

## Yoga and Well Being

Programme(s) in which it is offered: Integrated B.A. B.Ed., and B.Sc. B.Ed.

<b>Course Category:</b> Core	<b>Schedule of Offering:</b> Odd
<b>Course Credit Structure:</b> 3	<b>Course Code:</b> EG510
<b>Total Number of Hours:</b> 60	<b>Contact Hours Per Week:</b> 3
<b>Lecture:</b> 1 Credit, 15 Hours	<b>Tutorial:</b> 1Credit, 15 Hours
<b>Practical:</b> 1 Credit, 30 Hours	<b>Medium of Instruction:</b> English
<b>Date of Revision:</b>	<b>Skill Focus:</b> Employability
<b>Short Name of the Course:</b> YWB	<b>Course Stream :</b> NA
<b>Grading Method:</b> Pass/Fail, Regular	<b>Repeatable:</b> Non Repeatable
<b>Course Level:</b> Beginner	

### Course Description

This course is offered as a Professional Education Course for Integrated B.A.B.Ed. and B.Sc.B.Ed. students. It is focused on highlighting the importance of Yoga, Physical Education, Health Education and general wellbeing of students.

### Course Introduction

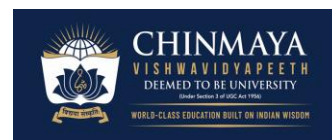
This course intends to acquaint the students with the basic concepts of Yoga, Physical and Health education. This course is generally practical in nature and is expected to make the students practice the concepts through their lives on a day to day basis. This course is expected to orient the attitude of B.A.B.Ed. and B.Sc.B.Ed students towards the importance of a healthy individual in a healthy society.

### Course Objectives

1. Understand the various theoretical aspects of yoga .
2. Generate interest for the practice of yogasanas and meditations.
3. Practice various asanas, pranayama and meditations.
4. Develop positive attitude towards physical education.
5. Develop positive attitude towards health education

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## Course Outcomes

At the end of this course, student teachers will be able to:

1. Describe the various theoretical aspects of yoga .
2. Practice various asanas, pranayama and meditations.
3. Develop positive attitude towards physical education.
4. Demonstrate various skills and competencies related to physical education
5. Develop positive attitude towards health education.
6. Assess the awareness of the community with regard to basic concepts of Health Education

## PO-CO Mapping

This explains how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).

**PO-CO Mapping Matrix**

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

## Pedagogy

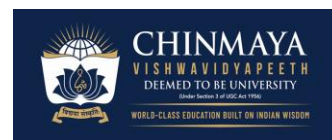
This course employs demonstration and practice of yoga, physical education and various aspects of health education. Each student is expected to take part actively in the tutorial and practical activities. The recording of the concepts learnt in yoga, and physical education and the practicum conducted on health education have to be submitted as a record and a practicum report respectively.

## Suggested Reading:

1. Aggarwal, J.C. (2009). *Health and physical education*. New Delhi: Doaba Publication.
2. Gore, M. (2007). *Anatomy and physiology of yogic practices*. New Delhi: Motilal Banarsi Dass.
3. MDNIY (2010). *Yoga teachers' manual for school teachers II*. New Delhi: Morarji

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Desai National Institute of Yoga.

4. NCERT (2013). *Training and resource materials on adolescence education*. New Delhi: NCERT.
5. NCTE, (2015). *Yoga Education: Bachelor of Education Programme*. New Delhi: NCTE.
6. Singh, H. (1991). *Science of sports training*. New Delhi: DVS Publications.
7. Shaw, D, & Kaushik, S. (2001). *Lesson planning – Teaching methods and management in physical education*. New Delhi: Khel Sahitya Kendra.

