

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1273/25/

Dated: 17.02.2025

NOTIFICATION

Sub: Amendment to Ordinance V

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The Syllabi of the following new Value Addition Courses approved by the Executive Council in its meeting held on 17.01.2025 vide ECR No. 38-29, based on Undergraduate Curriculum Framework 2022 implemented from the Academic Session 2022-2023, are notified herewith for the information of all concerned:

- (i) The Gita for Holistic life
- (ii) Leadership Excellence through the Gita
- (iii) The Gita for sustainable Universe
- (iv) The Gita: Navigating Life Challenges
- (v) Envisaging Viksit Bharat: Perspectives and Challenges
- (vi) The Science of Happiness

The details are at ***Annexure-1***.


REGISTRAR


The Gita for Holistic Life

Course title & code	Total Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
The Gita for Holistic Life	02	1	0	1	Pass in Class 12 th	NIL

Course Objectives

1. To illustrate the values from the Bhagavad Gita contributing to a holistic life: physical, psychological, social and spiritual
2. To help students relate to the wisdom in the Gita for overcoming challenges
3. To develop clarity, purpose and achieve goals

Learning Outcomes:

1. Understand the core teachings and principles of the Gita for a holistic life.
2. Analysis of the concepts of *Dharma*, *Karma*, and *Yoga*.
3. Apply the teachings of the Gita in practice
4. Develop leadership and decision-making skills.

UNIT I	Lectures
Gita –Mentoring Your Life	4
<ul style="list-style-type: none"> • Know Thyself- Holistic Development (Panchakosha) • Directing the Mind towards Dharma and Karma • Cultivating values for a blissful life – Yoga (<i>Yogah karmasu kaushalam</i>), State of Equanimity (<i>Samattva yoga</i>), Equipoise (<i>Sthitapragya</i>) 	
UNIT II	4
<ul style="list-style-type: none"> • Self-Management 	
<ol style="list-style-type: none"> 1. Qualities – <i>Satvika</i>, <i>Rajasika</i> and <i>Tamasika</i>, Good and bad conduct, (<i>Daivi-Asuri Sampat</i>) 2. Modes of learning–<i>Shravana</i> (Listening), <i>Manana</i> (Reflection and questioning), <i>Nididhyasana</i> (Assimilation of Knowledge) 3. The field of action: Family and society 	
UNIT III	4
<ul style="list-style-type: none"> • Dilemmas of Contemporary life 	
<ol style="list-style-type: none"> 1. Modern Day Arjuna 2. Finding Krishna - Friend, Philosopher and Guide 3. Journey to Self-Discovery 	
Unit IV	3
<ul style="list-style-type: none"> • Three Modes of Navigation 	
<ul style="list-style-type: none"> • Action (Karmayoga), • Knowledge (Jnanayoga) • Devotion (Bhaktiyoga) 	

Practical/Practice Component

(15 sessions of 2 hours each = 30 hours)

1. Observe your friend in terms of health, behaviour, nature, intelligence and happiness. Using Panchakosha theory, suggest ways to bring improvement in the required area/s.
2. Discuss in class your Dharma as a student as well as a human being.
 - i. Enlist ten daily activities that would lead you achieve your Dharma.

- ii. Make a list of your activities on a given day. Classify them as conducive or obstructive in your pursuit of your dharma.
 3. Conduct a SWOC analysis for yourself and enlist best five of your Strengths, Weaknesses, Opportunities and Challenges. Also, suggest action plan to convert your weaknesses into strengths and to deal with the challenges in next 10-15 days.
 4. Practice pranayama for 10-15 minutes daily for ten days or devote yourself to working for a selfless action for half an hour daily for ten days.
 - i. Note your changes in your levels of patience, concentration and behaviour before and after the practice.
 - ii. Share your experiences in an audio-visual presentation of about 5-10 minutes.
 5. Make a list of the prominent qualities of your role model/friend. Classify these qualities as *Sattvika*, *Rajasika* or *Tamasika*.
 6. Perform a role-play of Krishna-Arjuna dialogue in pairs, discussing dilemmas of contemporary life and your *dharma* in different situations.
 7. Prepare a case study of yourself as a person facing the dilemmas of ethics, values and *dharma*s. Suggest the best possible action plan for yourself.
 8. Students are required to watch documentaries and films on the subject-related topics.
- Any other Practical/Practice as decided from time to time. i

Note: Teachers may use the following verses of the Gita to facilitate unit-wise discussions in the classroom

(Unit 1)

1. Ch.2.19; 3.42
2. Ch.2.31, 38-39, 47-48
3. Ch.2.48, 50, 54-59

(Unit 2)

1. Ch.16.1-5
2. Ch.6.3
3. Ch.3.18-19

All references pertain to *SrimadbhagavadgitaSankaraBhasya* (Hindi), Gita Press, Gorakhpur.

