



**INTER UNIVERSITY CENTRE FOR
TEACHER EDUCATION**
REGIONAL INSTITUTE OF EDUCATION, MYSURU-06
(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
NEW DELHI)



**PREPARATION OF HANDBOOK ON IMPLEMENTING PHYSICAL
EDUCATION, HEALTH EDUCATION AND YOGA IN TEACHER
EDUCATION COURSES**

*A report of Two Day Consultative Workshop with the Experts of
Physical Education, Health Education and Yoga*

(March 27th-28th, 2019)



Programme Coordinator
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IUCTE

**REGIONAL INSTITUTE OF EDUCATION
Manasagangotri, Mysore-570006**

March - 2019

FOREWORD

The Inter university Centre for Teacher Education, established under RIE, Mysore, creates a platform to provide the highest quality learning environment for the pre-service and in-service teachers, teacher educators and educational administrators to emerge as the next generation educational leaders with highest personal and professional standards. It is in this regard, in the context of education catering to the development of global citizens, the relevance of physical education, Yoga and health education has prime importance. Recognizing the universal appeal of yoga, the United Nations marked the 2017 edition of the International Day of Yoga, which aims to integrate the benefits of healthy lives and wellbeing – essential aspects of the 2030 Agenda for Sustainable Development.

On an analysis of the Teacher education curriculum in physical education, both at elementary and secondary levels, it could be seen that sufficient supporting materials are not available for teacher educators to meet the challenges implementing these concerns in teacher education courses. Hence it was proposed by the IUCTE to develop a handbook in Physical education, health education and Yoga, which would be helpful to the teachers and teacher educators.

As the first phase of the programme, a two day consultative workshop was conducted to evolve a Structure for the handbook on 27 to 28th, March, 2019. It is envisaged that this Structure would act as a basic skeleton for evolving the proposed handbook. Experts from the field of physical education, health education and yoga from the southern states participated in the workshop. It was proposed that the implementation handbook will contain 10 chapters on Physical education, 5 chapters on Health education And 7 chapters on Yoga, Teacher educators get an insight into the latest content area, transactional aspects and practical knowledge with the help of this handbook. Teachers also will be benefited to restructure their curriculum and classroom activities which are apt for the modern time. Administrators and policy makers also will get an insight in the area of Physical Education, Health Education and Yoga.

The successful completion of this Two day workshop programme is the result of the cooperation, confidence, endurance and support given by Prof. Y. Sreekanth, Chairman IUCTE and Principal, RIE (NCERT), Mysore. I also owe my due respects and gratitude to Prof. M.S. Talawar, Director, IUCTE, Mysuru and Prof. V. D. Bhat, Professor IUCTE for all the academic support given for this work. I would also like to thank IUCTE Team Members for extending full support till the completion of the workshop.

Detailed Programme Proposal for 2018-19

ABSTRACT

1. Title of the program : Preparation of Handbook on implementing Physical education, Yoga and Health Education in Teacher Education Courses

2. Type : Development

3. Category : New

4. Main Objective :

- ❖ The specific objectives are preparation of a Handbook on implementing yoga and health education in Teacher Education Courses, giving guidelines for transactional strategies.
- ❖ To attain knowledge about personal hygiene and first aid.
- ❖ To develop personal health status.
- ❖ To attain a higher level of consciousness.
- ❖ To get knowledge of the practical and theoretical foundations of the field of yoga.
- ❖ To get knowledge of the biomedical systems for teaching yoga and health education.
- ❖ To meet the challenges to become a global citizen
- ❖ To integrate moral values

5. Target Group: Preservice Teachers, Inservice Teachers, Administrative and academic faculties and Policymakers

6. Total budget: Rs . 3,96,600 = 00

7. Plans for utilization and Dissemination of the end Product(s):

The digital version of the document would be placed on the IUCTE website and also sent to the universities, agencies such as SCERT, IASE, SOE, NAAC and NCTE. A few hard copies would also be printed for placing in various libraries and in Teacher Education institutions.

8. Need and Justification:

Yoga education can supplement school and university education. It can prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier and more integrated members of the society and of the nation. Health education builds knowledge on positive attitude about health. Health education teaches about physical, mental, emotional and social health. Health education motivates, improve and maintain their health, prevent disease and reduce risky behaviors. Health education teaches about first aid and injury prevention.

PROFORMA FOR PROGRAMME PROPOSALS 2018 -19

(Only for Development, Training and Extension Proposals)

1.	Name of the NCERT Constituent / Department	IUCTE ---Regional Institute of Education Mysore
2.	Title of the program	Preparation of Handbook on implementing Yoga and Health Education in Teacher Education Courses
3.	(a) Type of the program	Development
	(b) Category of the prog.	New
	(c) If the program is on-going or carried over, mention the PAC Code No. and year of approval	Not Applicable
4.	Total duration of the program as phased in column 10 (months)	3 months
	(a) Date on which program to be commenced	March - 2019
	(b) Target date of completion	May - 2019
5.	Target Groups	Pre-service and Inservice Teachers and teacher educators, academic faculties of the universities and Policymakers
	(a) If program is meant for a group with special needs.	Not Applicable
	(b) Stage of education to which the program is meant.	In service Teachers, Preservice Teachers and Teacher Educators
	(c) If program is State/Region/Agency specific, please specify the State/Region/Agency	National
6.	Beneficiaries	Teachers and Teacher Educators, Researchers, Management, Policymakers.

(b) Process of implementation

1. Two-day workshop with the experts and specialists in the field of Yoga Health and Physical Education, from universities and other reputed institutions. for Development of Handbook and Chapter writing and drafting of Handbook.
2. Two-day workshop to edit, illustrate Vet and finalize the Handbook
3. Finalizing the handbook, Printing and making multiple copies of the Handbook and release at IUCTE - RIE mysuru.
4. Disseminating the Handbook in the field through IUCTE website and in Book form.

10. Collaborating Agencies (if any): Name of Agency Nature of Collaboration

(a) NCERT Constituent : IUCTE, RIE Mysore NCERT, New Delhi Academic
Administrative And Other RIEs

(b) Outside Agency : Preservice and In-service Teachers, Teacher Educators of
southern Region Academic

10. (a) Phasing of the program with precise information on activities:

S. No.	Activity proposed to be organized	Programme dates	Estimated Expenditure	Actual Expenditure
1.	Two-day workshop with the experts and specialists in the field of Yoga Health and Physical Education, from universities and other reputed institutions. for Development of Handbook and Chapter writing and drafting of Handbook.	27-28, March 2019	Rs. 1,10,250 = 00	Rs.56919=00

REPORT

Since IUCTE is concerned about quality education and introduces the subjects which intend to develop knowledge and practices to be acquired by students in the field of physical education. On an analysis of the Teacher education curriculum in physical education, both at elementary and secondary education, it could be seen that sufficient supporting materials are not available for teacher educators to meet the challenges of the modern times. Hence it was proposed by the IUCTE to develop a handbook in Physical education, health education and Yoga, which would be helpful to the teachers and teacher educators.

This workshop attempted to provide a platform for the educationists, experts in Physical Education and yoga and Health education to deliberate on the vital issues in the related areas and suggestions were made based on the new paradigm of understanding. This workshop also focused on health education. Finally the experts were assigned tasks towards writing various chapters on the themes given to them.

On an analysis of the Teacher education curriculum in physical education, both at elementary and secondary education, it could be seen that sufficient supporting materials are not available for teacher educators to meet the challenges of the modern times. Hence it was proposed by the IUCTE to develop a handbook in Physical education, health education and Yoga, which would be helpful to the teachers and teacher educators. A two day workshop was conducted on 27th & 28th of March 2019, to develop the conceptual Structure for the development of a handbook in Physical Education, Health Education and Yoga, to be used by the teachers and teacher educators. This book contains Physical Education, Health Education and yoga, Teacher educators get an insight into the latest content area, transactional aspects and practical knowledge with the help of this handbook. Teachers also will be benefited to restructure their curriculum and classroom activities which are apt for the modern time. Administrators and policy makers also will get an insight in the area of Physical education, Health education and Yoga.

Yoga education can supplement school and university education. It can prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier and more integrated members of the society and of the nation. Health education builds knowledge on positive attitude about health. Health education teaches about physical, mental, emotional and social health. Health education motivates, improve and maintain their health, prevent disease and reduce risky behaviors. Health education teaches about first aid and injury prevention.

