

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? Review of General Psychology, 9, 103-110.

Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment. New York: Free Press/Simon and Schuster.

Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology*, 13, 111.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2: DIVERSITY AND INCLUSION IN INSTITUTIONS

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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Diversity and Inclusion in Institutions	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate an understanding and acknowledgment of building the morale for diversity in institutions.
- To build an understanding of the best practices and policies for creating more inclusive environments.

Learning Outcomes

After completing this course, the student will be able to:

- Understand the key principles around diversity, equity, and inclusion; and advocate for the need of building more inclusive institutional places.
- Examine the opportunities and challenges related to diversity issues in institutions, e.g., educational institutions.
- Reflect upon the various strategies used to manage diversity.

SYLLABUS OF DSE-2

Unit - I (9 Hours)

Introduction: Understanding diversity, equity, and inclusion; Paradigms of Diversity Management

Unit - II (12 Hours)

Differences between EEO, Affirmative Action, and Diversity; Opportunities and challenges of working with diversity

Unit - III (12 Hours)

Types of diversity: Disability, Sexual orientation, Caste

Unit - IV (12 Hours)

Creating an inclusive environment- Case studies.

Tutorial component (15 Hours)

Suggestive Tutorial Activities

- Encourage students to peer mentor minority groups in classroom in a mutually collaborative project.
- Presentations and discussions on diversity and focused concerns across diverse institutions
- Collaboration may be done with other institutions for Diversity, Equity and Inclusion (DEI) activities, e.g., weekly virtual book club meetings may be organized to share books on inclusion.
- Reflective exercises and journal writing
- Film and documentary screening on DEI

Practical component – NIL

Essential/recommended readings

Barak, M. (2017). *Managing Diversity toward a Globally Inclusive Workplace* (4th ed.). London: SAGE Publications Ltd.

Hubbard, E. E. (2004). *The Manager's Pocket Guide to Diversity Management*. Human Resource Development.

Noronha, E. (2021). Caste and workplace bullying: A persistent and pervasive phenomenon. *Dignity and Inclusion at Work*, 489-512.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter. *Harvard Business Review*, 74(5), 79-90.

Suggestive readings

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: <https://www2.deloitte.com/global/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html>

Lup, D. (2017). Becoming a manager increases men's job satisfaction, but not women's. <https://hbr.org/2017/11/research-becoming-a-manager-increases-mens-job-satisfaction-but-not-womens>

Phillips, K. W. (2014). How diversity makes us smarter, *Scientific American*, 311 (4). <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter>

Stockton, H. & Bourke, H. (2014). From diversity to inclusion: Shift from compliance to diversity as a business strategy. Deloitte University: <https://www2.deloitte.com/global/en/pages/humancapital/articles/diversity-to-inclusion.html>

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*, 68(2), 107-117.

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DISCIPLINE SPECIFIC EFFECTIVE COURSE - 3: SELF AND PERSONAL

COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-3 Self and Personal Growth	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To explore and understand the concept of self.
- To identify the meaning of self in a social world.
- To help the students understand the idea of self from the Indian and Western perspective.
- To facilitate personal growth and the development of an individual.

Learning Outcomes

After completing this course, the student will be: