

## TEACHING-LEARNING PLAN

**Course Title:** Evolution to Enlightenment

**Course Code:** SOC 106`

**Pre-requisites:** SOC 105

**Faculty:** Dr. Mudita Agarwal

**Faculty:** Mr. Gaurav Thakur

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### Course Description:

The course makes the platform for the students to enter into the different realms of life with a new perspective in mind and heart that life can be lived in unison of harmony and peace with ever evolving nature of existence. This course will focus on one of the most important aspect of that expansion of happiness is the purpose of life. If we are happy from within, we are able to enjoy everything in life. They will develop the ability to perceive what is relevant in a given situation and then use the information they gather to form appropriate responses. One purpose of assigned academic readings is to give students exposure to different viewpoints and ideas which will help you wrestle with ideas and beliefs in new ways and develop a better understanding of how others' views differ from your own.

### Course Objectives:

The objective of this course is drive the students through advance techniques of Transcendental Meditation and give them the perspective to think beyond their actual capacity of their mind and also let them know about how to unfold the full value of life to be more open, more clear and more harmonious. Self-development through reading of research articles, book reading and journals will be the key components of this course which stabilizes the ability to reflect on and evaluate learning and performance and set goals for progress, demonstrate behavior and attitude appropriate for outside world.

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

- Define variegated advance technique of Transcendental Meditation
- Explain the importance of advance technique, siddhi and yogic flying
- Understand the fundamental concepts of growth to enlightenment which leads into refinement of perception and concurrently grow the life in higher states of consciousness
- Experiment with reading with conceptual comprehension for the evolution of the students for the holistic development of well being
- Develop confidence in their ability to read, comprehend, organize and retain written information

### 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 VI

### Unit - I: Effortless Pace towards Evolution

- Introduction to Advance Techniques
- Significance of Advance techniques
- Transcendental Meditation Sidhi program and Yogic Flying

### Unit - II: Enrichment of Experiences VI

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

### Unit – III: Understanding the Growth of Enlightenment

- Enlightenment: a living reality
- Evolution: the nature of life
- Higher stages of Human Development
- Living 200% value of life
- Refinement of Perception
- Life in Unity

### Unit – IV: Choice of Any one (Designed by Department wise)

- National Law based on Natural Law (LAW)
- Creativity amplification by going within (ANIMATION)
- Understanding numbers in the light of consciousness (DATA SCIENCE) & (ENGINEERING & TECHNOLOGY) & (COMPUTER SCIENCE)
- Basis of all Sciences (SCHOOL OF SCIENCES)
- Fundamentals of Invincible Management (COMMERCE & MANAGEMENT)
- Science of Well Being through Maharishi Knowledge (PHARMACEUTICAL SCIENCES)
- Enhanced Social Behavior by practicing Transcendental Meditation (HUMANTIES AND ARTS)

### Unit – V: Reading Skills

- Purpose and types of reading for evolution and broadening intellectual ability
- Technique for effective reading in practical life for enhancement of personality

### Text Book (s):

- Freund F Peter. (2018). Yogic Flying According to Yoga Vasishtha. Independently published
- Freund F Peter. (2015). Varuna Purana: Illustrating Higher States of Consciousness with Stories of Lord Shiva. Create Space Independent Publishing Platform
- Henry D. J. (2014). The Effective Reader. Pearson

### References:

- Harung H, Travis F, Blank W, Heaton D. Higher development, brain integration, and excellence in leadership. Management Decision 2009 47(6):872-894
- William H. Rupley, Timothy R. Blair, William D. Nichols. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. Reading & Writing Quarterly, 2009 - Taylor & Francis

### 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	X
AC 5	X	X	X	X	X

### Details of Projects/Activities

#### Savage hunt of knowledge

#### Instructions of this activity

- Student will be divided in group of 5
- There will some beautiful quote of Maharishi which instructor will not reveal them
- They have to collect 10 items which are commonly used in daily life
- Once they have collected the items the instructor will reveal quote of Maharishi and they have to correlate those things with those quotes

#### Learning of the activity

The learning of this activity is to correlate and connect the dots which is hidden in life and also from real insight by acknowledging and appreciating the value of supreme knowledge videlicet going inwards to bringing the things and connecting it to the relative life. Searching of items is consider as going in wards within and introspecting, correlating it to Maharishi quote is consider to be bringing out the value of absolute to relative life.

### **Snakes and ladders in innovative way of learning**

#### **Instructions of the game**

- Students will be divided into two equal groups
- There will be real replica of Snakes and Ladders game
- Both the team will volunteer one candidate to be pawn
- Instructor will have 2 dice
- To roll the dice the students of both the teams have to answer some questions which will be asked by the instructor
- The one who reaches at the end first will be the winner

#### **Learning of the activity**

The learning of this activity is that student learn and digest the knowledge what teachers have imparted in the theory class and get them a revision of the whole course in a quiz manner.

#### **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

**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.