4
<b>Unit 4:Local and Global Perspective of Happiness</b>	
<ul style="list-style-type: none"> <li>• Measuring happiness: Key indicators</li> <li>• Happiness Index</li> <li>• India in Global Happiness Indices</li> </ul>	4

### **Practical/ Practice Component**

**(15 sessions of 2 hours each= 30 hours)**

The course will be based on students' identification and operationalization of the concept of happiness and well-being. Students will explore the indicators and actualization of these concepts in everyday life.

- Community surveys on the facilities promoting positive mental health practices such as Yoga and Meditation Centres, Recreation clubs, and Parks for youth and senior citizens shall be carried out by the students.
- Extending help and social service by visiting old age homes/ hospitals/slum areas or any other disadvantaged groups.
- Students can undertake a field work / project independently or work as an Intern with NGOs working in the area of happiness and well-being.
- Critical appreciation of a documentary/ film based on Happiness and Well-being can be undertaken by the students.
- Workshops/ Sessions for the actualization of innate creative potential- ( Music, Drawing, Calligraphy, Dramatics)
- Hands-on Happiness: Gardening, Cleaning, Washing, Cooking, etc.
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of Audio-video presentations of 15-20 minutes.
- Any other Practical/Practice as decided from time to time

### **Essential Readings**

- Banavathy, Vinayachandra & Choudry, Anuradha. (2013). Understanding Happiness: A Vedantic Perspective. Psychological Studies. 59. 141-152. 10.1007/s12646-013-0230-x.
- Leontiev, Dmitry. (2012). Anthropology of Happiness: the state of Well-Being and the way of Joy, In Social Science, Vol 43. No 2 P93-104.
- Snyder .C.R. S.J. Lopez & J.T. Pedrotti. (2015). Positive Psychology (The Scientific and Practical Explorations of Human Strengths): Sage Publication. (Chapter 5: Subjective Well-being: The Science of Happiness and Life Satisfaction, Page 63 to 73)
- WorldDevelopmentIndicators2016. (2016). United States: World Bank Publications.
- Zelenski, John. (2019).

### **Suggested Readings**

- Baumgardner, S & Crothers, M. (2014). Positive Psychology. New Delhi: Pearson Education, India.
- Goleman, D. (2007). Social Intelligence: The new science of human relationships, RHUK
- Mathews, Gordon and Carolina Izquierdo. (eds). (2010). Pursuits of Happiness: Well being in Anthropological Perspective. Berghen Books
- Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.
- Sri Aurobindo, The Synthesis of Yoga, Part Three: The Yoga of Divine Love, Chapter 7, The Ananda Brahman, pp. 569-570

### **Assessment Methods\***

Internal Assessment: 25%  
End Semester Theory Exam: 25%  
Practical: 50%

\*Subject to directions from the Examination Branch/University of Delhi from time to time

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## Value Addition Course

### Vedic Mathematics - I

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Vedic Mathematics- I	02	1	0	1	Pass in Class 12th	NIL

#### Course Objectives:

- Foster love for maths and remove its fear through Vedic Mathematics
- Enhance computation skills in students through Vedic Mathematics
- Develop logical and analytical thinking
- Promote joyful learning of mathematics
- Discuss the rich heritage of mathematical temper of Ancient India

#### Learning Outcomes:

- Overcome the fear of maths
- Improved critical thinking
- Familiarity with the mathematical underpinnings and techniques
- Ability to do basic maths faster and with ease.
- Appreciate the Mathematical advancements of Ancient India.