Essential Readings

1. *Essence of the Bhagavad Gita: A contemporary Guide to Yoga, Meditation and Indian Philosophy* by Eknath Easwaran, Nilgiri Press, 2011, pg. 76-115, 134-49, 150-172, 173-218, 415-420, 476-500.
2. *SrimadbhagavadgitaSankaraBhasya* (Hindi), Gita Press, Gorakhpur.
3. *SrimadbhagavadgitaRahasaya*: B.G. Tilak, Tilak Brothers Publication, Poona.
4. *Essays in the Gita*: Sri Aurobindo, Sri Aurobindo Ashram, Puducherry.
5. *The Gita in the Light of Modern Science*: R.B.Lal, Somaiya Publication, Bombay
6. https://ndl.iitkgp.ac.in/ndl_he
7. श्रीमद्भगवद् गीता (साधक हिन्दी टीका), Gita Press, Gorakhpur

8. The Bhagavadgītā Or The Song Divine (With Sanskrit Text and English Translation) Gita Press,
Gorakhpur

Examination scheme and mode: Subject to directions from the Examination Branch/University of
Delhi from time to time

Leadership Excellence Through the Gita

Course title & code	Total Credits	Credit distribution of the course			Eligibility Criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/Practice		
Leadership Excellence Through the Gita	02	1	0	1	Pass in Class 12 th	NIL

Course Objectives

1. To demonstrate how Bhagavat Gita conceptualizes leadership and its role in developing the self and society
2. To build skills and competencies for leadership excellence
3. To illustrate the importance of righteousness, ethics and compassion through the wisdom of Gita

Learning Outcomes

1. Analysis of one's strengths and weaknesses as a leader (SWOC of Self)
2. Develop leadership techniques
3. Becoming ethical and compassionate leaders
4. Identify the qualities of a responsible leader

Syllabus of *Leadership Excellence Through the Gita*

UNIT 1- Decoding Leadership through Gita	Lectures 5
<ul style="list-style-type: none"> Defining the role of a leader in terms of <i>Dharma</i>, <i>Adharma</i> and <i>Arajkata</i> and <i>Loksangrah</i> Understanding the nuances of <i>Dharma</i>: Concept of <i>Swa-Dharma</i>, <i>Ashrama-Dharma</i> and <i>Apad-Dharma</i> (Extraordinary situations): Rights and Responsibilities Excellence in a leader –Concepts of <i>Karma</i>, <i>Vikarma</i> and <i>Akarma</i> 	
UNIT 2: Developing Leadership Qualities	4
<ul style="list-style-type: none"> Leader a <i>Karmayogi</i>: Aspirational, Focused, Compassionate and Equanimous <i>Triguna</i> model: <i>Sattva</i>, <i>Rajas</i>, <i>Tamas</i> Nurturing excellence in leadership by: <ul style="list-style-type: none"> a. Reducing <i>Tamas</i> b. Balancing <i>Rajas</i> c. Increasing <i>Sattva</i> 	
UNIT III Ethical and compassionate Leadership	3
<ul style="list-style-type: none"> <i>Yajna</i> – Give back to nature <i>Dana</i> – Give back to Society <i>Tapas</i>- Remove weakness in self 	
Unit IV Case Studies of Leaders from Modern Bharat	3
<ul style="list-style-type: none"> Lessons from life – Swami Vivekanand, Gandhi, APJ Abdul Kalam, Ratan Tata 	

Practical/Practice Component

(15 sessions of 2 hours each= 30 hours)

