

Understanding the Self

Programme(s) in which it is offered: All U.G. courses

Course Category: Generic elective/ Multidisciplinary course	Schedule of Offering: Odd / Even
Course Credit Structure: 3	Course Code: EGM1261
Total Number of Hours: 45	Contact Hours Per Week: 3
Lecture: 2 credits, 30 hours	Tutorial: 1 credit, 15 hours
Practical: NA	Medium of Instruction: English
Date of Revision:	Category of the Course: Skill Development
Short Name of the Course: UTS	Course Stream : Education
Course Level: Beginner	Maximum intake: 30

Course Description

This course is offered as a Minor / Generic Elective /Multidisciplinary open for all U.G. students of CVV. This course is introductory in nature. It focuses on aspects related to knowing and exploring the 'self'. This course will be useful to those who would like to know more about themselves, to understand the various aspects that influences them and to plan and live their lives according to their insights about themselves.

Course Introduction

The Understanding the Self course is focused on helping the learners gain a deep understanding of themselves, their thoughts, competencies, beliefs, values, and goals, and how these shape their decision-making and behavior. The course is expected to lead the learners to self-empowerment which in turn is the basis of several of the United Nations Sustainable Development Goals (SDGs).

The course has four modules dealing with the concept of self and related aspects, self-identity and influences on the self, self and professional development, and self-management. These cater to specific areas of self and personal development and is expected to empower the learner with competencies of self-management and effective decision making in various facets of life.

The content area of the course is derived from Education, Psychology, Management, Philosophy and Sociology. The course also provides insights into the Indic concepts related to various content of the course. This will equip the learner to have a comparative perspective of the content in a contemporary knowledge domain and on an Indic wisdom perspective. The course thus provides a multi-disciplinary view in the development of the understanding of one's own self..

Course Outcomes

On the completion of the minor course, the learners are expected to —

- 1) explain the concepts related to self
- 2) analyse the influences on the self
- 3) describe the various aspects of the self in relation to professional growth
- 4) demonstrate self-management strategies

PO-CO Mapping

Outcomes Based approach to Higher Education In Accordance with the NEP 2020

Programme Learning Outcomes (PLOs)		CO1	CO2	CO3	CO4
PLO1	Complex problem-solving				√
PLO2	Critical thinking			√	
PLO3	Creativity			√	
PLO4	Communication Skills			√	
PLO5	Analytical reasoning/ thinking		√	√	
PLO6	Research-related skills	√			√
PLO7	Coordinating/collaborating with others			√	
PLO8	Leadership readiness/qualities			√	
PLO9	Learning how to learn skills		√		
PLO10	Digital and technological skills			√	
PLO11	Multicultural competence and inclusive spirit		√		
PLO12	Value inculcation		√		
PLO13	Autonomy, responsibility, and accountability		√		
PLO14	Environmental awareness and action				
PLO15	Community engagement and service		√		
PLO16	Empathy			√	

Pre-requisites

There are no pre-requisites for this course as it is introductory in nature. Any undergraduate learner at CVV who is interested may join the course.

Pedagogy

The sessions will be in offline mode. Participatory workshops in developing the key contents of the course will be the major pedagogical strategy. One to one tutoring / mentoring will also be part of the course. Each live lecture will be supplemented with resource material / video content made available on the Learning Management system (Moodle). The sessions will use lectures, discussions, debates, presentation by the learners, case / situation analysis, and other contemporary methodologies. Reflection and writing an (autobiographical) reflective journal will be a key activity throughout the duration of the course. Each session will begin with a formative assessment of the previous day's lectures and shared content. A Continuous Internal Assessment activity will be conducted at the end of each Unit.

Suggested Reading:

There shall be no prescribed single textbook for this course. However, a set of recommended readings are prescribed for the course which may enhance learner's understanding of the content of the course.

Readings / References

Aggarwal, J.C. (2001): *Essentials of educational psychology*. New Delhi: Vikas Publishing House.

Bhattacharjee, D.K (ed). (2010). *Psychology and education – Indian perspectives*. New Delhi: NCERT.