Introduction

"When health is absent Wisdom cannot reveal itself, Art cannot manifest, Strength cannot fight" --Herophilus, C., 300 B.C.

The NASPE (2003) recommends that children obtain a minimum of 60 minutes of physical activity in a day. It is not possible in most schools to provide the 60 minutes of daily physical activity for every student through the physical education program alone; this has led to development of the idea of having comprehensive school physical activity programs. Some students attend physical education one day a week; others attend two or three days; and a few have daily physical education. The physical educator is to provide maximum physical activity time within the class period, teach skills and activities that transfer into physical activity outside of physical education class, motivate children to be physically active, and take the role of physical activity director for the school. If students are to receive the amount of physical activity they need each day, other opportunities to be physically active within the school day must be provided. The physical education teacher has unique responsibilities in the school physical activity program to ensure that students are physically active within the physical education class. The physical education teacher also has the responsibility to help direct and guide opportunities for physical activity within the school outside the physical education class.

Health education builds knowledge on positive attitude about health. Health education teaches about physical, mental, emotional and social health. Health education motivates, improve and maintain their health, prevent disease and reduce risky behaviors. Health education teaches about first aid and injury prevention. Many studies have tried to determine the effectiveness of modern yoga as a complementary intervention for cancer, schizophrenia, asthma, and heart disease. The results of these studies have been mixed and inconclusive. On December 1, 2016, yoga was listed by UNESCO as an intangible cultural heritage.

Yoga education can supplement school and university education. It can prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that the students can become healthier and more integrated members of the society and of the nation. Yoga is a group of physical, mental, and spiritual practices or disciplines which originated in ancient India. Yoga is one of the six orthodox schools of Hindu philosophical traditions. There is a broad variety of yoga schools, practices, and goals in Hinduism, Buddhism, and Jainism. The term "yoga" in the Western world often denotes a modern form of Hatha yoga, which includes the physical practice of postures called asanas.

Objectives of the Workshop

The workshop was organised with following objectives in mind

- To analyse the teacher education curriculum with view to identify the components on health and physical education and yoga.
- To prepare a content structure for the handbook
- To deliberate the format and style of writing the chapters of handbook
- To assign writers for different chapters of the handbook

Day Wise proceedings of the workshop

Day -1

This workshop was attended by experts from various universities of southern states. (Department of physical education university mysore, Tamilnadu physical education and sports university, University of Pondicherry, Dept.of physical education Mangalore university, Avinashilingam university) list of participants is appended. At the outset Mr. Prasanna Kumar T K, Assistant Professor of Physical Education and Coordinator of the workshop welcomed the members.



Concept note presentation

Dr. K K Chandini, Associate Professor, briefed the members regarding the vision and mission of IUCTE at Regional Institute of Education, Mysore. She also mentioned about different activities and programmes of IUCTE and gave introductory remarks with regard to introduction on the subject Physical Education, Health Education and Yoga in Teacher Education Courses and also provided few guidelines to identify the course materials.

The programme coordinator briefed the concept of the workshop to the experts and distributed the materials needed for the workshop. Prof. V D Bhat also provided necessary information with regard to preparation of Handbook on implementing Physical Education, Health Education and Yoga in Teacher Education Courses. He also provided reference materials which are currently being followed in teacher education courses. As an initial step the experts were asked to identify the most important topics on Physical Education, Health Education and Yoga which are relevant in the present day context.

In the afternoon session there were deliberations on the distribution of content part (physical education, health education and yoga) that should go into the handbook. The experts were given home assignments, allocating various content areas and they were requested to present draft material on the following day.

Day -2

The first session of second day began with the presentation of report of the previous day by Dr. Gerald D'Souza presented on Physical education. Dr. Elayaraja presented on Health education, Dr. Raghavendra pai and Prof.R. Elangovan presented on yoga. After the presentation participant were discussed on presentation and finalised the draft material on each separate areas.

Prof. M ChandraKumar took the initiative in forming Committees to prepare a Structure separately, for **Physical Education** including Prof.M. Chandrakumar, Dr. Gerald D'souza, and Dr.Saravana Prabha these three experts took initial incharge to prepare and finalise the draft material and contents of handbook and Dr.C. Venkatesh, Dr. Elayaraja, and Dr. S. Madialagan took **Health Education** part to prepare and finalise the draft material and Prof. R. Elangovan, Dr. Raghavendra pai took **Yoga Education** part to prepare draft and stressed upon the importance of preparing relevant materials for the same areas. After discussion and presentations by the respective experts in the presence of Prof. R Talawar, Director of IUCTE, who gave some observations and inputs, the Structure for the Handbook was finalized.