- Students will do a SWOC (Strength, Weakness, Opportunity and Challenges) analysis of their personality as a Leader. Make a list of Opportunities (O) available to you for nurturing excellence in leadership.
- Students will share a story with the class when in a difficult situation they took responsibility and displayed excellence as a leader.
- Based on *Dharma* and *Swadharma* concepts students will make a list of the rights and responsibilities associated with them at the level of Self and Family.
- As a youth how can you contribute towards the wellbeing of your community /campus (*lokasangraha*).
- Sit in a group and discuss: (a) what are the *Tamasik* behaviors that you and your friends have and would like to reduce.
- What changes can you make in your lifestyle (diet, habits and activities) to increase *Satwik guna* in your personality.
- Practice Single Pointedness and Focus: Sit with your eyes closed and focus your attention unwaveringly on one particular sound that is there in your immediate environment.
- Keep your attention on your breath while breathing in and breathing out. Do this 20 times (10 rounds). This will develop stability of the mind and balance emotions.
- Plan some activities for the wellbeing of the campus which you as a student (or part of team) can do voluntarily to inculcate the spirit of *yajna* (*Sewa*). OR to practice the attitude of *tapasya* take up a project for the good of others and work on it without expecting rewards with full dedication for a few months.
- Find ways of developing an attitude of *dana*.

- Make a timetable for yourself for the next three months showing the things that you will do to develop your leadership skills.
- Any other Practical/Practice as decided from time to time by the teacher

Essential Readings

1. *The Message of the Gita as interpreted by Sri Aurobindo*. Shri Aurobindo Ashram Publication Department, Pondicherry
2. *The Bhagawad Geeta Chapter XVIII* by Swami Chinmayananda. Central Chinmaya Mission Trust, MUMBAI.
3. *Talks on the Gita* by Vinoba Bhave
https://www.mkgandhi.org/talksongita/talk_gita.php
4. *Essays on The Gita* by Shri Aurobindo. Shri Aurobindo Ashram Publication Department, Pondicherry.
5. *The Bhagavad Gita for Daily Living*. Eknath Easwaran. Vols I, II & III. Jaico Publishing House
6. *Bhagavad-gita (with Vaishnava commentaries)* by Narayana Gosvami, MLBD, 2013
7. श्रीमद्भगवद् गीता (साधक हिन्दी टीका), Gita Press, Gorakhpur
8. *The Bhagavadgītā Or The Song Divine (With Sanskrit Text and English Translation)* Gita Press, Gorakhpur

Suggested Readings

1. From *The Bhagavad Gita for Daily Living* by Eknath Easwaran. Vols I, II & III. Jaico Publishing House
 - Dharma & Swadharma. Pages 196 & 197; Slokas 35,36 &38 (Chapter 3)
 - Karma, Vikarma & Akarma Pages 245,24, & 247; Slokas 16,17&18, (Chapter 4)
2. From *The Bhagawad Geeta, Chapter XVIII* by Swami Chinmayananda. Central Chinmaya Mission Trust, MUMBAI.
 - The Triguna theory - Satwik, Rajasik , Tamasik Gunas
 - Three types of Karma- Page 46, Sloka 23, 24, & 25 (Chapter 18)
 - Three types of Actors- Page 52 Sloka 26, 27, 28 (Chapter18)
 - Three types of Bhuddhi- Page 60, Sloka 30,31, & 32 (Chapter 18)
 - Three types of Dhriti- Page 66, Slokas 33,34 &35 (Chapter 18)
 - Three types of Happiness- Page 72, Slokas 36,37&3 (Chapter 18)

- Varna Ashram, Pages 88,89, & 90 Sloka; 41,42, & 43 (Chapter 18)
- 3. From *Talks on the Gita* by Vinoba Bhave
https://www.mkgandhi.org/talksongita/talk_gita.php
- Karmayogi. Pages 37-45 (Chapter 3)
- *Yajna, Dana & Tapasya*. Pages 229, 230 & 231; Sloka 11 to 26 (Chapter 17)

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



The Gita for Sustainable Universe

Course title & code	Total Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
The Gita for Sustainable Universe	02	1	0	1	Pass in Class 12 th	NIL

Course Objectives

1. To sensitise students about creation and nature.
2. To analyse the idea of sustainability from the perspective of Bhagavad Gita
3. To establish the relationship between human beings and environment.
4. To explore strategies for a sustainable universe

Learning Outcomes

1. Develop insights on the value of sustainability
2. Analyse the elements that contribute to creation and regeneration
3. Formulate ways and means to make the universe sustainable