Chinmayananda, S. (2007). *A manual of self-unfoldment*. Mumbai. Chinmaya Prakashan.

Delors, J. (1996). *Learning the treasure within –twenty first century education*. UNESCO Education Commission Report.

Krishnamurti, J. (1998) *On self- knowledge*. Chennai: Krishnamurti Foundation.

UNICEF (2006) *Life skills modules - Adolescence education program*. New Delhi: UNICEF.

Evaluation Pattern

Continuous evaluation on multiple components will be the pattern of evaluation. The students will be evaluated on the components detailed below. The evaluation is based on the idea that the learner can display a persistent commitment to the learning process. Assignments, if found to be plagiarized in full or part will be rejected.

Evaluation Pattern Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components	Seminar Presentation / Workshop Participation	33.33 % of CIA Marks	10	Weeks 6- 8	1,2,3,4
	Reflective Journal Writing	33.33 % of CIA Marks	10	Daily	1,2,3,4
	Assignment	33.33 % of CIA Marks	10	Week 3 - 4	2, 4
	CIA Marks	100 % (To be converted to 30%)	30		
ESE		70%	70	End of the Semester	1,2,3,4

Module Sessions

Module I: Concept of Self

(10 hours)

Meaning, and Nature of Self; Self Concept, Self Image and Self esteem – meaning, nature and concept ; Self-actualization - concept, nature and meaning., theories of Self actualization by Maslow and Rogers, Concept of Self in Indian scriptures -Veda, Vedanta and Bhagavad Gita ; Panchabhoota and Panchakosha

Readings:

- Concept of Self in Indian Thought from
<https://egyankosh.ac.in/bitstream/123456789/65127/3/Unit-8.pdf>
- Teaching and Learning. From
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/>

Activities:

- a) Self SWOT / SWOC analysis
- b) Workshop on Self analysis
- c) Presentation by students
- d) Reflective journal writing

Module II: Influences on the Self

(10 hours)

Factors influencing the development of Self; Self-identity -meaning nature and concept; Factors affecting Self-Identity - Social, Cultural, Gender, Religion, Language and Economic class; Formation of Stereotypes, Prejudices and Discrimination; Self-reflection and Self-critical analysis

Readings:

- a) Stereotypes, Prejudice and discrimination from
<https://opentextbc.ca/socialpsychology/part/stereotypes-prejudice-and-discrimination/>

Activities:

- a) Workshop on Self Identity and Influences on Self Identity
- b) Group discussions and debates
- c) Case analysis

Module III: Self and Professional growth

(10 hours)

Career Exploration based on Self-analysis, Goal-setting and developing a Career Plan; Leadership - concept, meaning and types; Being a Transformational Leader -Transformational Leadership in Bhagavad Gita; Competencies required for Self enhancement - Hard Skills, Soft Skills, and Life Skills

Readings:

- a) UNICEF Basic Life Skills curriculum from
<https://www.unicef.org/azerbaijan/media/1541/file/basic%20life%20skills.pdf>
- b) How to become a Transformational Leader from <https://www.lse.ac.uk/study-at-lse/online-learning/insights/how-to-become-a-transformational-leader>

Activities:

- a) Workshop on Life skills
- b) Workshop on Career Exploration
- c) Presentation by students
- d) Reflective journal writing

Module IV: Management of the Self

(15 hours)

Emotional Intelligence – meaning, nature and concept; strategies to enhance Emotional Intelligence; Stress Management – nature and concept; Strategies for Stress management; Mindfulness as a Stress management and self enhancement practice; Resilience and Wellbeing – nature and concept of Emotional Intelligence and Mindfulness in Indian Philosophy

Readings:

- a) Sakshi and Dhyana: the origin of mindfulness-based therapies from
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10063990/>
- b) Emotional Intelligence in the Indian Context from
https://globaljournals.org/GJHSS_Volume13/1-Emotional-Intelligence-in-the-Indian-Context.pdf

Activities:

- a) Workshop on Stress Management
- b) Workshop on Resilience
- c) Presentation by students
- d) Reflective journal writing