

**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 YOGA  
B.ED. (YOGA)  
(Semester System)**

**(Regular Course)  
(Semester I to IV)**

**Examinations 2020-2021**

1.1 Scheme outline of B.Ed. Yoga in Semester I, II, III, IV:

**SEMESTER – I**

S. No.	Course Code	Name of the Paper/ Subject	External Marks	Internal Marks	Total Marks
1	CC – 101	Foundation of Yoga & Education	40	10	50
2	CC – 102	Anatomy, Physiology and Yogic practices	40	10	50
3	CC – 103	Applied kinesiology, Physiology of Yogic Exercise	40	10	50
4	CC – 104	Yogic Text & Elementary Sanskrit	40	10	50
5	CC – 105	Pedagogy of Teaching of Yoga	40	10	50
6	CC – 106	Pedagogy of Teaching (Any One) (English, Hindi, Sanskrit, Punjabi)	40	10	50
7	CC – 107	Yoga Practicals			
		CC-107(a) Shatkriya	20	10	30
		CC-107(b) Asanas	30	10	40
		CC-107(c)Pranayama	20	10	30
8	CC – 108	Pre-Internship-1(1 Week) Field experience	-----	20	20
Total			310	110	420

**Semester – II**

S. No.	Course Code	Name of the Paper/ Subject	External Marks	Internal Marks	Total Marks
1	CC –201	Philosophical Perspectives of Yoga and Education	40	10	50
2	CC –202	Anatomy, Physiology and Yogic practices	40	10	50
3	CC –203	Applied Kinesiology & Yoga Therapy	40	10	50
4	CC –204	Foundation of Yogic Traditions & Yogic Text	40	10	50
5	CC –205	Pedagogy of Teaching of Yoga	40	10	50
6	CC –206	Pedagogy of Teaching (Any One) (English, Hindi, Sanskrit, Punjabi)	40	10	50
7	CC –207	Yoga Practicals			
		CC-207(a) Shatkriya	20	10	30
		CC-207(b)Asanas	30	10	40
		CC-207(c)Pranayama	20	10	30
8	CC –208	Pre- Internship -2 (1 Week) Field Experience	----	20	20
Total			310	110	420

**SEMESTER – III**

S. No.	Course Code	Name of the Paper/ Subject	External Marks	Internal Marks	Total Marks
1	CC – 401	Philosophical Perspective of Yoga & Self	40	10	50
2	CC – 402	Yoga Psychology and Value Education	40	10	50
3	CC – 403	School Management	40	10	50
4	CC – 404	ICT, Skill Development & Current Yogic Research	25	25	50
5	CC – 405	Elective (Options) (Any One from the following)	40	10	50
	CC – 405(a)	• Guidance & Counseling			
	CC – 405(b)	• Health & Physical Education			
	CC – 405(c)	• Environmental Education			
6	CC – 406	<b>LAB PRACTICALS</b>			
	CC – 406(a)	• Physiology	20	10	30
	CC – 406(b)	• Bio-Chemistry	20	10	30
	CC – 406(c)	• Psychology	20	10	30
	CC – 406(d)	• Physical Fitness	20	10	30
7	CC – 407	<b>YOGA PRACTICALS</b>			
		• Shatkriya	25	10	35
		• Asanas	40	10	50
		• Pranayama, Bandhas, Mudras & Meditation	25	10	35
8	CC – 408	Participation in Community Service, Cultural activities, Educational Tour/Trip	-	20	20
Total			355	155	510

**SEMESTER – IV**

S. No.	Course Code	Name of the Paper/ Subject	External Marks	Internal Marks	Total Marks
1	CC – 301	<b>SCHOOL INTERNSHIP (16 WEEKS)</b>			
		<b>SKILL IN TEACHING IN YOGA</b>	<b>20 marks</b> (Shatkriyas) + <b>30 marks</b> (Asanas) + <b>20 marks</b> (Pranayama) + <b>25 marks</b> (School Internship) = 95	30	125
		<b>SKILL IN TEACHING IN LANGUAGE</b>	<b>70 marks</b> (Langugae) + <b>25 marks</b> (School Internship) = 95	30	125
		<b>TOTAL MARKS</b>	95+95 = 190	60	250

**Total Marks = Semester I = 420 + Semester II = 420 + Semester III = 510 + Semester IV = 250 Grand Total = 1600**

**SEMESTER-I**  
**PAPER CC-101: FOUNDATION 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 and Education.
3. To enable the Student teachers to know main perspectives of Yoga Education.
4. 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:**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

**UNIT 1**

**PERSPECTIVES OF YOGA**

1. Indian Philosophy: Introduction, Main classification and contents, Characteristics. Aims and purposes of life according to Indian philosophy.
2. Brief study of six schools of Indian philosophy, Main contents and concepts of Yoga philosophy.
3. Foundation of Yoga: Historical development – Pre classical, classical, post classical and modern period.

**UNIT 2**

**PERSPECTIVE OF EDUCATION**

1. Educational Philosophy: its meaning, definition, nature, scope and functions.
2. Education: its meaning, definition, nature, scope, types. Aims and objectives, Western and Indian concept of education.
3. Nature of Yoga Education: Yoga – its meaning, various definitions, Brief introduction of various basic yogic texts of yoga education. Aims and objectives of Yoga education.

**UNIT 3**

**PERSPECTIVES OF YOGA PHILOSOPHER AND THINKERS:**

(Their brief life-sketch and contribution in Yoga education tradition)

1. (Ancient) – Maharishi Patanjali and Mahatma Buddha.
2. (Medieval) – Swami Gorakhnath and Guru Nanak
3. (Modern) – Swami Satyanada Saraswati and B.K.S. Iyengar.

## REFERENCE BOOKS

1. Gupta, S. N. Das.(1987). Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
2. Hiriyanna, M., (1995). The Essentials of Indian Philosophy. New Delhi, Motilal Banarasidas Publishers.
3. Iyengar, B.K.S. (2005). Light on life. Oxford, Pan Macmillan Ltd.
4. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
5. King, Richard. (2000). Indian Philosophy: An Introduction to Hindu and Buddhist Thought. New Delhi, Maya Publishers Pvt. Ltd.
6. Krishnananda, Swami. (2009). Yoga Meditation and Japa Sadhna. Tehri Garhwal, The Divine Life Society.
7. Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
8. Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
9. Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
10. Pandey, R.S. (1997). East West Thoughts on Education. Allahabad, Horizon Publishers.
11. Puligandla, R. (1975). Fundamentals of Indian Philosophy. New York, Abingdon Press.
12. Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
13. Sharma A.P. (1999). An Approach to Philosophy of Education. The Indian Publications.
14. Sharma Chandradhar (1973). A Critical Survey of Indian Philosophy. Delhi, Moti Lal Banarsi Dass.
15. Sivananda, Swami. (2007). Adhyatma Yoga. Tehri Garhwal, The Divine Life Society.
16. Sivananda, Swami. (2008). Meditation on Om and Mandukya Upnishad. Tehri Garhwal, The Divine Life Society.
17. Sodhi, T.S. & Suri, A. (1997). Philosophical and Sociological Foundation of Education. Patiala, Bawa Publications.
18. T.R.Kulkarni: Upnishad and Yoga, Bhartia Vidya Bhawan, Bombay.
19. Tamini, I.K.(1973). Glimpses into Psychology of Yoga. Adyar, Madras, The Theosophical Publishing House.
20. Villodo, Alberto. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
21. Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.
22. Awakening of Intelligence J.Krishnamurti (1992) Krishnamurti Foundation of India, Chennai

## **PAPER CC-102: ANATOMY, PHYSIOLOGY AND YOGIC PRACTICES**

### **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 effect of Yoga on various systems of human body.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. Seventh question shall be compulsory. It shall have Two questions, for 05 marks each, and the answers should be limited to maximum 75 words each.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

#### **UNIT 1**

1. Anatomy & Physiology: Introduction to Anatomy and Physiology, their significance and importance in Yoga.
2. Cells & Tissue: Structure, types and function, Cell division

#### **UNIT 2**

1. Skeletal System: Structure and function of bones of - Thorax, Back bone, upper & lower limbs, Types and Function of Bones, effect of yoga techniques on Skeletal System.
2. Muscular System: Types of Muscles, structure and Functions; Muscular Contraction and Muscular Fatigue. Effect of yoga techniques on Muscular system.

#### **UNIT 3**

1. Cardiovascular System: Structure and Function of Heart, Veins, Arteries, Composition and Functions of Blood. Effect of Yoga techniques on Cardiovascular System.
2. Respiratory System: Structure and Function of Respiratory Organs, Respiration, Mechanism of Respiration and effect of yoga techniques on Respiratory System.

### **REFERENCE BOOKS**

1. Chaurasia, B.D. Handbook of General Anatomy CBS Publishers & Distributors, Delhi
2. Pearce, E.C., Feber and Feber; 15<sup>th</sup> Revised Edition (1<sup>st</sup> May 1973).
3. Promila Verma, (1974) Kanti Pandya, Shareer Kriya Vigyana, Bihar Hindi Granth Academy.
4. V. Tararinov, Human anatomy and Physiology Trans. By David A. Myshna, MIR Publishers, Moscow.
5. Verma, Mukund Swaroop et al. (1973). Food and Nutrition, Ram Narayan Lal Bansi Prashad, Allahabad.

## **PAPER CC-103: APPLIED KINESIOLOGY, PHYSIOLOGY OF YOGIC EXERCISES**

### **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.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **YOGA PRACTICES OF PHYSICAL LEVEL:**

1. **Shatkriyas:** Introduction, Meaning, Aims and objectives, types according to Hathayoga and Gherand Samhita, meaning, technique, precautions, physiological and therapeutic effects of each Shatkriyas mentioned in Gherand Samhita.
2. **Exercises:** Meaning, types, Kinesiological - importance, principles, general precautions, Nature of Yogic and Non-yogic type of exercises, comparative study of Yogic and Non-yogic exercises.
3. **Asanas:** Introduction, meaning, definition, Reference in main yogic – texts, Aims and objectives, Classifications/types, Principles, Rule-regulations, precautions, General physiological, psychological and therapeutic effects of cultural, meditative and relaxative Asanas. Importance of Asanas in Yoga practice and General day to day life.

### **UNIT 2**

#### **YOGA PRACTICES OF PSYCHO-SOMATIC LEVEL:**

1. **Pranayamas:** Introduction, meaning, definition, reference in main yogic texts, Aims and objectives, classification / types according to Patanjali Yoga sutras-Hathayoga pradipika and Gherand Samhita, Basic principles, rule-regulations, precautions, Differentiate between general respiration and Yogic respiration, General physiological, psychological and therapeutic effects. Importance of pranayamas in Yoga practice and General day to day life.
2. **Bandhas:** Introduction, meaning, reference in main yogic texts, aims and objectives, types, Basic principles, preparations, precautions, importance in yoga practices, General physiological, psychological and therapeutic effects of Bandhas.
3. **Mudras:** Introduction, meaning, reference in main yogic texts, aims and objectives, types, Basic principles, preparations, precautions,

importance in yoga practices, General physiological and psychological effects of Bandhas.