UNIT I Gita for a <i>Sandharaniya Vishva</i>	Lectures 4
<ul style="list-style-type: none"> • <i>Sat</i> - The timeless and universal concepts from Gita • The Ecological Consciousness reflected in Gita • Destruction of Nature – the consequence of Human ignorance, greed and ambitions 	
UNIT II	4
<ul style="list-style-type: none"> • <i>Prakriti</i> - the Manifestation of Divine Energy 	
<ol style="list-style-type: none"> 1. <i>Pancha-mahabhutas</i> - The building blocks of Universe 2. <i>Triguna</i> – the diversity in nature 3. <i>Prakriti</i> – co-relating the external and internal 	
UNIT III	3
<ul style="list-style-type: none"> • <i>Prakriti</i> – The Provider of Resources 	
<ul style="list-style-type: none"> • <i>Prakriti</i> and its gifts to humankind • Reciprocity between <i>Devata</i> (Powers of Nature) and <i>Yajna</i> (Human Action) • <i>Dharma</i> - Humankind's selfless duty to serve and conserve nature 	
Unit IV	4
<ul style="list-style-type: none"> • Inculcating Values for Sustainability 	
<ul style="list-style-type: none"> • Yoga – Way to discipline self and maintain balance • Experiencing Oneness with nature • <i>Samattvam yoga</i> - sharing and using natural resources judiciously • Managing the Ecological Footprint 	

Practical/Practice Component

(15 sessions of 2 hours each= 30 hours)

1. Discuss and develop an ecological conservation model on the basis of the Gita.
2. Prepare a video presentation/picture gallery to demonstrate the impact of human beings' interference with the nature.

3. Compare the different entities around you e.g. stone, plants, water, air, etc in terms of the proportion of *Pancha-Mahabhutas* in them. Enlist the characteristics of each *Mahabhuta*.
4. Work in group for one hour everyday to make the earth a better place to live. Present your work through audio-visual presentation.
5. Discuss in class your *Dharma*, as a student as well as a human being, to ensure ecological balance on earth
 - i. Enlist ten daily activities that would lead you achieve your *Dharma*.
 - ii. Make a list of your activities on a given day. Classify them as conducive or obstructive in your pursuit of your *dharma*.
6. Perform a role-play of Krishna-Arjuna dialogue to create awareness of ecological balance.
7. Students are required to watch documentaries and films on the subject-related topics.

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

Note: Teachers may use the following verses of the Gita to lead the class discussions unit wise.

(Unit I)

1. 17.26-27
2. 7.4-10, 13.17
3. 2.62-63, 3.12

(Unit II)

1. 13.6
2. 14.5-9
3. 14.4

(Unit III)

1. 3.10-11
2. 3.12-15
3. 3.9-16

(Unit IV)

1. 5.27-28, 6.3, 11-21
2. 11.16, 39
3. 2.48; 17.16

All references have been taken from *SrimadbhagavadgitaSankaraBhasya* (Hindi), Gita Press, Gorakhpur.

Essential Readings

1. Padhy Sachidananda. Ethno-ecological introspection into Bhagawatgeetaa: Principles and components of the ecosystem. J Hum Ecol, 2013, 42(3): 203-209.

- 2 Padhy Sachidananda. Ethno-ecological introspection into Bhagawatgeetaa: Ecological responsibility of human beings. J Biodiversity, 2013, 4(2): 79-82.
- 3 Padhy Sachidananda. Ethno-ecological introspection into Bhagawatgeetaa: 5. Guna (Quality): The metaphysical factor of nature, responsible for diversity. J Hum Ecol, 2014, 45(3): 177-182.
- 4 https://ndl.iitkgp.ac.in/ndl_he
- 5 Essence of the Bhagavad Gita: A contemporary Guide to Yoga, Meditation and Indian Philosophy by Eknath Easwaran, Nilgiri Press, 2011
- 6 SrimadbhagavadgitaSankaraBhasya (Hindi), Gita Press, Gorakhpur.
- 7 SrimadbhagavadgitaRahasaya: B.G. Tilak, Tilak Brothers Publication, Poona.
- 8 The Gita in the Light of Modern Science: R.B.Lal, Somaiya Publication, Bombay.
- 9 श्रीमद्भगवद् गीता (साधक हिन्दी टीका), Gita Press, Gorakhpur
- 10 The Bhagavadgītā Or The Song Divine (With Sanskrit Text and English Translation) Gita Press, Gorakhpur