The guidelines for writing chapters were discussed and finalized and allotments were also made. Experts were requested to submit the chapters before first week of May.

The resource reference material was given to the subject experts, which would be appended later. The guidelines for writing the chapters were discussed and allotment of chapters to the experts have been made as follows:

Sl. No.	Subject Expert	Chapters allotted		
		Physical Education	Health Education	Yoga
1	Dr. C Venkatesh	Unit 5 8-Basketball, Athletics, Handball (1 skill test and lead up activity/recreational game in each game if available for practical) Practical-Assessment of Performance related fitness parameters	Unit 1	
2	Dr. S Madialagan	Unit 1, 2, 9 (c) 8-Swimming, Football, Kabaddi, Wrestling (1 skill test and lead up activity/recreational game in each game if available for practical)		
3	Prof. R Elangovan			Yoga
4	Dr. Gerald S DSouza	Unit 3, 9 (a,b) 8-Hockey, Football (1 skill test and lead up activity/recreational game in each game if available for practical) Practical-Assessment of Health related fitness parameters		
5	Dr. M Elayaraja	Cricket, Tennis, Badminton (1 skill test and lead up activity/recreational game in each game if available for practical), 9 (e)	Units 2, 3	
7	Dr. Raghavendra Pai			Yoga
8	Dr. Saravana Prabha	Unit 4, 7, 9 (d) 8-Athletics, Kho Kho, Malkhamb (1 skill test and lead up activity/recreational game in each game if available for practical), Practical-4		
9	Dr. Selvalakshmi			Yoga
10.	Dr. Wilson V A	Unit 6 8-Volleyball, Netball (1 skill test and lead up activity/recreational game in each game if available for practical)		

Suggestions for future action plan:

1. A three days workshop is suggested for thorough discussion on chapters written by experts.
2. Unique centers of excellence in Yogic science, Physical Education and Health Education may be visited to obtain first hand information.
3. A Manual shall be prepared giving details for its effective implementation.

4. It is advised that IUCTE shall undertake a brief survey on prevailing facilities and conditions in secondary schools so as to have factual basic information of the institutions.

The Meeting concluded with vote of thanks by Mr. Prasanna Kumar T K, Assistant Professor of Physical Education and Coordinator of the Workshop.

Out comes

- Components were identified from the physical education, health education and yoga
- Content structure for the implementation handbook is finalised
- Guidelines for the writers were prepared
- Writers have been assigned for different chapter

Conclusion

Health and Physical education and yoga provides students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life, not only during their time in school, but for a lifetime, Children who are healthy and physically active increase their chances of achieving to their highest academic potential and are better able to handle the demands of a global citizen.hence health physical education and yoga are to be made integral components of the teacher education curriculum. As per the structure arrived at in this workshop, a handbook would be made available for the benefit of the teacher community.

Appendices

1). Programme schedule

Day	DATE			SESSION -1		SESSION -2		SESSION-3	SESSION-4
1	27/03/19	9.30-10.00 Registration 10.00-10.45 Inauguration & Followed by Keynote Address	Tea Break 10.45 - 11.00	11.00 - 1.00 Presentation By Pro.M.Chandrakumar University of Mysore & Pro. R. Elangovan Principal, Saveetha School of Physical Education, Thandalam, Chennai	Lunch Break 1.00 - 2.00	2.00-3.30 Dr. C. Venkatesh Assistant Professor, Dept of Physical Education, University of Mysore & Dr. Gerald Santhosh D'Souza Department of P.G Studies and Research in Physical Education and Sports, Mangalore University	Tea Break 3.30 - 3.45	3.45-5.00 <u>Group work</u> Preparation of the draft material	5.00 - 5.30 Presentation
Day	DATE	SESSION -5		SESSION -6		SESSION -7		SESSION -8	
2	28/03/19	9.30-10.45 Review & Group Discussion on Draft Material	Tea Time 10.45 - 11:00	11.00- 1.00 Finalising the Draft Material	Lunch 1.00 - 2.00	2.00-3.30 Finalising the Contents and Draft Material	Tea Time 3.30 - 3.45	3.45-5.00 Presentation and Discussion on Handbook Module & Chapter writing: Allotment and fixing the duration for submission	5.00 - 5.30 Valedictory function