## Evaluation Pattern

### Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
<b>Continuous Internal Assessment (CIA) Components</b>	Participation in Yoga and Physical Education activities	35% of CIA Marks	35	Daily	1, 2, 3 & 4
	Submission of Record on Yoga and Physical Education	35% of CIA Marks	35	10 <sup>th</sup> week	1, 2, 3 & 4
	Submission of Practicum report	30% of CIA Marks	30	13 <sup>th</sup> week	5 & 6
	CIA Marks	100%	100		1,2,3,4,5,6

## Module Sessions

### Module I: Yoga : Theoretical base

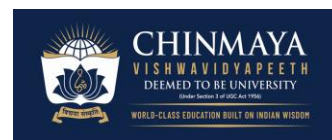
(9 Hours)

Yoga - meaning, concept, history, need and importance of yoga: principles of yoga; elements (limbs) of yoga; holistic and curative aspects of yoga; science of yoga; pranayama – theory; yoga and memory; components that improve memory.

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- a) Gore, M. (2007). *Anatomy and physiology of yogic practices*. New Delhi: Motilal Banarsi Dass.

**Activities:**

- a) Analysis of various literature available on Yoga

**Module II: Asanas, Pranayama and Meditation - Practice (21 Hours)**

Demonstration and Practice of basic Asanas (considering the physical abilities and health condition of the students) - Tadasana, Ardhakadichakrasana, Trikonasana, Vrikshasana, Ardhashakrasana, Uttanasana, Veerabhadrasana, Padmasana, Siddhasana, Vajrasana, Dhanurasana, Bhujangasana, Halasana, Shalabhasana, Yogamudra, Naukasan; Surya Nmaskar (at least 6 asanas in standing pose and 6 in sitting / lying down pose may be practiced): Pranayama –different techniques, Meditation – basic meditation and relaxation techniques

**Readings:**

- a) MDNIY (2010). *Yoga teachers' manual for school teachers II*. New Delhi: Morarji Desai National Institute of Yoga.
- b) NCERT (2013). *Training and resource materials on adolescence education*. New Delhi: NCERT.

**Activities:**

- a) Practicing various asanas, pranayamas and meditation on a daily basis

**Module III: Physical Education (15 Hours)**

Physical Education – definition, meaning, need and importance, aims and objectives, dimensions, general health of student: Physical Fitness – definition, components of physical fitness; Holistic health; Activities for developing physical fitness: Understanding the basic rules and regulations of at least two Major games: Organizing sports activities in school.

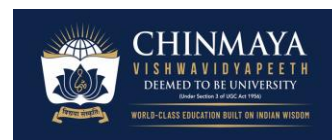
**.Readings:**

- a) Aggarwal, J.C. (2009). *Health and physical education*. New Delhi: Doaba Publication.
- b) Shaw, D, & Kaushik, S. (2001). *Lesson planning – Teaching methods and management in physical education*. New Delhi: Khel Sahitya Kendra.
- c) Singh, H. (1991). *Science of sports training*. New Delhi: DVS Publications.

**Activities:**

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- a) Participating in minor/major games
- b) Lending support to organizing sport activities in the campus
- c) Conducting other activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills ); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- d) Preparing a record of activities on concept learned and activities conducted related to Yoga and physical education

#### Module IV: Health Education

(15 Hours)

Health & Health Education - Meaning, importance: factors affecting Health; scope ,aims and objectives of Health Education ; Hygiene & Health Hazards; Personal and Community Hygiene; Ill-effects of Smoking ,Alcoholism and Abuse of drugs: Understanding Nutrition - - Macro and Micro Nutrients • Carbohydrates, Protein, Fat, Vitamins (Fat soluble and water soluble), Minerals, Water & Fibre: Balanced diet; Vitamin deficiency diseases; Malnutrition; Diseases - Lifestyle diseases and it's management (Obesity, Hypertension, Diabetes and Osteoporosis); Common communicable diseases – Symptoms ,causes and prevention; First Aid –Definition, Aims and Principles: First aid for Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc.

#### Readings:

- a) Aggarwal, J.C. (2009). *Health and physical education*. New Delhi: Doaba Publication.
- b) Raju, B. (1970) School Health Programme in selected Middle Schools of Delhi: A survey, New Delhi, NCERT.
- c) Keith, Tones et. al. (1990). *Health education, effectiveness and efficiency*. Madras: Chapman & Hall,

#### Activities:

- a) Presentation on Hygiene and Nutrition
- b) Demonstration of First Aid and hands-on experience
- c) Conduct a survey on health and hygienic practices among adolescents in your locality