

B.Ed Elective Course Syllabus 2014-15

8. Smith K. U.; and Smith Marget, F. : Cybernetic Principles of Learning and Education, New York, Holt, Rinehart and Winston, 1966,
9. Taber J.J. , Glaser R. & Schasffer, H.N. : Learning and Programmed instruction, Addison Waler Reading Massachusetts, 1965.
10. William D. Bontwe: Using Mass Media in School, New York, Appleton Century Crops 1962.

PAPER - IV ELECTIVE SUBJECT

One elective subject to be decided by considering the following-

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in nature without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

ELECTIVE COURSE : (A) ELEMENTARY EDUCATION (Paper Code-1214)

COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the role and development of Elementary Education in India.
2. To develop in the student-teacher proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to elementary education.
3. To acquaint the student-teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop an appropriate teacher competencies on the part of the student-teacher.
5. To acquaint in student-teacher with emerging trends and practices in Elementary Education.

COURSE CONTENTS

UNIT - I

- Introduction to elementary education : the genesis of elementary education.
- A brief history of elementary education (EE) with special reference to the area of its operation, Constitutional provisions, Elementary education act.
- Related concepts and target groups of elementary education (EE).
- The learning needs of pupils.

UNIT - II

- National policy on education 1986 and the 'revised policy of 1992 with reference to elementary education.
- Role of panchayats and local bodies in EE.
- Role of the state government, in EE.
- Role of non-government organisations, in EE.
- Trend of commercialization of EE, remedies.

UNIT - III

- Curriculum : structure of the curriculum at EE level.
- Curriculum transaction : Activity based, experience centred, learner centred, playway, joyful learning.
- Curriculum adjustment and adaptation to special needs of
 - a) visually, auditory and orthopedically handicapped;

- b) first generation learners and culturally deprived learners and remote rural areas and slum areas; and
- c) girls education for all and requisite variation in the curriculum.

UNIT - IV

- Acquisition of basic skills required for teaching at elementary stage.
- Special qualities of an elementary school teacher (EST).
- Need for orientation and refresher courses for EST;
- Developing competencies related to working with parents and community;
- Role of basic training centres, normal schools, and DIET's in providing training to-EST.
- Preparation of teachers for implementing 'Education for all'.

UNIT - V

- Minimum level of learning (MLL)
- School Readiness.
- Early Childhood Care and Education (ECCE).
- Continuous Comprehensive Evaluation at Elementary level.
- District Primary Education Programme (DPEP).
- Multi-grade teaching in elementary schools.
- Teacher's commitment.
- Use of modern technologies and media.

PRACTICUM :

1. Conducting original studies of the effectiveness of the implementation of Operation Blackboard Scheme/Nutrition Programme in a locality.
2. Study of any problem connected with the introduction of English at the elementary level of education.
3. A survey of the availability of text books in elementary schools in a locality.
4. A study of any other problem relating to elementary edu with the approval of the teacher educator.
5. Analysis of Text books.

REFERENCE :

1. Ahuja, R.K: Zila Prathmik Shiksha ke'Antargat Prashikshan, M.P. SCERT, Bhopal.
2. Arora, Karnia and Dasgupta, Hoimanti : Second National Survey of Teacher education at Elementary. Lever, NCERT, New Delhi.
3. DPEP Madhya Pradesh Action Plan-Phase I, Rajiv Gandhi Prathmik Shiksha Mission, M.P., Bhopal.
4. Eklayva- Ek Parichay, Eklayva Group, Bhopal.
5. Hovishika Ek Dastavez, Eklayva Group, Bhopal.
6. MHRD, National Policy of Education, 1986.
7. Mukerji, S.N. : Education of Teachers in India, S. Chand and Co., New Delhi.
8. Prashikshan Report, Eklayva Group, Bhopal.
9. Shikshak Prashikshan- Nei Chetna, Vols. 1, 11 85 111, M.P. SCERT, Bhopal.
10. Shikshak Samakhya Highlight the Saga Of Primary School Teacher, M.P. SCERT & UNICEF.

