



PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)
(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)

FACULTY OF EDUCATION

**SYLLABI
FOR
BACHELOR OF EDUCATION IN YOGA (B.Ed. YOGA)**

(SEMESTER SYSTEM)

(Semester – 1)

EXAMINATION, 2014-2015

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PANJAB UNIVERSITY, CHANDIGARH

**SCHEME, OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR BACHELOR
OF EDUCATION, YOGA
(SEMESTER SYSTEM)**

(B. Ed. Yoga) EXAMINATION, 2014-2015

Note: Use of all brands of non-programmable calculators having signs of '+', '-', 'X', '%', only is allowed in the examination centre (in Papers 106 & 206 only), but these will not be provided by the University/College. Radio pagers/mobiles are not allowed in the examination.

The examination shall consist of the following parts:

SEMESTER- I

S.NO.	CODE	PAPER	EXTERNAL	INTERNAL* EVALUATION	INTERNAL PRACTICAL	TOTAL
PART I :THEORY PAPERS						
1	101	Philosophical Perspectives of Yoga and Education-I	40	10	-	50
2	102	Anatomy, Physiology and Holistic Health-I	40	10	-	50
3	103	Applied Kinesiology, Physiology of Yogic Exercises and Yoga Therapy-I	40	10	-	50
4	104	Elementary Sanskrit	40	10	-	50
5	105	Teaching Learning Processes-I	30	10	10	50
6	106	Learner, Nature and Development-I	30	10	10	50
TOTAL						300
PART II : SCHOOL BASED EXPERIENCES						
7	107	Initiatory School Experiences	-	-	-	-
8	108	Internship In Teaching	-	-	-	-
		108A Shatkriyas	-	-	-	-
		108B Asanas	-	-	-	-
		108C Pranayama, Bandhas, Mudras and Meditation	-	-	-	-
(Examination will be held in 2nd Semester)						
PART III : SKILL AND PROWESS***						
9	109	109A Shatkriyas	35	-	-	35
		109B Asanas	50	-	-	50
		109C Pranayama, Bandh, Mudras and Meditation	35	-	-	35
TOTAL						120
PART IV : LABORATORY PRACTICALS (EXTERNAL PRACTICAL)						
10	110	110A Physical Fitness	-	-	-	15
		110B Physiology	-	-	-	15
		110C Bio-chemistry	-	-	-	15
		110D Psychology	-	-	-	15
TOTAL						60

PART V : ADD ON COURSES****			
11	111	Language Proficiency & Employability Skills	TO BE GRADED INTERNALLY
GRAND TOTAL			480

* Internal evaluation shall be based on the continuous comprehensive evaluation (CCE) on the following criterion:

S.NO.	TYPE OF ACTIVITY	WEIGHTAGE
1	House Examinations	03 Marks
2	Snap Tests	01 Marks
3	Seminars/Workshops/Presentations	02 Marks
4	Community Activities	02 Marks
5	Attendance ^	02 Marks

^ The weightage for attendance shall be awarded to only those candidates who have 75% attendance in the respective paper/area of activity. The pattern for award of marks shall be fixed on the following norms:

Attendance required	Marks awarded
75% to 90%	01 Marks
91% to 100%	02 Marks

** The criteria for the award of marks for internal assessment shall be based on quality of recital of the original text from the prescribed syllabus.

***Part III of the syllabus can be taught by the University approved Instructors in Yoga whereas the rest of the curriculum shall be essentially undertaken by the Assistant Professors (previously termed as Lecturers) as approved by the University.

**** The activities listed at 1 and 2 shall be graded on the bases of following norms and in order to pass the course the candidate shall be required to score grade higher than 'F'; in case of a candidate scoring 'F' in any of these two courses, the candidate shall be entitled to have reappear as according to the University Norms:

S.NO.	GRADE	EXPLANATION
1	O	OUTSTANDING
2	A	EXCELLENT
3	B	VERY GOOD
4	C	GOOD
5	D	FAIR
6	E	SATISFACTORY
7	F	NOT RECOMMENDED

Special Note: The internal assessment will be awarded by the teachers teaching the respective subject. It will be subject to moderation by the Principal and the Internal Assessment Committee.