### UNIT 3

#### YOGA PRACTICES AT PSYCHIC LEVEL:

1. **Relaxation:** Introduction, meaning, importance, Yoga-Nidra as Yogic relaxation, basic technique of yoga-nidra, its preparations, physiological, psychological and therapeutic effects.
2. **Meditation:** Introduction, meaning, definition, reference in main yogic texts, Aims and objectives, types, Basic principles, rule-regulations, precautions, Basic technical principles, Differentiate between general state of mind and meditation, General physiological, psychological, therapeutic and spiritual effects. Importance of meditation in Yoga practice and General day to day life.
3. **Subtle existence:** Introduction, meaning of subtle body and existence of life, Yogic concept and importance of Nadies, Chakras, Pranas, Koshas and Kundalini.

#### REFERENCE BOOKS

1. Gharote, M.L. : Pranayama - The Science of Breath (The Lonavala Yoga Institute, Lonavala, 2003)
2. Gore, M.M. : Anatomy and Physiology of Yogic practices (Kanchan Prakshan, Lonavala, 2003)
3. Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
4. Joshi, K.S. : Yogic Pranayama (Orient Paperback, New Delhi, 1990)
5. Lajpat, Rai : Discovering Human Potential Energy (Anubhava Rai Publications, Gurgaon, 1999)
6. Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
7. Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
8. Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Bihar School of Yoga Munger.
9. Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford, Oxford University Press.
10. Sri Krishna : Notes on Structure and Functions of Human Body and Effects of Yogic practices on it (Kaivalyadhama S.M.Y.M Samiti, Lonavala, 1988)
11. Swami Kuvalyananda : Pranayama (Kaivalyadhama, Lonavala, 1983)
12. Swami Niranjanananda : Prana, Pranayama & Pranavidya, Saraswati Yoga Publication Trust, Munger.
13. Swami Satyananda : Asana, Pranayama, Mudra, Bandha Saraswati (Bihar School of Yoga, Munger, 1989)
14. Sarswati, Swami Satyananda ,(1996) Awakening the Kundalini, Bihar School of Yoga.
15. Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford, Oxford University Press.

## **PAPER CC- 104: YOGIC TEXT AND ELEMENTARY SANSKRIT**

### **OBJECTIVES:**

1. To enable the student teachers to have basic knowledge of traditional Yogic texts and Elementary Sanskrit.
2. To enable the student teachers to understand the basic concepts contained in Patanjali's Yoga Stutra.

### **INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **PATANJALI YOGA SUTRAS: (FIRST AND SECOND CHAPTER)**

1. Definition and state and non-state of Yoga, classification and types of Chitt-vrities and their management. Types of Samadhi, Concept of Ishwara and Pranv. (Yoga sutras 1 -29 of First Chapter).
2. Obstacles of yoga (Antrayas)-its nature and management, Chit-prasadhnams, concept of Ritambra (Yoga sutras 30 to 51 of First Chapter).
3. Kriya Yoga its parts, purposes, Kleshas and its management, causes of sorrows, management of ignorance, purposes and nature of Ashtang yoga. (Yoga sutras 1 to 55 of Second Chapter)

### **UNIT 2**

#### **PATANJALI YOGA SUTRAS: (THIRD AND FOURTH CHAPTER)**

1. Nature and importance of Sanyam, Nature, types and Sources of Siddhies (Vibhuties). (Yoga sutras from 1 to 56 and first sutras of chapter Fourth)
2. Nature of 'Chitta', Chitta created by Samadhi (वासना शून्य चित्त), Nature of Karmas and Karmas of a Yogi, Vasnaye (वासनाएँ) and its management. (Yoga sutras from 4 to 15 of Fourth Chapter)
3. Nature and importance of Vivek-khyati (विवेक - ख्याति) and Dharm-megh Samadhi (धर्म मेघ समाधि), State of Kevlya (कैवल्य) (Yoga sutra from 16 to 33 of Fourth Chapter)

### **UNIT 3**

#### **ELEMENTARY SANSKRIT TO UNDERSTAND YOGIC TEXTS**

1. Sanskrit Language: its history, general importance and importance in Yoga scriptures.
2. Shabdarooopa: शब्द रूप : राम, लता, फल, मुनि, नदी, भानु, मातृ, पितृ, अस्मद्, युष्मद् ।
3. Dhaturooopa: धातु रूप :- भू, पठ्, लिख्, वद्, पश्य्, लिख्, चल्, गच्छ्, भव्, नम् ।

## **REFERENCE BOOKS**

1. Yoga Darshan Hari Krishan Dass Goyandka, Gita Press, Gorakhpur.
2. Acharya, Swami Hariharanand, (1991) Patanjali Yoga Darshan, Moti Lal Banarsi Dass, New Delhi.
3. Taimini, I.K.:(1979) The Science of Yoga, Adyar Publication, Madras.
4. Tirtha, Pradeepa Omananda. (1999). Patanjali Yoga. Gorakhpur, Geeta Press.
5. Vivekananda, Swami. (1999). Rajayoga. Pune, Ramakrishna Ashrama Publications.
6. Sanskrit Vakya Prabodh, Swami Dayanand Saraswati, Delhi, Sanskrit Academy.
7. Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
8. Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.

## **PAPER CC – 105: PEDAGOGY OF TEACHING OF YOGA**

### **OBJECTIVES:**

1. To enable the student teachers to know about the processes involved in teaching and learning of Yoga.
2. To enable the student teachers to understand different perspectives of School Education settings.
3. To enable the student teachers to be familiar with curriculum designing and curriculum transaction in Yoga Education.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. Seventh question shall be compulsory. It shall have two questions, for 05 marks each, and the answers should maximum of 75 words. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **PEDAGOGY OF YOGA**

1. Yoga Pedagogy: – its meaning & concepts, importance and historical perspective, emerging trend of Yoga Pedagogy.
2. Pedagogic Nature of Yoga: narrow meaning and true perspective of Yoga education, all round development of pupil.
3. Yoga Pedagogic planning: Core ideas of Yoga teaching, Yogic Pedagogical Issues – Prayers, Mantras, shatkriyas, Yogic exercises, Asanas, Pranayamas, Meditation, Yogic discipline of diet , living style and behavior.

### **UNIT 2**

#### **TEACHING & LEARNING**

1. Teaching and Learning: Concept & their relationship.
2. Principles of Teaching: Levels and phases of teaching, quality of perfect yoga Guru.
3. Micro Teaching: Meaning, Merits, Demerits & Types

### **UNIT 3**

#### **FUNDAMENTALS OF YOGA EDUCATION**

1. Agencies of Yoga education: Religious places, general public classes, professional classes and training centers – their importance and limitations.
2. Role of Education Technology in Yoga Teaching, Yoga class room problems and solutions.
3. Salient features of Yoga Education: Yoga for holistic health, Yoga for developing better understating, and vision, Yoga education towards social transformation.

### **PRACTICAL WORK:**

Micro Lesson Plan (Introductory skill, black board skill, question answer skill, explanation skill, stimuless variation skill).

## REFERENCE BOOKS:

1. 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.
2. Bhushan,A & Ahuja, M. (1992). Educational Technology. Meerut, Vikas Publication, B-57, Meenakshi Puram.
3. Bhushan,A & Ahuja, M.(2003). Educational Technology. Patiala, Bawa Publishers, (2nd ed.).
4. Bloom, B.S. (1972). Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: Devid Mokeyay Campo.
5. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi, Sterling Publishers.
6. Danah Zohar & Marshal Jan. (2001). Spiritual Intelligence the Ultimate Intelligence. New York, Bloomsbury Publishing.
7. Das, R.C.(1993). Educational Technology- A Basic Text. New Delhi, Sterling Publishers.
8. Dececco, J.P. & Cramford, W.R., (1970). Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
9. Gage, N.L., (1978). The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
10. Joyce, B.Weil, M. & Showers, B. (1985). Models of Teaching. New Delhi, Prentice Hall of India Pvt. Ltd.
11. Mangal s.k.(2002) Fundamentals of Education Technology, Prakash Brothers, Ludhiana.
12. Mangal, S.K. & Mangal, U. (2009). Essentials of Educational Technology. New Delhi, PHI Learning Pvt. Ltd.
13. Mehra, V.(2010). A text book of Educational Technology, New Delhi, Sanjay Prakashan.
14. S.K.Kochhar (1985): Methods and Techniques of Teaching, Sterling Pub. Pvt. Ltd., New Delhi.
15. Saxena, A. (2007). Modern Techniques of Counseling, New Delhi, Rajat Publications.
16. Siddiqui, M.H. & Khan, M.S. (2007). Models of Teaching: Theory and Research. New Delhi, A.P.H. Publishing Corporation.
17. Vaneja, M. & Rao, D.B. (1999). Enquiry Training Model. New Delhi, Discovery Publishing House.

## **PAPER CC-106-(A): PEDAGOGY OF ENGLISH**

### **OBJECTIVES**

1. After completion of Course the student will be able to
2. Understand the nature of English language and its relation to disciplinary knowledge
3. Analyse the pedagogy as the integration of knowledge about the learner, the subject and social context
4. Apply pedagogical approaches for teaching different situations

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. Seventh question shall be compulsory. It shall have two questions, for 05 marks each, and the answers should be maximum of 75 words each. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **ENGLISH IN SCHOOL CURRICULUM:**

1. Place of English in School Curriculum.
2. Conditions under which English language is taught and learnt.
3. Suggestion for the improvement of standards
4. Interference of mother tongue

### **UNIT 2**

#### **LESSON PLANNING:**

1. Meaning, Importance and Principles of Lesson planning.
2. Idioms, Unseen Passage, Synonyms and Antonyms & Grammar: Parts of Speech, Reported Speech.

### **UNIT 3**

#### **ASSESSMENT: ITS ROLE AND IMPORTANCE**

1. Continuous comprehensive Evaluation: Techniques of Evaluation- Oral, Written, Portfolio, Self Evaluation, Peer Evaluation.
2. Typology of Questions:- Open Ended, Close Ended, M.C.Q and critical Questions.

#### **PRACTICAL WORK:**

Text book Evaluation (6<sup>th</sup> to 10<sup>th</sup> Class)

Micro Lesson Plan (Introductory skill, black board skill, question answer skill, explanation skill, stimulus variation skill).

#### **SUGGESTED READINGS:**

1. Balasubramaniam, T. (1981). A Text book of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
2. Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.

3. Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language, New Delhi: Kalyani Publishers.
4. Bhatia, K.K. and Kaur Navneet (2011). Teaching and Learning English as a Foreign Language, Ludhiana: Kalyani Publishers.
5. Bindra, R (2005) Teaching of English. Jammu: Radha Krishan Anand and Co.
6. Bisht, Abha Rani, Teaching of English in India, Agra: Vinod Pustak Mandir.
7. Bright, J.A. and Mc Gregory, G.P. (1981). Teaching English as a Second Language. Longmans, ELBS.
8. Carroll, B.J. (1972), Systems and Structures of English. London: Oxford University Press.
9. Damodar G, Shailaja P, Rajeshwar M. (Es.) (2001). IT Revolution, Globalization and the teaching of English. New Delhi: Atlantic Publishers and Distributors.
10. Forrester, Jean F. (1970). Teaching Without lecturing. London: Oxford University Press.
11. French, F.G. (1963). Teaching English as an International Language, London: OUP.
12. Gokak, V.K. (1963). English in India, its present and Future. Bombay: Asia Publishing House.
13. Honby, A.S. (1962). The teaching of Structural Words and Sentence Patterns. London: OUP.
14. Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
15. Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
16. Sahu, B.K. (2004). Teaching Of English. Ludhiana: Kalyani Publishers.
17. Sharma, P. (2011). Teaching of English: Skill and Methods, Delhi: Shipra Publication.

**PAPER CC-106-(B): PEDAGOGY OF HINDI  
(FONT “CHANAKYA”)**

**ॐ३००-**

1. भाषा की विभिन्न भूमिकाओं को जानना।
2. भाषा के स्वरूप और व्यवस्था को समझना।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना।
4. भाषा के व्यावहारिक प्रयोग में निपुणता लाना।
5. देवनागरी लिपि एवं उसके विकास की जानकारी देना।
6. हिंदी व्याकरण शिक्षण द्वारा भाषा का ज्ञान करवाना।
7. हिंदी ध्वनियों एवं उच्चारण का परिचय देना।
8. व्याकरण शिक्षण को रुचिकर बनाने के साधन बतलाना।

**आँवाँवु. ःउ° ङुँः**

1. कुल सात प्रश्न पूछे जाएँगे।
2. प्रत्येक इकाई में से दो प्रश्न होंगे जिनमें से एक का उँर देना अनिवार्य होगा। प्रत्येक प्रश्न ँ अंक का होगा।
3. सातवाँ प्रश्न अनिवार्य है। जिसमें ः-ः अंक के दो प्रश्न होंगे।
4. कुल ० अंक होंगे और समय ँ घण्टे।

**§. ँः(०. ँ)**

1. भाषा-अर्थ, रूप एवं प्रकृति।
2. मातृभाषा व राष्ट्रीय भाषा के रूप में हिंदी शिक्षण की महँगा एवं उद्देश्य।
3. लिपि की आवश्यकता एवं महँगा।
4. देवनागरी लिपि का विकास।

**§. ँः(१)**

1. उच्चारण का अर्थ एवं शुद्ध उच्चारण की उपयोगिता।
2. उच्चारण संबंधी दोषों/त्रुटियों के कारण व उनका निराकरण।
3. हिंदी ध्वनियाँ व उनका वर्गीकरण।

**§. ँः(२)**

1. हिंदी व्याकरण-अर्थ एवं उद्देश्य।
2. भाषा शिक्षण में व्याकरण की उपयोगिता।
3. व्याकरण शिक्षण प्रणालियाँ एवं व्याकरण शिक्षण को रुचिकर बनाने के साधन।

**प्रायोगिक कार्य**

1. किसी एक बाल-पत्रिका/बाल-पुस्तक की समीक्षा ( 6)

**पुस्तक सूची:-**

1. जीत, योगेन्द्र भाई ( ँ-ख्र) हिन्दी शिक्षण आगरा: विनोद पुस्तक मन्दिर
2. खन्ना, ज्योति (ख्रः) हिन्दी शिक्षण : धनपतराय एण्ड कंपनी, नई दिल्ली
3. सफाया, रघुनाथ ( ँ-ख्र) हिन्दी शिक्षण विधि: पंजाब किताब घर जालन्धर
4. भाटिया के. के. और नारंग सी. एल. आधुनिक हिन्दी विधियाँ, प्रकाश पँल्लशर
5. सिंह सावित्री ( ँ-ख्र) हिन्दी शिक्षण लायल बुक डिपो, मेरठ
6. चौधरी नन्दकिशोर (ख- ) हिन्दी शिक्षण गुरुसर सिधार पँल्लकेशन
7. सिन्हा शत्रुघ्न प्रसाद हिन्दी भाषा की शिक्षण विधि- पटना, दिल्ली



**PAPER CC-106 (D): PEDAGOGY OF PUNJABI  
(FONT “ASEES”)**

ਉਦੇਸ਼:

- ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪ੍ਰੇਰਨਾ ਪੈਦਾ ਕਰਨਾ
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ।
- ਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ ਅਤੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ ।
- ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਾ ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਠਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ ।

ਨੋਟ:

ਪੇਪਰ ਸੈਟਰ ਦੇ ਲਈ ਨਿਰਦੇਸ਼ - ਕੁਲ ਸੱਤ ਪ੍ਰਸ਼ਨ ਪੁਛੇ ਜਾਣ । ਹਰੇਕ ਇਕਾਈ ਦੇ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਵਿੱਚੋਂ ਇਕ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ। ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ 10 ਨੰਬਰ ਹੋਣਗੇ । ਸੱਤਵਾਂ ਪ੍ਰਸ਼ਨ ਜ਼ਰੂਰੀ ਹੈ ਜਿਸਦੇ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ 5-5 ਨੰਬਰ ਦੇ ਹੋਣਗੇ। ਕੁਲ 40 ਨੰਬਰ ਹੋਣਗੇ ਅਤੇ ਸਮਾਂ 2 ਘੰਟੇ ।

**ਅਧਿਆਪਨ ਯੁਗਤਾਂ**

ਭਾਸ਼ਣ, ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੋਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ-ਪ੍ਰਦਰਸ਼ਨ ।

**ਪਾਠ ਸਮੱਗਰੀ:**

**ਇਕਾਈ 1**

1. ਭਾਸ਼ਾ-ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤੱਪਤੀ ਦੇ ਸਿਧਾਂਤ ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ ।
3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਮਹੱਤਵ ।

**ਇਕਾਈ-2**

1. ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠ ਕ੍ਰਮ- ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।
2. ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ - ਲੋੜ, ਮਹੱਤਵ ਅਤੇ ਕਿਸਮਾਂ ।
3. ਸ਼ਬਦਾਵਲੀ ਦੀ ਸਿਖਿਆ ਸ਼ਬਦ ਜੋੜ ਸਿਖਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ

**ਇਕਾਈ-3**

1. ਵਰਣ ਬੋਧ - ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ ।
  2. ਵਰਣ-ਲਗਠਮਾਤਰਾ, ਲਗਾਖਰ ।
  3. ਪੰਜਾਬੀ ਸ਼ਬਦ - ਜੋੜਾਂ ਦੇ ਨਿਯਮ ।
- 
1. ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ - ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਤੱਕ)
  2. Translation of one article in English (3/4 Page) into Punjabi language.

**ਸਹਾਇਕ ਪੁਸ਼ਤਕਾਂ**

- ਸਿੰਘ, ਹ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ
- ਸਿੰਘ, ਜੀ. (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ।
- ਸਿੰਘ, ਜੀ.ਬੀ. (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਤੀਰਕ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (1961), ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (2009), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼।
- ਸੰਘਾ, ਸ.ਸ. (2004), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।

- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012), ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੇਂਚੂਰੀ ਪਬਲੀਕੇਸ਼ਨਜ਼
- ਨੰਦਰ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008), ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨਜ਼
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969), ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ

## CC-107 – YOGA PRATICALS

### 107(A) SHATKRIYAS

### 107(B) ASANAS

### 107(C) PRANAYAMA, BANDHAS, MUDRAS & MEDITATION

#### OBJECTIVES:

1. To enable the student teachers to understand the technique of performing various Shatkriyas.
2. To enable the student teachers to perform various Shatkriyas 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 THE EXAMINER:

##### RECORD FILE:

- Only ONE practical record file shall be required to prepare for the examination/subject 107 (a), 107 (b) and 107 (c), which shall be presented at the time of final these three exams.
- Above file should be duly checked and signed by the related internal teachers.
- After the exam, record file would have to deposit in college office as a record.
- **There would be three separate parts in the same one file as follow:**

Paper No	Subject	Topics to attempt (Limitation)	Allotted Maximum Marks
107 (a)	Shatkriyas	Any <b>Two</b> with detail	5
107(b)	Asanas	Any <b>Five</b> with detail – Compulsory & any <b>One</b> optional (Advance)	5
107(c)	Pranayamas, Bandhas, Mudras & Meditation	Any <b>One</b> – Pranayama, Bandha, Mudra and meditation-type	5

- Selection & allotment of topics (Shatkriyas, Asanas, and Pranayamas etc.) of record file: It should be based on student's personal interest verified by internal teacher. It depends on the mutual - understanding of class & subject related teacher.

- **Allotted Maximum Marks for Yoga Practical:** The External – Examiner shall conduct practical demonstration according to following scheme:

<b>Paper No</b>	<b>Subject</b>	<b>Compulsory from attached list</b>	<b>Advance &amp; Optional from attached list</b>	<b>Practical Demonstration</b>	<b>Practical File Allotted Max. Marks</b>	<b>Total</b>
107 (a)	Shatkriyas	Any Two	Any One	15	5	20
107(b)	Asanas	Any Five	Any Two	25	5	30
107(c)	Pranayamas, Bandhas, Mudras & Meditation	Any One each	Any One each	15	5	20

**PRACTICAL DEMONSTRATION: (DETAIL OF CONTENTS)**

<b>Paper Code</b>	<b>Paper / Subject</b>	<b>Compulsory</b>	<b>Optional</b>
<b>107 (a)</b>	<b>Shatkriyas</b>	<b>Jal-neti Rubber-neti Vat-Kapalbhati Tratak-External</b>	<b>Agnisar Dhauti/Kriya Vaman Dhauti Madhyam Nauli</b>
<b>107(b)</b>	<b>Asanas</b>	Suksham Vyayam (40 Excersises) <b>A. STANDING POSE</b> 1. Tadasana 2. Vrikasasana 3. Ardh-Chander-asana 4. Trikonasana 5. Simple Natarajasana 6. Kati-Chakarasana <b>B. SITTING POSE</b> 1. Vajrasana 2. Shashankasana 3. Vakrasana 4. Ardhmatsyendrasana 5. Ardhpadamasana 6. Marjariasana 7. Bhadrasana 8. Gomukhasana 9. Ardha Ushterasana 10. Janu-shirsh-asana <b>C. LYING POSE (SPINE FACING GROUND)</b> 1. Sarvangasana, 2. Uttanpadasana – Half & Full	1. Natarajasana 2. Padamasana 3. Matsyasana 4. Rajkapotasana 5. Badh-Padamasana 7. Puran-Bhujankasana

		3. Naukasna 4. Ardhamatsyasana 5. Setubandasana 6. Naditanasana 7. Pawanmuktasana (Ardha & Purana) 8. Nauka-asana 9. Shavasana <b>D. LYING POSE  (STOMACH FACING  GROUND - Prone)</b> 1. Makarasna 2. Sarpasana 3. Ardh-shalabhasana 4. Ardh Dhanurasana	
<b>107(c)</b>	<b>Pranayamas</b>	Correct Breathing, Anulome-Vilome, Surya-bhedhan, Sheetli	Bhastrika (1 <sup>st</sup> & 2 <sup>nd</sup> stage), Bhramari
	<b>Bandhas</b>	Jalandhar Bandha	Uddyan Bandha
	<b>Mudras</b>	Ghyan & Chinn, Vaat & Brahm, Nasika-aggar-drishti Mudras.	Pran, Vipreetkarni mudras.
	<b>Meditation</b>	Yoga-Nidra & Meditation on Om mantra	Jyotir Bindu & Naad brahm meditation

**REFERENCE BOOKS:**

1. Saraswati, Swami Satyananda. (2010). Yoga Publication Trust, Ganga Darshan, Munger, Bihar, India.
2. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper

**SEMESTER II**  
**PAPER CC-201: 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 Philosophy 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:**

1. Seven questions in all shall be set.
2. 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.
3. 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 1**

**YOGA EDUCATION IN PHILOSOPHY:**

1. **Yoga Education in Sankhya Philosophy:** Meaning of Sankhya, basic 25 elements, objectives of life, concept of Purusha, Prakriti, satkaryavada, triguna, bondages and liberation. Nature of Yoga education in Sankhya (Gyanyoga)
2. **Yoga Education in Vedanta Philosophy:** meaning, concept of Non-dualism, soul-Jivatma, Brahma, source of knowledge, concept of bondages and liberation-wisdom. Nature of yoga in Vedanta philosophy (Gyanyoga).
3. **Yoga Education in Buddha Philosophy:** brief introduction, Four noble truths, noble eightfold path, concept of five aggregates and Nirvana. Nature of Yoga in Buddha philosophy.