#### Syllabus of *Vedic Mathematics - I*

Unit I: Vedic Maths- <b>High Speed Addition and Subtraction</b>	Sessions/Lectures
<ul style="list-style-type: none"> <li>• Vedic Maths: History of Vedic Maths and its Features</li> <li>• Vedic Maths formulae: <i>Sutras</i> and <i>Upsutras</i></li> <li>• Addition in Vedic Maths: Without carrying, Dot Method</li> <li>• Subtraction in Vedic Maths: <i>Nikhilam Navatashcaramam Dashatah</i> (All from 9 last from 10)</li> <li>• Fraction –Addition and Subtraction</li> </ul>	5
Unit II: Vedic Math - <b>Miracle Multiplication and Excellent Division</b>	

<ul style="list-style-type: none"> <li>• Multiplication in Vedic Maths: Base Method (any two numbers upto three digits)</li> <li>• Multiplication by <i>Urdhva Tiryak Sutra</i></li> <li>• Miracle multiplication: Any three-digit number by series of 1's and 9's</li> <li>• Division by <i>Urdhva Tiryak Sutra</i> (Vinculum method)</li> </ul>	<b>4</b>
<b>Unit III: Vedic Maths-Lightening Squares and Rapid Cubes</b>	
<ul style="list-style-type: none"> <li>• Squares of any two-digit numbers: Base method</li> <li>• Square of numbers ending in 5: <i>Ekadhikena Purvena Sutra</i></li> <li>• Easy square roots: <i>Dwandwa Yoga</i> (duplex) <i>Sutra</i></li> <li>• Square root of 2: <i>Baudhayana Shulbasutra</i></li> <li>• Cubing: <i>Yavadunam Sutra</i></li> </ul>	<b>3</b>
<b>Unit IV: Vedic Maths-Enlighten Algebra and Geometry</b>	
<ul style="list-style-type: none"> <li>• Factoring Quadratic equation: <i>Anurupyena, Adyamadyenantyamantya Sutra</i></li> <li>• Concept of <i>Baudhayana</i> (Pythagoras) Theorem</li> <li>• Circling a square: <i>Baudhayana Shulbasutra</i></li> <li>• Concept of pi: <i>Baudhayana Shulbasutra</i></li> <li>• Concept angle (<math>\theta</math>) <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math> and <math>90^\circ</math>: <i>Baudhayana</i> number</li> </ul>	<b>3</b>

**Note: Some of the theoretical concepts would be dealt with during practice hours.**

**Practical/ Practice Component (15 sessions of 2 hours each= 30 hours)**

The students are expected to demonstrate the application of Vedic Maths: *Sutra* and *Upsutra*

- Conduct workshops under the supervision of the course teacher to spread awareness on the utility of Vedic Mathematics.
- Students are required to visit nearby retail shops/local vendors to purchase stationery/vegetables/bread and butter and use tricks of Vedic maths of addition and subtraction to calculate the amount to pay and receive the difference.
- Students may share their experience with the class teacher in the form of audio-video presentations of 15 minutes.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

**Essential Readings**

- The Essential of Vedic Mathematics, Rajesh Kumar Thakur, *Rupa Publications*, New Delhi 2019.
- Vedic Mathematics Made Easy, Dahaval Bathia, *Jaico Publishing*, New Delhi 2011
- Vedic Mathematics: Sixteen Simple Mathematical formulae from the Vedas, Jagadguru Swami Sri Bharati Krishna Trithaji, *Motilal Banarasidas*, New Delhi 2015.
- Learn Vedic Speed Mathematics Systematically, Chaitnaya A. Patil 2018.

**Suggested Readings**

- A Modern Introduction to Ancient Indian Mathematics, T S Bhanumurthy, Wiley Eastern Limited, New Delhi
- Enjoy Vedic Mathematics, S M Chauthaiwale, R Kollaru, The Art of Living, Bangalore
- Magical World of Mathematics, VG Unkalkar, Vandana publishers, Bangalore

**Assessment Methods\***

Internal Assessment: 25%

End Semester Theory Exam: 25% Practical:

50%

\*Subject to directions from the Examination Branch/University of Delhi from time to time

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## Value Addition Course Emotional Intelligence

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Emotional Intelligence	02	1	0	1	Pass in Class 12th	NIL

### **COURSE OBJECTIVES**

- Introduce the concept of emotional intelligence, its models and components.
- Understand the significance of emotional intelligence in self-growth and building effective relationships.
- Identify the measures of emotional intelligence.

### **LEARNING OUTCOMES**

- Self-Awareness, Self-Management, Social Awareness & Relationship Management.
- Discover personal competence and techniques of building emotional intelligence.
- Gain insights into establishing positive relationships.