SEMESTER -II

S.NO.	CODE	PAPER	EXTERNAL	INTERNAL* EVALUATION	INTERNAL PRACTICAL	TOTAL	
PART I :THEORY PAPERS							
1	201	Philosophical Perspectives of Yoga and Education-II	40	10	-	50	
2	202	Anatomy, Physiology and Holistic Health-II	40	10	-	50	
3	203	Applied Kinesiology, Physiology of Yogic Exercises and Yoga Therapy-II	40	10	-	50	
4	204	Yogic Texts	40	10	-	50	
5	205	Teaching Learning Processes-II	30	10	10	50	
6	206	Learner, Nature and Development-II	30	10	10	50	
TOTAL						300	
PART II : SCHOOL BASED EXPERIENCES							
7	207	Initiatory School Experiences	-	90	-	90	
8	208	Internship In Teaching	-	-	-	-	
		208A	Shatkriyas	40	10	-	50
		208B	Asanas	80	20	-	100
		208C	Pranayama, Bandhas, Mudras and Meditation	80	20	-	100
TOTAL						340	
PART III : SKILL AND PROWESS***							
9	209	209A	Shatkriyas	35	-	-	35
		209B	Asanas	50	-	-	50
		209C	Pranayama, Bandh, Mudras and Meditation	35	-	-	35
TOTAL						120	
PART IV : LABORATORY PRACTICALS							
10	210	210A	Physical Fitness	-	-	-	15
		210B	Physiology	-	-	-	15
		210C	Bio-chemistry	-	-	-	15
		210D	Psychology	-	-	-	15
TOTAL						60	

PART V : ADD ON COURSES****		
		TO BE GRADED INTERNALLY
11	211	ICT Skill Development
GRAND TOTAL		820

TOTAL OF SEMESTER I AND SEMESTER II = 480 + 820 = 1300

* Internal evaluation shall be based on the continuous comprehensive evaluation (CCE) on the following criterion:

S.NO.	TYPE OF ACTIVITY	WEIGHTAGE
1	House Examinations	03 Marks
2	Snap Tests	01 Marks
3	Seminars/Workshops/Presentations	02 Marks
4	Community Activities	02 Marks
5	Attendance ^	02 Marks

^ The weightage for attendance shall be awarded to only those candidates who have 75% attendance in the respective paper/area of activity. The pattern for award of marks shall be fixed on the following norms:

Attendance required	Marks awarded
75% to 90%	01 Marks
91% to 100%	02 Marks

** The criteria for the award of marks for internal assessment shall be based on quality of recital of the original text from the prescribed syllabus.

***Part III of the syllabus can be taught by the University approved Instructors in Yoga whereas the rest of the curriculum shall be essentially undertaken by the Assistant Professors (previously termed as Lecturers) as approved by the University.

**** The activities listed shall be graded on the bases of following norms and in order to pass the course the candidate shall be required to score grade higher than 'F'; in case of a candidate scoring 'F' in any of these two courses, the candidate shall be entitled to have reappear as according to the University Norms:

S.NO.	GRADE	EXPLANATION
1	O	OUTSTANDING
2	A	EXCELLENT
3	B	VERY GOOD
4	C	GOOD
5	D	FAIR
6	E	SATISFACTORY
7	F	NOT RECOMMENDED

Special Note: The internal assessment will be awarded by the teachers teaching the respective subject. It will be subject to moderation by the Principal and the Internal Assessment Committee.

COURSE OF STUDY
PART I: THEORY PAPERS
SEMESTER I

PAPER-101: PHILOSOPHICAL PERSPECTIVES OF YOGA AND EDUCATION

Objectives:

1. To enable the student teachers to understand different perspectives of Philosophy.
2. To enable the student teachers to understand different perspectives of Yoga.
3. To enable the student teachers to understand different perspectives of Education.
4. To enable the Student teachers to know main perspectives of Yoga Education.
5. To enable the Student teachers to be familiar with the chief Indian thinkers and philosophers in the field of Education and Yoga and their contributions in their respective areas.

Instructions for the Paper Setters:

- Seven questions in all shall be set.
- Six questions shall be set out of the entire syllabus selecting at least two questions from each unit and the nature of the answers should be essay type. The students shall be required to attempt at least one question from each unit. Each question shall carry 10 marks.
- Seventh question shall be compulsory. It shall have Two questions, for 05 marks each, and the answers should be limited to the maximum word limit of 75 words each.
- Total marks shall be 40 and the time allowed shall be 02 hours.

