

## Master of Education (M.Ed.)

**Title of the Course: S.Ye.3(v): Holistic Education: Integrating Maharishi Patanjali's Ashtanga Yoga**

**(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week: 15**

### Introduction of the Course

This course explores the profound implications of Ashtanga Yoga (Maharishi Patanjali) for Master's level students in education. It provides a unique perspective on the ancient wisdom encapsulated in the eightfold path, transcending conventional pedagogical approaches. A specialised exploration of this eightfold path is enriched with the approaches and Strategies for Integration and Application for delving into the possibilities of other dimensions of life experiences. These dimensions are expected to contribute towards the experiential richness of the 'Being'.

### Learning Outcomes

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

1. Understand the holistic dimensions of education through the lens of Ashtanga Yoga.
2. Apply practical insights and methodologies inspired by ancient wisdom in educational settings.
3. Foster a conducive learning environment that promotes academic proficiency and overall well-being.
4. Cultivate self-aware learners capable of understanding their thought processes, emotions, and behaviors.
5. Implement techniques for emotional regulation and resilience in educational settings.
6. Enhance teacher-student dynamics through insights into the roles of teachers and learners.
7. Shift towards a holistic education paradigm that considers mental, physical, and emotional well-being.

**Number of Units (5)**

**Weeks 15 = 60 hours**

**Unit 1: Foundations of Yoga and Ashtanga Philosophy**

**(3 weeks = 12 hours)**

- Meaning and purpose of Yoga
- Nature of Yoga
- Concept of Chitta, Chitta-Bhumis, Chitta-Vrittis

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- Chitta-Vritti nirodhopaya Abhyasa and Vairagya as tools
- Chitta-Vikshepas (Antarayas), Chitta-prasadanam
- Prakriti and its evolutes

**Unit 2: Exploring Samadhi Pada** (3 weeks = 12 hours)

- Types and nature of Samadhi
- Ritambharaprajna and Adhyatmaprasada
- Samprajnata, Asamprajnata, Sabeeja & Nirbeeja Samadhi
- Difference between Samapattis and Samadhi
- Concept of Ishvara and qualities of Ishvara

**Unit 3: Embarking on Sadhana Pada** (3 weeks = 12 hours)

- Concept of Kriya Yoga of Patanjali
- Theory of Kleshes
- Concept of Dukhavada
- Drishyanirupanam, Drasthanirupanama
- PrakritiPurushaSamYoga
- Brief Introduction to Ashtanga Yoga
- Concept of Yama, Niyama, Asana, Pranayama, Pratyahara
- Usefulness in ChittavrittinirodhopayaH

**Unit 4: Unveiling Vibhuti & Kaivalya Pada** (3 weeks = 12 hours)

- Introduction of Dharana, Dhyana, and Samadhi
- Samyama and Siddhis
- Four types of Karmas
- Concept of Vasana
- Vivek Khyati Nirupanam, Kaivalya-Nirvachana

**Unit 5: Approaches and Strategies for Integration and Application (3 weeks = 12 hours)**

- Reflecting on personal and professional experiences integrating Ashtanga Yoga principles
- Developing a comprehensive plan incorporating Ashtanga Yoga into a specific educational context
- Engaging in group discussions on the potential challenges and benefits of implementing holistic education
- Exploring case studies of schools or educational institutions that have successfully integrated yoga principles



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- Synthesizing the course learnings into a final project proposing a holistic education model for a specific educational setting

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

1. Engage in a week-long personal practice of selected yoga techniques and reflect on its impact on concentration and well-being.
2. Conduct a group discussion on the role of self-awareness in learning, drawing insights from Ashtanga Yoga philosophy.
3. Explore and document the application of emotional regulation techniques in a real educational setting.
4. Reflect on teacher-student dynamics in your own educational experience and propose strategies for improvement inspired by Ashtanga Yoga principles.

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

### **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.
- 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-](http://ijerei.com/index.php?option=com_content&view=article&id=89:caressing-)

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- 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.
- 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)**

By utilizing these teaching-learning resources, students can engage in a comprehensive exploration of Ashtanga Yoga philosophy and its integration into education, fostering personal growth, and enhancing their ability to create holistic learning environments.

#### **1. Digital Resources:**


Online articles, e-books, and research papers discussing Ashtanga Yoga philosophy, its principles, and its application in education.

Digital libraries offering resources on Chitta, Samadhi, Kriya Yoga, and other foundational concepts.

Educational websites providing interactive modules and exercises for self-study and exploration of Ashtanga Yoga.

#### **2. Other Resources**

- Yoga mats, props, and accessories for hands-on practice of yoga techniques and postures.
- Audio recordings of guided meditations and relaxation exercises for use during class or as homework assignments.
- Inviting guest speakers, such as yoga instructors and educators experienced in integrating yoga into education, for lectures and workshops.
- Organizing workshops or training sessions on specific topics related to Ashtanga Yoga and holistic education.
- Visiting yoga studios, meditation centres, or schools that have successfully implemented yoga-based programs.

  
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- Participating in retreats or immersive experiences focused on Ashtanga Yoga and its practical application.
- Engaging in community service projects or outreach activities that incorporate yoga principles and promote well-being in educational contexts.

#### **Teaching-Learning Process**

- Providing an overview of the course objectives, emphasizing the exploration of Ashtanga Yoga's holistic dimensions in education.
- Introducing students to the foundational concepts of Ashtanga Yoga and its relevance to personal and professional development.
- Encouraging students to reflect on their own educational experiences and consider how Ashtanga Yoga principles can enhance teaching and learning dynamics.
- Facilitating interactive discussions and group activities exploring key concepts such as Chitta, Samadhi, Kriya Yoga, and Vibhuti.
- Guiding students in reflecting on the integration of Ashtanga Yoga principles into their personal and professional lives.
- Facilitating discussions on the challenges and benefits of implementing holistic education approaches informed by Ashtanga Yoga philosophy.
- Encouraging students to collaborate on projects and case studies exploring successful examples of schools or educational institutions that have integrated yoga principles into their curriculum.

#### **Assessment Method**

- Discussions assessing understanding of key concepts and principles of Ashtanga Yoga.
- Peer-reviewed presentations and group projects exploring the application of Ashtanga Yoga in educational contexts.
- Research papers or case studies analysing the effectiveness of Ashtanga Yoga techniques in promoting academic proficiency and well-being.
- Practical demonstrations or teaching practices showcasing students' ability to integrate Ashtanga Yoga principles into lesson plans and educational interventions.
- Summative evaluation will be done through an end-semester examination.

**Key Words:** Holistic Education, Ashtanga Yoga, Integration, Application, Experiential Learning, Self-Awareness, Teacher-Student Dynamics, Peer Collaboration

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