



Online Study- Trainee Teacher  
For Teachers of Iyengar Yoga

Program Booklet

**Record of subject completion**

**Student name:**

Attendance year			Teacher trainer to write Course Codes in boxes 1-8 below								
<b>TAPAS</b>			<b>Terms</b>								
2016	2019	2022		1	2	3	4	5	6	7	8
			1								
			2								
			3								
			4								
<b>SVADHYAYA</b>			<b>Terms</b>								
2017	2020	2023		1	2	3	4	5	6	7	8
			1								
			2								
			3								
			4								
<b>ISVARA PRANIDHANA</b>			<b>Terms</b>								
2018	2021	2024		1	2	3	4	5	6	7	8
			1								
			2								
			3								
			4								

Insert the codes (in boxes 1-8) for the subjects you complete each term At interview the Teacher trainer will initial the box to identify the year and term that you are studying.



Alan Goode: Certified Iyengar Yoga Teacher

# Online Study - Trainee Teacher

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## Programs for teachers of Iyengar Yoga

Conducted by

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The Iyengar Certification Mark on the previous page is an international symbol of the highest standard in training and continuing education in the Iyengar method of yoga. Only those teachers certificated by the BKSIIYAA or by Mr Iyengar himself are permitted to use the mark.

### Modification history

Date	Version	Responsible	Action
Nov 2010	1	Alan Goode	Creation of first version
Jan 2016	2	Alan Goode	Edited, updated

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## Preface

I began attending the RIMYI in 1983 and training teachers in 1992. From the beginning, I took notes, gathered articles and recordings of classes. As I began to train teachers I would draw on this material to educate and inspire those I was training. Gradually these resources grew and I needed to deliver the material systematically as the trainees were encountering specific areas of Yogic thought and practice. My aim was to deliver resources specific to our focus of study at that point in time and allow trainees to discover the subject in Iyengar's own words wherever possible.

As the internet evolved to I could see the potential to deliver this material online and so I began to digitise rather than photocopy. The Digital Research Library (DRL) sprang from this endeavour (in 2001) and continues to expand and consolidate. The DRL underpins all our online programs and seeks to gather together all available resources from books, articles, audio class recordings, and conventions for study and research into Iyengar Yoga. The material is digitised and filed by theme. This content is organised into individual subjects of study for teachers and trainees. Programs for Trainee teachers, certified teachers, and Teacher trainers deliver a selection of these subjects appropriate to the specific period of a teacher's development. Yoga Mandir has been delivering resources to teachers over the internet since 2008.

My passion has always been, and will always be to make the subject of Yoga accessible within my community, and to support others who wish to do the same by training to become teachers.



Alan Goode

## Lineage

Throughout the ages Yoga has emphasised lineage. Practice is passed from Guru to Sisya (teacher to student) and yet each student must undertake the practice to discover the subject within themselves. The art of teaching is to communicate that experience to one's own students.

You need to rub yourself with words and with works. Put the words to the test of your experience. Do not be carried away by my words or anyone else's words. Rub yourself with each word through work and practice. Rubbing means to experience. Go with it. Find out!

BKS Iyengar, *Tree of Yoga*

## Dedication to Guruji

I wish to acknowledge BKS Iyengar as the source of this material and to dedicate this program to him in the knowledge that his influence upon me, my practice and the direction of this work is immeasurable.

All aspects of this program can be traced back to him and so what is presented here is merely the organisation of his work into a form which will present the subject in the most accessible manner.

## Introduction

Over eight decades of practice and teaching BKS Iyengar redefined our understanding of Yoga. His work has fundamentally altered the way yoga is practiced today. His emphasis on practice has reinvigorated the subject and made this practice as relevant for us today as it was for those yogis of past millennia.

The aim of those who follow in his lineage is to train teachers within his method of practice often referred to as Iyengar Yoga.

In the Yoga Sutras of Patanjali the term Kriya Yoga is used to describe the path of action. Kriya Yoga is made up of:

- **Tapas** — Often described as *burning zeal* in practice; a long uninterrupted examination into the chosen subject; Tapas provides the basis for...
- **Swadhyaya** — *Self study*; the examination and uncovering of oneself in relation to the subject. Historically Swadhyaya contains 2 aspects:
  1. Study of scripture and text
  2. Study of oneself through a practice.
- **Ishvara Pranidhana** — *Surrender*; the understanding derived through self study so that the knower becomes known.

Throughout his practice life BKS Iyengar has developed a practice that cultivates knowledge from experience. He also teaches us of the need for a balance between objective knowledge and Subjective experience in order to verify our own experience.