**UNIT 2**

**SCHOOLS OF YOGA EDUCATION:** (Introduction, meaning, nature, main Yoga- educational contents, basic-texts, aim and objectives of following traditional schools of yoga);

1. Mantra and Laya yoga
2. Hath yoga and Raj yoga
3. Karam yoga and Bhakti yoga

### UNIT 3

#### **YOGA EDUCATION FOR SPIRITUAL HEALTH AND DEVELOPMENT:**

1. **Spirituality:** Introduction, meaning, concepts, factors of spiritual health and development, Hazards in spiritual health.
2. **Yoga and Spiritual health:** Role of yoga in attaining spiritual health and development, concept and state of self-realization.
3. **True Nature of Yoga Education:** meaning, concept and true nature of Yoga education and a Yogi. Various misconceptions regarding the nature of Yoga and a Yogi.

#### **REFERENCE BOOKS**

1. Gupta, S.N. Das. (1987). Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
2. Hiriyanna, M., (1995). The Essentials of Indian Philosophy. New Delhi, Motilal Banarasidas Publishers.
3. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
4. King, Richard. (2000). Indian Philosophy: An Introduction to Hindu and Buddhist Thought. New Delhi, Maya Publishers Pvt. Ltd.
5. Krishnananda, Swami. (2009). Yoga Meditation and Japa Sadhna. Tehri Garhwal, The Divine 10 Life Society.
6. Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
7. Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
8. Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
9. Osho. (2002). Yoga the science of Soul. New York, St. Martin's Griffin.
10. Pandey, R.S (1997). East West Thoughts on Education. Allahabad, Horizon Publishers.
11. Puligandla, R. (1975). Fundamentals of Indian Philosophy. New York, Abingdon Press.
12. Raju, P.T. (1982). The Philosophical Traditions of India. Delhi, Moti Lal Banarsi Dass.
13. Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
14. Sharma A.P. (1999). An Approach to Philosophy of Education. The Indian Publications.
15. H.R. Negendra, (1994) Yoga in Education, V.K. Yogas, Bangalore,
16. Ramakrishan Mission (2002); value education, Ramakrishan Mission, New Delhi

## **PAPER CC-202: ANATOMY, PHYSIOLOGY AND YOGIC PRACTICES**

### **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.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

#### **UNIT 1**

1. Excretory organs with special emphasis on Urinary system, process of urine formation. Structure & function of Kidneys.
2. Endocrine System: Endocrine Glands, their functions (Pituitary, Thyroid, Pancreas, Adrenal and Sex glands).

#### **UNIT 2**

1. Central Nervous System: Brain & Spinal Cord; their structure & functions; brain mapping and E.E.G. in context of Yoga; Peripheral Nervous System-Cranial & Spiral Nerves.
2. Autonomic Nervous System: Sympathetic & Parasympathetic System; Reflex action Parts, structure, functions. Reflex Action and Neuromuscular Coordination.

#### **UNIT 3**

1. Digestive System: Structure and function of Digestive System, Process of Digestion, Absorption & Excretion; Gall bladder, Liver & Pancreas. Effect of Yoga techniques on Digestive Organs.
2. Metabolism of Food:- Carbohydrates, Fat & Protein Metabolism.
3. Yoga and Diet: Principles of Diet, Constituents of balanced diet, Yogic concept of diet, Vitamins and Vitamin deficiency diseases.

### **REFERENCE BOOKS**

1. Anatomy and Physiology for Nurses, (2000)
2. Elvyn C. Pearce, (2003) Anatomy and Physiology and Nurses, Oxford University Press, Delhi.
3. Promila Verma, (1974) Kanti Pandya, Shareer Kriya Vigyana, Bihar Hindi Granth Academy.
4. R. Rajalakshmi, (1974) Applied Nutrition, Oxford and IBM Public Co., Delhi.
5. V. Tararinov, Human anatomy and Physiology Trans. By David A. Myshna, MIR Publishers, Moscow.

## **PAPER CC-203: APPLIED KINESIOLOGY AND YOGA THERAPY**

### **OBJECTIVES:**

1. To enable the student teachers to know the physiological effects of Yogic practices on human body.
2. To enable the student teachers to understand the concept of Yoga therapy and Ayurvedic Tridoshas.
3. To enable the Student teachers to be familiar with the management of common disorders through Yoga therapy.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **BASIS OF YOGA THERAPY**

1. **Yoga Therapy:** Introduction, meaning, basic nature and practices of yoga therapy, basic principles, scope, limitations. Importance of Yoga therapy in modern time.
2. **Yoga Therapy & Ayurveda relations:** Elementary knowledge of Ayurvedic principles and concept of Health, Disease, Dosha, Dhatu and Mala, their therapeutic importance in Yoga therapy.
3. **Yogic diet:** nature and impacts of Satvik, Rajsik and Tamsik diet on body and mind, concept and nature of yogic diet.

### **UNIT 2**

**YOGA THERAPY FOR COMMON PHYSICAL DISORDERS:** (Meaning, general causes, symptoms, yogic approach and suitable yoga therapy for following disorders)

1. Acidity, Constipation, Obesity and Diabetes.
2. Arthritis, Cervical –Spondylosis, Backache and Migraine.
3. Asthma, common-cold, Hyper-tensions and Hypo-tension.

### **UNIT 3**

**YOGA THERAPY FOR COMMON PSYCHOLOGICAL DISORDERS:** (Meaning, general causes, symptoms, yogic approach and suitable yoga therapy for following disorders)

1. Stress, Anxiety, Depression and Phobias.
2. Schizophrenia, Insomnia and Suicidal tendencies.
3. Drug-addictions, Aggressiveness and criminal tendencies.

### **REFERENCE BOOKS**

1. Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi, Rupa & Co.

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

## **PAPER CC-204: FOUNDATION OF YOGIC TRADITION AND YOGIC TEXTS**

### **OBJECTIVES:**

1. To enable the student teachers to understand the basic concepts contained in Patanjali's Yoga Sutra.
2. To enable the student teachers to understand the basic concepts of Yoga as contained in specified chapters from Shrimad Bhagwat Geeta.

### **INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

#### **UNIT 1**

### **HATHYOGA TRADITION: PRELIMINARY:**

1. **Hathyoga:** meaning , purposes and importance of Hathyoga, proper place, destroyers and successor elements of Hathyoga practice, Asanas and its importance , Mitahara (Yogic-diet) (First Chapter of Hathyoga Pradipika)
2. **Pranayama:** Breath and mind relation, importance of Prana and Pranayama, preparations and precautions of pranayama, nature and importance of Nadi-shoudhan pranayama and Shatkarmas. (Hathyoga pradipika, Shloka 1 to40 of Second Chapter)
3. **Eight Kumbhkas** (Eight types of Pranayamas) (Hathyoga pradipika, Shloka 41 to 78 of Second Chapter).

#### **UNIT 2**

### **HATHYOGA TRADITION: ADVANCE:**

1. Kundalini: its meaning, concept and awakening. Nature and importance of Bandhas – Jalandher, Uddiyan, Mool and Maha Bandhas. (Hathyoga Chapter-Third)
2. **Mudras:** meaning, concept, precautions and importance. Nature of Vipritkarni, Khechri and Maha Mudra. (Hathyoga Chepter Third)
3. **Nada:** its meaning, concept, importance and stages of Nadas. Relationship between Rajyoga and Hathyoga. (Hathyoga Chaper – Fourth)

#### **UNIT 3**

### **YOGA IN SHRIMAD BHAGWAT GEETA (CHAPTER 2 AND 6 OF GEETA):**

1. **Geeta:** its introduction, meaning, nature, Geeta as synthesis of Yoga. Nature and types of Yoga according to Geeta.
2. **Geeta Concepts:** Concept of Aatma (soul) and Parmatman (God), Concept of Sthit-pragya, concept of comforts (Sukh) and peace (Shanti).

3. **Geeta & Yogi:** Characteristics of a true Yogi according to Geeta – physical, mental, social and spiritual characteristics.

#### **REFERENCE BOOKS**

1. Acharya, Swami Hariharanand, (1991) Patanjali Yoga Darshan, Moti Lal Banarsi Dass, New Delhi.
2. Kriyananda, Swami. (2006). The Essence of the Bhagawad Gita. Gurgaon, Ananda Sangha Publications.
3. Kriyananda, Swami. (2006). The Essence of the Bhagawad Gita. Gurgaon, Ananda Sangha Publications.
4. Satyananda, Swami.(1983). Four chapters on freedom (commentary on the Yoga sutras of Patanjali). Munger, Bihar School of Yoga.
5. Taimini, I.K.:(1979) The Science of Yoga, Adyar Publication, Madras.
6. Ajaya, Swami, Yoga Psychology: The Himalayan international institute of Yoga science and philosophy of the U.S.A., RR I, Box 400, Honesdale, Pennsylvania – 18431 (1976)
7. Bharati, Swami Veda: Philosophy of Hath Yoga: Himalayan instate press, Honesdale, PA, USA, (1998)
8. Kriyananda, Swami. (2006). The Essence of the Bhagawad Gita. Gurgaon, Ananda Sangha Publications.
9. Taimini, I.K.:(1979) The Science of Yoga, Adyar Publication, Madras.
10. Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
11. Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.

