

TEACHING-LEARNING PLAN

Course Title: Science of being for effective communication

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Course Code: SOC 103

Pre-requisites: SOC 102

Faculty: Dr. Mudita Agarwal

Faculty: Mr. Gaurav Thakur

Course Description:

The course lays the groundwork for understanding the nature of life and living. It explains that life is dynamic, not static and the purpose of life is the expansion of happiness which can be attained through the process of Cosmic Evolution. This course enable the students to understand what others want, respond strategically to their wants and needs, craft convincing and clear messages, and develop the critical communication skills you need to get ahead in business and in life.

Course Objectives:

The objective of this course is to make them aware of the importance of “Self” through the scientifically proven technique which empowers them to perform action in spontaneity. Also this course will bring the very important aspect of mindful listening by which they can capitalize on their constructive communication and demonstrate the ability to be self-aware.

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

- Define the basis of all living and understand the value of relative and absolute life.
- Discuss about communication in various facets which involves scientific studies on effortless communication.
- Classify listening skills in the light of consciousness which enables them to imbibe the important aspect of mindful listening which is integral part of communication.
- Demonstrate critical and innovative thinking, displaying an understanding of opportunity in the field of communication
- List the important factors which enable the students to amplify their listening skill by undergoing into the depth of their own consciousness

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 III

Unit - I: Science of Being

- Being, the basis of all Living
- Being, the Absolute and the Relative
- How to contact and live Being

Unit - II: Effortless Communication: Frictionless flow of Information

- What is Communication
- Keys to effective communication
- Consciousness as the basis of the Spontaneous Right Communication
- Overview of Scientific Studies on Effortless Communication

Unit - III: Listening Skills

- Listening as a process for Self-Regulation
- Classification of Listening based on Conscious thinking
- Purpose of Listening pertaining to expand Knowledge
- Barriers and Measures to Mindful Listening
- Listening is an important skill to enhance empathetic conversation

Unit - IV: Enrichment of Experiences III

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

Text Book (s):

- Yogi.M. Maharishi. (1963). Science of Being and Art of Living. Plume; Reissue edition.
- Rosenthal Norman. (2016). Super Mind: How to Boost Performance and Live a Richer and Happier Life through Transcendental Meditation. Tarcher Perigee
- Angelo Gabriel. (2014). The 7 Effective Communication Skills: How to Be a Better Communicator Now. Createspace Independent

References:

- Strahan, J., Fogarty, G.J., Machin, A.M. (2005). Predicting performance on a situational judgement test: The role of communication skills, listening skills, and expertise. Proceedings of the 40 Annual Conference of the Australian Psychological Society, pp. 323-327, Sydney, Australia.

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	CO5
AC 1	X	X	X	X	X
AC 2		X	X	X	X
AC 3			X	X	
AC 4			X	X	
AC 5	X	X	X	X	X

Details of Projects/Activities

Effective Listening Activity

Communication Game Balloon Activity listening skills

Before the start of the activity (These instructions will be given)

- The students will be given the flat balloons to blow up and tie the knot.
- They will be instructed to protect their own balloon
- The Instructor will give them only 1 min to save their balloons
- Whosoever remains last with their balloons safe and intact he/she will win the activity

Learning from this game

During the activity of 1 min usually students tend to burst the balloons of others to protect their own. They were only instructed to save their balloon but due to passive listening instead they start bursting balloons of team mates and create mess. The goal is not to burst any balloons of your fellow participants but just keep standing still with their own balloon and by this whole class can be the winner.

Knowledge:

This activity teaches to be a mindful listener because if everybody listen carefully and imbibe this knowledge in themselves they can be relieved from any suffering in near future.

Another learning from this activity based class:

When life becomes hard and uncertain, then listen to the voice of your inner consciousness to boost resilience and build persistence.

Human Tic-Tac-Toe

- Line three rows of three chairs like a tic tac toe board.
- Divide the group into two teams of nine students on each side, one is noughts and the other is crosses
- Give them each numbers starting at one and so on, so that each team has one of each number.
- Have a team on each side of the chairs.
- Have someone or yourself call out a number.
- The two people with that number race to the chairs and take a seat. It is a race between the each member of each team to get a seat and make their X or O first.
- Whichever one gets there first gets to stay
- Keep calling numbers until a team lines up three people from their team in a row.

Learning:

God has bestowed upon everyone enormous opportunities to grow and evolve. It is our responsibility to recognize them, grab them and then act on them sensibly. Keep that in mind to avoid missing opportunity's knock. So go ahead, grab the opportunity, step up to the challenges, hurdles and obstacles and add more meaning and value to life.

Protect the Self

In this activity 4 individual will participate and there can be multiple groups like this

- 2 person will be defender
- 1 person will be attacker
- 1 person will be protectee

How to begin this activity?

The two defenders and the protectee hold hands of each other and the attacker from outside has to touch the protectee to win the game, simultaneously defenders defends him for about 2 minutes so that they can win the game.

Learning

There are no winners and losers in the game. The real teaching of this activity is that the protectee is your "Self" and the defenders are considered to be meditation and good habits in your life and attacker is nothing but the problems encountered. The problems can only be eliminated by making your defense system vigorous and powerful by regular practice of meditation, concurrently when your defense is not strong problems can travel to the nerves.

Video testimonials:

Students have to give video testimonials of their learning and what they like in this subject along with suggestions so that we can inculcate those feasible ideas in our teaching methodology

Video shall be of minimum 2 minutes.

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
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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.