*Knowledge has two facets. One is objective and the other subjective. Objective knowledge is based on speculation, thinking and analysis, whereas subjective knowledge is to verify the objective knowledge with experience. Subjective knowledge comes through practical experience and objective knowledge is earned through theoretical study. Yoga is both a practical as well as a theoretical subject, but it is neither blind practice nor a discursive one. Any practice needs some objective knowledge. One puts this objective knowledge or the acquired knowledge into practice, so that one experiences the reality of the objective knowledge. This experienced knowledge again leads towards the act of rethinking, reanalysing and reprocessing to set oneself for a new avenue in knowledge. Due to this renewal of knowledge, practice takes a new shape, leading each objective knowledge into subjective experience and at the same time that subjective experience guides one to express accurately the objective knowledge. This cycle of knowledge from the objective to the subjective and from the subjective to the objective produces a certain reaction in one and develops a memory tasting like a ripe fruit.<sup>1</sup>*

The sadhana or practice of BKS Iyengar has delivered us with a way to conduct a practice of yoga that has been tested over time. For us, as students in the Iyengar lineage, this objective knowledge can be used to guide our own enquiry and to clarify the subjective experience within our practice.

As a study of the individual, Yoga requires the refinement of one's perception within practice. The teaching of yoga therefore demands discipline and clarity in observation

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<sup>1</sup> BKS Iyengar. Astadala Yogamala Vol 1, Yoga freedom through discipline, p 103

from the teacher to move the student from a focus on the intricacies of practice to become aware of their own character and patterns. In consequence, the training of teachers involves more than the communication of techniques. Teaching aims to instruct, coordinate and cultivate the student's attention while developing an awareness of the internal world of experience. Teaching Yoga is both science and art.

As part of Yoga Mandir's commitment to svadhyaya we offer the following online study program to deliver education on Yogic philosophy and examples of Iyengar methodology, through a the lens of a number of subjects. This allows students a range of samples of audio, video and written material to focus and direct their enquiries and practice.

## Letter of welcome

Dear Teacher trainer

Welcome to Yoga Mandir's Online Study-Trainee Teacher program. This booklet is provided to assist you in orientating yourself to the program and the timetable of subject delivery. As you are aware the program is only accessible to recognised Teacher trainers both within Australia and Internationally who wish to enrol their trainees in support of the hands on skill and dedication necessary to train a teacher in the practice and teaching of Iyengar's method.

Teacher trainers who enrol their students will receive access to the material one month prior to the commencement of each term. This is to allow the trainer time to assess the material and to identify areas of significance.

Enrolled trainee teachers will login to **Yoga Vidya** via the Yoga Mandir website. The Teacher trainer can note the affiliation of their program with Yoga Mandir and Yoga Mandir would be pleased to reciprocate this acknowledgement on our website. The linkage between training programs can be an acknowledgement of lineage without the need to substantially rework an individual Teacher trainer's practices or values.

Please note the following details about enrolment

- Trainee teachers are registered with Yoga Mandir by their Teacher trainer by providing an email list of those enrolling for the upcoming term. Trainees then enrol and pay on Yoga Mandir's website. Booking is required in week 8 of each term to ensure the 4 week pre enrolment viewing period for Teacher trainers.
- The full program covers 12 terms each containing 10 weeks (3 years total). These terms are aligned with the Australian Capital Territory (ACT) school terms. The dates are posted on Yoga Mandir's website under important dates. Enrolment is not accepted outside of these dates.
- The program runs in a cyclical rotation so those enrolled cover the current term material. The schedule of delivery and subject list is included at the rear of this booklet. Access to selective terms is not possible. Each year is named either Tapas- Term1/ Term2 etc, Svadhyaya- Term1/ Term2 etc, Isvara Pranidhana- Term1/ Term2 etc. This avoids Year 1, Year 2 etc. This rotation allows groups to join at any term entry point.
- Enrolment in Online study is not a replacement for **practice based learning**. No hours are credited towards training and assessment via this program other than the work conducted between Teacher trainer and trainee teacher.

Best wishes

Training Coordinator

email: [training@yogamandir.com.au](mailto:training@yogamandir.com.au)

## Study materials, resources and planning

### Study resources provided

Throughout the program participants will:

- Be exposed to significant talks and video extracts taken from Yoga conventions, recorded public lectures on each subject area.
- Have a broad exposure to the writings of BKS, Geeta, Prashant Iyengar through a subject focal lens so as to have covered the literature through studying each subject.
- Have accessed audio practice recordings of Geetaji teaching to each specific subject. These audio clips are mostly recorded from classes at RIMYI. Audio class extracts provide a number of examples of the teaching so as to experience the breadth of each subject
- Be exposed to Audio Visual presentations accompany many of the Theory subjects.
- Have practiced to recorded classes of Alan Goode teaching at Yoga Mandir on each subject. These classes are provided for home practice.

