

**ELECTIVE I**  
**YOGA, HEALTH AND PHYSICAL EDUCATION**  
**FIRST YEAR / SEMESTER I**

**OBJECTIVES:**

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

- define and understand the concept of yoga and its practice;
- classify the asanas, pranayama, mudra and kriyas;
- understand the meaning and importance of pranayama, mudra, kriyas and meditation;
- comprehend the aims and objectives of health education;
- understand the importance of food and nutrition;
- understand and list out the different types of communicable diseases and life style disorders;
- understand the concept of physical education and physical fitness;
- explain the physical education concepts and its scope;
- practice the various physical exercises;

**UNIT- I: INTRODUCTION TO YOGA AND ASANAS**

**(15 hours)**

Meaning, Definition, Concept, Historical Development and branches of Yoga – Misconception about Yoga - Eight limbs of yoga - Guidelines for practicing Yoga - Benefits of yoga – Physiological, Psychological, Therapeutic and Physical. Meaning, Methods and benefits of Asanas – Different types of postures – Sitting posture: (Padmasana, Mathyasana, Vajrasana, Paschimottanasana,); Standing posture: (Trikonasana, Vrishasana, Chakrasana, Padahastanasana,); and Lying Posture: (Shalabhasana, Dhanurasana, Bhujangasana, Halasana,). Surya namaskar: Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

**Activity:**

Write a record on guidelines for practicing yoga in schools and its benefits.

## **UNIT II: PRANAYAMA AND MEDITATION**

**(15 hours)**

Pranayama: Meaning and Practice of Pranayama. Types of Pranayama: (NadiSodhan, Ujjayi - benefits of Pranayama). Meditation: Meaning, Objectives - Types of Meditation: (Transcendental meditation, Breathing meditation, Object meditation - benefits of Meditation).

### **Activity:**

Sit in a meditative posture and meditate for 30 minutes. Record your experiences in a brief manner.

## **UNIT - III: HEALTH EDUCATION**

**(15 hours)**

Meaning, definition, aims, objectives, scope and importance of Health Education - Methods of Imparting Health Education in Schools . First Aid: Meaning, Principles of first aid and emergency care, Content in the first aid box - Need and importance of first aid - Qualification of a first aider - First Aid in different cases. Prevention and treatment of sports and common injuries. Medical inspection.

### **Activity:**

Visit one or more schools and discuss the principles and importance of first aid & emergency care in schools and record your experience.

## **UNIT - IV: FOOD & NUTRITION, COMMUNICABLE DISEASES AND LIFE**

### **STYLE DISORDER**

**(15 hours)**

Food: Concept of food and nutrition. Meaning and Classification - Carbohydrates, Proteins, Fats, Vitamins, Minerals, Roughage and Water - Guidelines for food selection - Food preservation – Nutrition: Meaning and Concept – Malnutrition - Balanced diet - Diet for obesity and underweight – causes and preventing measures - role of diet and exercise. Communicable Diseases and Life Style Disorder: Communicable diseases: Meaning – Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS – Causes, symptoms, prevention measures and treatment.

### **Activity:**

Prepare an album on some communicable diseases in your locality and suggest some hygienic and prevention measures for the same.

## **UNIT – V: INTRODUCTION TO PHYSICAL EDUCATION, PHYSICAL FITNESS, SPORTS AND GAMES**

**(15 hours)**

Concept and Meaning, Definition - Aims and Objectives of Physical Education - Scope, Need and Importance of Physical Education – Physical education as integral part of education. Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio – respiratory endurance and Body composition, benefits of Physical fitness. Activities for developing physical fitness components. Games: games and its types – skills and basic rules for games and sports. Organizing and conducting – sports meet – types.

### **Activity:**

Visit one or more schools ask the Physical Director about the concept of Physical stamina and fitness; Compare and contrast their concept with that of Yogic concept and its relevance to the present day scenario.

### **SUGGESTED READINGS:**

- Aggarwal J.C. (2005). Health and Physical Education, Shipra Publications, Delhi.
- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: MushiramManoharlal Publishers Pvt. Ltd.
- Athicha Pillai A. & Bevinson Perinbaraj S. (2006). Methods in Physical Education. Publisher: Pravin, Tamilnadu, India.
- Bud Getchell (1992). Physical fitness: A Way of Life, Macmillian Publishing Company, America.
- Feuerstein, Georg (2002). The Yoga Tradition: Its History, Literature, Philosophy and Practice. Delhi, Bhavana Books and Practice.
- Gupta D.K. (2005). Health Education for Children, Kheel Sahitya Kendra, New Delhi.
- Joshi K S Dr. (1983) Yogic Pranayama: Breathing for Long Life and Good Health, Orient Publications, Delhi.
- Nagendra H.R. and Nagaratna, R. (2008). Yoga Practices. Bangalore: Swami Vivekananda Yoga Prakashana, India.
- Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Bihar school of Yoga, Munger.
- Venugopal B and Dr.Ranganayaki. (2010). Yoga and Yoga Practices, Neelkamal Publications Pvt.Ltv. Hyderabad.

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