### **Syllabus of *Emotional Intelligence***

<b>Unit I: Fundamentals of Emotional Intelligence</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Nature and Significance</li> <li>• Models of emotional intelligence: Ability, Trait and Mixed</li> <li>• Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management</li> </ul>	
<b>Unit II: Personal Competence</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development.</li> <li>• Self Management: Managing emotions, anxiety, fear, and anger.</li> </ul>	
<b>Unit III: Social Competence</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Social Awareness: Others' Perspectives, Empathy and Compassion</li> <li>• Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management</li> </ul>	
<b>Unit IV: Emotional Intelligence: Measurement and Development</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Measures of emotional intelligence</li> <li>• Strategies to develop and enhance emotional intelligence</li> </ul>	

### **Practical/ Practice Component**

**(15 sessions of 2 hours each= 30 hours)**

Students will practice self-management techniques to regulate emotions such as

- Mindfulness
- Conditioned relaxation response
- Boundary setting
- Any other

Students will practice various techniques of relationship management such as engaging with:

- Display of empathy
- Effective communication
- Teamwork
- Conflict resolution
- Any other
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### **Essential Readings**

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). *Handbook of intelligence*. Cambridge University Press.

### **Suggested Readings**

- HBR's 10 Must Reads on Emotional Intelligence (2015)
- HBR's 10 Must Reads on Managing Yourself (2011)
- Self Discipline : Life Management, Kindle Edition, Daniel Johnson.

### **Assessment Methods\***

Internal Assessment: 25%  
End Semester Theory Exam: 25%  
Practical: 50%

\*Subject to directions from the Examination Branch/University of Delhi from time to time

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**CULTURE AND COMMUNICATION**

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Culture and Communication	02	1	0	1	Pass in Class 12th	NIL

**Learning Objectives:**

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To develop communication skills in speaking, listening, reading and writing and apply them in our quotidian life as young citizens of contemporary India.
- To integrate ethical values and life skills.

**Course Outcomes:**

- Students will be able to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Students will be able to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.
- Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.
- Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.
- Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.

<b>Unit I: Ethical Values from Indian Cultural Heritage</b> <ul style="list-style-type: none"> <li>● <i>Vasudhaiva Kutumbakam</i></li> <li>● United We Stand, Divided We Fall</li> <li>● <i>Ek Bharat, Shresht Bharat</i></li> </ul>	<b>3 classes</b>
<b>Unit II: Developing Life Skills</b> <ul style="list-style-type: none"> <li>● Empathy</li> <li>● Adaptability</li> <li>● Conserving our natural resources</li> <li>● Sharing knowledge resources</li> </ul>	<b>4 classes</b>
<b>Unit III: Effective Communication in Everyday Life</b> <ul style="list-style-type: none"> <li>● empathetic listening</li> <li>● considerate speaking</li> <li>● analytical reading</li> <li>● informed writing</li> </ul>	<b>8 classes</b>

**Practical/ Practice Component**

**(15 sessions of 2 hours each= 30 hours)**

As hands-on experience is an essential component of the course, this section will focus on the practical aspects to correlate with the fundamental principles and learnings of the theory portion. Students will be encouraged to use the communication tools learnt through Unit 3 and corroborate the continuities of core principles studied in Unit 1 and 2.

- Students will be asked to conduct surveys/interviews in their neighbourhood or commuting routes to assess the nature and quality of negotiating our cultural diversity and pluralist traditions.
- Students would be assigned visits to old-age homes, hospitals, cancer wards, etc. to interact and write about their experiences with old people, caregivers, patients, nursing staff, helpers, etc.
- They will also be assigned visits to historically important places and monuments within the city and also converse with the tourists in order to trace a comprehensive view of the rich cultural history of India. They may create video documentaries, take and record

tourists' interviews and/or write a journal entry of the visit using the communication skills learnt.

- Students shall make group presentations or individual reports on the activities undertaken. Discussions with classmates and the teacher shall be undertaken to evolve clarity of vision on the ethical values and effective communication skills learned through this course.