### Organisation of the study resources

Details about the material.

- Each term is arranged around an Overview page with links to the specific subjects to be covered.
- Each subject is governed by a **Study material lesson** or a **Reading & Research log**. These logs identify the material to be covered and may pose questions for students to consider when viewing the material. A section to note key questions is provided for Trainee reflection and need not be the focus of a response from the Teacher trainer.
- The material holds an adult learning focus in which Trainees manage their own learning and engagement with the material over the course of the 10 week term.
- A section for subject overview may contain a lecture by the Iyengar family or an Audio Visual presentation recorded by Alan Goode to orientate individuals to the subject content.
- A range of articles is provided as Pdfs to support each subject. This material can be printed off the site. It is recommended that Trainees print these documents for future reference and create a filing system of subject material.
- Subjects may contain video and audio extracts. These are *streamed* and are only available for the duration of the term and cannot be saved off the site. It is envisaged that Trainees view the material a number of times over the term and consider questions posed in the *Reading & Research log*.
- A limited number of assignments are given. Notably the subjects Niyama and Yama require trainees to submit quotes from texts. These samples may be printed before the end of term. Yama and Niyama are repeated yearly with individuals completing a different assignment with each encounter.

## Timeframes for study and dates.

The full program takes a minimum of three years to complete.

The program is structured around 10-week terms of study. The Program is administered from Yoga Mandir, in Canberra, Australia. Yoga Mandir classes are also conducted within 10-week terms. The 10-week terms for this program correlate to the 10-week terms used within Yoga Mandir (details on the Important dates page of the Yoga Mandir website <https://www.yogamandir.com.au/important-dates> ). The program is structured so that individuals may encounter an enrolment term more than once.

Due to administrative constraints it is not possible to extend the enrolment period beyond the term dates or to enrol in individual subjects or terms.

## Subject Review & planner

As part of your coordination role in the Online Study-Trainee teacher program you have access to a number of subjects each term. As the Teacher trainer you are advised to open each subject on Yoga Vidya and click through the material noting the video clip and audio clip details including length, print off the articles, note the Audio clip details including length content etc and review this material before your Trainee teachers have access.

The table below is provided as an example of how to record the details of your review and to assist you in preparing the term study planner. The subject review and planner template is included on Yoga Vidya for Teacher trainers as part of your coordination role in the program.

Subject code & name	P-01. Introducing pranayama
Resource	Video/ audio/ article etc.
Resource name	Name of the file on Yoga Vidya
Length	6 minutes 50 seconds
Relevance	Key points you wish to focus on in the resource
Trainers notes	Notes you make whilst reviewing the resource. These notes may assist you in directing your trainee teachers or addressing questions they raise

## Creating term study plans

Each term of enrolment your trainees are exposed to a number of subjects. As a Teacher trainer you will need to generate the focus for the trainees engagement with the subject material. We recommend that you develop a Term study plan for each of the subjects you wish to review with your trainees.

Each subject contains a balance of objective material (videos and articles) along with a range of subjective material (practice resources) to guide their practice.

Key to using the material effectively is organising the term around a study plan in order to access the material systematically. The 2 tables below provide examples of how to manage the 10 week term along with a week study planner.

For example: there are 4 subjects covered in term 1. Of these, 2 are asana subjects. By focusing on one of the asana subjects in weeks 1-5 and the second in weeks 6-10 the material can be covered effectively. We have divided

Copies of the Term study plan template are available through Yoga Vidya for Teacher trainers as part of your enrolment in the program

#### 10 week term

Week number	Pranayama P-01	Theory Philosophy T-Ph03	Asana A-SP01-8	Asana A-I-01-6
1	X		X	
2		X	X	
3	X		X	
4		X	X	
5	X		X	
6		X		X
7	X			X
8		X		X
9	X			X
10		X		X

#### Weekly study template: weeks 1-5

Subject code	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
P-01	OK	SK	OK	SK		SK	
T-Ph03		OK		OK		OK	
A-SP01-8	SK		SK		SK		
AI01-6							

#### Weekly study template: weeks 6-10

Subject code	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
P-01	OK	SK	OK	SK		SK	
T-Ph03		OK		OK		OK	
A-SP01-8							
AI01-6	SK		SK		SK		

#### Code

OK: Objective knowledge – read articles, watch video clip

SK: Subjective knowledge- Practice to an audio class recording, or audio clip

## Planning group work sessions

In addition to the term planner the teacher trainer will meet with trainee teachers on a regular basis. Some Teacher trainers meet on a monthly basis with their trainees for a weekend of 2 or 3 days. Other Teacher trainers may meet with the group for an extended period of 5 or seven days once within each term. Those with a single apprentice may meet weekly.

