



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade



COURSE MANUAL

Emotional Literacy: Insights and Applications

Course Instructors:

Prof. (Dr.) Pulkit Khanna

Jindal Institute of Behavioural Sciences

Spring Semester 2026

3 Credit Course

Course Code: BE-E-0083

Faculty Contact: Dr. Pulkit Khanna

Email: pkhanna@jgu.edu.in

Office Hours: By appointment only

Classroom: --

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course

Part I

Emotional Literacy: Insights and Applications		
Course Code	BE-E-0083	
Course Duration	1 Semester (15 Weeks)	
No. of Credit Units	3	
Level	UG, PG	
Pre-Requisites	--	
Class Timing	Day- Tuesday	Time-
	Class Room-	

Part II

Course Description:

This course will equip students with a practical understanding of what it means to be emotionally literate and the value of emotional intelligence (EI). Whether you aspire to be a lawyer, corporate whiz, academician, entrepreneur, or simply to handle emotions and relationships better, this course could enable you in this journey.

Fundamental theoretical underpinnings of EI will be supplemented with a focus on experiential aspects. Students will gain an insight into the application of emotional intelligence in personal relationships, educational contexts (social-emotional learning), and leadership. Contemporary research about everyday failures of EI and evidence-based strategies to cultivate EI will form the core of this course. Learners can expect to gain a closer understanding of emotional literacy and its benefits in their routine interactions. Intrapersonal, interpersonal, and broader social outcomes associated with emotional literacy will be discussed.

Course Objectives:

1. To understand the concept of emotions and Emotional Intelligence from a psychologically informed lens.
2. To apply Emotional Intelligence across varied contexts.
3. To effectively navigate everyday situations using Emotional Intelligence.

Learning Outcomes:

By the end of this course students will be able to:

1. Develop an understanding of the psychological principles underlying emotional processes.
2. Implement strategies of emotionally intelligent communication in their personal and professional lives.

3. Cultivate an emotionally literate approach towards everyday challenges.

Assessment Process:

During this course, students will study four units. The in-class activities, group discussions and participation will be graded. Students will also be required to submit assignments during this course.

Percentage breakdown of Grade:

50% Internal + 30% End Semester Exam including:

- 10% for Class Participation
- 10% for Group Submission
- 50% for Individual
Assignments (Reflection
Paper, Quiz, etc.)
- 30% for End Semester Exam (Closed book and timed)

Grading Scale

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
A+	75-79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70-74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65-69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60-64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
B	55-59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50-54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45-49	2	Pass 1: Pass with Basic understanding of the subject matter.

P2	40-44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

Course Outline:

Unit 1: Basics of Emotions and Emotional Intelligence (Week 1-4)

- a. Understanding Emotions from a Psychological Lens:
The Physiology of Emotions; The Six Basic Emotions
- b. Emotions and Decision Making
- c. Tracing the Evolution of 'Emotional Intelligence'
- d. Emotional Intelligence: Definition, Impact on Well-Being & Theoretical Overview;
(Mayer and Salovey's model)

Readings:

1. Wade, C., & Tavis, C. (2006). *Psychology (8th ed.)*. Pearson.
2. [Mayer, J. D., & Salovey, P. \(1997\). What is emotional intelligence. *Emotional development and emotional intelligence. Educational implications*, 3, 31.](#)
3. [Broughton, N. \(2017\). The evolution of emotional intelligence. *International Journal of Business and Social Science*, 8\(6\), 6-15.](#)
4. [Schutte, N. S., Malouff, J. M., Simunek, M., McKenley, J., & Hollander, S. \(2002\). Characteristic emotional intelligence and emotional well-being. *Cognition & Emotion*, 16\(6\), 769-785.](#)
5. [Emotional intelligence training as a protective factor for mental health during the COVID-19 pandemic](#)

Unit 2: Emotional Intelligence (EI) Across Life Domains (Week 5-8)