**PAPER - IV (B) (Paper Code-1215)
POPULATION EDUCATION**

COURSE OBJECTIVES:

1. To develop in the student teacher an understanding of the concept need and importance of population education.
2. To enable the students to understand various terminology connected with population, studies and factors responsible for population growth.
3. To enable an awareness in the student teaching of the implication of population growth on various aspects of social functioning.
4. To develop an awareness in the growth on various aspects of social functioning.
5. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
6. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS

UNIT - I

- **Introduction :** Nature and scope of population education : meaning, concept need, scope, importance and objectives.
- **Role of teachers :** Teacher role in creating awareness of the consequences of population problems. inculcating new values and attitudes leading to modification of student behavior.

Unit - II

- **Population dynamics :** distribution and density, population composition : Age, sex, rural urban, literacy- all India.
- **Factors affecting population growth :** fertility, mortality and migration (mobility).

UNIT - III

- **Population and quality of Life :** Population in relation to socio-economic development, health status, nutrition health services and education.
- Effect of unchecked growth of population on natural resources and environment.
- Population and literacy campaigns in India.

UNIT - IV

- Population education in Schools : Scope of population education in schools.
- Integration of population education with the general school curriculum. Role of the teacher.

UNIT - V

- **Methods and approaches:** Inquiry approach, observation, self-study, discussions, assignments.
- **Use of mass-media :** Newspapers, Radio, Television, A.V. Aids,
- **Working with community** to build awareness.

PRACTICUM :

- Content analysis of existing secondary level text book to identify the components of population education included in it,
- Survey of population situation of any locality inhabited by disadvantaged section of society.
- Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
- Survey of the Population of student's families (of any class of a school) and analysis of the results.

- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).
- Critical reporting of community work in select localities in selected sectors like mother care, child care, health and cleanliness etc.
- Collection and analysis of data from available sources, problems of accommodation in schools/hospitals/transport in a select locality.

REFERENCE :

1. Ali S.A. Population Problems in India & Abroad Jai Bharat Publishers. House, Bhopal.
2. Malayya K.C. : Jansankhya Shiksha, Vinod Pustak, Mandir, Agra.
3. Marie Mignon Nascarenses : Population Education for Quality of life, Oxford & I.B.H. New Delhi.
4. Rao D. Gopal: Population Education, Stelting Publishers, New Delhi.
5. Salkar K.R.: population Education for Development Countries Sterling Publishers, New Delhi.
6. Sharma R.C. : population Treds, Resources & Environment, Dhannpat Rai & Sons., New Delhi.
7. Thomson & Lewis : Population problems, McGraw Hills, New Delhi.

**ELECTIVE COURSE
PAPER - IV (C) (Paper Code-1216)
ENVIRONMENTAL EDUCATION**

COURSE OBJECTIVES

1. To enable the student teacher understand about the concept of environmental education
2. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS

UNIT - I

- Environment : Education meaning, scope and nature.
- Types of environmental pollution.

UNIT - II

- Type of Pollution - Causes and effects of environmental hazard, global and local environmental pollution and its remedies.
- Green house effect - an impending catastrophe.
- Ozone layer depletion - environmental threat, acid rain, pillar melting, rise of sea, level and their implications.

UNIT - III

- Role of the teacher, orientation programmes for teacher-trainees & students.
- Salient features of environmental awareness through education : programmes of environmental education for secondary school children.
- Programmes of -environmental education for attitude changes among the children.

ELECTIVE COURSE
PAPER - IV (E) (Paper Code-1218)
EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS

UNIT - I

- Conceptual framework : concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

UNIT - II

- Role and functions of headmaster/teacher : Basic functions of administration planning, organising directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development,
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision,
- Types of supervision,
- Providing guidance; leadership function,
- Crisis in management
- Decision making.

