

TEACHING-LEARNING PLAN

Course Title: Enlivening the Inner Intelligence of the mind and body

Course Code: SOC 105`

Pre-requisites: SOC 104

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Faculty: Mr. Gaurav Thakur

L	T	P	C.U.
2	1	1	0

Course Description:

The course discusses the basics of brain functioning which will make your mind-body system naturally calm and wise. It further focusses on the well-proven effect of letting nervous system settle into a state of deep rest which will automatically turn the notch down on your level of stress. The knowledge of brain functioning will make the students wise and efficient, more creative, more able and discerning, will make smarter and effective decisions and reach their full potential. The wisdom of the students mind simply starts to manifest itself when given a chance.

Course Objectives:

The objectives of this course is to accelerate and ace personal growth and enhance mind-body coordination and takes your development even further by culturing the ability to think and act from this level of profound silence. The result is that your brain functioning becomes even more orderly, and thoughts and action arises from this level of Unified laws of nature. It is a central feature, a scientific approach to produce integrity within the brain, personality and behavior of the individual. The coherence of brain waves excel your skills needed to successfully communicate in a modern world through written materials.

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

- Explain the basic functioning of brain
- Classify different types of brain waves coherence
- Illustrate brain pattern during Transcendental meditation along with numerous scientific research
- Interpret expansion of conscious capacity of the mind and living fullness of life simultaneously having enlivening the inner intelligence of physiology
- Compare different style of writing which reveals the character of balance and stable individual

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 V

Unit - I: EEG Coherence & Development of the Brain

- Basics of Brain Functioning
- Transcendental Meditation as a means to create Brainwave Coherence
- Different types of Brain Waves
- Demonstration of Brainwave pattern during Transcendental Meditation: Restful Alertness
- Scientific Research showing Brain wave Coherence

Unit - II: Enlivening Full Mental Potential

- Coherence, Creativity & Problem Solving Ability
- Overview of Scientific Studies on Full Development of Mental Potential
- Expanding Conscious Capacity of the Mind: the Container of Knowledge
- Living Fullness of Life

Unit - III: Perfect Health & Immortality

- Basis of Perfect Health- Enlivening the Inner Intelligence of the Body
- Overview of Scientific Studies in the area of Health
- Integration, Resilience and Balance: Good Health
- Transcendental Meditation and Metabolic rate: Immortality
- Introduction to Maharishi Ayurveda

Unit - IV: Writing skills for professional enlightening students

- Documentary Screening of Age of Enlightenment.
- Maharishi knowledge tape Video Review
- Render the knowledge of Professional Emails
- Report on knowledge based activities
- Memo, Circulars and notices
- Principles and practice of business letters

Text Book (s):

- Travis Frederick. (2012). Your Brain is a River, Not a Rock. Create Space Independent Publishing Platform
- King Stephen. (2010). On writing: a memoir of the craft. New York, NY : Scribner
- Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century . New York, NY: Penguin

References:

- Harung H, Travis F, Blank W, Heaton D. Higher development, brain integration, and excellence in leadership. Management Decision 2009 47(6):872-894.
- Alexander CN, Kurth SC, Travis F, Alexander VK. Effect of practice of the children's Transcendental Meditation technique on cognitive stage development: acquisition and consolidation of conservation. Journal of Social Behavior and Personality 2005 17(1):21-46
- Arenander A, Travis FT. Brain patterns of Self-awareness. In B Beitman, J Nair (eds), Self-Awareness Deficits. New York: WW Norton, 2004

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	X
AC 3	X	X	X	X	X
AC 4					X
AC 5	X	X	X	X	X

Details of Projects/Activities

Mind over body Activity

Instructions of this activity

- Students were divided into two equal groups
- A set of 10 identical tasks were given to each group which are supposed to be completed in one minute
- They have to read the instructions given on the paper carefully in which it is mentioned “ read the task and then perform the task”
- The students followed the task written on the paper without using their knowledge and wisdom
- The student who read the instruction and followed carefully will be the winner of the game because this game or activity is based on application of wisdom as in the last line it was clearly appraised that “Sign the paper and be the winner without performing any task”

Learning of this activity

The learning of this activity is that student needs to be more aware in his life and he/she should read any document before jumping into the contract. Knowledge of anything is not sufficient but one should also focus on the implementation of the knowledge.

Devil's Advocate

Instructions for the activity

- Students are given several different topics and they have to choose one topic and they have to select a side of pros or cons
- For example, you believe that every person should learn a second language.
- Take this belief, and write about it from the opposite point of view.
- In this case, you write about why everyone should not learn another language.

- This is, that you take a side you don't actually believe in, just to see an issue from different point of view

Learning of this activity

Aside from learning an English Skill, this exercise teaches a life skill, empathy. Empathy is the ability to understand how someone else feels, even if you don't feel the same way. This skill is important as it enhances your thought process and writing can help you develop it.

Idiom Soup

- Write a story using clichés' and idioms.
- For example "it's raining cats and dogs" doesn't mean animals are really falling from the sky but it just means, it's raining very hard.
- Keeping this in mind create a story with as many clichés and idioms you can.

Learning of this activity

This will build your confidence, aggravate creativity, improve writing skills and your vocabulary as well as knowledge about the clichés and idioms

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, the 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.