## **PAPER CC-205: PEDAGOGY OF TEACHING OF YOGA**

### **OBJECTIVES:**

1. To enable the student teachers to know about the processes involved in teaching and learning of Yoga.
2. To enable the student teachers to understand different perspectives of School Education settings.
3. To enable the student teachers to be familiar with curriculum designing and curriculum transaction in Yoga Education.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. Seventh question shall be compulsory. It shall have two questions, for 05 marks each, and the answers should maximum of 75 words each. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **INTRODUCTION & PEDAGOGY**

1. Yoga and Yoga Practices: Meaning, Scope of teaching methods in yoga and Principles.
2. Methods of teaching in Yoga, their classification, significance and limitations.

### **UNIT 2**

#### **CURRICULUM AND TIME-TABLE**

1. Curriculum-concept, Principles of curriculum construction, hands on experience of framing yoga curriculum for secondary and senior secondary levels.
2. Time Table: Concept, Principles of timetable constructions
3. Yogic class management-meaning, formation of class in yoga essential features, types of class-rooms areas for yogic Practices.

### **UNIT 3**

1. Lesson Planning: Concept, need, essentials of teaching and lesson Planning.
2. Model of lesson Plan in yoga: Salient points in teaching of Shatkriyas, Asans, Pranayam, Bandha & Meditation (Theory & Practical)
3. School Plan: Definition, essential, features, types, class room area for yogic practices.

### **REFERENCE BOOKS:**

1. 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.
2. Bhushan,A & Ahuja, M. (1992). Educational Technology. Meerut, Vikas Publication, B-57, Meenakshi Puram.

3. Bhushan,A & Ahuja, M.(2003). Educational Technology. Patiala, Bawa Publishers, (2nd ed.).
4. Bloom, B.S. (1972). Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: Devid Mokey Campo.
5. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi, Sterling Publishers.
6. Danah Zohar & Marshal Jan .(2001). Spiritual Intelligence the Ultimate Intelligence. New York, Bloomsbury Publishing.
7. Das, R.C.(1993). Educational Technology- A Basic Text. New Delhi, Sterling Publishers.
8. Dececco, J.P. & Cramford, W.R., (1970). Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
9. Gage, N.L., (1978). The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
10. Joyce, B.Weil, M. & Showers, B. (1985). Models of Teaching. New Delhi, Prentice Hall of India Pvt. Ltd.
11. Mangal s.k.(2002) Fundamentals of Education Technology, Prakash Brothers, Ludhiana.
12. Mangal, S.K. & Mangal, U. (2009). Essentials of Educational Technology. New Delhi, PHI Learning Pvt. Ltd.
13. Mehra, V.(2010). A text book of Educational Technology, New Delhi, Sanjay Prakashan.
14. S.K.Kochhar(1985): Methods and Techniques of Teaching, Sterling Pub. Pvt. Ltd., New Delhi.
15. Saxena, A. (2007). Modern Techniques of Counseling, New Delhi, Rajat Publications.
16. Siddiqui, M.H. & Khan, M.S. (2007). Models of Teaching: Theory and Research. New Delhi, A.P.H. Publishing Corporation.
17. Vaneja, M. & Rao, D.B. (1999). Enquiry Training Model. New Delhi, Discovery Publishing House.

## **PAPER CC-206(A) - PEDAGOGY OF ENGLISH**

### **OBJECTIVES**

After completion of Course the student will be able to

1. Understand the nature of English language and its relation to disciplinary knowledge
2. Analyse the pedagogy as the integration of knowledge about the learner, the subject and social context
3. Apply pedagogical approaches for teaching different situations

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. Seventh question shall be compulsory. It shall have two questions, for 05 marks each, and the answers should be maximum of 75 words each. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **ROLE OF LANGUAGE AND POSITION OF ENGLISH IN INDIA**

1. **LANGUAGE AND SOCIETY:** Language and Gender: Language and Identity: Language and Power; Language and Class (Society).
2. **LANGUAGE IN SCHOOL:** Home language and School language; Medium of understanding (child's own language); Language across the curriculum; Difference between language as a school-subject and language as a means of learning and communication; Multilingual classrooms; Multicultural awareness and language teaching.
3. **ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:** English as a language of knowledge; Position of English as second language in India; English as a link language in global context; challenges of teaching and learning English.

### **UNIT 2**

#### **AN OVER VIEW OF LANGUAGE TEACHING**

1. **A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:** Grammar translation method, direct method, Structural-situational approach, Communicative approach.
2. **TEACHING-LEARNING MATERIALS AND AIDS:** Print media; other reading materials, such as learner chosen text, Magazines, News papers, Class libraries, etc., ICT-audio-visual aids including CALL programmes; T.V., Films; Language labs.
3. **LESSON PLANNING:** Teaching of Poetry, Teaching of Prose, Teaching of Grammar, Teaching of Composition

### UNIT 3

#### ACQUISITION OF LANGUAGE SKILLS

1. **LISTENING AND SPEAKING:** Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills; Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts.
2. **READING:** Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading.
3. **WRITING:** Stages of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, advertisement.

#### SESSIONAL WORK:-

Use of language in English for effective language learning.

#### SUGGESTED READINGS:

1. Balasubramaniam, T. (1981). A Text book of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
2. Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
3. Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language, New Delhi: Kalyani Publishers.
4. Bhatia, K.K. and Kaur Navneet (2011). Teaching and Learning English as a Foreign Language, Ludhiana: Kalyani Publishers.
5. Bindra, R (2005) Teaching of English. Jammu: Radha Krishan Anand and Co.
6. Bisht, Abha Rani, Teaching of English in India, Agra: Vinod Pustak Mandir.
7. Bright, J.A. and Mc Gregory, G.P. (1981). Teaching English as a Second Language. Longmans, ELBS.
8. Damodar G, Shailaja P, Rajeshwar M. (Es.) (2001). IT Revolution, Globalization and the teaching of English. New Delhi: Atlantic Publishers and Distributors.
9. Gokak, V.K. (1963). English in India, its present and Future. Bombay: Asia Publishing House.
10. Honby, A.S. (1962). The teaching of Structural Words and Sentence Patterns. London: OUP.
11. Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
12. Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
13. Sahu, B.K. (2004). Teaching Of English. Ludhiana: Kalyani Publishers.
14. Sharma, P. (2011). Teaching of English: Skill and Methods, Delhi: Shipra Publication.

**PAPER CC- 206(B) – PEDAGOGY OF HINDI  
(FONT “CHANAKYA”)**

**ॐॐॐॐ-**

1. भाषा की विभिन्न भूमिकाओं को जानना।
2. भाषा के स्वरूप और व्यवस्था को समझना।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना।
4. भाषायी कौशलो में दक्षता।
5. भाषा के व्यावहारिक प्रयोग में निपुणता लाना।
6. साहित्य की विभिन्न विधाओं का ज्ञान करवाना।
7. पाठ-योजना निर्माण के योग्य बनाना।
8. मूल्यांकन की योग्यता का विकास करना।

**आवाज-ॐॐॐॐ**

1. कुल सात प्रश्न पूछे जाएंगे।
2. प्रत्येक इकाई में से दो प्रश्न होंगे जिनमें से एक का उँर देना अनिवार्य होगा। प्रत्येक प्रश्न व अंक का होगा।
3. सातवां प्रश्न अनिवार्य है। जिसमें ५-५ अंक के दो प्रश्न होंगे।
4. कुल ७ अंक होंगे और समय ख घण्टे

**§- ऋॐ(०-३)**

1. हिंदी भाषा, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ।
2. हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
3. भाषा की भूमिका- शिक्षा के माध्यम के रूप में व राष्ट्रभाषा के रूप में।
4. भाषा शिक्षण के सामान्य सिद्धान्त।

**§- ऋॐ(१)**

1. श्रवण कौशल- अर्थ, उद्देश्य विकसित करने की विधियाँ।
2. वाचन कौशल- अर्थ, उद्देश्य, विधियाँ।
3. पठन् कौशल - अर्थ, उद्देश्य (कहानी कविता)

**§- ऋॐ(२)**

1. पाठ योजना- अर्थ, उद्देश्य, महँव।
2. पाठ्य पुस्तक का महँव एवं विशेषताएँ।
3. हिन्दी में मूल्यांकन- अर्थ, महँव एवं प्रकार।

**प्रायोगिक कार्य**

1. अंग्रेजी तथा क्षेत्रीय भाषा के अनुच्छेद का हिन्दी में अनुवाद।
2. अपनी पंसद की नि न साहित्यिक विधा पर एक मौलिक रचना (कविता, लघुकथा, निबंध)

**पुस्तक सूची:-**

1. जीत, योगेन्द्र भाई (व-ख) हिन्दी शिक्षण आगरा: विनोद पुस्तक मन्दिर
2. खन्ना, ज्योति (ख-५) हिन्दी शिक्षण : धनपतराय एण्ड कंपनी, नई दिल्ली
3. सफाया, रघुनाथ (व-ख) हिन्दी शिक्षण विधि: पंजाब किताब घर जालन्धर
4. भाटिया के. के. और नारंग सी. एल. आधुनिक हिन्दी विधियाँ, प्रकाश पँलशर
5. सिंह सावित्री (व-ख) हिन्दी शिक्षण लायल बुक डिपो, मेरठ
6. चौधरी नन्दकिशोर (ख-) हिन्दी शिक्षण गुरुसर सिधार पँलकेशन



**PAPER CC – 206 (D) – PEDAGOGY OF PUNJABI  
(FONT “ASEES”)**

ਉਦੇਸ਼:

- 1) ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
- 2) ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪ੍ਰੇਰਨਾ ਪੈਦਾ ਕਰਨਾ ।
- 3) ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ।
- 4) ਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ ਅਤੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ ।
- 5) ਸੈਕੰਡਰੀ ਸ਼ੈਲੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਾ ।
- 6) ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ।
- 7) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਠਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ ।

**ਨੋਟ:**

ਪੇਪਰ ਸੈਟਰ ਦੇ ਲਈ ਨਿਰਦੇਸ਼ - ਕੁਲ ਸੱਤ ਪ੍ਰਸ਼ਨ ਪੁਛੇ ਜਾਣ। ਹਰੇਕ ਇਕਾਈ ਦੇ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਵਿੱਚੋਂ ਇਕ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ। ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ 10 ਨੰਬਰ ਹੋਣਗੇ। ਸੱਤਵਾਂ ਪ੍ਰਸ਼ਨ ਜ਼ਰੂਰੀ ਹੈ ਜਿਸਦੇ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ 5-5 ਨੰਬਰ ਦੇ ਹੋਣਗੇ। ਕੁਲ 40 ਨੰਬਰ ਹੋਣਗੇ ਅਤੇ ਸਮਾਂ 2 ਘੰਟੇ।

**ਅਧਿਆਪਨ ਯੁਗਤਾਂ**

ਭਾਸ਼ਣ, ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੋਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ-ਪ੍ਰਦਰਸ਼ਨ ।

**ਇਕਾਈ 1**

1. ਭਾਸ਼ਾ-ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ ।
2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ)
3. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ ਅਤੇ ਵਿਧੀਆਂ ।