UNIT - III

- Communication in Educational Administration : Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication in educational administration.

UNIT - IV

- Management of Schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster in creating resources and managing financial matters.

- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

UNIT - V

- Educational administration in the state : The administrative structure in the field of education in the state.
- Control of school education in the state - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICUM

- The student-teacher is expected to conduct a study on any issue or problem relating to a school -administration. The report should be in about 700 words.

REFERENCE

1. Bhatnagar, R.P. & Verma, I.B. : Educational Administration, Lyall Book Depot Meerut.
2. Bhatnagar, R.P. & Agrawal, Vidya : Educational Administration, Supervision Planning and Financing, R. Lall Book Depot, Meerut.

**ELECTIVE COURSE
PAPER - IV (F) (Paper Code-1219)
EDUCATIONAL AND MENTAL MEASUREMENT**

COURSE OBJECTIVES

1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student understand about various educational and mental measurement tools.

COURSE CONTENTS

UNIT - I

- Concept of measurement : testing and evaluation.
- Scales of measurement : nominal, ordinal, interval, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test - reliability, validity and usability of a test; item analysis, procedures and item selection.

UNIT - II

- Educational statistics : measures of central tendency from grouped and non-grouped data.
- Measures of variability - range, quartile deviation, standard deviation.

UNIT - III

- Techniques of test conduct - importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT - IV

- Interpreting measurement : normal probability curve, skewness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores,
- Co-efficient of correlation by Spearman's method and its interpretation.

UNIT - V

- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence : Concept of intelligence, Binet test, concept of I.Q.
- Individual and group tests of intelligence.
- Aptitudes and personality tests. : use of aptitude tests - overview.
- Use of interest inventories.
- Assessment of personality : interview, self-report inventories, rating scale, projective techniques. (Note - Some basic concepts and items covered, under compulsory/core courses have been dropped here to avoid repetition although these are relevant).

PRACTICUM

- Administration of a psychological test and interpretation of test results.
- Determination of reliability or validity of any self made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

REFERENCE

1. Asthana, Bipin & Agrawal, R. N. : Mapan ewam moolyankan, Vinod Pustak Mandir, Agra.
2. Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra
3. Bhagwan, Mahesh : Shiksha mein Mapan ewam moolyannkan, Vinod Pustak Mandir, Agra
4. Lindeman, R. H. and Merenda, P.F. : Educational Measurement, Scott foreman & Company, London,
5. Rawat, D.L. : Shaikshik Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, Agra
6. Sharma, R. A. : Measurement and Evaluation in Education and psychology, Lyall Book Depot Meerut
7. Sharma Shiksha tatha Manovigyan nain mapan Ewam moolyankan, Lyall Book Depot Meerut.
8. Verma R.S. : Shaikshik Moolyankan, Vinod Pustak Mandir, Agra.

**ELECTIVE COURSE
PAPER - IV (G) (Paper Code-1220)
PHYSICAL EDUCATION**

COURSE OBJECTIVES

To develop in student teacher :

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organising the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organising physical education meets and events,

COURSE CONTENTS

UNIT - I

- Physical education - its meaning and implications, aims and objectives. Foundations of physical education, concept of physical fitness recreation.
- Physiological effects of exercise. Biophysical differences in boys and girls and their implications in physical education. Postural defects including remedial exercise including Asanas.

UNIT - II

- The significance of child's growth and development for the practice of physical education.
- The interaction of health, physical education and physical fitness; concept of positive health;

UNIT - III

- Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotics and drugs.
- Elementary knowledge of Epidemic diseases, their cure, first Aid.

UNIT - IV

- The principles of programme building organisation of physical education programme in secondary schools. Competitions their role, values and limitations. Team and house system classification of pupils for instructional and other purposes; preparation of fixtures.
- Organisation of annual athletic meet including laying out of a double bend tracks with provision of staggers.

