

Master of Education (M.Ed.)

**Title of the Course: S.Ye.1(v): Yoga for Educators: Balancing Mind, Body, and
Pedagogy**

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

This course aims to explore the deep interconnectedness between yoga and education, offering educators a transformative journey into the historical evolution, diverse practices, and schools of yoga. 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

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

1. Develop an understanding of the historical evolution of yoga and its cultural and philosophical foundations.
2. Acquire practical skills in applying yogic attitudes, social skills, and the concept of Bhavas for personal and interpersonal development.
3. Demonstrate an understanding of personality development through the exploration of Panchakosa, nature as a teacher, and overcoming barriers to concentration.
4. Evaluate various schools and styles of yoga, integrating practical applications into educational settings for enhanced well-being.
5. Analyze the salient features, factors, and the Guru-shishya parampara in Yoga Education, emphasizing value-oriented education and modes of living.
6. Apply Yogic Concepts for the Development of Four-Fold Consciousness, fostering civic sense, patriotic urge, service zeal, and spiritual growth.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Introduction to Yoga and Its Historical Evolution (3 weeks = 12 hours)

- Overview of yoga: Definition, significance, and relevance in the educational context
- Historical evolution of yoga
- Misconceptions, Aim and Objectives of Yoga, True Nature and Principles of Yoga



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Unit 2: Developing Personality through Yoga (3 weeks = 12 hours)

- Yogic attitudes - Maitri, Karuna, Mudita, Upeksha
- Personality development with special emphasis on Panchakosa
- Nature as our Teacher - Imitation of birds and animals
- Barriers to concentration; silence and creativity

Unit 3: Schools & Practices of Yoga (3 weeks = 12 hours)

- Overview of various schools and styles of yoga
- Practical applications of different yoga practices in educational settings
- Integrating yoga into daily lives for educators and students

Unit 4: Integrating Yoga Practices with Life (3 weeks = 12 hours)

- Introduction to Sthula and sukshma Vyayama, Shatkarmas
- Body-mind connection through Pranayama
- Yogic Concepts for the Development of Four-Fold Consciousness - Civic Sense, Patriotic Urge, Service Zeal and Spiritual Growth

Unit 5: Learning from Yoga in Education (3 weeks = 12 hours)

- Salient features of Yoga Education
- Factors of Yoga Education
- Teacher, Student and Teaching
- Guru-shishya parampara and its importance in Yoga Education

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. Analyze personal experiences of applying 'Development of Four-Fold Consciousness' in educational settings.
5. 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>
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- 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=84Kumar Gyanender
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- 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)*.
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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>

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- Mangal S.K and Shubhra (2018) Psychological Perspective of education Arya Book Depot New Delhi.
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- 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.
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- 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): Across Units (If Any)

- Digital resources: Online yoga classes, documentaries on the history of yoga
- Guest lectures by yoga practitioners and scholars



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- Field visits to yoga institutions and schools with integrated yoga programs

Teaching-Learning Process

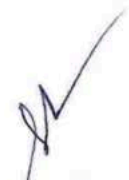
- Interactive lectures, yoga sessions, and workshops
- Group discussions and case studies
- Practicum sessions for hands-on experience
- Reflective journals and presentations

Assessment Method

- Reflective essays on personal experiences with yoga practices
- Group projects on integrating yoga into educational settings
- Written examinations on the historical evolution and philosophical foundations of yoga
- Continuous assessment based on class participation and practical application
- Summative evaluation will be done through an end-semester examination.

Key Words:

Yoga, Education, Well-being, Yog Darshan, Historical Evolution, Metaphysics, Epistemology, Axiology, Literary Connections, Pedagogical Practices


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