Unit-I:

1. Perspectives of Philosophy:

- 1.1. Philosophy: Meaning, Definition, Nature, Scope – Metaphysics, Epistemology with emphasis on Ethics, Axiology and Logic.
- 1.2. Epistemology: Theories of Knowledge and their educational implications.

Unit - II

2. Perspectives of Yoga:

- 2.1. Indian Philosophy: Introduction, History, Nature, Brief study of six schools of philosophy.
- 2.2. Samkhya Philosophy: Nature major precepts and concepts, Educational perspectives.

Unit – III

3. Perspectives of Education:

- 3.1. Education: Meaning, Definition, Nature & Types (Mode-purpose-methods). Western and Indian concept, Distinctions among, Vidya, Shiksha, Education, Literacy.
- 3.2. Scope of Education, purpose and aims. Traditional Indian System of Education: Gurukul, Ashrams, Vidyapeeths, Madrasas, Pathshalas.

REFERENCE BOOKS

- Gupta,S.N. Das.(1987). Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
- Hiriyanna, M., (1995). The Essentials of Indian Philosophy. New Delhi, Motilal Banarasidas Publishers.
- Iyengar, B.K.S. (2005). Light on life. Oxford, Pan Macmillan Ltd.
- Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
- King, Richard. (2000). Indian Philosophy: An Introduction to Hindu and Buddhist Thought. New Delhi, Maya Publishers Pvt. Ltd.

- Krishnananda, Swami. (2009). Yoga Meditation and Japa Sadhna. Tehri Garhwal, The Divine Life Society.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjana, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Osho. (2002). Yoga the science of Soul. New York, St. Martin's Griffin.
- Pandey, R.S(1997). East West Thoughts on Education. Allahabad, Horizon Publishers.
- Puligandla, R. (1975). Fundamentals of Indian Philosophy. New York, Abingdon Press.
- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Sharma A.P. (1999). An Approach to Philosophy of Education. The Indian Publications.

- Sharma Chandradhar (1973). A Critical Survey of Indian Philosophy. Delhi, Moti Lal Banarsi Dass.
- Sivananda, Sri Swami. (2007). Janana Yoga. Tehri Garhwal, The Divine Life Society.
- Sivananda, Swami. (2007). Adhyatma Yoga. Tehri Garhwal, The Divine Life Society.
- Sivananda, Swami. (2008). Meditation on Om and Mandukya Upnishad. Tehri Garhwal, The Divine Life Society.
- Sodhi, T.S. & Suri, A. (1997). Philosophical and Sociological Foundation of Education. Patiala, Bawa Publications.
- T.R.Kulkarni: Upnishad and Yoga, Bhartiya Vidya Bhawan, Bombay.
- Tamini, I.K.(1973). Glimpses into Psychology of Yoga. Adyar, Madras, The Theosophical Publishing House.
- Villodo, Alberto. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
- Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
- Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.

SEMESTER -I

PAPER 102: ANATOMY, PHYSIOLOGY AND HOLISTIC HEALTH - I

Instructions for the Paper Setters:

- Seven questions in all shall be set.
- Six questions shall be set out of the entire syllabus selecting at least two questions from each unit and the nature of the answers should be essay type. The students shall be required to attempt at least one question from each unit. Each question shall carry 10 marks.
- Seventh question shall be compulsory. It shall have Two questions, for 05 marks each, and the answers should be limited to the maximum word limit of 75 words each.
- Total marks shall be 40 and the time allowed shall be 02 hours.

Objectives:

1. To make student teachers familiar with basic Anatomical and Physiological aspects of Human Body.
2. To make them understand the Structures and Functions of different organs of Human Body.
3. To acquaint them with the Role of Yoga in Holistic Health Education.

Course Contents

1. Unit-I

- 1.1. Anatomy & Physiology: Concept, importance in Yoga; Concept of Cell and tissue.
- 1.2. Skeletal System: Structure, Types and Functions of Bones, Joints and their types and structure.

2. Unit – II

- 2.1. Muscular System: Types of Muscles, Structure and Functions; Muscular Contraction and Muscular Fatigue.
- 2.2. Cardiovascular System: Structure and Functions of Heart, Veins, Arteries, Composition and Functions of Blood.

3. Unit – III

- 3.1. Respiratory System : Structure, Functions of Respiratory Organs, Mechanism of Respiration and Regulation.
- 3.2. Digestive System: Structure, Functions of Digestive Organs and Digestive Juices.