UNIT V

- Evaluation of student's performances in physical education programmes.
- Problems in organising physical education programme in Indian schools.

PRACTICUM

- To be decided by the investor in-charge and to be internally assessed.

REFERENCE :

1. Vyas Rajshekhar & Vyas K. Sharirik Shiksha Siddhant Avam Yohar, Rajasthan Prakashan.
2. Sheri G.P., Health Education Vinod Pustak Mandir, Agra.

ELECTIVE COURSE

PAPER - IV (H) (Paper Code-1221)

CAREER INFORMATION IN CAREER GUIDANCE

COURSE OBJECTIVES

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work
- To know about the importance of developing the right attitudes and values at every To stage of education.

COURSE CONTENTS

UNIT - I

- Meaning of career and career information, components of career information occupational information, information about education and opportunity and personal social information.

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UNIT - II

- Aims to study career information at different school levels, Role of the teacher, Role of govt. & private agencies.

UNIT - III

Career information : Sources, methods of collection information, and evaluation of the information.

UNIT - IV

- information about education and training opportunities at secondary, levels of school guidance.

UNIT - V

- Meaning Scope & significance.
- Personal-social information at every school level, personal & social guidance role of the teacher in guidance.
- Setting up of a Career Resource Centre, its major importance.

REFERENCE :

1. Abramson, Theodore, et. al. (Ed: Handbook of Vocational Education Evaluation, Sage Publications, London.
2. Ball, Ben : Career Counselling Practice, Palmer Press, London.
3. Brown, Duane : Career Choice and Development, Jersy Publishere, San Fransisco.
4. CIRTES : Careers for Arts and Commerce Graduates, Ministry of Labour, GOI, New Dehi.
5. Dave, Indu : The Basic Esentials of Counselling, Sterling Publishers, New Delhi.
6. Mathur, Kiran : Vocational Guidance Services in Vocational Schools upto +2 Level, PSS Central Institute of Vocational Education, Bhopal.
7. Pasrichal Prem : Guidance and Counselling in Indian Education, NCERT, New Delhi.

ELECTIVE COURSE

PAPER - IV (I) (Paper Code-1222)

TEACHING OF VALUES

COURSE OBJECTIVES

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular, and socialist.

UNIT - I

- Nature and sources of values, biological, psychological, social and ecological determinants of values - their bearing on education in varying degrees.

UNIT - II

- Classification Of values into various types, material, social, moral and spiritual values; status of values, how can these be realised through education.

UNIT - III

- Corresponding to values there are evils or dis-values - material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

UNIT - IV

- Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.

- Development of values as a personal and life-long process-teaching of values as an integral part of education.

UNIT - V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate.
- Value of self-sacrifice vs value of self centredness.
- Values of excellence vs values of ego-centricism.
- Values of work vs values of selfishness.
- Every teacher or all teacher need to teach values.

REFERENCE :

1. Hassh, I R.H. Miller. J.P. & Fielding, G.D.: Models of Moral Education, An Appraisal Longman Inc New York.
2. Passi, B.K. & Singh, P.: Value Education, National Psychological Corporation. Agre
3. Laths, L.E., Merrill Harmins & Sydney. S.: Value and Teaching, Menhill, Ohio.
4. Rockeach, M.: The Nature of Human values, Collier McMilon Publishers, London.
5. Frankal. J.R.: How to teach values: An Analytical Approach Prentice Hall, New Jersey

**ELECTIVE COURSE :
PAPER - IV (J) (Paper Code-1223)
COMPUTER EDUCATION**

COURSE OBJECTIVES

To enable the teacher-trainees :

1. To be appreciate the role computer education in the context of modern technology society.
2. To develop and understanding of computers and their application in education.
3. To acquire and sufficient knowledge of handling computer system with a view to improve computers study courses independently at school level.
4. To use computer based learning packages and organise effective class room instruction.
5. To acquire necessary skills in using of modern word-processing software.
6. To develop skills of creating and managing simple databases and handling of computer

SYLLABUSE

1. Introduction :

- Importance of Information Technology.
- Classification of Computers by Technology, Type and Size.
- Uses and Scope of Computers.