- a. EI in Interpersonal Relationships
- b. EI in Educational Spaces
 - Socio-Emotional Learning (SEL) Model
 - Beneficiaries of SEL
 - Impact of SEL
- c. EI at Work
 - EI and Organisational Effectiveness.
 - Embracing Change Using EI
 - EI for Negotiation and Conflict Resolution
- d. **Self-Reflection:** [How Emotionally Intelligent Are You?](#)

Readings:

1. [Emotional Intelligence in Interpersonal Relationships](#)
2. [Understanding Socio-Emotional Learning](#)
3. [SEL Indicators for Adults](#)
4. Emotional Intelligence and Organisational Effectiveness: Part One, Chapter One: [Cherniss, C., & Goleman, D. \(2001\). The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations. Jossey-Bass.](#)
5. Emotionally Intelligent Leadership: Essay- Managing with Heart: [Goleman, D. \(2021\). Leadership: The power of emotional intelligence. More Than Sound LLC.](#)
6. [Embracing Change Using Emotional Intelligence](#)

3: Developing Emotional Intelligence (I)

Actionable Solutions for Everyday Concerns (Week 9-12)

- a. Unpacking Everyday Feelings with the Wheel of Emotions
- b. EI as an Antidote to Stress
- c. Time Management and Procrastination
- d. The Proactive Take on Anger
- e. Mindfulness for Maximum Gains
- f. **Self-Reflection:** [Examining an Emotion](#)

Readings:

1. [Emotion Regulation Difficulties and Academic Procrastination](#)
2. [Why Procrastination is About Managing Emotions, Not Time](#)
3. Combating Stress with Emotional Intelligence: [Houghton, J. D., Wu, J., Godwin, J. L., Neck, C. P., & Manz, C. C. \(2012\). Effective stress management: A model of emotional intelligence, self-leadership, and student stress coping. Journal of Management Education, 36\(2\), 220-238.](#)

4. Anger and Proactivity: [Lebel, R. D. \(2017\). Moving beyond fight and flight: A contingent model of how the emotional regulation of anger and fear sparks proactivity. *Academy of Management Review*, 42\(2\), 190-206.](#)
5. [Unpacking Everyday Feelings with the Wheel of Emotions](#)

Unit 4: Developing Emotional Intelligence (II)

Branching into Socio-Cultural Sensitivity (Week 13-15)

- a. Self-Reflection: [How Socio-Culturally Sensitive Are You?](#)
- b. Practicing EI in an Intercultural World; Perspective Taking
- c. From Competence to Care: Cultivating Pro-Social Emotional Intelligence

Readings:

1. Practicing Emotional Intelligence in an Intercultural World: [Wawra, D. \(2009\). Social intelligence: The key to intercultural communication. *European Journal of English Studies*, 13\(2\), 163-177.](#)
2. Emotional Intelligence and Pro-Social Behaviour: [Wang, H., Wu, S., Wang, W., & Wei, C. \(2021\). Emotional Intelligence and Prosocial Behavior in College Students: A Moderated Mediation Analysis. *Frontiers in Psychology*, 12.](#)
3. [Cultivating the Right Kind of Empathy](#)

Part III

Class Policies:

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class, but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Attendance Policy

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which; student is not permitted to take the final exam or end term exam.

Academic Integrity and Honesty

Learning and knowledge production of any kind is always a collaborative process. As such, collaboration demands an ethical responsibility to acknowledge who we have learnt what from, and how reading and learning from others have helped us shape our own ideas. Even originality requires an acknowledgement of the sources and the processes that helped you achieve it. Thus, any idea, sentence or paragraph you refer to or are inspired by must be cited in the piece of writing or any presentation being made. Any source from the internet, articles, books, journals, magazines, case law, statute, photographs, films, paintings, etc. must be credited with the original source. If the source or inspiration for your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even

these must be credited. If you paraphrase or directly quote from a web source in the exam, presentation or essays, the source must be explicitly mentioned. The university has strict rules with consequences for students involved in plagiarism. This is an issue of academic integrity on which no compromise will be made, especially as students have already been trained in the perils of lifting sentences or paragraphs from others and claiming authorship of them.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is

incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being.

These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's

disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312