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

The Gita: Navigating Life Challenges

Course title & code	Total Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
The Gita: Navigating Life Challenges	02	1	0	1	Pass in Class 12 th	NIL

Course Objectives

- To explore the universal principles of the *Bhagawad Gita* and their relevance to modern life challenges across cultural backgrounds
- To develop self-awareness and the spirit to overcome obstacles in personal and professional lives
- To empower students to cope with problems and dilemmas

Learning Outcomes

- Analyse different stages of self-knowledge identified in the Gita
- Relate solutions provided in the Gita to personal and academic challenges
- Develop a resilient approach to life by embracing values such as equanimity, compassion, and self-awareness.
- Demonstrate improved stress management and mindfulness practices inspired by the Gita's guidance

Syllabus of *The Gita: Navigating Life Challenges*

UNIT I • The Context of the Bhagawad Gita	Lectures 4
<ul style="list-style-type: none"> ○ Understanding the universal relevance of the Gita ○ Doubts, fears, apathy and dilemmas as stepping stones to growth and evolution: Arjuna's dilemma and Krishna's guidance ○ Practical tools for self-awareness, acceptance and the desire to make an effort (<i>kṛta sadhya</i>) to overcome ○ How to act without attachment to the outcome (<i>Nishkama Karma</i>) 	
UNIT II • Challenges for the Life Ahead	4
<ul style="list-style-type: none"> ○ Navigating Career Dilemmas and Indecisiveness ○ Unhealthy Competition and Peer Pressure ○ Poor Self-Esteem and Self-Doubt: <i>Who am I?</i> ○ Self-discovery and reflections on the concept of <i>Swadharma</i> 	
UNIT III • Managing Stress and Negative Emotions	4
<ul style="list-style-type: none"> ○ Aggression, Conflicts and Stress ○ Addiction to Substances and Digital Media ○ The Gita's teachings on equanimity: Responding to both success and failure ○ Managing <i>Sattvika</i>, <i>Rajasika</i> and <i>Tamasika Gunas</i> 	
Unit IV • The Quest for Balance	3
<ul style="list-style-type: none"> ○ The practice of <i>Yoga – Yama, Niyama, Pranayama</i> and meditation (<i>Pratyahara, Dhyana, Dharana</i>) as tools for achieving balance. ○ The qualities of <i>Sthitapragya</i> – the joyful, energised and purposeful state of being 	

Practical/Practice Component

(15 sessions of 2 hours each= 30 hours)

- Students can maintain a journal detailing some of the immediate academic and personal dilemmas they are facing, and attempt to integrate the class discussions on the Gita to those issues
- Students may attempt to write a commentary on any section/verses of the Gita, providing their own interpretation.
- An interesting activity in the form of group discussion can relate around the theme of conflict resolution. Each group can be given a case study.
- Students may be asked to think/write about whom they approach for advice.
- Some practical sessions can be devoted to students trying to discover their *swadharma*. What work would give them joy?
- Meditation exercises
- Any other Practical/Practice as decided from time to time by the teacher

Note: Teachers may use the following verses of the Gita to facilitate unit-wise discussions in the classroom.

Unit 1

Chapter 2, Verse 47

Unit II

Chapter 18, Verse 14

Chapter 6, Verse 5

Chapter 18, Verse 45

Unit III

Chapter 16, Verse 2

Chapter 2, Verse 62-63

Unit IV

Chapter 6, Verse 6

The Bhagavadgītā or The Song Divine (English) Gita Press, Gorakhpur **OR** श्रीमद्भगवद् गीता (साधक हिन्दी टीका), Gita Press, Gorakhpur (Hindi) can be consulted for the above references

ESSENTIAL READINGS

1. श्रीमद्भगवद् गीता (साधक हिन्दी टीका), Gita Press, Gorakhpur (as specified in the Note above)
2. **The Bhagavadgītā Or The Song Divine (With Sanskrit Text and English Translation)** Gita Press, Gorakhpur ((as specified in the Note above)