REFERENCE BOOKS

- Anatomy and Physiology for Nurses, (2000)
- Elvyn C. Pearce,(2003) Anatomy and Physiology and Nurses, Oxford University Press, Delhi.
- Promila Verma,(1974) Kanti Pandya, Shareer Kriya Vigyana, Bihar Hindi Granth Academy.
- R. Rajalakshmi,(1974) Applied Nutrition, Oxford and IBM Public Co.,Delhi.
- V. Tararinov, Human anatomy and Physiology Trans. By David A. Myshna, MIR Publishers, Moscow.
- Verma, Mukund Swaroop et al. (1973). Food and Nutrition, Ram Narayan Lal Bansi Prashad, Allahabad.
- Watson, Roger (2000). Hints on Health. New Delhi, Rupa Co.

SEMESTER I

PAPER 103: APPLIED KINESIOLOGY, PHYSIOLOGY OF YOGIC EXERCISES AND YOGA THERAPY - I

Instructions for the Paper Setters:

- Seven questions in all shall be set.
- Six questions shall be set out of the entire syllabus selecting at least two questions from each unit and the nature of the answers should be essay type. The students shall be required to attempt at least one question from each unit. Each question shall carry 10 marks.
- Seventh question shall be compulsory. It shall have Two questions, for 05 marks each, and the answers should be limited to the maximum word limit of 75 words each.
- Total marks shall be 40 and the time allowed shall be 02 hours.

Objectives:

1. To enable the student teachers to understand meaning and importance of kinesiology.
2. To enable the student teachers to know the physiological effects of Yogic practices on human body.

Course Contents:

1. Unit -I
 - 1.1. Kinesiology: Meaning, importance in life, mechanism and importance of kinesiology in aspect of Yoga.
 - 1.2. Shatkarmas: Definition, aims and objectives, Technique and their physiological and therapeutic bases of each Shatkriyas.

2. Unit -II
 - 2.1. Asanas: Meaning, Definitions, Aims and Objectives, Classification, Principles, Preparation, Rule-regulations, Mechanism, Precautions, Physiological and Therapeutic effects of Meditative Relaxative and Cultural poses on human body.

 - 2.2. Yogic and Non-Yogic Exercises – their nature and comparative study.

 - 2.3. Pranayamas: Meaning, Definitions, Aims and Objectives, Types, Classification, Preparation, Rule-regulations, Mechanism, Precautions, Physiological, Psychological and Therapeutic effects of Pranayamas on human body.

3. Unit – III
 - 3.1 Bandhas: Meaning, Aims and Objectives, Types, Preparation, Rule-regulations, Mechanism, Precautions, Physiological and Therapeutic effects of Bandhas.
 - 3.2 Mudras: Meaning, Aims and Objectives, Types, Preparation, Rule-regulations, Mechanism, Precautions, Physiological, Psychological, Therapeutic and Spiritual effects.

REFERENCE BOOKS

- Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi, Rupa & Co.
- Ghore, M.M. (2004). Anatomy and Physiology of Yogic Practices. Lonawala, (Pune), Kaivalyadhama.
- Hota, Bijaylaxmi. (2008). Yoga for school Children. New Delhi, Rupa & Co.
- Iyengar, B.K.S. (2005). Light on life. Oxford, Pan Macmillan Ltd.
- Iyengar, B.K.S. (2008). Light on Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
- Kuvalayananda, Swami and Dr. S.L. Vinekar,(1971).Yoga Theraphy, Kaivalyadhama, Lonavala.
- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Nagendra, H.R. (1993). Yoga in Education. Banglore ,Vivekanande Kendra,
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga.
- Sarswati, Swami Satyananda ,(1996) Awakening the Kundalini, Bihar School of Yoga,
- Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford, Oxford University Press.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.
- Tamini, I.K.. (1973). Glimpses into Psychology of Yoga. Adyar, Madras: The Theosophical Publishing House.
- Venkakswarem, P.S. (2008). Yoga for Healing. New Delhi, Jaico Publishing House.
- Yogindra, Shri, (1970), Yoga Hygiene simplified. The Yoga Institute Bombay.

SEMESTER –I

PAPER 104 : ELEMENTARY SANSKRIT

Instructions for the Paper Setters:

- Five questions in all shall be set.
- Four questions shall be set out of the entire syllabus selecting at least two questions from each unit. The students shall be required to attempt one question from each unit. Each question shall carry 16 marks.
- Fifth question shall be compulsory. It shall have two questions for 04 marks and the answer should be limited to the maximum word limit of 50 words each.
- Total marks shall be 40 and time limit shall be 02 hours.