**ਇਕਾਈ-2**

1. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿੱਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ - ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੋਨ ਪਾਠ ਦਾ ਮਹੱਤਵ ।
2. ਬਾਲ ਸਾਹਿਤ ਦੀ ਪੜ੍ਹਾਈ, ਪੰਜਾਬੀ ਵਿੱਚ ਬਾਲ ਸਾਹਿਤ ਦੀ ਕਮੀ ਦੇ ਕਾਰਨ ।
3. ਪਾਠ-ਯੋਜਨਾ-ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼ ਅਤੇ ਗੁਣ ।

**ਇਕਾਈ-3**

1. ਸੂਖਮ-ਅਧਿਆਪਨ - ਅਰਥ ਅਤੇ ਪਰਿਭਾਸ਼ਾ ।
2. ਅਧਿਆਪਨ ਕੌਸਲ - ਉਦੇਸ਼ ਕਥਨ ਅਤੇ ਭੂਮਿਕਾ ਬੰਨਣ ਦਾ ਕੌਸਲ, ਪ੍ਰਸ਼ਨ ਪੁੱਛਣ ਦਾ ਕੌਸਲ, ਵਿਆਖਿਆ ਕਰਨ ਦਾ ਕੌਸਲ, ਬਲੈਕ ਬੋਰਡ ਦਾ ਕੌਸਲ, ਪੁਨਰ-ਬਲ ਦੇਣ ਦਾ ਕੌਸਲ, ਉਦੀਪਨ ਪਰੀਵਰਤਨ ਦਾ ਕੌਸਲ ।
3. ਪਾਠ-ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ ।

**ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ -**

ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ। ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

**ਸਹਾਇਕ ਪੁਸ਼ਤਕਾਂ**

- 1) ਸਿੰਘ, ਹ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- 2) ਸਿੰਘ, ਹਰਕੀਰਤ ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ
- 3) ਸਿੰਘ, ਜੀ. (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ।
- 4) ਸਿੰਘ, ਜੀ.ਬੀ. (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।
- 5) ਸਿੰਘ, ਤੀਰਕ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- 6) ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (1961), ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- 7) ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (2009), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼।
- 8) ਸੰਘਾ, ਸ.ਸ. (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- 9) ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- 10) ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012), ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- 11) ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੇਂਚੂਰੀ ਪਬਲੀਕੇਸ਼ਨਜ਼
- 12) ਨੰਦਰ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008), ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨਜ਼
- 13) ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969), ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ।

## CC-207 – YOGA PRATICALS

### 207(a) SHATKRIYAS

### 207(b) ASANAS

### 207(c) PRANAYAMA, BANDHAS, MUDRAS & MEDITATION

#### OBJECTIVES:

1. To enable the student teachers to understand the technique of performing various Shatkriyas.
2. To enable the student teachers to perform various Shatkriyas 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 THE EXAMINER:

##### RECORD FILE:

- Only ONE practical record file shall be required to prepare for the examination / subject 207 (a), 207 (b) and 207 (c), which shall be presented at the time of final these three exams.
- Above file should be duly checked and signed by the related internal teachers.
- After the exam, record file would have to deposit in college office as a record.
- **There would be three separate parts in the same one file as follow:**

Paper No	Subject	Topics to attempt (Limitation)	Allotted Maximum Marks
207 (a)	Shatkriyas	Any <b>Two</b> with detail	5
207(b)	Asanas	Any <b>Five</b> with detail – Compulsory & any <b>One</b> optional (Advance)	5
207(c)	Pranayamas, Bandhas, Mudras & Meditation	Any <b>One</b> – Pranayama, Bandha, Mudra and meditation-type	5

- Selection & allotment of topics (Shatkriyas, Asanas, and Pranayamas etc.) of record file: It should be based on student's personal interest verified by internal teacher. It depends on the mutual - understanding of class & subject related teacher
- **Allotted Maximum Marks for Yoga Practical:** The External – Examiner shall conduct practical demonstration according to following scheme:

Paper No	Subject	Compulsory from attached list	Advance & Optional from attached list	Practical Demonstration	Practical File Allotted Max. Marks	Total
207 (a)	Shatkriyas	Any Two	Any One	15	5	20
207(b)	Asanas	Any Five	Any Two	25	5	30
207(c)	Pranayamas, Bandhas, Mudras & Meditation	Any One each	Any One each	15	5	20

**PRACTICAL DEMONSTRATION: (DETAIL OF CONTENTS)**

Paper Code	Paper / Subject	Compulsory	Optional
207 (a)	Shatkriyas	Jal-neti & Suter-Neti Vat & Vayutkram Kapalbhati Tratak-External & External	Agnisar Dhauti/Kriya Nauli - Left, middle & right. Dand-dhauti.
207(b)	Asanas	Pawan-mukat Series I & II. Chander Namaskaar. <b>A. STANDING POSE (Asanas)</b> 1. Vrikash 2. Garur 3. Ardh-Chander 4. Trikon, 5. Simple Nataraj 6. Kati-Chakara. <b>B. SITTING POSE</b> 1. Manduk 2. Aakarna-dhanur 3. Padam 4. Janu-shirsh 5. Pashchimottan 6. Kurma 7. Suptvajar 8. Sidh/Sidh-Yoni, 9. Ardha - matsyender 10. Ushter <b>C. LYING POSE (SPINE FACING GROUND)</b> 1. Matsya 2. Halasana 3. Chakar 4. Ardhamatsyasana	1. Garbh 2. Padamasana 3. Puran-danur 4. Vibhakt-pashimottan 5. Dandyeman-Janushirsh 7. Puran-Bhujang 8. Ardh-Badh-padmottan 9. Karnpeed 10. Puran - Natraaj

		5. Setubandasana 6. Sarwaang 7. Pawanmuktasana (Ardha & Purana) 8. Nauka-asana  <b>D. LYING POSE  (STOMACH FACING  GROUND - Prone)</b> 1. Bhujang 2. Dhanur (simple) 3. Shalbh 4. Vipreet – Nauka	
<b>207(c)</b>	<b>Pranayamas</b>	1. Naadi-shoudhan I & II 2. Suryabhedhan 3. Chander-bhedhan 4. Sheetali - Sheetkari 5. Bhramari	Bhastrika (3 <sup>rd</sup> & 4 <sup>th</sup> stage),
	<b>Bandhas</b>	Jalandhar & Uddiyan Bandha	Mool Bandha
	<b>Mudras</b>	1. Shanmukhi 2. Hridaya 3. Kaki	Shambhwi, Yog & pashinee mudra
	<b>Meditation</b>	1. Ajapa-jap 2. Vipassna 3. Tratak meditation	Leshya & Chaitnya-kendra Meditation

**REFERENCE BOOKS:**

1. Saraswati, Swami Satyananda. (2010). Yoga Publication Trust, Ganga Darshan, Munger, Bihar, India.
2. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper

**SEMESTER III**  
**PAPER CC- 401: PHILOSOPHICAL PERSPECTIVE OF YOGA & SELF**

**OBJECTIVES**

1. To develop a vision of life among student teachers.
2. To develop a holistic and integrated understanding of the human self and personality.
3. To enable students to examine and challenge the stereotype attitudes and prejudices that influence identity formation and the process of individuation.
4. To facilitate the personal and professional growth of student teachers by helping them to identify their own potential.
5. To develop positive attitude among student teachers.
6. To encourage future teachers to develop the capacity for self reflection and personal integration., buzz sessions, role plays and other activities suitable for the particular workshop.

**INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

**UNIT 1**

**UNDERSTANDING SELF AND CONSCIOUSNESS:**

1. **Yoga and Consciousness:** Consciousness – its meaning, definition, philosophical-concepts, levels and states of consciousness as conscious, sub-conscious, unconscious, super-conscious and awakening, sleep, dream and Turiya.
2. **Higher Consciousness:** Development of higher consciousness, upward (raising) and downward (decline) flow. Impacts of Yoga sadhna especially meditation and Samadhi on raising levels of consciousness.
3. **Self & (ऌ) Drashtta:** Yogic concept of 'Self' and 'Drashtta bhaw' ऌ ऌ भव, Self-perception theory and determinants of 'self'. Development of 'Drashtta-bhaw and its yogic importance.

**UNIT 2**

**PHILOSOPHICAL PERSPECTIVE OF HIGHER YOGIC STATES:**

1. **Yoga in Upanishads:** Upanishads – its introduction, meaning, nature, numbers, general nature and types of yoga in Upanishads.
2. **Yoga in Ayurveda:** Brief introduction of Ayurveda, Nature of Yoga in Ayurveda: definition and nature, purpose and aims of yoga according to Ayurvedic texts.

3. **Yoga in Gurubani:** Brief introduction of Gurubani (main scripture of Sikhism), nature and purpose of Yoga in Gurubani. Concept of a Yogi in Gurubani.

### UNIT 3

#### **YOGA IN CONTEMPORARY INDIAN PHILOSOPHY:**

1. **Contemporary Indian Philosophy:** its introduction, meaning, philosophical problems in the field of Yoga -education.
2. **Contemporary Indian philosophers:** Sri Aurobindo – His brief life sketch and his contribution in the field of Yoga education and philosophical life to raise the higher consciousness.
3. **Osho:** His brief life sketch and his contribution in the field of Yoga education and philosophical life to raise the higher consciousness.

#### **SUGGESTED READINGS:**

1. Dalal, A.S.(2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram.
2. Frankl, V. (1946). Man's search for meaning. New York: Pocket books.
3. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
4. Krishnamurti, J. (1953). Education and the significance of life, Ojai, California, USA: Krishnamurti foundation trust.
5. Walk with me: A guide for inspiring citizenship action (2006), New Delhi: Pravah pub.
6. Wilson, T.D (2002) stranger to ourselves: discovering the adaptive coconscious Harvard university press.
7. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
8. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
9. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
10. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
11. Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
12. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.
13. Krishnamurti, J. (1998) awakening of intelligence; Krishnamurti foundation trust, India

## **PAPER CC-402: YOGA PSYCHOLOGY AND VALUE EDUCATION**

### **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 of Personality development and value education.
3. To enable the student teachers to understand different perspectives of Mental Health and School Education settings.
4. To enable the student teachers to be familiar with to understand the special children and elementary Statistics.

### **INSTRUCTIONS FOR THE PAPER SETTERS:**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

#### **UNIT 1**

### **PERSONALITY AND MENTAL HEALTH:**

1. **Personality:** Its meaning, concept, types and trait theories, determinants, assessment, Yogic concept of personality, special reference with five Koshas.
2. **Mental Health:** its meaning, concept, factors and elements of mental health, importance of mental health in life and physical health. Role of yoga in the development of better mental health.
3. **Cognitive Psychology:** Problem solving and thinking – its meaning, nature, factors and role of yoga practices in it.

#### **UNIT 2**

### **CREATIVITY AND VALUE EDUCATION:**

1. **Creativity:** its meaning, concept, characteristics, factors, identification of creative potential. Special education- program for developing creativity. Role of Yoga in developing creative potential.
2. **Values:** its meaning, nature, classification, significance in education and life.
3. **Value Education:** its meaning, objectives, nature. Role of yoga in developing value education.