Fundamentals of Computers

- Input/Output Devices
- Central Processing Unit
- Storage Devices
- Operating Systems
- Application Software

2. Overview of Modern Operating Systems :

- Files and Folders
- Use of Pointing Devices
- Cut and paste

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- Shortcuts to Application
- Use of and Exploring the Contents of Storage Devices- Floppy Disk Drives, Hard Disks, CD ROM etc.
- Running Application and Exiting Applications.

3. Modern Word Processing Applications :

- Importance of Word Processing in Education.
- Characteristics of Modern Word Processing Applications.
- Toolbars and Menu.
- Text and Objects.
- Text Entry- Running Text and Paragraphs.
- Formatting Text- Bold, Italics, Underlined, Left, Centre and Right, Justification, Changing Font and Font Size, Bullets and Numbering.
- Editing Text- Select Text, Find and Replace, Cut, Copy and Paste.
- Editing Document- Applying Styles, Spell Check, Headers and Footers, Footnotes, Pagination Subscript and Superscript.
- Insertion of Objects, Pictures, Symbols, Fields, Page Break and Section.
- Page Setup- Margins, Paper size and layout. Printing and Saving Documents.

4. Modern Data Base Management Applications :

- Importance of Data Base Management in Education.
- Characteristics of Modern Data Base Management Applications.
- Concept of Relational DataBase Management System.
- Fields name, Type, Width.
- Databases
- Forms.
- Reports.

5. Computers for Joyfull learning :

- Need for Joyful learning
- Computers as an Aid for Joyful Learning.
- Computer Games.
- Multimedia Capabilities of Modern Desktop Computers.
- Internet- Importance and Need.
- Use of Interactive and Educational Software.

ASSIGNMENTS.

1. Write an essay on any topic using word-processing software .The document must include at least three of the following characteristics :

- Pagnation
- Header.
- Two different paragraph styles
- Two different Fonts
- A Picture Object.
- Bullets or numbering.
- Subscrip or Superscript.
- Symbols or special characters.

2. Use Relational Database Management Software for any one of the following activities :

- Developing Question Bank.

- Developing a database for either students or staff including various fields like name, date of Birth, date of Joining/ admission, salary/grade obtained etc.
- Automated printing of salary statement/GPF deduction statement or any other administrative activity.

REFERENCES :

1. Adms, D.M.: Computer and Teacher Training.
2. Bhatnagar, S.C. & Ramani, K.V.: Computers and Information Management.
3. CD ROM -Titles Available at Cyber Multimedia, 35(4Bays) Echelon Institutional Area, Sector 32, Gurgaon 122002.
4. Desai, B.: Database Management system.
5. Rajaran, V. : Fundamentals of Computers, Prentice Hall of India, New Delhi.
6. SAM's Teach Yourself Office97 in 24 hours, Prentice Hall of India New Delhi.
7. Shelly, John and Hunt , Roger: Computer Studies-First course (Second Edition). A.H. Wheeler and Co., Delhi.
8. Windows 98. Simplified, Complex Publishing, New Delhi.
9. Windows 98 : No Experience required , BPB Publications , New Delhi.

ELECTIVE COURSE

PAPER - IV (K) (Paper Code-1224)

SPECIAL EDUCATION

OBJECTIVES

To enable the teacher trainees :

1. To acquire essential knowledge about the social needs of children with physical, sensory and intellectual impairments in the context of education for all.
2. To identify and assess special needs in classroom.
3. To be aware of curriculum adjustments and adaptation of instructional procedures for improved access of children with special needs to different curricular areas.
4. To use different resources to meet special needs in classrooms.
5. To acquire the skills to :
 - Identify special needs.
 - Work with other professional, wherever necessary to access special needs.
 - Plan and implement instructional adapted to special needs, and;
 - Handle special aids and equipment used for overcoming disability affects of children.
6. Develop a positive attitude towards disability and children with disability.