Objective :

1. To enable the students to have basic knowledge of Sanskrit Grammar.

Course Contents:

UNIT – I

Basics of Sanskrit- I

1- सन्धि- सन्धि, सन्धि विच्छेद

- (क) स्वर सन्धि- दीर्घ, गुण, वृद्धि, यण एवं अयादि सन्धि।
- (ख) व्यञ्जन सन्धि- श्चुत्व, ष्टुत्व, जश्त्व, चर्त्वं एवं अनुस्वार।
- (ग) विसर्ग सन्धि- सत्व, उत्त्व, रुत्व एवं लोप।

2- समास- परिभाषा, समास विग्रह।

समास- अव्ययीभाव, तत्पुरुष, कर्मधारय एवं द्वन्द्व।

UNIT - II

Basics of Sanskrit- II

3- प्रत्यय- क्त्वा, तुमुन्, क्त, क्तवत्, शत्, शानच् एवं तव्य धातुओं के प्रत्यान्त रूप।

4- धातु रूपावली- लट्, लृट्, लङ्, लोट् एवं विधिलिङ्लकार में रूप।

- (क) भवादि- भू, पठ्, गम्, लिख्, पा, दृश्, पच्, पत्, हस्, त्यज्।
- (ख) अदादि- अस् और हन्।
- (ग) दिवादि- नृत् और नश्।
- (घ) तुदादि- प्रच्छ् और मुच्।
- (ङ) क्रियादि- क्री और ज्ञा।
- (च) चुरादि- चुर, भक्ष्, कथ्, दण्ड्, युज्।

REFERENCE BOOKS

1. Sanskrit Viakran Parbodh, Vijay Chander, Nellam Pub. 9th editon
2. Sanskrit Parbodhini , Swami Saraswati (1993), Bihar School of Yoga.

SEMESTER –I

PAPER 105 TEACHING LEARNING PROCESSES

Objectives:

1. To enable the student teachers to know about the processes involved in teaching and learning.
2. To enable the student teachers to know the basic processes involved in educational technology.
3. To enable the Student teachers to be familiar with the innovations in Educational technology.
4. To enable the student teachers to understand different perspectives of School Education settings.
5. To enable the student teachers to be familiar with curriculum designing and curriculum transaction in Yoga Education.
6. To visit a recognized/reputed yoga education institution and prepare a report thereof.

Instructions for the Paper Setters:

- Seven questions in all shall be set.
- Six questions shall be set out of the entire syllabus selecting at least two questions from each unit and the nature of the answers should be essay type. The students shall be required to attempt at least one question from each unit. Each question shall carry 08 marks.
- Seventh question shall be compulsory. It shall have two questions, for 03 marks each, and the answers should be limited to the maximum word limit of 75 words each.
- Total marks shall be 30 and the time allowed shall be 02hours.

Course Contents:

Unit-I

1. Teaching and Learning:
 - 1.1. Teaching and learning: Concepts and relationship between the two.
 - 1.2. Principles of teaching: Levels and Phases of teaching, quality of perfect Yoga Guru; Yogic levels of learning; Vidhiarthi, Shishya, Mumuksha.

Unit - II

2. Educational Technology:
 - 2.1. Meaning, importance and types of Educational Technology. Models of teaching: Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
 - 2.2. Awareness Training Model and Constructivism.

Unit - III

3. Innovations in Educational Technology:
 - 3.1. Process, Merits and Demerits.
 - 3.2. Skills of Micro Teaching:
 - 3.2.1. Introducing the Lesson
 - 3.2.2. Fluency in questioning
 - 3.2.3. Explaining
 - 3.2.4. Stimulus Variation

Practical Work:

1. Preparation of three ICT aided teaching modules based on models of teaching.

REFERENCE BOOKS:

- A.G. Sundram(1980), R.N. Kaul: A Hand book of Education, Kapoor Brothers, Jammu.
- Bhatia, Narang (1992) Teacher and Education in Emerging Indian Society, Tender Pub. Ludhiana.
- Bhushan,A & Ahuja, M. (1992). Educational Technology. Meerut, Vikas Publication, B-57, Meenakshi Puram.
- Bhushan,A & Ahuja, M.(2003). Educational Technology. Patiala, Bawa Publishers, (2nd ed.).
- Bloom, B.S. (1972). Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: Devid Mokeay Campo.
- Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi, Sterling Publishers.
- Danah Zohar & Marshal Jan .(2001). Spiritual Intelligence the Ultimate Intelligence. New York, Bloomsbury Publishing.
- Das, R.C.(1993). Educational Technology- A Basic Text. New Delhi, Sterling Publishers.
- Dececco, J.P. & Cramford, W.R., (1970). Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
- Gage, N.L., (1978). The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
- Joyce, B.Weil, M. & Showers, B. (1985). Models of Teaching. New Delhi, Prentice Hall of India Pvt. Ltd.
- Mangal s.k.(2002) Fundamentals of Education Technology, Prakash Brothers, Ludhiana.
- Mangal, S.K. & Mangal, U. (2009). Essentials of Educational Technology. New Delhi, PHI Learning Pvt. Ltd.
- Mehra, V.(2010). A text book of Educational Technology, New Delhi, Sanjay Prakashan.
- S.K.Kochhar(1985): Methods and Techniques of Teaching, Sterling Pub. Pvt. Ltd., New Delhi.
- Saxena, A. (2007). Modern Techniques of Counseling, New Delhi, Rajat Publications.
- Siddiqui, M.H. & Khan, M.S. (2007). Models of Teaching: Theory and Research. New Delhi, A.P.H. Publishing Corporation.
- Vaneja, M. & Rao, D.B. (1999). Enquiry Training Model. New Delhi, Discovery Publishing House.

SEMESTER -I

PAPER 106 LEARNER, NATURE AND DEVELOPMENT

Objectives:

1. To enable the student teachers to understand the concept of Educational Psychology.
2. To enable the student teachers to know the role of heredity and environment in growth and development.
3. To enable the student teachers to understand the concepts of Intelligence, emotional Intelligence and creativity.
4. To enable the student teachers to understand how learning takes place and role of related yogic concepts in the same.
5. To understand needs of Special children and role of yoga in their education.
6. To understand elementary statistical procedures.
7. To be well versed with elementary educational psychology testing.

Instructions for the Paper Setters:

- Seven questions in all shall be set.
- Six questions shall be set out of the entire syllabus selecting at least two questions from each unit and the nature of the answers should be essay type. The students shall be required to attempt at least one question from each unit. Each question shall carry 08 marks.
- Seventh question shall be compulsory. It shall have two questions, for 03 marks each, and the answers should be limited to the maximum word limit of 75 words each.
- Total marks shall be 30 and the time allowed shall be 02 hours.

Course contents:

Unit-I

1. Educational Psychology:
 - 1.1. Educational Psychology: Meaning, Definition, Nature, Scope and Importance.
 - 1.2. Growth and Development: Concept, principles, stages of adolescence period with special reference to issues of stress and strain and Yogic measures to contain them.
 - 1.3. Heredity and Environment: Concept, Laws and their role in growth and development of an individual; their comparison with the Yogic concepts of Sanskar and Yama (social ethics).

Unit - II

2. Intelligence :
 - 2.1. Intelligence: Meaning, theories (unitary, Spearman's, Thorndike's, Thurstone's and Guilford's), measurement (classification of tests and description of any two tests from each category: Verbal, Non-Verbal, Performance tests), uses and limitations of intelligence tests.
 - 2.2. Emotional intelligence: Concept, characteristics and role of teacher in promoting emotional intelligence.

Unit - III

3. Learning:
 - 3.1. Learning: Meaning, factors affecting learning, Theories of Learning: (Trial and error, classical conditioning, Kohler's insight theory); Transfer of Learning: Meaning, types and educational implications.

3.2. Yogic concept of Mind, Chitt, Buddhi and means of their development through Yoga Education.

Practical Work:

Administration and interpretation of any two psychological tests, selecting one from each group mentioned below:

1. Learning,
2. Intelligence/ Emotional Intelligence.

REFERENCE BOOKS

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SEMESTER- I

107 INITIATORY SCHOOL EXPERIENCES

Course Details:

Objectives:

- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To introduce the element of constructivism among the student teachers in diverse areas of teaching and learning in a formal school setting.
- To learn to plan and execute lessons in yoga education in a typical formal school setting.