#### **UNIT 3**

### **YOGIC PSYCHOLOGICAL POWERS AND ABILITIES:**

1. **Psychology of Mind:** mind - its meaning, concept, nature, Four parts of mind – conscious, subconscious, unconscious and super-conscious, Five- Bhumies of mind (Chitt) and its importance, relationship of body & mind, impacts of negativity and positivity of mind.

2. **Psychology of Ego:** Ego – its meaning, concept, various dimension of ego – mind, intellect, Chitt and emotions their yogic importance.
3. **Psychic Powers:** its meaning, concepts, concept of Extra – sensory – perceptions (ESP), Learning & Intelligence – their meaning, effecting-factors, role of yogic practices on learning, intelligence and extra sensory perceptions.

**SUGGESTED READINGS:**

1. Aggarawal J C, Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
2. Chauhan S.S, Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
3. Charles E Skinner, Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
4. Dandapani S, A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. New Delhi, 2000
5. De Cecco J P, Learning and Instruction, Prentice Hall of India Pvt. Ltd. New Delhi 1996
6. Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
7. Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
8. Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books
9. Chauhan, S.S. (2002), Advanced Educational Psychology, New Delhi: Vikas Publishing House.
10. Clifford Morgan and Kind, R.R., Weise John (1999), Introduction to Psychology, New Delhi: Tata McGraw Hill.
11. Garret, H.E. (1981), Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons.
12. Gupta, Sneh (1985), Mental Hygiene and Education, Ludhiana: Parkash Brothers,
13. Heward and Orlansky (1992), Exceptional Children, New York: Maxwell Macmillan International.
14. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
15. Kirk Samuel (1997), Educating Exceptional Children, New York, Houghton Mifflin Company.
16. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi: Prentice Hall of India.
17. Maslow, A.H. (1970), Motivation and Personality, 2nd Ed., New York: Harper & Row.

## **PAPER CC-403: SCHOOL MANAGEMENT**

### **OBJECTIVES:**

After the course, pupil teachers will be able to:

1. Understand the Concept and operational aspects of school management.
2. Enlist the physical resources of the school and their maintenance.
3. Understand the importance of social life in school and the role of administrators and the Teachers.
4. Become successful teachers in future.
5. Develop practical skills in organizing school programmes and activities.

### **INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

#### **UNIT 1**

### **ORGANIZATION AND MANAGEMENT**

1. School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
2. School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
3. Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan.

#### **UNIT 2**

### **ESSENTIAL FACETS OF SCHOOL ORGANIZATION**

1. Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
2. School Time Table: Importance, types and principles of time table construction.
3. Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

#### **UNIT 3**

### **QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS**

1. Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block, District, State level)
2. School Records and Registers: Importance, types and essential requirements and maintenance of school records.

3. Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities-Morning Assembly, NSS/NCC, Fieldtrips.

**SUGGESTED READINGS:**

1. Bhatia, K.K., Singh, Jaswant(2002). Principles & Practice of School Management. Ludhiana: Tandon Publications.
2. Bhatnagar, R.P. and Verma, I.B. (1978). Educational Administration at College Level. Meerut: Loyal Book Depot.
3. Dash, B.N. (1996). School Organisation Administration & Management. Hyderabad: Neel Kamal Publications Pvt. Ltd.
4. Khanna Jyoti, Nangia Anita, (2015), Co-Curricular Activities in Schools, Tandon Publications, Ludhiana.
5. Sachdeva, M.S. (2001).School Management. Ludhiana: Bharat Book Centres.
6. Sodhi, T.S. and Suri, Anaina (2002), Management of School Education. Patiala: Bawa Publication.
7. Sharma, T.S. (2005). School Management and Administration. Patiala: Shaheed-E Azam Printing Press.

## **PAPER CC- 404: ICT, SKILL DEVELOPMENT & CURRENT YOGIC RESEARCH**

### **OBJECTIVES**

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

1. Interpret and adapt ICTs in line with educational aims and principles
2. Acquire knowledge of computers its accessories and software.
3. Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
4. Understanding features of MS office and their operations.
5. Develop skill in using MS-Word, PowerPoint and Spreadsheet.
6. Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
7. Acquire skill in accessing www and internet and global accessing of information
8. Integrate technology in to classroom teaching learning strategies

### **INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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 05 marks.
3. Seventh question shall be compulsory. It shall have ten questions, for 02 marks each and the answers should be limited to the maximum word limit of 50 words each.
4. Total marks shall be 25 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **ICT IN EDUCATION:**

1. Concept of ICT, Need & Importance, Scope of ICT in teaching-Learning Process, research and administration.
2. Integrating ICT in Teacher Education, Tools of ICT, ICT for professional Development of teachers
3. ICT for improving organization and management of teacher education. Possible uses of audio-visual media and computer in Yoga presentation.

### **UNIT 2**

#### **COMPUTER FUNDAMENTALS:**

1. Computer Hardware: Introduction, Input Devices (Keyboard, Mouse, Joystick, Barcode Reader, Scanner) Output Devices (Monitor, Printer)
2. Computer Software: Introduction, Types, Operating System, Functions of Operating System, Computer Threats and Virus.
3. Introduction to Internet and Networking: Advantage and type of Networking, Internet vs Intranet, WORLD WIDE WEB (WWW), Web browsers.

### **UNIT 3**

#### **MICROSOFT OFFICE:**

1. M.S. Word: Introduction, Features, Component, Different views of Word Document, Creating New Document, Opening, Saving, Closing, Editing of existing Document, Creating Tables, Keyboard Shortcuts.
2. M.S. Excel: Introduction, Features, Entering Data into Excel Sheet, Keyboard Shortcuts.
3. M.S. PowerPoint: Introduction, Features, Preparation of Slides, Slideshow, Keyboard Shortcuts.

#### **Practical / Seasonal Work**

1. All the practical work related to unit III of the syllabus

#### **Suggested Readings:**

1. Tandon, (2007), Introduction of ICT; Ludhiana: Tandon Publication
2. Intel Education, NCTE (2007). Hand book for teacher educators. Bangalore:

**ELECTIVE (OPTIONS)**  
**PAPER CC- 405 (A): GUIDANCE AND COUNSELLING**

**OBJECTIVES:**

1. To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of Guidance.
2. To acquaint them with various services of Guidance.
3. To enable them to differentiate between Guidance and counselling.
4. To help the pupil teachers to understand counselling and role of various agencies in the counseling.
5. To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
6. To help them to organize Guidance and Counselling cell in the school.

**INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

**UNIT 1**

**UNDERSTANDING GUIDANCE**

1. Meaning, need, principles, aims and objectives and scope of Guidance.
2. Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques.
3. News trends and demands in the field of Guidance.

**UNIT 2**

**UNDERSTANDING COUNSELLING**

1. Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
2. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.
3. Role of Counsellor, Guidance worker and teachers in guidance.
4. Difference between Guidance & Counselling.

**UNIT 3**

**TECHNIQUES FOR UNDERSTANDING THE INDIVIDUAL**

1. Major areas and Barriers in understanding process, common problems of students at secondary level.
2. Techniques of understanding an individual:
  - a) Quantitative techniques:(Intelligence, Interest, Aptitude and Achievement tests)

- b) Qualitative techniques(Cumulative Record Cards / Rating Scales/Sociometry)
- c) Job Analysis- Meaning, functions and methods.

**PRACTICAL/SESSIONAL WORK (ANY ONE):**

1. Case study – highlighting the different life stages and factors affecting the career patterns.
2. Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
3. Draw a plan for the assessment of ability, aptitude, interest or personality of one student.

**SUGGESTED BOOKS:**

1. Aggarwal, J.C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House Asch, M. (2000). Principles of Guidance and Counseling. New Delhi: Sarup and Sons.
2. Bhatia, K.K. (2002). PrinciplesofGuidance&counseling. Ludhiana: Kalyani Publishers.
3. Bhatnagar, A. & Gupta, N. (1999). Guidance&counseling,Vol-1&2: A practical approach, New Delhi: Vikas Publishers.
4. Gibson, R.L. & Mitchell, M.H. (2003). IntroductiontoCounselingandGuidance. New Delhi: Pearson Education.
5. Jones, R.N. (2000). IntroductiontoCounselingskills:TextandActivities. New Delhi, Sage Publications.

## **PAPER CC-405(B) – HEALTH AND PHYSICAL EDUCATION**

### **OBJECTIVES:**

1. To enable the student teachers to develop an understanding of the importance,
2. Meaning, concept, aim, objective of Health & Physical Education.
3. To create awareness on different aspects of health and fitness.
4. To understand the nature of injuries and to take care during emergencies and provide first aid.
5. To learn good health habits. Acquire knowledge of common communicable diseases.
6. To understand the diet modification in the treatment of under-weight and obesity.

### **INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

#### **UNIT 1**

1. Physical Education: concept, aims and objectives, Need and importance.
2. Health Education: Concept aims & objectives, Importance and need of Health Education
3. School health Programme: Health services, Health supervision and instructions.

#### **UNIT 2**

1. Contemporary Health problems: Drug Abuse, Alcoholism & smoking.
2. Nutrition: Elements of balanced diet, food habits, Malnutrition.
3. First Aid: Concept and importance of first Aid. First Aid Kit,

#### **UNIT 3**

1. Posture: Meaning, Importance of correct posture, Adverse effects of Poor Posture, Common Postural Deformities, preventive measures and remedial Exercises.
2. Recreation: concept, importance of recreation programme in school curriculum.
3. Diseases: Infections diseases, causes, common symptoms and prevention.

### **PRACTICAL WORK: ANY ONE**

Write a project report on BMI of students.

To give practical knowledge of first aid (snake bites, dog bites, sprain, abrasion, fractures, dislocation, drawing)

Case Study/ Report on Yoga Asan.

**SUGGESTED BOOKS:**

1. Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.
2. Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.
3. Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house. Sachdeva, M. S. (2006). School organisation, administration and management. Ludhiana: Dandon Publication. Chandra,
4. S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications.
5. Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
6. Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.
7. Tiwari, O. P. (2002). Asana : Why and how. India: Kanalyadhama.
8. Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.
9. Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyani Publishers.
10. Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.
11. Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.
12. Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd. Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. New Delhi: Vikas Publishers Ltd.

## **PAPER CC-405 (C) – ENVIRONMENTAL EDUCATION**

### **OBJECTIVES:**

1. To acquaint the student teachers with the concept of Environment and Ecology.
2. To create awareness and generate interest of student-teachers in Environmental Education.
3. To provide knowledge to the student-teachers about Pollution and its control.
4. To sensitize student-teachers to the Global Environmental problems.
5. To sensitize student-teachers to the need for Conservation of the resources.
6. To develop desirable attitude, values and respect for the Environment.
7. To acquaint the student teachers with the initiatives of government and local bodies in environment conservation.

### **INSTRUCTIONS FOR THE PAPER SETTERS:-**

1. Seven questions in all shall be set.
2. 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.
3. 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.
4. Total marks shall be 40 and the time allowed shall be 02 hours.

