

TEACHING-LEARNING PLAN

Course Title: Increasing Coherence in Society by Maharishi's Knowledge

L	T	P	C.U.
2	1	1	0

Course Code: SOC 102

Pre-requisites, SOC 101

Faculty: Dr. Mudita Agarwal and Mr. Gaurav Thakur

Course Description:

The course describes the value of wholeness and creating coherence to unfold the full potential of an individual to make the society much more fulfilling, efficient and productive by Maharishi's Knowledge of Transcendental meditation and even a small percentage of people practicing in groups can bring a huge change in the society

Course Objectives:

The objective of this course is to enable the students to realize the importance of an Individual and its impact on the society by understanding the concept of Maharishi Effect which is scientifically verified along with Behavioural communication and social responsibility. They will also be introduced to the concepts of World plan of Maharishi for different countries.

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

- Identify the concepts of Maharishi Effect in the light of Modern Science verified by scientific research
- Illustrate the important role of Maharishi in the contribution of revival of Vedic Knowledge
- Employ regular practice of meditation in daily life.
- Distinguish between various components of Non- Verbal Communication and their application in enhancement of the Behavioral Communication.

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 II

Unit – I: Increasing Positivity & Coherence in the Society I

- Introduction to Maharishi Effect
- Maharishi Effect draws parallels with Modern Science
- Maharishi Effect verified by Scientific Research

Unit – II: Enrichment of Experiences II

- Advance Lectures on the Transcendental Meditation Program
- Follow-up Sessions and Group Checkings
- Personal Checkings

Unit – III: Maharishi in the World

- Who is Maharishi Mahesh Yogi
- Narratives from Maharishi's Life
- Timeline of the Achievements
- Contribution in the revival of Vedic Knowledge
- Maharishi's World Plan

Unit - IV: Non-Verbal Communication

- Gestures : An embodied view of social interaction
- Postures related to Yoga and meditation
- Role of Facial Expression in social interaction
- Eye Contacts, Meeting the self
- Body Language with respect to work place morale
- Time Language: Space, time and sign language
- Silence: Key to true communication with higher self
- Tips for Improving Non- verbal Communication

Text Book (s):

- Gilpin Geoff. (2006). The Maharishi Effect: A Personal Journey through the Movement That Transformed American Spirituality. Penguin Group (USA). Tarcher Perigee
- Aron Elaine & Aron Arthur. (1986). The Maharishi Effect: A Revolution Through Meditation. Stillpoint Publishing, New Hampshire. E P Dutton.
- Burgoon K. J, Floyd Kory & Guerrero Laura. (2009) Non-Verbal Communication. Allyn & Bacon
- McNeill David. (2005). Gesture and Thought. University of Chicago Press

References:

- Halley Susi (2019, March 25). The Maharishi Effect as a Solution to the problem of antisemitism in America from <https://www.researchgate.net/publication/333356375>
- Orme-Johnson, D. W., & Fergusson, L. (2018). Global impact of the Maharishi Effect from 1974 to 2017: Theory and research. Journal of Maharishi Vedic Research Institute

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	
AC 4			X	X
AC 5	X	X	X	X

Details of Projects/Activities

Dart Game

Dart Game with Balloons: - In this activity balloons are considered as ignorance and students are supposed to write the habits they want to eliminate from their life on the balloons. When a student bursts that balloon, Knowledge comes out in form of Maharishi quotes. The learning was hitting the dart is considered as the action taken to remove the ignorance by gaining the inside knowledge.

Solve the knowledge Puzzles

To start this activity we take 5 students in one group and there can be multiple number of groups created and each group is provided with set of words related to Maharishi's quote to frame exact Maharishi's quote in complete. The learning behind the activity is teamwork and enhancement of communication skills as well as brain storming.

Human Knot Team Building Activity

Starting in a circle, participants connect hands with two others people in the group to form the human knot. As a team they must then try to unravel the "human knot" by untying themselves without breaking the chain of hands.

1. Get the group to form a circle.
2. Tell them to put their right hand up in the air, and then grab the hand of someone across the circle from them.
3. Then repeat this with the left hand, ensuring they grab a different person's hand.
4. Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone either side of them.
5. That they must now try to untangle themselves to form a circle without breaking the chain of hands. Allocate a specific time to complete this challenge (generally ten to fifteen minutes)

6. Get participants to take their time in order to limit injuries. Ask the group not to tug or pull on each other and spot participants as they pass over other participants. Monitor throughout the challenge and stop them if you need to.
7. If the chain of hands is broken at any point, they must then start over again.

The Learning outcome behind this activity as the life entangles itself, it can be resolved by having calm and stable mind, and this state of awareness can be easily achieved by diving inward to the level of consciousness by practice of Transcendental Meditation which further leads to better Cooperation, Leadership and Time Management.

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:

One Outbound Activity/Visit every month of Institutional, Corporates, Seminars, Conferences or (Guest Lectures (Inside or outside)) to be organized and conducted by Teacher's.

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	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.