Note on Evaluation: Entire curriculum transaction of this course shall be continuous in nature. It shall be evaluated by the internal 'Teacher Educator Mentor'. All activities shall be documented and the records be preserved for minimum six months after the declaration of the annual university result. After that period the records of the three toppers from each session be documented in the reference section of the college library.

Task Set 1 : Initiatory Experiences (10 marks)

- Reflections on one's own School Experiences (05 Marks)
- Identifying Badhak (obstacles) and Sadhak Tatav (facilitatory factors) in Yoga Education (05 Marks)

Task Set 2 : School as an 'Enabling Learning Environment' (35 Marks)

- Planning and execution of micro lesson plans in at least five teaching-learning skills. (05Marks)
- Planning at least three mega lesson plans (one each (1theory+1practical) in teaching of Shatkriyas, Asanas and Pranayama, Bandhas, Mudras & Meditation; taken together with paper 207 of Semester II) and executing the same in simulated conditions. (06 marks)
- Delivering two discussion lessons (One in each of the two teaching areas) in actual school situations. (20 marks)
- Completing 08 Observation lessons of the peers (02 Shatkriyas, 4 Asanas and 02 Pranayama, Bandhas, Mudras & Meditation). (04 Marks)

SEMESTER -I

108 INTERNSHIP IN TEACHING

108A SHATKRIYAS

108B ASANAS

108C PRANAYAMA,BANDHAS,MUDRAS & MEDITATION

Objectives: On completion of the course the student teacher will be able to :

- Understand the content and pedagogical principles, issues and problems related to teaching especially Yoga Education.
- Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities,
- working with the community
- Develop proper professional attitudes, values and interests
- Understand the role of a teacher and specially a Yoga Teacher / Guru
- Familiarize with the existing educational scenario of the respective states

Instructions for the examiner:

- The students shall prepare two files during the course of study; one each for the initiatory experiences and Internship in Teaching and both the files with a certificate of completion from the ‘Teacher Educator Mentor’ shall be presented at the time of final Skill in Teaching Examination.
- The activities listed under Sr. Nos. 4 to 8 under paper : 008 shall be recorded / documented in ‘Internship in Teaching File’ and should be presented at the time of annual examination.
- Each student teacher shall be required to deliver three lessons for the final Skill in Teaching Examination (One in each teaching area viz, Shatkriyas, Asanas and Pranayama, Bandhas, Mudras & Meditation).
- Each lesson shall be jointly evaluated by one External and one Internal Examiner
- Weight age to the various aspects for evaluation of final lesson is as under :-

S.NO.	AREA OF ASSESSMENT	MARKS
1	Written Lesson Plan	10
2	Presentation	25
3	Use of Instructional Material	05
4	Teacher Traits	05
5	Lesson Note Book	03
6	Initiatory Experiences Note book	02

Organization :

- The internship will be organized for a period of 20 working days in selected recognized schools of the region.
- The student teachers shall be required to follow the school routine during this time span.

Activities to be followed during Teaching Practice:

1. The student teacher will teach 20 lessons in each teaching area in accordance with the following schedule:

Type of Lessons	General Yoga Education	Shatkriyas	Asanas		Pranayama, Bandhas, Mudras, Meditation	Total
			Compulsory	Optional		
Theory	01	01			02	05
			01	-		
Practical	NIL	02	07	01	05	15

2. Out of 20 lessons, 20% will cater to the needs of slow learners, enrichment for talented children, in-group learning set up and self-learning models.
3. At least 50% lessons should bear detailed observations by the mentor/peers.
4. Participating in school activities and organisation of activities
5. Administering of diagnostic tests and identifying of learning difficulties
6. Conducting a case study/action research
7. Organizing curricular and co-curricular activities and finalization of records and reports related to curricular and co-curricular activities
8. Develop different Evaluative Tools and Devices, make use of them for improving Teaching-Learning Process and presents the results graphically – preferably through excel spread sheets.
9. Select, procure, use of Learning Material and Teaching Aids.

SEMESTER -I

109A SHATKRIYAS

109B ASANAS

109C PRANAYAMA, BANDHAS, MUDRAS & MEDITATION

Objectives:

1. To enable the student teachers to understand the technique of performing various Shathakriyas.
2. To enable the student teachers to perform various Shathkriyas correctly and to know their benefits.
3. To enable the student teachers to understand the technique of performing various Asanas.
4. To enable the student teachers to perform various Asanas correctly and to know their benefits.
5. To enable the student teachers to understand the techniques of performing various Pranayamas, Bandhas, Mudras and Meditation.
6. To enable the students to perform various Pranayamas, Bandhas, Mudras and Meditation correctly and to know their benefits.

