

## Master of Education (M.Ed.)

### Title of the Course: S.Iks.3(w): Exploring Indian Knowledge: Para-Apra Vidya in Education (Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

#### Introduction of the Course

In this course, we delve into the rich tapestry of Indian knowledge systems, exploring the intersections of ancient wisdom and modern education. This journey encompasses astronomical insights, health traditions, architectural marvels, and the vibrant performing arts. Emphasizing the relevance of Para-Apra Vidya in education, we aim to equip educators with a holistic understanding to enrich their teaching practices.

#### Learning Outcomes

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

1. Integrate insights from Indian knowledge systems into contemporary educational practices.
2. Evaluate the potential impact of traditional health systems on holistic education.
3. Apply architectural and artistic principles to create engaging educational environments.
4. Incorporate cultural perspectives into pedagogy for a more inclusive learning experience.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Integrating Indian Calendrical Systems into Education (4 weeks = 16 hours)

- Exploration of Vedic divisions of time in an educational context
- Practical applications of Lunar and Solar calendars
- Using Indian Calendrical Systems to teach mathematics and science
- Role of Indian calendar system in development of logical skills in students.

Unit 2: Holistic Health in Education

(4 weeks = 16 hours)

- Integrating Folk and Āyurvedic wisdom into school health programs
- Practical approaches to yoga in the classroom
- Siddha principles for enhancing students' well-being
- Concept of Sthirpragya and Its role in the discussion of mental health

Head/Dean

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**Unit 3: Integrating Performing Arts into Education** (4 weeks = 16 hours)

- Implementing Bharata Muni's Natyashastra in performing arts education
- Exploring the use of classical dances and music in educational settings
- Harnessing the power of puppetry in storytelling for children
- Role of Indian Natyashastra in the all round development of the student

**Unit 4: Cultural Inclusivity in Pedagogy** (3 weeks = 12 hours)

- The role of cultural festivals in shaping inclusive educational environments
- Adapting folk and tribal art forms for creative expression in the classroom
- Encouraging diversity through the exploration of various regional theatrical practices

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

1. Design an interdisciplinary lesson plan incorporating elements from Indian calendrical systems.
2. Create a health and wellness program for educators based on Ayurvedic principles.
3. Develop an architectural model for an inclusive and culturally rich learning space.
4. Curate a cultural event or performance showcasing the diversity of Indian arts for educational purposes.

**Note:** On the basis of 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>
- Dalal, A. K. (2005). Integrating traditional services within primary health care. *Journal of Health Management*, 7(2), 249–262.
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- Kumar Gyanender (Dec 2020,) Vastushastra Adhayapn men 'Karke Sikhna' Vidhi ka prayoga Vastushastra Vimarsh (Research Journal), Vastushastr Department, SLBSRS Viidyapeeth New Delhi.
- 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>
- Goyal Pritiprabha (2014) Sampoom Vidur Niti Rajasthani Granthagar Jodhpur Rajasthan.
- Radhakrishan Sarvpalli( 2010) Bharatiya Darshan( two valume) Rajpal and suns Dilli.
- Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.
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- Sidhantalankar Satyavrat (New Adition) Aakadashopanishad, Vijaykrishna Lakanpal New Delhi.
- Mangal S.K and Shubhra (2018) Psychological Perspective of education Arya Book Depot New Delhi.

#### 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>
- 3 Kumar Gyanender (Jen-Feb. 2023 0Sanskrit Katha Sahitya ka Parishilan: Shikshan Adhiagam Prakriya ke Sandrabh men, Bhasha (Research Journal) Kendriy Hindi Nisheshalay, MHRD (Bharat Sarkar).

  
Head/Dean

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**Teaching-Learning Resources (Digital and Others): Across Units (If Any)**

- Digital resources: Online databases, educational videos, virtual tours
- Expert-led webinars on the integration of Indian knowledge in education
- Field visits to educational institutions with culturally enriched learning environments

**Teaching-Learning Process**

Interactive lectures, seminars, and workshops, Case studies and practical demonstrations, Collaborative projects and group discussions, Field visits to culturally significant sites etc

**Assessment Method**

- Research-based projects and presentations
- Reflective essays on the application of knowledge in educational contexts
- Continuous assessment through class participation and discussions
- Summative evaluation will be done through an end-semester examination.

**Key Words:** Para-Apra Vidya, Indigenous Knowledge in Education, Holistic Health, Inclusive Pedagogy, Cultural Enrichment in Education



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