2). List of Members present:

1	Prof. M Chandra Kumar, Former Professor of Physical Education, DOSPESS, University of Mysore, Mysore	
2	Dr. C Venkatesh, Assistant Professor, DOSPESS, University of Mysore, Mysore	
3	Dr. S Madialagan, Dean and Associate Professor, DOSPESS, University of Mysore, Mysore	
4	Prof. Dr. R Elangovan, Principal, Saveetha School of Physical Education, Saveetha University, Thandalam, Chennai	
5	Dr. Gerald S DSouza, Deputy Director, Mangalore University, Mangalore	
6	Dr. M Elayaraja, Professor, Department of Physical Education and Sports, Pondicherry University, Puducherry	
7	Dr. Raghavendra Pai K, Secretary, Sri. Vedavyasa Yoga Foundation, Mysore	
8	Dr. R. Saravana Prabha, Head of Department of Physical Education, Avinashilingam University, Coimbatore.	



3.) Draft Material

PART - A PHYSICAL EDUCATION

OBJECTIVES

- To understand the implications of physical education in developing better health, fitness and Wellness
- To apply the theoretical concepts to assess and evaluate fitness parameters
- To encourage and appreciate women participation and become aware of special needs of women in context of sports participation.
- To gain exposure and to acquire skills of various sports and games for the purpose of making worthy use of leisure time and evaluate the performance in such sports and games.
- To understand and acquire knowledge about various sports injuries and their management.

THEORY

Unit 1- Introduction to Physical Education

Meaning, Aim and Objectives

Meaning of related terms– Physical activity, Physical Exercise, Physical Culture, Physical Training

Significance of PE in the context of modern day education

Modern concept of Movement Education

Modern Trends in Physical Education

Unit 2 – Historical aspects of Physical Education

Olympics and Olympic movement, Physical Education in India before and after Independence, National sports programmes and Policies (recent).

Unit 3 – Physical Fitness –Health Related PF

Classification of exercises – Aerobic – Meaning and types

Anerobic – Meaning and types

Health Related Physical Fitness

Meaning, Definition, benefits and components

Exercises for HR fitness (their description and loading parameters):

Cardiovascular – Slow continuous, fast continuous, fartlek etc.

Muscular Endurance and strength – Resistance exercises using dumbbells, barbells, medicine ball, body weight, bands etc.

Flexibility – Active and passive, dynamic, PNF etc.

Body composition – BMI, Lean body mass, fat mass, skeletal mass etc.

Unit 4 – Physical Fitness –Skill Related PF

Meaning, Definition, benefits and components

Exercises for SR fitness (their description and loading parameters):

Speed – Anaerobic training – Repetition and Interval training

Power – Plyometrics etc.

Agility: Shuttle running etc.

Balance

Reaction- Reaction exercises to visual, auditory and tactile stimulus

Coordination

Unit 5 – Assessment of Physical Fitness Parameters

Health related fitness: (two tests for each)

Cardiovascular- Coopers test

Muscular strength and endurance – push ups, pull ups etc.

Flexibility – lower back, shoulder flexibility

Body Composition- Skinfold

Skill related fitness: (two tests for each)

Speed – 50 mts. Test

Power- Vertical jump test

Agility – Illinois test

Balance – Stork test

Reaction

Coordination

Unit 6 – Injuries, Treatment and Management

Meaning, Definition, Classification, Factors contributing to injuries

Types of Injury – Soft tissue, Hard tissue, Acute and Chronic injuries

Injury management- PRICE, Modalities of treatment – Cryotherapy, Hydrotherapy, Thermotherapy etc.

Unit 7 – Women participation in sports

Physical factors or anatomical factors – skeletal, muscular etc.

Physiological factors – CV system, hormonal systems, reproductive systems etc.

Sports participation of women in India

Special considerations/Exercise guidelines for women participation in sports

Unit 8 – Sports and Games

Individual sports – Athletics, Wrestling, Swimming, Chess etc.