Guidelines for Examiner:

Note: The students shall be required to prepare separate record files for 109 A, 109 B and 109 C, which shall be presented at the time of annual practical and viva – voce examination.

The examiner shall conduct practical paper according to following scheme:

Paper Code	Paper	Compulsory Contents	Optional Contents
109 A	Shatkriyas	Any Two	Any one
109 B	Asanas	A. Standing Asanas – Any Two B. Sitting Asanas – Any Two C. Lying Asanas (Spine Facing Ground) – Any Two D. Lying Asanas (Stomach Facing Ground) – Any Two	Any Two
109 C	Pranayamas	Any Two	Any one
	Bandhas & Mudras	Any Three	Any one
	Meditation	Any Two	Any one

DETAILS OF CONTENTS: (Paper - 109) SEMESTER - I

Paper Code	Paper	Compulsory Asanas	Optional Asanas
109A	Shatkriyas	Jel Neti-Suter Neti, Vaman Dhauti, Vahnisar (Agnisaar) dhauti, Vat-kapalbhati, Trataka-External	Nauli/Dand-dhauti
109B	Asanas	<p>A. STANDING POSE 1. Suryanamaskar 2. Tadasana, 3. Vrikasasana, 4. Trikonasana,</p> <p>B. SITTING POSE 1. Vajrasana 2. Shashankasana, 3. Vakrasana, 4. Ardhamatsyendrasana, 5. Padamasana, 6. Parvatasana, 7. Bhadrasana, 8. Gomukhasana, 9. Ushterasana</p> <p>C. LYING POSE (SPINE FACING GROUND) 1. Sarvangasana, 2. Ardhamatsyasana, 3. Pawanmukta Series, 4. Pawantmuktasana 5. Shavasana</p> <p>D. LYING POSE (STOMACH FACING GROUND) 1. Bhujangasana, 2. Ardhsalabhasana, 3. Dhanurasana, 4. Makarasna</p>	1. Telangularasana 2. Kkukutasana 3. Mayurasana 4. Vatayasana 5. Rajkapotasana 6. Natarajasana 7. Puranbhujangasana 8. Vibhakat-paschimottan asana
109C	Pranayama	Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan, Sheetli, Sheetkari and Bhramari	Ujjayee & Bhastrika
	Bandhas	1. Jalandar Bandh, 2. Uddyan Bandha	Mool
	Mudras	1. Vatmudra, 2. Braham Mudra, 3. Gyanmudra, 4. Chinmudra, 5. Vipritkarni Mudra	Khechari
	Meditation	Meditation: Yoga Nidra, Mindful, Vipasana	Meditation: on mantra

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PART IV : LABORATORY PRACTICALS

SEMESTER -I

Objectives:

1. To enable the Student Teachers to perform Practicals in Physical Fitness, Physiology, Bio-Chemistry and Psychology.
2. To enable the student teachers to handle and use different Laboratory Equipment/Tests for Investigations and Diagnostic purposes.

Note for the external examiners:

The External Examiner will evaluate student teachers for their practical knowledge of conducting a particular Practical/Experiment on others and not for their own performance in that particular parameter except for that in Physical Fitness.

110A Physical Fitness

Activities:

1. Strength
2. Agility

110 B Physiology

Activities:

1. Pulse Rate
2. Temperature (Skin/Oral)

110 C Bio-

Chemistry

Activities:

The estimation of the following in **Urine**:

1. Glucose
2. Creatinine
3. Ketone Bodies

110D Psychology

Note for the student teachers: Each Student Teacher will be required to arrange a subject on Examination day.

Activities:

1. Mental Fatigue
2. Intelligence
3. Personality

PART V: ADD ON COURSES

SEMESTER -I

111 LANGUAGE PROFICIENCY & EMPLOYABILITY SKILLS

Objectives:

- To enable the student teachers to have effective communication skills
- To become comfortable in using language as a medium of oral and written communication
- To develop proficiency in communication through any one foreign language including English
- To develop the skill of resume writing and covering letter.
- To develop interview skills

NOTE: The activities fulfilling above objectives shall be performed under the guidance of tutor/ workshops/special programmes and be subject to internal evaluation.
