

TEACHING-LEARNING PLAN

Course Title: Basics of Transcendental Meditation and Yoga

L	T	P	C.U.
2	1	1	0

Course Code: SOC 101

Pre-requisites: NA

Faculty: Dr. Mudita Agarwal & Mr. Gaurav Thakur

Course Description:

With the changing environment, it becomes essential for an individual to adapt to the change and cope up with it. The capability of an individual to deal with these challenges with a positive attitude is the need of today which can only be achieved successfully through a holistic approach towards life. As a first step this course starts with basic asanas of Transcendental Meditation (TM) and Yoga.

Course Objectives:

The objective of this course is to enable students to recognize the need of knowledge of the self, as a basis to achievement and fulfillment. They will be introduced to the basics of TM and yoga and practice basic asanas.

Course Outcomes (COs): At the end of this course students will be able to:

- Define the concept of TM and yoga
- Recognize the importance of yoga as a means to achieve fulfillment in life
- Perform basic asana
- Compare with others as to how his/her life becomes better aligned with the environment

Mapping COs with POs:

	PO 1	PO 2	PO 3	PO 4	PO5
CO 1	M	W			
CO 2			S		
CO 3		M			
CO 4				W	S

Course Contents: Semester I

Unit – I: Science of Consciousness and Transcendental Meditation

- Introduction to Science of Consciousness and its practical aspect
- Concept of Knower, Known, Object of Knowing
- Introduction to Transcendental Meditation
- Scientific Research on Transcendental Meditation
- How Transcendental Meditation differs from other forms of meditation
- Introducing CBE - Transcendental Meditation around the world
- Preparation to start learning Transcendental Meditation

Unit – II: Learning Transcendental Meditation

- Preparation to learn Transcendental Meditation
- Personal Instruction
- Supplying Practical Understanding of Correct Meditation
- Effects of Transcendental Meditation on Mind and Body
- Development of Higher States of Consciousness

Unit – III: Consciousness-based Education (CBE)

- Introduction to Consciousness-based Education
- CBE around the world and in India

Unit – IV: Enrichment of Experiences I

- Follow-up Sessions and Group Checking
- Understanding Nature of Life and Natural Tendency of Transcendental Meditation
- Personal Checkings
- Refresher of the Practice

Unit – V: Maharishi Yoga Asanas

- Introduction to Maharishi Yoga Asanas
- Practice Yoga Asanas that promote integration of mind and body
- Learn about the influence and benefits of each posture on your physiology

Unit – VI: Basics of Communication

- Purpose and process of communication
- Communication and self
- Types of Communication in relation to environment
- Barriers to communication and how TM and yoga helps in overcoming the barriers
- Communication and Human Emotions

Text Book(s):

- Denniston Denise. (1986). The TM book. Fairfield Press Inc.
- Truby John. (2008). The Anatomy of Story: 22 Steps to Becoming a Master Storyteller. Farrar, Straus and Giroux

References:

- <https://www.tm.org/>
- <https://indiatm.org/>

Assessment Scheme:

Sl. No.	Component	Weightage (%)
1.	Participation in Practice	20
2.	Teachers' Evaluation	20
3.	Outbound Visit & Report	10
4.	Field Based Project	20
5.	End Semester Examination	30

Mapping Assessment Components with COs

	CO1	CO2	CO3	CO4
AC 1	X	X	X	X
AC 2	X	X	X	X
AC 3		X	X	
AC 4		X		X
AC 5		X	X	X

Details of Projects/Activities

Dumb Charade story telling competition in the light of Consciousness

The group of 10 students is created and individually they have to tell the story to the whole class without speaking a word by using props, sign language and the class has to guess the story. The group further explains the knowledge behind the story to the rest of the class. The group that performs and articulates in an appropriate manner shall be appreciated and the teacher will conclude the class by connecting the learning to the Maharishi Knowledge.

Ping pong ball and knowledge

- All students will be provided with the one ping pong ball each
- The glasses will be placed on the table at a distance of 10 foot
- The students have to throw the ball towards the glass and it should directly fall into the glass.

The learning behind this activity is that the more you practice or rehearse any skill the more you become efficient and coefficient in that skill, consequently regular practice of any skill leads to perfection.

Each student (individually or in groups of 2-3 students) will undertake a project where they will be working in the external environment (like village community, MSMEs, NGOs, civil authorities etc.) on identified issues. They will work under the guidance of an assigned faculty member and will be assessed on the basis of how they are able to effectively understand their relationship with the external environment. Students will have to prepare the schedule of interaction with the identified

external contacts and execute the assigned task keeping in mind the intended learning outcomes. They will maintain a project diary/ register as per following format and this will be scrutinized by the faculty guide weekly/ fortnightly as decided.

Sl. No.	Topic Learnt in Class or Practice of TM	How I applied it during project/ field practice/ Outbound visit	My Understanding	Remarks
1.				
2.				

Outbound Visit/ Activity:

It is mandatory that all students will have to participate in outbound visit/ activity and attend all the planned activities strictly. With the guidance of faculty members, they will participate with clear cut intended learning outcome and submit a report on completion so that attainment of outcomes can be assessed. This assessment will have weightage as mentioned in the assessment scheme.

Class Participation:

Student's participation in practice Sessions: 10 Marks

S.No	Rubrics for Practice Sessions	Marks
1	Student regularly attends the practice session once a day	2
2	Student regularly attends the practice session twice a day	4
3	Student attends the session regularly but does not initiate contribution & needs instructor to solicit input.	6
4	Student's comments are constructive, with signs of insight and relevant to discussion	8
5	Student listens attentively and hears what others say and contributes to the learning and knowledge.	10

Student's participation in the Theory Classes: 10 Marks

S.No	Rubrics for Theory Sessions	Marks
1	Student regularly attends the class but is quite disruptive	2
2	Student attends the class but does not listen to others, both in groups and in class	4
3	Student attends the class with some participation	6
4	Student attends the class proactively and contributes to the class	8

5	Student attends the class proactively, consistently and add value to the learning process	10

Attendance in all the classes and practice sessions is mandatory. Participation will be evaluated based on attendance, active engagement in discussions and interaction and contribution towards overall learning. This component will have 20% weightage as mentioned in the assessment scheme.

Other Details:

While it is expected that students should attend all classes but to cater to emergencies, illness, unavoidable social commitments and family responsibilities, a relaxation of up to 25% may be considered. Under no circumstances, attendance should fall below 75% else they will be debarred from taking examinations and will be declared fail in the course. Students can meet the faculty/ guide for consultations between 3:30 PM to 4:30 PM or else with prior appointment. Students are expected to be regular and punctual in all activities including completion of work, submission schedules, appointments etc. and should be professionally dressed.

Important Note for faculty: Assessment rubrics will have to be written for each Assessment component.