Team Sports – Kabaddi, Kho Kho, Hockey, Football, Basketball, Volleyball, Handball, Netball, Badminton,, Cricket etc.

Traditional games – Malkhamb etc.

- Introduction to games – brief history, origin and development

- Equipment and court dimensions
- Basic skills and a few advanced skills
- Official rules and regulations- only important and brief
- Organisation and Administration of tournaments and competitions
Drawing fixtures, Committees and Inaugural and Valedictory functions
- Lead up activity, and recreation games
-

Unit 9 – Applications of Allied Sciences in enhancing Sports performance

- Exercise Physiology
- Biomechanics and Kinesiology
- Sports Psychology
- Sports Medicine
- Kinanthropometry
-

PRACTICAL

1. Assessment of Fitness Parameters
2. Assessment of Basic Skills of sports and games
3. Marking of Playfields / Courts
4. Performance in calisthenics and rhythmic activities.
5. Lead up activity and recreation games.

PART - B HEALTH EDUCATION

OBJECTIVES

The Student teacher will be able to:

- **understand the concept of health and wellness**
- **develop health awareness and habits for healthy living**
- **develop a knowledge on communicable and non communicable diseases**
- **understand and develop first aid procedures and safety education knowledge**
- **develop environmental awareness of wastage eradication**
- **develop nutritional knowledge about calories and balanced diet.**

Unit 1 Health Education

- Concept and definition of health and wellness
- Dimensions of health and wellness
- Define health Education, Aims, objectives and principles of health education, need and importance of health education
- Determinants of health
- Personal hygiene – care of skin, eye, nail, teeth, ears.
- Health hazards – adulteration of food, smoking, alcohol, tobacco, physical inactivity

- Diseases: communicable and non-communicable.

Unit 2 First Aid and Safety Education

- Meaning and objectives of first aid
- First aid for different casualties – drowning, injuries
- Principles of first aid (PRICE)
- Safety at home, school, playgrounds, road, water and fire
- Environmental pollution – air, water, soil, noise and thermal pollution and its management

Unit 3 Nutritional Guidance

- Nutrition – definition, principles of nutrition
- Classification of nutrients – macro (carbohydrates, proteins, fats, water) Micro(vitamins and Minerals)
- Heat stroke and water intake
- Balanced diet, Deficiency, malnutrition,
- Sports diet
- Hypokinetic diseases in India – obesity, CHD, arthritis, blood pressure and diabetes
- Health counseling, environmental sanitation and hygiene

Practicum:

- Participation/demonstration of first aid procedures (CPR, different types of bandages, etc)
- Demonstration programme for safety at fire, water, gymnasium, etc
- Assessing blood pressure, obesity(BMI), etc
- Health status questionnaire for assessing health.

PART - C YOGA

YOGA THEORY

Unit I:

Yoga Meaning, Definitions, Need, Nature, Philosophy, History and Scope of Yoga – Modern Developments – Misconceptions and clarifications of Yoga- Paths of Yoga- Ashtanga yoga- Schools of Yoga

Unit II: Contributions of texts to Yoga

Vedas, Upanishads, Bhagavad Gita, Yoga vasishtha, Yoga Sutras, Thirumandiram, Yoga Yajnavalkya Samhita, Goraksataka, Hatha Yoga Pradipika, Gheranda Samhita, Siva samhita, Hatha Ratnavali, Yoga Rahasya

Unit III

Contributions to yoga by Ramakrishna, Swami Vivekananda, Sivananda, Maharishi Mahesh Yogi, Swami Rama, Krishnamacharya, Swami Kunalayananda, Ramana Maharishi, Vethathiri Maharishi, Swami Dayanand Saraswati.

Unit IV

Yoga and psychology – Facets of psychology and yoga – Yoga for psychological qualities – Yogic practices for various age groups – Yoga and Mind – Nadis and Chakras.

