

**Bachelor of Education (B.Ed.)**  
**Title of the Course: EPC4: Yoga**  
**(Semester: IV)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week: 15**

**Introduction of the Course**

This course aims to enhance the professional competency of the Pre-Service teachers in Yoga. This connectedness with yoga, offers educators a transformative journey into the dimensions of yoga including introduction to myths in the area. By integrating the holistic benefits of Yoga into the realm of education, this course equips educators with the knowledge and skills to enhance their well-being and pedagogical practices.

**Learning Outcomes**

Upon completion of the course, students will be able to:

1. Develop an overview of yoga, yogic bhavas and attitudes.
2. Acquire practical skills in applying concepts of Yoga.
3. Demonstrate an understanding of nature as a teacher, and overcoming barriers to concentration.
4. Apply Yogic Concepts of Ashtanga Yoga and Hath Yoga.

**Number of Units (3)**

**Weeks 15 = 30 hours**

**Unit 1: Introduction to Yoga**

**(5 weeks = 10 hours)**

- Overview of yoga: Definition, significance, and relevance in the educational context
- Misconceptions, Aim and Objectives of Yoga, True Nature, and Principles of Yoga
- Yogic attitudes - Maitri, Karuna, Mudita, Upeksha
- Concept of Bhavas - Dharma, Jnana, Vairagya, Aishvarya
- Nature as our Teacher - Imitation of birds and animals
- Introduction to Sthula and Shookshh Vyayama
- Simple hand, neck, trunk and leg movements: Neck movements, Eye ball movements, Arms Rotation, Finger strengthening, Shoulder rotation, Jogging, Toe walking, Heel

walking, Animal walks – Frog hopping, Bear walk, Tiger walk, Crow walking, Pigeon walk, Elephant walk, etc; Drill walking, Hand claps, Chakkichalana, Bhunamana, Butterfly strokes, Cycling –forward and backward, Paschimottana – Halasana stretch, Naukachalana.

**Unit 2: Foundations of Yoga**

**(5 weeks = 10 hours)**

- Shodhanakriyas – Netti, Trataka
- Body-mind connection through Pranayama
- Elements of Yoga and Yogic practices in Jainism (Preksha Dhayan), Buddhism (ZEN Buddhist) Meditation and Sufism
- Practices leading to Meditation and Dhyana Sadhana: Recitation of Pranava & Soham, Recitation of selected hymns, invocations and prayers from Vedas & Upanishads, Body and breath awareness
- Concept of Chitta, Chitta-Bhumis, Chitta-Vrittis
- Chitta-Vritti nirodhopaya Abhyasa and Vairagya as tools
- Preparatory Breathing Practices: Sectional breathing (abdominal, thoracic and clavicular), Yogic deep breathing
- Pranayama : Concept of Puraka and Rechaka, AnulomaViloma/NadiShodhana, Bhramari (without Kumbhaka)
- Understanding of Mudra: Hasta Mudras (Panchamahabhuta mudra – Prithvi, Varuni, Prana, Vaayu, Akasha)

**Unit 3: Embarking on Ashtanga Yoga and Hath Yoga**

**(5 weeks = 10 hours)**

- Chitta-Vikshepas (Antarayas), Chitta-prasadanam
- Prakriti and its evolutes
- Brief Introduction to Ashtanga Yoga
- Concept of Yama, Niyama, Asana, Pranayama, Pratyahara Dharana, Dhyana, and Samadhi
- Common Yoga Protocol (AYUSH)
- Basics of Hatha Yoga



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
विभाग: Deptt. of Yoga  
विश्वविद्यालय: University of ...  
2017

- Yogasana: SuryaNamaskara, Tadasana, Vrikshasana, Garudasana, Utkatasana, Dandasana, Sukhasana, Padmasana, Vajrasana, Swastikasana, Simhasana, Ardhapadmasana, Bhudrasana, NiralambaBhujangasana, Ardhashalabhasana, Makarasana, Uttanapadasana, Pawanamuktasana, Shavasana, Breathing with Awareness, Trataka,

#### Practicum/Suggested Projects/Assignments (Any Two)

1. Develop a personal yoga routine and reflective journal on its impact on overall well-being.
2. Design and implement a short yoga session for a specific educational context.
3. Reflect on the application of 'Nature as our Teacher' principles in creating a positive learning environment.
4. Develop a short-term goal-setting plan for personal and professional growth.

