

Master of Education (M.Ed.)

**Title of the Course: S.Ye.2(v): Global Perspectives on Yoga in Education
(Semester: I, II, III & IV)**

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

This course provides a comprehensive exploration of yoga practices, styles, and schools, focusing on their integration into educational settings. Educators will gain insights into diverse approaches, enabling them to promote holistic well-being and create a mindful learning environment. These are enriched with the conceptual exploration of global influence of yoga education, Importance of Health According to WHO, Educational Significance of Going Beyond the Concrete, Yogic concept of diet and its relevance in the management of lifestyle etc so that the context is build up in a holistic contemporary world.

Learning Outcomes:

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

1. Analyze and compare various yoga practices, styles, and schools.
2. Evaluate the applicability of different yoga approaches in educational contexts.
3. Integrate yogic principles with pedagogical strategies.
4. Foster a conducive learning environment that promotes holistic well-being.

Number of Units (5)

Weeks 15 = 60 hours

Unit I: Yoga and Global Perspectives (3 weeks = 12 hours)

- Overview of the global influence of yoga education
- Introduction to Altered States of Consciousness
- Yogic concept of diet and its relevance in the management of lifestyle
- Definition & Importance of Health According to WHO

Unit 2: Focus on Relaxation (3 weeks = 12 hours)

- Educational Relevance of Relaxation
- Conceptual Understanding of Ananda Yoga & Self-realization Fellowship
- Exploring the Kriya Yoga Path

Unit 3: Asanas at the Centre (3 weeks = 12 hours)

- Physical Well being as a necessity of life in general and Education in particular

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- Introduction to Iyengar Yoga and Kvalayananda / Kaivalyadhama (India)
- Impact of Divya Yoga Trust (India)

Unit 4: Evolution as Aim (3 weeks = 12 hours)

- Larger Goals of Education – Evolution of the 'Being'
- Basic frameworks of the Bihar School of Yoga (India), S-VYASA (India), Vinyasa Yoga
- Transcendental Meditation (Mahesh Yogi)

Unit 5: Beyond the Concrete (3 weeks = 12 hours)

- Educational Significance of Going Beyond the Concrete
- Contexts of Integral Yoga (Sri Aurobindo-India) & Sivananda Yoga
- Elements of Yoga and Yogic practices in Jainism (Preksha Dhayan), Buddhism (ZEN Buddhist) Meditation and Sufism

Practicum/ Suggested Projects / Assignments (Any Two):

1. Develop a lesson plan integrating a relaxation-based yoga technique into a classroom setting.
2. Analyze and present a case study on the application of asanas-focused yoga styles for enhancing student focus and engagement.
3. Create a resource guide connecting evolution-focused yoga practices with relevant educational theories.
4. Design and implement a mindfulness-based stress reduction activity for students.
5. Explore the integration of abstraction-focused forms of yoga with philosophical concepts in teaching.

Note: On the basis of the above, the teacher may design his/her own relevant projects/assignments.

This course aims to equip educators with a diverse toolkit of yogic practices, enabling them to create a harmonious and enriching learning environment

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>

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- 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.
- 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://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
- 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 valume) Rajpal and suns Dilli.

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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.
- 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 Lakhanpal 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): Across Units (If Any)

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

1. Digital Resources:

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- Online articles, journals, and research papers discussing various yoga practices, styles, and schools.
- Video lectures and tutorials on different yoga approaches and their applicability in educational contexts.
- Educational documentaries showcasing different cultural perspectives on yoga and its integration into schools.

2. Other Resources:

- Printed books and textbooks covering topics such as yogic philosophy, pedagogical strategies, and the educational significance of yoga.
- Yoga mats, props, and equipment for hands-on practice sessions.
- Guided meditation recordings and relaxation music.
- Guest lectures and workshops by experienced yoga practitioners and educators.
- Interactive workshops and group activities promoting experiential learning and peer collaboration.

Teaching-Learning Process

By using the following teaching-learning process, students will have the opportunity to engage deeply with the course material, develop practical skills in applying yogic principles in education, and foster a deeper understanding of the holistic benefits of yoga practices.

- Providing an overview of the course objectives, emphasizing the exploration of yoga practices, styles, and their integration into educational settings.
- Introducing students to the diverse approaches to yoga education and its global influence.
- Utilizing digital resources such as online articles, research papers to delve into various aspects of yoga, including different styles, schools, and their applicability in educational contexts.
- Facilitating interactive sessions where students can analyze and compare different yoga approaches.
- Encouraging students to explore cultural perspectives on yoga through documentaries and guest lectures.
- Incorporating experiential learning activities, such as guided meditation sessions and yoga practice workshops, to deepen students' understanding of yogic principles.

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- Encouraging students to reflect on their experiences and consider how they can integrate yogic practices with pedagogical strategies.
- Guiding students in exploring ways to create a conducive learning environment that promotes holistic development.
- Encouraging students to synthesize their learning by applying yogic principles in real-life educational contexts through teaching demonstrations or community outreach projects.
- Providing opportunities for students to reflect on their learning journey and identify areas for further growth and development in integrating yoga into their professional practice.

Assessment Method

- Group discussions and peer feedback sessions on the application of yogic principles in educational settings.
- Classroom activities and exercises evaluating practical skills in yoga techniques and pedagogical approaches.
- Reflection journals for students to document their personal experiences and insights gained from the course.
- Research projects or papers analyzing the integration of yoga into educational curricula and its impact on student well-being and learning outcomes.
- Summative evaluation will be done through an end-semester examination.

Key Words: Yoga, education, digital resources, holistic well-being, pedagogy, assessment, integration, mindfulness, experiential learning, cultural perspectives, research, practice, reflection, collaboration.


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