Unit V

Health, fitness & Wellness - Nutrition - Yogic diet – Yoga Therapy – Methods of teaching, Lesson plans, teaching aids

YOGIC PRACTICES

Unit 1: Loosening the joints

Suryanamaskar, (Vinyasa Model, Bihar School of Yoga)

Unit 2: Asanas

Vrkshasana, Trikonasana, Padahasthasana, Virabhadrasana, Sirshasana, Halasana, Sarvangasana, Mastyasana, Ustrasana, Bhujangasana, Shalabhasana, Dhanurasana, Mayurasana, Kukutasana, Navasana, Paschimottanasana, Ardha Matsyendrasana, Jathara Parivartanasana, Baddhakonasana, Padmasana, Siddhasana, Siddhayoniasana, Svastikasana, Vajrasana, Shashangasana, Savasana

Unit 3: Pranayama

Yogic Breathing, Kapalbhathi, Bhramari, Ujjayi, Sheetali, Sheetkari, Bhastrika, Surya bhedana, Chandra bhedana, Nadi Shodana

Unit 4:

- **Kriya**

Jalaneti, Sutraneti, Shankhaprakshalana, Agnisar Kriya,

- **Bandhas**

Jalandhara Banda

Moola Bandha

Uddiyana Bandha

- **Mudras**

Jnana mudra, Nasika mudra, yoni mudra, Apan vayu mudra, Linga mudra, Hakini mudra, Matangi mudra, Kalesvara mudra, Shanmuki mudra, Tadagi mudra, Maha mudra, ashwini mudra

Unit 5: Meditation

Sudharshana kriya, Nine centered meditation, Raja Yoga Meditation, Yoga Nidra, Nadanusandhana

Unit 6: Relaxation Techniques

Applied Yoga

YOGA THEORY

Unit I: Yoga

Differences between Yogic practices and Physical Exercises - Importance of yogic practices- Benefits of Yoga on human systems – Yoga for Super- consciousness – Recent Research findings on Yoga - Computer Applications in Yoga

Unit II: Contributions of texts to Yoga

Tantra, Siddha Siddhanta Paddihati, Narada Bhakthi Sutras

Unit III

Spirituality- Role of yoga and Religions on Spirituality- values- Methods to promote spirituality– usage of props.

Unit IV

Yogic practices for various professionals – Yoga and Women – Yoga and Sports – Yoga and Mind – Nadis and chakras – Role of Yoga on personality development – Yogic practices to overcome stress.

Unit V

Causes of diseases and disorders – Yoga Therapy – Diagnostic tools – Modifications of Yogic practices – Yogic practices for insomnia , Hypertension, Diabetics, Obesity, Asthma, Back pain, Arthritis, Constipation, Neurosis, Psychosis and Personality Disorders – Women Disorders – Yoga and Indian Traditional systems of Medicine and therapies: Ayurveda, Siddha, Naturopathy, Physiotherapy, Varmam, Acupressure, Acupuncture, Music Therapy, Color Therapy.

YOGIC PRACTICES

Unit 1:

Loosening the joints, Simplified Physical Exercises
Suryanamaskar (Children's Model, Vivekananda Model)

Unit 2: Asanas

Parivrtta Trikonasana, Parvakonasana, Marichyasana, Gomukasana, Veerasana, Garudasana, Padma Mayurasana, Chakrasana, Navasana, Kapotasana, Tittibhasana, Ardha Pada Padmottanasana, Paryangasana, Bhekasana, Parivritti Janusirshasana, Kandharasana, Vatayanasana, Hanumanasana, Karnapidasana, Koormasana, Padma Sirshasana, Sethubandhasana, Makarasana

Unit 3: Pranayama

Kumbhaka & Bandhas with ratios

Unit 4:**Kriya**

Vamandhanti, Nauli

Mudras

Mahamudra, Vajroli/ Sahajoli mudra, Kundlini mudra, Bhujangini mudra,
Lotus mudra, Dhyani mudra, Shambavi mudra

Unit 5: Meditation

Cyclic (s-vyasa) Meditation, Mindfulness based stress Reduction Technique, Chakra
Meditation, Transcendental Meditation

4). GUIDELINES FOR ASSESSMENT OF PRACTICAL TESTS

Subjects	Weightage (%)		Total
	Practical performance	Assignment	
Physical Education	40%	---	40
Health Education	---	20%	20
Yogasanas	40%	---	40
		Total	100

Illustration: If total practicals allotted are 30 for practicals the breakup would be

Subjects	Practical performance	Assignment	Total
Physical Education	12	---	12
Health Education	---	6	6
Yogasanas	12	---	12
		Total	100