



DEPARTMENT OF PSYCHOLOGY

Report Submission: 02/04/2026

Semester: EVEN	Academic Year: 2025–26	Venue :	Manasa Foundation Taponagara
Date: 27/03/2026	Time: 10 AM - 2:00 PM	Duration:	04:00 hrs.

EVENT TYPE: INDUSTRIAL VISIT

EVENT NAME: VISIT TO MANASA FOUNDATION

Target Audience: BA Psychology students

Number of Participants: 32

Objectives:

1. Exposure to indigenous and holistic frameworks of mental health and well-being beyond conventional clinical models.
2. Understand the role of meditation and energy-based practices in promoting psychological balance.
3. Encourage critical evaluation of non-clinical and spiritual healing systems.

Program Introduction:

Manasa Light Age Foundation is a non-religious, non-profit spiritual organization dedicated to fostering holistic well-being through meditation, self-awareness, and the cultivation of higher consciousness. Rooted in indigenous spiritual traditions yet presented in a universal and accessible manner, the foundation emphasizes practices such as Light Channelling and Dhyana Yoga, which involve guided visualization and meditative focus to promote inner balance, emotional regulation, and mental clarity. It conceptualizes “Light” as a universal life energy associated with peace, healing, and transformation, encouraging individuals to channel this energy for both personal growth and collective harmony. The organization also promotes the idea of a transition toward a more harmonious “Light Age,” wherein human consciousness evolves toward greater compassion and unity.



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Theme of the Event:

The theme of the event was Light Channelling for Well Being. From an academic perspective, particularly in psychology, the foundation offers a valuable context for understanding alternative and culturally grounded models of well-being, experiential approaches to mindfulness, and the integration of spiritual practices with mental health, while also inviting critical reflection on their empirical basis and applicability in contemporary psychological care.

Detailed Report:

The Department of Psychology organized a one day visit to Manasa Foundation Taponagara for 32 students on 27-03-2026. The visit commenced at 10 am as the students along with accompanying faculty Mr Swaroop arrived at Manasa Foundation. They were received by senior volunteer of 33 years, Dr. Manoj, who first laid down the guidelines for the visit, introduced the aims and functions of the institution, along with the various sections which they would be about to visit. He elaborated on its core aim of promoting inner transformation and universal harmony through the cultivation of consciousness. Central to this philosophy is the concept of "Light," described as a universal, subtle energy associated with peace, healing, and higher awareness. The students were introduced to how this framework conceptualizes mental balance, emotional regulation, and well-being, offering an alternative lens to conventional psychological models.

Following the introductory session, the students were guided through various spaces within the premises, each designed to facilitate specific aspects of meditative practice. One of the key highlights was the seven Chakra Mantapas, which are dedicated spaces corresponding to the seven primary energy centres of the body. Dr. Manoj explained how these mantapas are used for localized meditative focus and channelling, encouraging practitioners to direct attention to specific regions associated with emotional and physiological functions. The group was then taken to the Saptarishi Caves, which represent deeper states of meditative absorption and introspection. These spaces were described as conducive environments for silent contemplation and inner exploration, symbolizing higher levels of awareness in the spiritual tradition followed by the foundation. Another prominent structure introduced during the visit was the Cosmic Tower, which was explained as a site charged through the anchoring of subtle energies, intended to amplify meditative experiences and facilitate a sense of connectedness with a larger universal consciousness.



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As the students assembled for the central experiential component of the visit, Dr. Manoj initiated a guided Light Channelling session. He began by explaining the basic principles underlying the practice, including the role of intention, visualization, and receptivity. Students were instructed to sit comfortably, focus inward, and visualize the flow of light entering and permeating their being. The process was structured in a simple and accessible manner, allowing even first-time participants to engage meaningfully. During the session, students experienced a noticeable sense of calmness, relaxation, and mental quietude, which was later discussed in relation to psychological constructs such as mindfulness, attentional regulation, and stress reduction. Building upon this initial experience, Dr. Manoj proceeded to provide step-by-step training in Light Channelling, enabling students to understand the technique in a systematic way and equipping them with the skills to practice it independently.

An interactive discussion followed, during which students raised questions regarding the mechanisms, benefits, and scope of Light Channelling and similar meditative practices. Dr. Manoj addressed these queries thoughtfully, drawing upon his decades of experience and offering practical insights into how such practices can complement conventional approaches to mental health. The highlight of the visit was the opportunity for students to personally experience and practice Light Channelling in a guided and structured environment. Many students reported feelings of relaxation, clarity, and heightened awareness, while also expressing curiosity about the underlying processes involved. The experience helped bridge the gap between theoretical understanding and lived experience, making the learning both impactful and memorable.