SYLLABUS

UNIT-1 Equal Education Opportunity

- Right to education, education for all, equal education opportunity.
- Children with special needs meaning kinds and factors.

UNIT-2 Visually impaired children

Need of early identification means of identification. Types & classroom management, Teaching Technique, Role of teacher, adaptation, Role of the parents & Role of the school.

UNIT-3 Hearing impairedness - need of identification, Types, classroom management teaching techniques Role of the teacher, Adaptation, Role of parents, School & community, Hearing aid.

UNIT-4 Intellectual impairment.

- Need and early identification, classroom management teaching technique. Role of the teacher parents and school & community, Adaptation, Teaching Technique.

UNIT-5 Multiple impairment :

- Learning-disability, Role of teacher, Parents, school & society.
- Multiple impairment : Role of teacher, school, community.

ASSIGNMENTS

1. Identification of special needs and Assessment.
2. Teaching to meet special needs.
3. Adaptations of Curriculum and methods of teaching to special needs.
4. Visit to other institutions dealing with disabled children.

REFERENCES :

1. Bhavna Mishra - Educating Mentally Disabled. Mohit Publications, New Delhi.
2. Nibeta Dash, Integrated Education for children with special Needs Dominant Publishing & Distributer.

आभाएनी भीष्ट- विशिष्ट बालक

**ELECTIVE COURSE
PAPER - IV (L) (Paper Code-1225)
YOGA EDUCATION**

Course Elective

1. To understand meaning and definition of Yoga for Spiritual, Physical & Psychological upliftment of man.
2. To understand various concepts which supports Yoga Philosophy.
3. Effect of asanas & Pranayan on body & mind, leading to transformation of personality.
4. Understand different types of Yoga.
5. To understand sychic Physiology of Yoga, therapeutic value of Yoga, Yoga Nidra.

UNIT - I

- The meaning & definition of Yoga & its importance.
- Yoga Karma Kausalam.
- Yoga Chittavrati Nirodhya.
- Yoga bast way for complete development of man.
- Sel Analysis, Self Development, self Introspection, Self Realization by Yoga.

UNIT - II

- Concept of Purusha & Prakriti
- Concept of Mana (the mind), Budhi, Chitta, Ahamkar (The Ego).
- Concept of Sthool, Sukshma, Karan Sharir (Gross Lody, Subtle body, Causal body).
- Types of Prana.
- Different types of Panch Kosas (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vigyanmaya Kosha, Anandamaya Kosha)

UNIT - III

- Asara, Types Therapuetic valves of Yoga.
- Beginers Group The Instrumentals of Yoga.
- Asanras
- Pranayam
- Dhama

- Dhyān
- Sānmadhi its various types

UNIT - IV Different types of Yoga System

- Astānya Yoga of Patanjali
- Jnana Yōgā, Bhakti Yōgā & Karma Yōgā
- Hata Yōgā
- Pōma Yōgā of Maharishi Aurobindo

UNIT - V Psychic Physiology of Yoga, Mental health & Yoga, Stress Management & Yoga

- Different types of Chakars/Psychic Centers
- Therapeutic value of Yoga
- Yōgā Nidra
- Dhyāna & its therapeutic value
- Yōgā & stress management

REFERENCE BOOKS :

- (A) Sadhna Padhatiyo Ka Gyan Aur Vigyan By Pandit Sriram Sharma Acharya, Shanti Kunj Haridwar.
- (B) Patanjali Yoga Pradeep Geeta Press, Gorakhpur.
- (C) Asana Pranayama, Mudra, Bandh By Swami Satyanand Saraswati, Bihar School of Yoga Mungar Bihar.