### **UNIT 1**

#### **ENVIRONMENT, ECOLOGY& ENVIRONMENTAL EDUCATION**

1. Environment and Ecology: Concept of Environment and Ecology, Ecosystem, Biosphere, Community, Population, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
2. Environmental Education: Meaning, Objectives, need, importance & principles.

### **UNIT 2**

#### **POLLUTION CONTROL**

3. Pollution: Concept Types - Air, Soil, Water and Noise Pollution, their sources effects, monitoring and control.
4. Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management.

### **UNIT 3**

#### **NATURAL RESOURCES MANAGEMENT**

5. Govt initiatives and the impact of developmental project on bio-diversity conservation. Wildlife Conservation especially Endangered Species.
6. Role of local bodies & Media in environmental awareness and management, Swachh Bharat Abhyaan

**ACTIVITY OF THE FOLLOWING:**

Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.

Carrying out a Project on Environment and to prepare its detailed report.

**BOOKS SUGGESTED:**

1. Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
2. Kaur, A. (2003). Scientific Approach to Environmental Education. Ludhiana: Tandon Publications. Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House. Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
3. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co

## **PAPER CC – 406 – LABORATORY PRACTICALS**

### **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.

#### **406(A) PHYSIOLOGY**

##### **ACTIVITIES:**

1. Pulse Rate
2. Temperature (Skin/Oral)
3. Blood Pressure
4. Pulmonary Function Test (by Spirometer)

#### **406 (B) BIO-CHEMISTRY**

##### **ACTIVITIES: URINE TEST**

1. Glucose
2. Creatinine
3. Ketone Bodies
4. Haemoglobin in blood

#### **406(C) 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
4. Steadiness
5. Span of Attention

#### **CC-406(D) PHYSICAL FITNESS**

##### **ACTIVITIES:**

1. Strength
2. Agility
3. Balance
4. Flexibility

## PAPER CC – 407 – YOGA PRATICALS

### 407(A) SHATKRIYAS

### 407(B) ASANAS

### 407(C) PRANAYAMA, BANDHAS, MUDRAS & MEDITATION

#### OBJECTIVES:

1. To enable the student teachers to understand the technique of performing various Shatkriyas.
2. To enable the student teachers to perform various Shatkriyas 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 THE EXAMINER:

##### RECORD FILE:

- Only ONE practical record file shall be required to prepare for the examination / subject 407 (a), 407 (b) and 407 (c), which shall be presented at the time of final these three exams.
- Above file should be duly checked and signed by the related internal teachers.
- After the exam, record file would have to deposit in college office as a record.
- **There would be three separate parts in the same one file as follow:**

Paper No	Subject	Topics to attempt (Limitation)	Allotted Maximum Marks
407 (a)	Shatkriyas	Any <b>Two</b> with detail	5
407(b)	Asanas	Any <b>Five</b> with detail – Compulsory & any <b>One</b> optional (Advance)	5
407(c)	Pranayamas, Bandhas, Mudras & Meditation	Any <b>One</b> – Pranayama, Bandha, Mudra and meditation-type	5

- Selection & allotment of topics (Shatkriyas, Asanas, and Pranayamas etc.) of record file: It should be based on student's personal interest verified by internal teacher. It depends on the mutual - understanding of class & subject related teacher
- **Allotted Maximum Marks for Yoga Practical:** The External – Examiner shall conduct practical demonstration according to following scheme:

Paper No	Subject	Compulsory from attached list	Advance & Optional from attached list	Practical Demonstration	Practical File Allotted Max. Marks	Total
407 (a)	Shatkriyas	Any Two	Any One	20	5	25
407(b)	Asanas	Any Five	Any Two	35	5	40
407(c)	Pranayamas, Bandhas, Mudras & Meditation	Any One each	Any One each	20	5	25

**PRACTICAL DEMONSTRATION: (DETAIL OF CONTENTS)**

Paper Code	Paper / Subject	Compulsory	Optional
<b>407 (a)</b>	<b>Shatkriyas</b>	Suter-neti Jal-kapal-bhati Kunjla Tratak-External & Internal	Shankh-prakshaln – Half-full. Nauli Sanchalan Dand-dhauti
<b>407(b)</b>	<b>Asanas</b>	Surya and Chander Namaskaar <b>A. STANDING POSE (Asanas)</b> 1. Pad-hast 2. Vrikasasana, 3. Parshav-kon 4. Trikonasana, 5. Natarajasana 6. Utkat. <b>B. SITTING POSE</b> 1. Ushter 2. Swastik 3. Yogmudra asana, 4. Ardh-matsyendrasana, 5. Padamasana 6. Badh-Padam 7. Pashchimottan 8. Janu-shirsh 9. Dhruv 10. Vibhakat (pad-prasar) Pashchimottan 11. Bak-asana  <b>C. LYING POSE (SPINE FACING GROUND)</b> 1. Sarvangasana, 2. Karnpeed.	1.Puran-Bhujang 2. Puran-Dhanur 3. Puran-Matsyasana 4. Rajkapotasana 5. Badh-Padamasana 7. Puran-Bhujankasana 8. Hanumaan 9. Puran-chakar 10. Shirsh (Headstand) 11. Mayur 12. Badh-Mayur

		3. Naukasna, 4. Matsyasana 5. Chakar 6. Padam-sarvaang  <b>D. LYING POSE  (STOMACH FACING  GROUND - Prone)</b> 1. Bhujang 2. Dhanur 3. Shalabh with both legs, 4. Vipreet-Nauka,	
<b>407(c)</b>	<b>Pranayamas</b>	Bhastrika Stage III & IV. Chander Bhedhan Pranayamas according to Patanjali Yoga- sutras; Bahayeyai -Vriti, Abhiyahnter-Vriti & Stanmb Vriti Pranayamas.	Nadhi-Shoudhan – III & IV.
	<b>Bandhas</b>	Mool Bandha	Uddyan Bandha
	<b>Mudras</b>	Khechari, Yoni, Nabho, Ashwini, Mahaved	Tadaki & Shambhwi
	<b>Meditation</b>	T.M. (Transidental Meditation) & Mindful	Dynamic & Jyotir-bindu

**REFERENCE BOOKS:**

1. Saraswati, Swami Satyananda. (2010). Yoga Publication Trust, Ganga Darshan, Munger, Bihar, India.
2. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper

## SEMESTER IV

### CC-301 – SCHOOL INTERNSHIP (16 WEEKS)

Sr. No.	Course Code	Name of the Paper/ Subject	External Marks	Internal Marks	Total Marks
1	CC – 301	<b>SCHOOL INTERNSHIP (16 WEEKS)</b>			
		<b>SKILL IN TEACHING IN YOGA</b>	<b>20 marks</b> (Shatkriyas) + <b>30 marks</b> (Asanas) + <b>20 marks</b> (Pranayama) + <b>25 marks</b> (School Internship) = 95	30	125
		<b>SKILL IN TEACHING IN LANGUAGE</b>	<b>70 marks</b> (Langugae) + <b>25 marks</b> (School Internship) = 95	30	125
		<b>Total Marks</b>	<b>95+95 = 190</b>	60	250

### SCHOOL BASED EXPERIENCES

#### OBJECTIVES:

1. Develop conceptual understandings about teaching and learning in school environment.
2. Validate the theoretical understandings developed through various foundation and pedagogy courses.
3. Understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning with special emphasis on Yoga Education.
4. Mobilize appropriate resources for them.

### PAPER 301

#### INITIATORY SCHOOL EXPERIENCES

#### COURSE DETAILS:

#### OBJECTIVES:

1. To initiate the student teachers towards the practical process of teaching and learning.
2. 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.
3. To introduce the element of constructivism among the student teachers in diverse areas of teaching and learning in a formal school setting.
4. 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: School as an 'Enabling Learning Environment'**

**(30 Marks) (Internal)**

1. Constructing curriculum for Yoga Education for senior secondary school children. **(5 Marks)**
2. Planning and execution of micro lesson plans in at least five teaching-learning skills. **(5 Marks)**
3. Planning at least three mega lesson plans one each (practical) in teaching of Shatkriyas, Asanas and Pranayama, Bandhas, Mudras & Meditation; and executing the same in simulated conditions. **(5 Marks)**
4. Delivering two discussion lessons (One in each of the two teaching areas) in actual school situations. **(10 Marks)**
5. Completing 30 Observation lessons of the peers (05 Shatkriyas, 15 Asanas and 10 Pranayama, Bandhas, Mudras & Meditation). **(5 Marks)**

**301 – INTERNSHIP IN TEACHING**

**301 A – SHATHKRIYAS**

**301 B – ASANAS**

**301 C – PRANAYAMA, BANDHAS, MUDRAS & MEDITATION**

**OBJECTIVES:**

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

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

**INSTRUCTIONS FOR THE EXAMINER:**

1. The Examiner will see the files prepared by the students, one files during the course of study; one each for the initiatory experiences and Internship in Teaching and both the files having a certificate of completion from the 'Teacher Educator Mentor' at the time of final Skill in Teaching Examination.
2. The activities done during 'Internship period in Teaching File' and should be presented at the time of annual examination.

3. Each student teacher shall be required to deliver one lessons for the each subject of Skill in Teaching Examination (Shatkriyas, Asanas and Pranayama, Bandhas, Mudras & Meditation).
4. Each lesson shall be jointly evaluated by one External and one Internal Examiner

**16 WEEKS INTERNSHIP:**

The 16 Weeks Internship will be carried out in three phases as described below:-

**PHASE I**

Pre Practice - Duration-One Week

**PHASE II**

Teaching Practice- 14 Weeks

During this period he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of mentor teachers & respective teacher educators.

**PHASE III**

Post Practice and evaluation – Duration – One Week

Presentation of brief report by each student teacher on his/her internship experiences.

-Inviting feedback from cooperation schools.

During Teaching Practice Student teachers will learn to write macro, micro diary, ICT and test based lesson plans and shall be required to follow the school routine.

**EVALUATION:-**

Internal Assessment = 60 (30+30) (30 in each teaching subject)

Assessment by concerned school- 50 marks (25 marks in each teaching subject)

External assessment: Final Skill in Teaching lesson in each subject to be conducted in the parent college (70+70=140)

- Written Lesson- 10 Marks
- Presentation - 40 Marks
- Teacher Traits- 10 Marks
- Teaching aids – 10 Marks

**ACTIVITIES TO BE FOLLOWED DURING TEACHING PRACTICE:**

- The student teacher will teach 60 lessons in each teaching area. For Skill in Teaching in Yoga schedule of lesson plan will be followed as per the instructions given below:

Type of Lessons	General Yoga Education	Shatkriyas	Asanas		Pranayama, Bandhas, Mudras, Meditation	Total
			Compulsory	Optional		
Theory	01	03	02	--	08	14
Practical	01	06	23	02	14	46

1. To participate in school activities and organisation of activities and to organize curricular and co-curricular activities and finalization of records and reports.
2. To develop different Evaluative Tools and Devices and to use them for improving Teaching Learning Process and the result to be prepared preferably through excel spread sheets. (To make them computer savy).
3. To select, procure and use of Learning Material and Teaching Aids.

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