3. Essence of the Bhagavad Gita: A contemporary Guide to Yoga, Meditation and Indian Philosophy by Eknath Easwaran, Nilgiri Press, 2011; pp. 23-32, 105-128, 147-166
4. Swami Chinmayananda, (1996), "Holy Geeta", Central Chinmaya Mission Trust, Mumbai pp. 2-13

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Envisaging Viksit Bharat: Perspectives and Challenges

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
Envisaging Viksit Bharat: Perspectives and Challenges	02	1	0	1	Pass in Class 12 th	NIL

Course Objectives

The objectives of the course are:

1. Familiarise the youth with the concept of Viksit Bharat
2. Identify the pillars to shape India into a Viksit Bharat
3. Respond to the challenges and expectations of Viksit Bharat
4. Understand the dynamics of transformation

Learning Outcomes

After completing the course, the student shall be able to:

- Comprehend the vision and perspective of Viksit Bharat
- Understand different aspects of Indian economy and society
- Analyse dimensions for inclusive and sustainable Bharat
- Instil a sense of national pride and optimism in one's own life

Unit 1: Viksit Bharat @2047: A Determination

(3 hours)

- Concept of Viksit Bharat
- Indian perspective of Development
- *Sarve Bhavantu Sukhinah*

Unit 2: Transforming the Nation

(4 hours)

- PM Gati-Shakti National Master Plan
- Energy: Conventional and Non-Conventional
- Digital Transformation
- E-Governance

Unit 3: Empowering Farmers and Youth

(4 hours)

- Increasing Farmers Income: Strategies and Challenges
- Non-Farm Rural Sector

- Manufacturing Sector
- Start-ups and Entrepreneurship

Unit 4: Sustainable and Inclusive Bharat

(4 hours)

- SDGs and Climate Challenges
- Women led Development
- India as a Soft Power
- *Shiksha se Sarvodaya*

Practical Components

(15 sessions of 2 hours each = 30 hours)

Field Activities/ Practical and Hands-On Components

Regular class activities must be conducted throughout the course to enhance students' understanding of topics and the application of concepts. The case study method may be followed as a teaching pedagogy.

After the introductory class (first unit), Off-campus visit(s) should be scheduled to places like MSME, village, Self-Help Groups, Farmers Organisations, Infrastructure Projects, Industries, Weekly Bazaars etc. The purpose of such visits is to begin the curriculum with real-life experiences. Students should be guided to observe and experience the real-world happenings and search for improvement opportunities. Suitable pedagogy for off-campus visits: Observation, Prototyping, Experimentation, Testing, Selection, and Communication.

After the completion of second unit, a group project activity is to be given to apprehend the practical application of the concepts. It may include finding a problem in the industry/villages/infrastructure projects, observe how the initiatives of Viksit Bharat may be applied, finding gaps and recommendations for effective implementation of the policies.

After the completion of fourth unit, group projects are to be allotted to cognize students' understanding and make them competent to apply the philosophy of Viksit Bharat in real-life situations.

Essential Readings:

1. Rao, T C (2024) *The Architects of Viksit Bharat*, Prabhat Prakashan, New Delhi.
2. Kumar, S. (2023) Development Strategy for Future India and Atmanirbhar Bharat: A Way forward, *Contemporary World Economy Journal*, 1(4)
3. Vashisht Sunil, Ed. (2021) *Atma Nirbhar Bharat: Towards a Self-Reliant India*, Prabhat Prakashan, New Delhi.
4. Gupta, Arvind and Gurumurthy, S. (Editors) (2021) *Aatmanibhar Bharat: A Vibrant and Strong India*, Aryan Books International, New Delhi

5. Khanna, Shrey and P. Moorthy (2017), Analysing India's Soft Power Functioning in the Twenty-first Century, *India Quarterly*, September 2017, Vol. 73, No. 3, pp. 292-311.
6. Government of India (2023) *Economic Survey 2023*, New Delhi

Suggested Readings

1. Sarukkai, Sundar (2021), Self-reliant India: Self of Nation or National Self? *Journal of Social and Economic Development*, 23, pp. 357 – 365.
2. Govt. of India (2021), Innovation: Trending up but needs Thrust, especially from the Private Sector, *Economic Survey* (2020-21) Vol.1, Ch. 8.
3. Arora, Ashish and Surendra Kumar Bagde (2011), Private Investment in Human Capital and Industrial Development, in K.G. Dastidar, H. Mukhopadhyay and U.B. Sinha (Eds.) *Dimension of Economic Theory and Policy: Essays for Anjan Mukherji*, Oxford University Press, London.
4. Viswanathan, H. H. S. (2019), India's Soft Power Diplomacy, *Indian Foreign Affairs Journal*, Vol. 14, No. 2, pp. 129-136.