**Note:** Based on the above, the teacher may design his/her own relevant projects/assignments.

#### 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>
- Basavaraddi, I. V. (2015). Yoga : Its Origin , History and Development. *Public Diplomacy*, 2(5), 1. Retrieved from <https://mea.gov.in/in-focus-article.htm?25096/Yoga+Its+Origin+History+and+Development>
- Bhavanani, A. B. (2016). History , Philosophy and Practice of Yoga, (February).
- Cvitković, D. (2021). The Role of Yoga in Education. *Metodički Obzori/Methodological Horizons*, 16(1 (30)), 77–100. <https://doi.org/10.32728/mo.16.1.2021.04>
- Dalal, A. K. (2005). Integrating traditional services within primary health care. *Journal of Health Management*, 7(2), 249–262.

Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Khalsa, S. B. S., & Butzer, B. (2016). Yoga in School Settings: A Research Review. *Annals of the New York Academy of Sciences*, 1373(1), 45–55. <https://doi.org/10.1111/nyas.13025>
- 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://ijerci.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://ijerci.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
- Kumar Gyanender (2014) Vaidik Manovigyan June Dehli Sanskrit Academy Delhi.
- Kumar Gyanender and Rakesh (2020) Bhartiya Manovigyan ka samsamayik adhyayan, Bookman Delhi.
- Kumar, M., Gowda, P., & Panwar, P. (2020). The Innovative Methods of Teaching Ashtang Yoga for School Children Game, Snakes and Ladders. In *Journal of Indian Education (Vol. XLVI, pp. 47–63)*.
- Kumar, K. (2016). Approach of Yoga based lifestyle towards Social adjustment among Students. *International Journal of Yoga & Allied Sciences*, 5(1), 18–23.
- 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>
- Mohite, S. (n.d.). Importance of Yoga in Educatio. *Renewable Research Journal*, 3(3), 285–289. Retrieved from <https://www.rexjournal.org/files/documents/36-savitri.pdf>
- Mangal S.K and Shubhra (2018) Psychological Perspective of education Arya Book Depot New Delhi.
- Radhakrishnan Sarvpalli ( 2010) Bharatiya Darshan( two volume) Rajpal and suns Dilli.
- Rao, C. U. (2021). Concept of Yoga : Vedic and Buddhist Perspectives. *Dharmadoot - Kartika Purnima 2021*, 87, 159–167.
- Swami Muktibodhananda. (2006). *Hatha Yoga Pradipika: Light on Hatha Yoga*.
- Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, ई. 110007  
University of Delhi, Delhi-110007

- 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>
- Sidhantalankar Satyavrat (New Addition) Aakadashopanishad, Vijaykrishna Lakhnupal New Delhi.
- Sun, Y., Lamoreau, R., O'connell, S., Horlick, R., & Bazzano, A. N. (2021). Yoga and Mindfulness Interventions for Preschool-aged Children in Educational Settings: A Systematic Review. *International Journal of Environmental Research and Public Health*, 18(11). <https://doi.org/10.3390/ijerph18116091>
- Svatmarama. (1994). *Hatha Yoga Pradipika of Svatmarama*. Madras: Adyar Library and Research Centre,. Retrieved from <https://archive.org/details/hathayogapradipika>

#### 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):

- Digital resources: Online yoga classes, documentaries on the history of yoga
- Guest lectures by yoga practitioners and scholars
- Field visits to yoga institutions and schools with integrated yoga programs

#### Teaching-Learning Process

- Interactive lectures, yoga sessions, and workshops
- Group discussions and case studies
- Practicum sessions for hands-on experience
- Reflective journals and presentations

#### Assessment Method



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग, Deptt. of Education  
दिल्ली विश्वविद्यालय, T 110007  
University of Delhi, Delhi-110007

- Reflective essays on personal experiences with yoga practices
- Group projects on integrating yoga into educational settings
- Continuous assessment based on class participation and practical application

**Key Words:** Yoga, Pedagogical Practices, Sthula and Shookshh Vyayama, Yogic practices in Jainism (Preksha Dhayan), Buddhism (ZEN Buddhist) Meditation and Sufism, Pranayama, Yama, Niyama, Asana, Pranayama, Pratyahara Dharana, Dhyana, Samadhi.



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय - 110007  
University of Delhi, Delhi-110007