

TEACHING-LEARNING PLAN

Course Title: Coherence- Yoga and Vedic Expression

Course Code: SOC 108`

Pre-requisites: SOC 107

Faculty: Dr. Mudita Agarwal & Mr. Gaurav Thakur

L	T	P	C.U.
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Course Description:

This course will undertake a close reading of origin of Yoga as presented in the traditional and ancient Hindu scriptures, where it is defined as the stilling of all states of mind. The course will additionally trace the development of representations of Yoga from these pre-modern expressions, through its appropriation and reconfiguring by Hindu nationalists, and into its modern Western transplanted form as primarily postural exercise. Further it gives the total knowledge required to maintain the holistic balance of the functioning of mind and body. In addition to their focus on experiences during reading, students will learn about Yoga in the context of Maharishi Vedic Science and Professor Tony Nader's research on Yoga in human physiology. It further probes on organizational need assessment and methods for improving communication in an organization as a process and skill that can enable individual and their organization gain competitive advantage.

Course Objectives:

The objective of this course is the spiritual development practices to train the body and mind to self-observe and become aware of their own nature. The purpose of yoga is to cultivate discernment, awareness, self-regulation and higher consciousness in the individual. The students will learn to unlock the secrets of this powerful scripture "Maharishi Bhagwad Gita" which will take students into those teachings in a way that allows understanding not only intellectually, but also intuitively and practically. It further facilitates to provide an outline to effective organizational communication and to draft effective business and organizational correspondence with brevity and clarity.

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

- Define Vedic expression in the notion of Maharishi Vedic Science
- Evaluate Vedic scriptures in relation with modern world
- Describe the real nature of Yoga as elucidated by Maharishi Mahesh Yogi
- Value of Maharishi Bhagwad Gita in view of their practical practice of Transcendental Meditation
- Construct the practical standard model to communicate in the organizational structure by the principles of Maharishi Mahesh Yogi
- Compare approaches to conflict management and emotion in the workplace
- Analyze role of workplace diversity and communication processes involving a diverse workforce

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 VIII

Unit - I: Significance of Vedic Expressions in Contemporary times

- Origin of Vedic expressions
- Understanding Vedic Expressions in the light of Maharishi Vedic Science
- Reading Vedic Scriptures

Unit – II: Enrichment of Experiences VIII

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

Unit -III: The Nature of Yoga-Unification

- Understanding in its fullness
- Misinterpretations of Yoga

Unit – IV: Total Knowledge and Bhagavad Gita

- Maharishi's precious insights into the Bhagavad-Gita
- Understanding the Bhagavad Gita in the light of Transcendental Meditation

Unit - V: Organizational communication

- Communication Network in Organization and evolution of Self
- Personal communication for better harmonious association with mates
- Horizontal Communication for compatible relationship in the environment
- Diagonal Communication for considerate balance among the peers

Text Book (s):

- Yogi M. Mahesh. (1990). Maharishi Mahesh Yogi on the Bhagavad-Gita: A Translation and Commentary, Chapters 1-6 (Compass) Paperback. Penguin UK
- Griffin, E. (2006). A first look at communication theory (6th ed.). McGraw-Hill.

References:

- Nykodym, N. (1988). Organizational communication theory: Interpersonal and non-interpersonal perspectives. *Communications*, 14(2),718.

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	CO6	CO7
AC 1	X	X	X	X	X	X	X
AC 2	X	X	X	X	X	X	X
AC 3					X	X	X
AC 4					X	X	X
AC 5	X	X	X	X	X	X	X

Details of Projects/Activities

Concentric Circles

Instructions of this activity

- Two circles of chairs are set up, one inside the other.
- Participants who sit in the middle are 'talkers' while those in the outer ring are 'watchers', and these roles should be allocated prior to the exercise.
- Armed with their handouts, talkers begin to engage with the topic.
- They use the goals as a guide for the conversation, while the watchers listen carefully and make notes.
- After five minutes of discussion, the watchers and talkers switch circles—those who were listening before now sit on the inner circle for a five-minute conversation.
- It can be on the pre-chosen topic or on a different one, but the activity must conclude with a debrief.
- During this debrief, they reflect collectively on the experience itself
- After the time is up, instruct students in one of the circles to move one or two spots to the right (or left) so they are now facing new partners...Then repeat the previous step with a new question.
- Repeat this process until your students have answered the questions that you prepared.

Learning of the activity

The learning of this activity is that the students get to know each other through interaction, started building relationships, stimulates the mind, promotes understanding, exposed to different cultures helps you embrace and appreciate people that are different from you and an ideal way of challenging your thought development and enhancing how you refine information to get better perception of others thinking process also at the same time we recognize our potential of expansion of awareness by going inwards to the un-manifest level of thinking.

Concept Mapping

- Instructor provides students with clear instructions on the principles and guidelines for concept mapping.
- Instructor provides students with a topic, question or problem to base their concept maps on. Concept maps may be based on (a) a singular question, (b) a single concept, (c) multiple concepts to compare and contrast, or (d) an explicit list of concepts and/or sources to be incorporated.
- Students, individually or in groups, identify the key components of their concept map; they discuss relationships between components and the meaning of the links
- Students compare, contrast and justify their concept maps
- Students/groups of students annotate and peer review their colleagues' concept maps, making suggestions for alterations/improvements.

- Individually or in groups, students analyze their existing concept maps, adding, organizing and linking additional materials.
- Instructor reviews student concept maps, providing feedback on ways to improve the map.

Learning of this activity

Concept mapping helps to elicit students' thinking and relationships between concepts and ideas. It is a brainstorming activity to generate ideas and provide a visual break down of complicated and complex concepts. They are especially useful to structure knowledge because they provide a method to understand how different concepts can be related and affect each other. The learning to be disseminate that "Whole is greater than sum of its parts". The learning of this activity also includes a very subtle part of knowledge where it emphasizes on working of the brain neurons in a coherent and synchronized 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.