Examination scheme and mode: Subject to directions from the University of Delhi from time to time



Value Addition Course

The Science of Happiness

Course title and Code	Credits	Credit Distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/Practice		
The Science of Happiness	02	1	0	1	Pass in Class 12	NIL

Course Objectives

To understand the concepts of happiness scientifically and provide them with basic training on how to improve the quality of their life as well as those of others.

To inculcate the practice of happiness by focusing on strengths that enhance positive emotions and positive relationships, thus preparing them for excellence.

To foster well-being by developing insights about oneself and awareness about others.

To attempt to use 'happiness' as a driver of innovation & as a social quality for community growth and connection with each other.

Learning Outcomes

At the end of the course:

Students will be able to transform themselves by realizing their innate potential and finding their purpose in life.

Students will be able to scientifically understand and develop a sense of well-being.

Students will develop the ability to understand the complexities of life and explore ways to effectively deal with them.

It will encourage students to build a genuine connection and relationship with others, resulting in sustained strength and happiness.

Syllabus

Unit 1: Framing Happiness	Lectures
The importance of different emotions Introducing the different perspectives of happiness Why happiness – Introductory issues Happiness myths and misconceptions Understanding negative emotions	4 hours
Unit 2: Neuroscience of Happiness	
Neuroscience and happiness Brain-behaviour relationship Measuring happiness	3 hours
Unit 3: Happiness in everyday life	

Importance of empathy and gratitude Toxic Positivity & Shades of Optimism Relationships & Well-being Flow and Creativity	4 hours
Unit 4: Resilience and Happiness	
Coping with negative emotions Nurturing skills, values, and mindset for Resilience Critical issues behind happiness	4 hours

Practical/ Practice Component

Along with conceptual and scientific explanation, this course will also introduce practices and encourage experimentation in how to live a happier life. Research shows that increasing our own well-being takes daily, intentional effort over long periods of time. Each week, students will be assigned a set of "unlearning" and "relearning" practices. These practices aim at unlearning negative mindset and will help to boost overall wellbeing. During the course, the students will also be assigned mini projects as below along with the experiments to explore happiness in daily living.

- Mindlab experimentation- Demonstration of brain waves through EEG using any intervention and detecting the stress levels through biofeedback instruments. This will enable students to empirically comprehend the impact of positive or negative affect on one's physiological function.
- Signature Strengths and Measuring Happiness- How to measure happiness and determine your signature strengths using validated psychological instruments.
- Savoring & Gratitude Journal- Gratitude is a positive emotional state in which one recognizes and appreciates what one has received in life. Research shows that taking time to experience gratitude can make you happier and even healthier. Students will be encouraged to create a journal by picking one experience to truly savor and are grateful for each day. Additionally, students will be asked to perform micro acts of kindness, connect with someone they care about beyond what they would normally do.
- Exercise & Sleep- Research shows that a few minutes a day of exercise and proper sleep can improve mood more than we often expect. Students will be asked to keep track of both their exercise routine and sleep viz their daily moods.

Essential Readings

Lipton, Bruce H. The biology of belief 10th anniversary edition: Unleashing the power of consciousness, matter & miracles. Hay House, Inc.

Handel, D. (2012). The Science of Happiness: How Our Brains Make Us Happy and What We Can Do to Get Happier by S. Klein: (2006). Cambridge, MA: Da Capo Press, 289 pp., \$15.95 (paperback), ISBN: 9781921215148.

Lyubomirsky, S. (2008). The how of happiness: A scientific approach to getting the life you want. Penguin.

Suggested Readings

A compass towards just and harmonious society - Centre for Bhutan Studies (can be downloaded online)

Laugh you: way to happiness - Lesley Lyle

Buddha Body Buddha Mind - Thich Nhat Hanh

Seven Effective Habits - Stefan F Covey

Stumbling on Happiness - Daniel Gilbert

Flourish - Martin P. Seligman

Examination scheme and mode: Subject to directions from the University of Delhi from time to time