Overall, the visit provided a valuable platform for students to engage with holistic, culturally rooted approaches to well-being, expanding their understanding beyond strictly clinical or biomedical models. It complemented their academic training by introducing experiential and mindfulness-based practices, while also encouraging critical reflection on their applicability, limitations, and integration within contemporary psychological frameworks.

Attached herewith are Geo-Tagged Photos of the visit. Due to strictly enforced privacy concerns, the institute did not permit any photography of the exhibits specifically, and other moments overall. The visit was concluded with a group photograph.



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Geo-Tagged Photos:



Group Photo prior to departure





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Upon Arrival at Cosmic Tower



Light Channelling Session photographed by foundation volunteers



Towards Research Center and Reflection Zone



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Group Photograph after the visit

All in all, the visit fulfilled its objectives and the students were left feeling contented with the unique and well awaited experience, leading to positive outcomes which were thoroughly fulfilled. The students strongly recommended this experience to the rest of their peers and requested for more such engaging initiatives to assist in learning.

Outcomes:

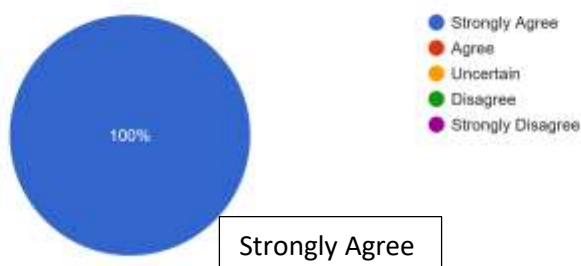
1. Students were able to compare and contrast biomedical models of abnormality with holistic and spiritual perspectives
2. Students were able to explain the psychological mechanisms underlying mindfulness and visualization practices in stress management & emotional regulation
3. Students were able to assess the strengths, limitations, and ethical considerations of integrating indigenous and spiritual approaches into mental health.



Conclusion and Audience Feedback Summary:

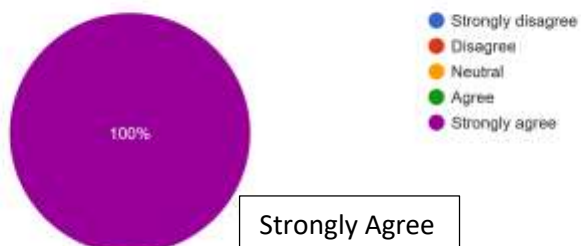
The visit ended on an elated note. The feedback received from the participants was statistically analyzed. Analysis demonstrated satisfaction on attending the visit and hence served its purpose.

The visit was relevant to the course
32 responses



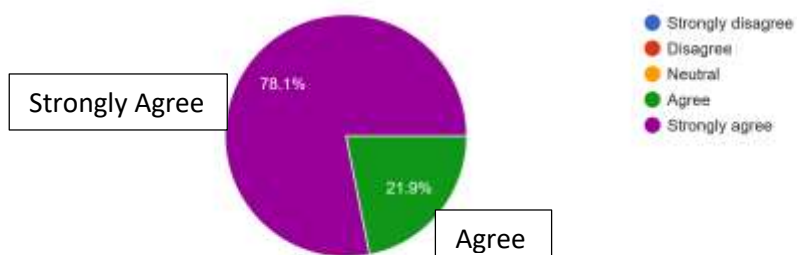
100% students felt the visit was relevant to the course

The resource persons were well versed in the field
32 responses



100% students agreed that the facilitators were well versed in the field

The time allotted to the visit was sufficient
32 responses

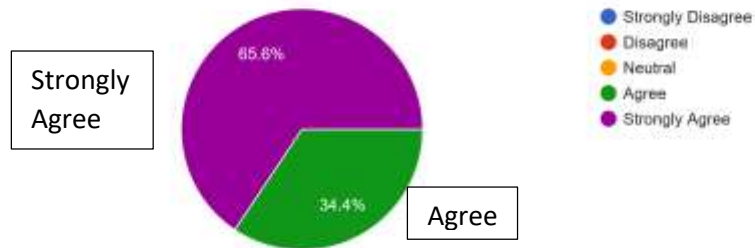


Majority of the students were satisfied with the time allotted to the visit



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The visit helped me understand whether I am motivated towards pursuing interests in alternative practices
32 responses



Majority of the students expressed interest in such practices beyond the curriculum

Rate the visit overall
32 responses



100% of students felt the visit was indeed excellent and served its purpose