#### **ESSENTIAL READINGS:**

- Ramanujan, A.K. 'A Flowering Tree', *Cultural Diversity, Linguistic Plurality & Literary Traditions in India*. Department of English, OUP, 2015. pp 125-138
- Haksar, A. N. D. 'Chanakya Niti Shastra', *Chanakya Niti*. India, Penguin Random House India Private Limited, 2020.
- Dhanavel. S.P. *English and Soft Skills*. Orient Black Swan, 2010.
- Murthy, Sudha. 'The Nobel Prize', *Wise & Otherwise*. India, Penguin Random House India Private Limited, 2006.
- Murthy, Sudha. 'How to Beat the Boys', *Three Thousand Stitches: Ordinary People, Extraordinary Lives*. Penguin Books, 2017.
- Soyinka, Wole. 'Telephone Conversations', *The Individual and Society*, Department of English, Pearson Education, 2006. pp 122-23
- Bansode, Hira. 'Bosom Friend', *The Individual and Society*, Department of English, Pearson Education, 2006. pp 49-50

#### **Assessment Methods\***

Internal Assessment: 25%

End Semester Theory Exam: 25% Practical:

50%

\*Subject to directions from the Examination Branch/University of Delhi from time to time

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Value Addition Course Ayurveda and Nutrition

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Ayurveda and Nutrition	02	1	0	1	Pass in Class 12th	NIL

**COURSE OBJECTIVES:**

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- To analyse basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life

**LEARNING OUTCOMES:**

- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyle over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles with respect to Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

**Syllabus of *Ayurveda and Nutrition***

	Lectures
<b>Unit 1: Introduction to Ayurvedic Nutrition</b>	
<ul style="list-style-type: none"> <li>• Ayurveda and Indian food cultures</li> <li>• Nutrition and lifestyle transition over the years</li> <li>• Regional Food Traditions of India</li> </ul>	<b>4</b>
<b>Unit II: Basic principles of Food and Nutrition and Ayurveda</b>	<b>6</b>

<ul style="list-style-type: none"> <li>● Understanding rich sources of nutrients</li> <li>● Concept of <i>Doshas</i> &amp; assessment</li> <li>● Ayurvedic Principles of food habits and factors determining quality of food (<i>Ahara vidhi visheshaayatana</i>)</li> <li>● FSSAI regulations on Ayurvedic Aahar</li> </ul>	
<b>Unit III: Ayurvedic Diets</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● Principles of Diet: <i>Aharavidhi vidhan, Sattvic, Rajasi, Tamasic</i> foods</li> <li>● Incompatible food (<i>Viruddha Ahara</i>), <i>Pathya; Apathya; Viprita Ahaar</i></li> <li>● Lifestyle Management with <i>Dincharya</i> and <i>Ritucharya</i></li> <li>● Application of Ayurvedic diets to stress linked food behaviour</li> </ul>	

### Practical/ Practice Component

(15 sessions of 2 hours each= 30 hours)

- Visit your local market and classify the available food items according to *Sattvic, Rajasi, Tamasic* foods
- Conduct a survey of 10-15 households in your locality:
  - to study food behaviour and analyse them in light of Ayurvedic dietary principles of *Sattvic, Rajasi, Tamasic*
  - to study the food consumption patterns and intake of incompatible food: *Viruddha Ahara, Pathya; Apathya; Viprita Ahaar*
  - To know about their adopted lifestyle *Dincharya* and *Ritucharya*
- Students are required to visit available e-resources of University of Delhi, Ministry of Ayush with regard to Ayurveda and Nutrition.
- If required, students can share their experiences in the form of a Project Report.
- The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13:978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.
- Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems

### Suggested Readings

- Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashtraitiya Adhyay. Chaukhamba Orientelia, Varanasi.

- Kapoor Kapil & Singh AK Indian Knowledge Systems Volume – 1. Indian Institute of Advanced Study Shimla. Published by DK Printworld (P) Ltd, N.Delhi. <https://www.lkouniv.ac.in>.

### **Assessment Methods\***

Internal Assessment: 25%  
End Semester Theory  
Exam: 25% Practical: 50%

\*Subject to directions from the Examination Branch/University of Delhi from time to time.