

APPLIED PSYCHOLOGY

DISCIPLINE SPECIFIC ELECTIVE

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:5 Understanding Self and Others	4	0	0	4	Class 12th pass	Nil

Learning Objectives

- To be able to understand self and other
- To be able to understand the self; reflecting throughout the journey from childhood; be accountable for one's actions and be in touch with one's own emotions.
- To be able to understand issues related to that of gender and sexuality, group dynamics, diversity, and stereotypes.
- To demonstrate an understanding of the issues in communication, practice mindfulness, experience creativity and flow, and be able to develop coping abilities to deal with stress.
- To understand consumer culture and its impact, connect with nature, enjoy music as a way of self-knowledge, and develop empathy.

Learning Outcomes

- Developing insights about how to build authentic relationships with self and others and embark on a journey of personal growth.
- Developing the skills of reflexivity and self-reflection.
- Acquiring skills to practice mindfulness, meditation, and contemplation to live a deeper and more engaged life.

- Experiencing responsibility for self and others.

Syllabus

This is an entirely practicum/experiential based paper. Format of the Practicum (experiential exercises):

- The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world and lead to self-development.
- A series of long workshops spread over the semester can be conducted. Other formats like short retreats followed by workshops may also be explored wherever possible.
- The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

The following are only suggestive practicals (experiential exercises) and similar practicals (experiential exercises) can be explored by the teacher. A total of four practicums -one from each unit can be conducted:

Unit 1

1. Exploring the Self: The students undertake an experiential journey that leads to an initial answer to the question 'Who am I?'
2. A Journey through Childhood: The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them.
3. Taking Responsibility for One's Decisions: The students engage with situations where a critical decisions needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. Engaging with the Emotional Self: The students explore their emotional selves through different experiential exercises. (18 hours)

Unit 2

1. Gender and Sexuality: The students explore the issues related with gender and sexuality in an environment of openness and trust. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
2. Understanding Group Dynamics: The group dynamics are explored from the perspective of finding creative ways of understanding and resolving conflict. A nuanced understanding of leadership is explored which moves away from domination of 'others' towards listening and empathy as a way creating avenues for leading one's own self.
3. Challenging Stereotypes and Prejudice: The students undertake an experiential journey to confront conditioned habits, negativity, stereotypes and prejudice in one's outlook.
4. Engaging with Diversity: The students can engage with the concept of diversity and its varied dimensions. (18 hours)

Unit 3

1. Communication: Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns.
2. Practicing Mindfulness: The students learn to practice mindful ways of 'being' and action.
3. Creativity and Flow: The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. The students learn to experience a state of 'flow' which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
4. Dealing with Stress: In this workshop the students examine the concept of the 'hurried psyche' and ways of slowing down that can help release stress and relax. (18 Hours)

Unit 4

1. Artificial Desires - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the ‘market’ has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires.
2. Connecting with Nature: To understand the value of ‘slowing down’ and being living in the ‘present’ through connection with nature. Learning to trust one’s own senses and appreciating the beauty, rhythms and simplicity of nature.
3. Music and the Self: The students explore music as a way of self-knowledge.
4. Empathy, Wisdom and Compassion: The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others. (18 Hours)

Essential/Recommended Readings:

Csikszentmihalyi, M. (1990). *Flow*. New York: Harper and Row.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Fromm, E. (2006). *The art of loving*. New York: The Harper Perennial Modern Classics.

Kumar, S. (2006). *You are therefore I am: A declaration of dependence*. New Delhi: Viveka Foundation.

Rosenberg, M. (2012). *Living nonviolent communication*. Boulder: Sounds True Pub.

The Mother. (2002). The science of living, in On education (pp. 3-8). *Complete works of The Mother* (2nded., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.

Thich N. H. (1999). *The miracle of mindfulness: Introduction to the practice of meditation*. Boston: Beacon Press.

Virmani, S. Had anhad: *Journey with Ram and Kabir*. An Audio-Video Resource

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