

## Bachelor of Education (B.Ed.)

### E 10: Cultivating Holistic Pedagogy: Exploring Indian Perspectives in Education (Semester: IV)

Credits: 4  
MM: 100 (External: 70 Internal: 30)  
Contact Week 15

#### Introduction of the Course

This course aims to dig into the rich contribution of Indian perspectives, integrating ancient wisdom with contemporary educational practices. It focuses on nurturing a holistic pedagogy that integrates insights from Vedas, Indian psychology, Indian philosophy, and traditional practices like Yoga and Ayurveda. By the end of the course, students will develop a profound understanding of the cultural, philosophical, and psychological dimensions that shape education in India.

#### Learning Outcomes

After completion of the course student will be able to:

1. Analyze and appreciate the foundational texts of Indian philosophy and their implications for education.
2. Understand the relevance of Indian psychology at different educational levels.
3. Apply Indian perspectives on cognition and consciousness in the teaching-learning process.
4. Integrate practices like Ashtanga Yoga, Vipassana, Preksha Dhyana, and Art of Living for holistic well-being in educational settings.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Introduction to Indian Perspectives

(3 weeks = 12 hours)

- Vedas, Upanishads
- Vedant, Sankhya, Yogdarshan, Nyaya, Vaisheshik.
- Bhagavadgita, and Ayurved
- Jainism
- Buddhism

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- Contribution of Indian School of philosophy towards educational aims and methods of acquiring valid knowledge

**Unit 2: Elements of Psychology in Indian Perspectives (3 weeks – 12 hours)**

- Indian Psychology: Concept, Relevance, and Scope.
- Historical Development.
- Distinction from Western Psychology.
- Importance of Indian Psychology at Primary, Secondary, and Higher Levels in Education.

**Unit 3: Indian Perspective on Cognition & Related Issues (3 weeks = 12 hours)**

- Conception of Knowledge, Knower, Known, and Knowing.
- Higher/Altered States of 'Being' & Consciousness.
- The Concept of Self and Identity, States of Mind, Nature of Reality, Manas, Budhdi.

**Unit 4: Practices in Indian Psychology: Some Examples (3 weeks = 12 hours)**

- Ashtanga Yoga
- Vipassana
- Preksha Dhyana
- Art of Living
- Importance of different types yoga in Development of physical and mental of students.

**Unit 5: Applying Indian Psychology (3 weeks = 12 hours)**

- Nature of Child & Teaching-Learning Processes.
- Holistic Well-Being and Balanced Personality.
- Approach of Indian psychology especially with reference to students and teaching methods.

**Practicum/Suggested Projects/Assignments:**

- *Mindful Lesson Plan:* Design a lesson plan incorporating principles of Ashtanga Yoga or Vipassana to enhance students' concentration and well-being. Reflect on the outcomes.



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- *Narrative Exploration*: Write a reflective narrative on how understanding the Indian concept of self and identity can influence your teaching approach. Include practical strategies.

*Note: Teachers may design their own relevant projects/ assignments/additional projects/assignments based on the course content and learning outcomes.*

### Essential/ Recommended Readings

- Anand, J. (2004). Psychological Healing and Faith in the Doctrine of Karma. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/jyotianand.php>
- Brownstein, A., & Burns, J. A. (n.d.). Mind-Body Interactions in Health and Healing: A Yogic Perspective. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/abrownstein.php>
- Cornelissen, M. (2001). *Consciousness and its Transformation: Papers Presented at the Second International Conference on Integral Psychology*.
- Dalal, A. K. (2005). Integrating traditional services within primary health care. *Journal of Health Management*, 7(2), 249–262.
- Kumar, R. (2011). Caressing Emotional Well-Being: Preksha Dhayan as Preventive and Remedial Tool. *Indian Journal of Education Research Experimentation and Innovation (ISSN-22310495)*, 1(4). Retrieved from [http://ijerei.com/index.php?option=com\\_content&view=article&id=89:caressing-emotional-well-being-preksha-dhyana-as-preventive-and-remedial-tool&catid=40:english&Itemid=84](http://ijerei.com/index.php?option=com_content&view=article&id=89:caressing-emotional-well-being-preksha-dhyana-as-preventive-and-remedial-tool&catid=40:english&Itemid=84)
- Kumar Gyanender (2019) Bahraty Manovigyan; Ak Samikshatmak Vishleshan, Sanskrit vimarsh (Research Journal), Kendriy Sanskrit Sansthan New Delhi.
- Kumar Gyanender and Rakesh (2020) Bhartiya Manovigyan ka samsamayik adhyayan, Bookman Delhi.



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- Madan, R. (2004). Managing self by detached Involvement. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness Organised*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/rmadan.php>
- Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.
- Rao, M. (2004). If you don't mind, it doesn't matter: A Vedantic exploration of mind as the object of the self. *Psychology: The Indian Contribution National Conference on Indian Psychology, Yoga and Consciousness*. Retrieved from <https://ipi.org.in/texts/ipyc/ipyc-full/mrinalinirao.php>

#### **Additional Readings**

- Cornelissen, M. (2011). *Foundations of Indian Psychology Volume 2: Practical Applications*. Pearson Education India.
- Dalal, A. K. (n.d.). Health beliefs and coping with a chronic illness. In G. Misra (Ed.), *Psychological Perspectives in Stress and Health*. Retrieved from <https://ipi.org.in/texts/ajit/dalal-healthbeliefs.php>

#### **Teaching Learning Resources (Digital and others): Across Units (If any):**


- Digital Archives: Access online repositories of Vedas, Upanishads, and other philosophical texts.
- Interactive Workshops: Conduct virtual workshops on Ashtanga Yoga or other practices with experts in the field.

#### **Teaching Learning Process:**

- Lecture and Discussion: Traditional teaching methods for philosophical concepts.
- Experiential Sessions: Engage students in practical sessions of Yoga and meditation.
- Case Studies: Analyze case studies applying Indian psychology in educational scenarios.

#### **Assessment Method:**

- Reflective Essays: Students write essays reflecting on the impact of Indian philosophical concepts on education.

  
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- Teaching Portfolio: Create a teaching portfolio integrating Indian perspectives into lesson plans and teaching strategies.

**Key Words:**

- Vedas, Upanishads, Vedant, Sankhya, Yogdarshan, Nyaya, Bhagvadgita, Ayurved, Jainism, Buddhism.
- Indian Psychology, Cognition, Consciousness, Self, Identity, Ashtanga Yoga, Vipassana, Preksha Dhyana, Art of Living.
- Holistic Pedagogy, Teaching-Learning Processes, Well-Being, Balanced Personality, Reflection, Experiential Learning.



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