



Indraprastha College for Women University of Delhi

Work Plan for ODD SEMESTER – 2026

Course Name:	VAC
Paper Title:	Emotional Intelligence
Unique Paper Code:	6967000005
Semester:	I
Faculty:	Ms Pavani Tyagi
Year:	2026

Work Plan			
Practical Phase	Learning Objective	Week No.	Practical / Practice to be Covered
Activity 1	Practise self-awareness and self-management techniques; identify personal emotional patterns and regulation strategies.	1	Orientation to practical component; baseline self-reflection and introduction to emotional awareness.
Activity 1	Practise mindful observation of emotions without immediate reaction.	2	Mindfulness practice; emotion check-in and brief reflective record.
Activity 1	Develop awareness of personal strengths and areas of development.	3	Strengths-and-development mapping exercise.
Activity 1	Practise techniques for regulating emotional arousal.	4	Conditioned relaxation response: guided practice and self-monitoring.
Activity 1	Develop practical strategies for managing anxiety and fear.	5	Anxiety/fear regulation exercise; identify triggers and coping responses.
Activity 1	Develop practical strategies for managing anger.	6	Anger-management practice: trigger–response mapping and regulation rehearsal.
Activity 1	Apply self-management techniques to everyday situations.	7	Activity 1 consolidation: individual reflection, peer feedback and short practical report.
Activity 2	Understand and practise perspective-taking and empathy.	8	Perspective-taking and empathy exercise using everyday interpersonal situations.

Activity 2	Practise compassionate responding and appropriate display of empathy.	9	Empathy communication drill: listening, validating and responding.
Activity 2	Develop effective interpersonal communication.	10	Effective communication role-play: verbal, non-verbal and active listening skills.
Activity 2	Practise collaboration and teamwork.	11	Team task: collaborative problem-solving with observation of EI behaviours.
Activity 2	Practise constructive conflict management.	12	Conflict-resolution role-play: identify conflict, communicate needs and negotiate solutions.
Activity 2	Integrate relationship-management skills.	13	Integrated relationship-management simulation combining empathy, communication and teamwork.
Activity 2	Reflect on personal growth in emotional intelligence.	14	Individual reflection/project report: evidence of learning and change across activities.
Activity 2	Demonstrate integrated emotional intelligence skills.	15	Final practical demonstration/peer feedback and continuous assessment review.

Unit	Contents/Syllabus
I	Nature and significance; models of emotional intelligence: Ability, Trait and Mixed; building blocks of EI: self-awareness, self-management, social awareness, relationship management.
II	Self-awareness: observing and recognizing one's own feelings, knowing one's strengths and areas of development; self-management: managing emotions, anxiety, fear and anger.
III	Social awareness: others' perspectives, empathy and compassion; relationship management: effective communication, collaboration, teamwork and conflict management.
IV	Measures of emotional intelligence; strategies to develop and enhance emotional intelligence.

S. No.	Name of Authors/Books/Publishers
1.	Bar-On, R., & Parker, J.D.A. (Eds.). (2000). The Handbook of Emotional Intelligence. Jossey-Bass.
2.	Goleman, D. (2005). Emotional Intelligence. Bantam Books.
3.	Sternberg, R. J. (Ed.). (2000). Handbook of Intelligence. Cambridge University Press.
4.	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.

Paper Components			
Credits	Lecture (L)	Tutorial (T)	Practical (P)
02	1	0	1
Assessment Scheme			
S.No.	Component	Marking Scheme	Total Marks
1	Practical – Continuous Assessment	Activity 1: 20 marks; Activity 2: 20 marks	40
	Practical Component Total		40

Practical Work Plan

Detailed Practical Activities

Activity 1: Emotional Awareness & Regulation Lab (Weeks 1–7; 20 marks)

Students maintain an Emotional Awareness and Regulation Record across the practical sessions. They practise mindfulness, conditioned relaxation response, emotion identification, strengths/development mapping, and strategies for anxiety, fear and anger management. Evidence: structured practice sheets + brief reflection + demonstration of techniques.

Activity 2: Empathy, Communication & Conflict Resolution Simulation Lab (Weeks 8–15; 20 marks)

Students participate in perspective-taking, empathy, active listening, communication, teamwork and conflict-resolution role-plays/simulations. Evidence: performance during simulations + peer/teacher observation + final reflective/project report.

Continuous assessment criteria

Both activities are assessed continuously on preparation and participation, application of EI concepts, skill demonstration, reflection/self-awareness, peer interaction and improvement across sessions.