Over the period of group work sessions the Teacher trainer will allocate individual sessions to either theory of teaching, Asana or pranayama class, philosophy and so on.

Example of this is included below. The sample below allocates session times for a 3 day weekend. The content of each session is defined by the Teacher trainer and an activity plan created for each session. Sessions are allocated to the subject categories noted on page 20 of this booklet.

A template for planning weekend sessions is included on Yoga Vidya for Teacher trainers as part of your coordination role in the program.

### Sample Weekend timetable

	FRI	SAT	SUN
6.00 - 6.30			
6.30 - 7.00			
7.00 - 7.30	<b>Session 1a</b>	<b>Session 1b</b>	<b>Session 1c</b>
7.30 - 8.00	Asana	Asana class	Asana
8.00 - 8.30	class	or	class
8.30 - 9.00		Led sequence	
9.00 - 9.30			
9.30 - 10.00			
10.00 - 10.30			
10.30 - 11.00	<b>Session 2</b>	<b>Session 4</b>	<b>Session 6</b>
11.00 - 11.30	Theory Philosophy	Theory & Teaching practice	Yogasana
11.30 - 12.00			
12.00 - 12.30			
12.30 - 1.00			
1.00 - 1.30			
1.30 - 2.00			
2.00 - 2.30			
2.30 - 3.00			
3.00 - 3.30			
3.30 - 4.00	<b>Session 3</b>	<b>Session 5</b>	<b>Session 7</b>
4.00 - 4.30	Teaching practice	Assisting adjusting	Pranayama theory and practice
4.30 - 5.00			
5.00 - 5.30			
5.30 - 6.00			
6.00 - 6.30			
6.30 - 7.00			
7.00 - 7.30			
7.30 - 8.00			
8.00 - 8.30			
8.30 - 9.00			
9.00 - 9.30			

## Creating activity plans

In planning to deliver individual sessions within structured group sessions, we recommend that you develop an Activity plan for each of the subjects you wish to review with your trainees.

An example of this is included below

Additional copies of the Activity plan are included as a template on Yoga Vidya for Teacher trainers as part of your coordination role in the program.

Sample only: Monday 10.00am – 12.30pm

10.00-10.15am 15 mins	Introductions name, where from what year of training
10.15-10.30am 15mins	Session overview small group discussion/presentation/large group discussion  home study of information practice on material
10.30-11.00 30 min	Small Group discussion – 3 groups <b>HAND OUT ACTIVITY SHEET WITH QUESTIONS</b> <ul style="list-style-type: none"> <li>Why is lineage important in the study of yoga?</li> <li>How do you measure the quality of a teacher/ student relationship?</li> </ul>
11.00-12.00 60 min	Review Audio Visual Presentation on the site Discuss key points questions
12.00-12.30 30 min	Large group discussion.  <b>ACTIVITY SHEET QUESTIONS</b> <ul style="list-style-type: none"> <li>What does it mean to be within the Iyengar Lineage?</li> </ul> <p>Clarify that there is no definite answer and that views will and must change over time as experience of the subject changes.</p>

## Repetition within the program

Yoga is described as a *study of consciousness*. The way the mind and consciousness behave. It recognises that the mind perceives things differently at different points in time. For example, listening to the same lecture at yearly intervals may reveal different aspects. Whilst the recording will not have changed an individual's understanding may do so.

Additionally, a decision has been made to provide significant examples of each subject. For example: within the study resources there may be up to 4 or even 5 video extracts drawn from Geeta teaching at conventions around the world. Teacher trainers may direct the trainee to a specific example (part 2 or Part 3 for example) or advise trainees to cover all the videos once within the 10 week term.

As new material comes to hand we will endeavour to integrate this into the program in order to develop the depth and breadth of each subject.

Commencing June until April each year the teaching at RIMYI evolves. A specific pranayama for example may be introduced in June and will have evolved by October and progressed still further by February. Those attending RIMYI on any month do not see this progression. Our aim is to provide a number of audio class extracts for each subject so that those practicing to this material are exposed to the breadth of each subject wherever possible.

It is expected that students will delve into each subject following their interest and its relevance knowing that many of these subjects are repeated in the Online study-Certified teacher program.

## Developing a trainee reference resource

Over the 3 years of the program trainees encounter a number of subjects. Whilst the video and audio files are not able to be saved off the site, articles can be printed for future reference.

Students are advised to print and file by subject all of the article and book extracts provided. Via this approach the development of a reference library of articles will evolve from your engagement with the program. A series of folders is ideal for this purpose.

## Internet connectivity

Yoga Mandir continues to evolve its online programs and deliver resources selected from the Digital Research Library (DRL). Our aim is to allow the student, wherever possible, to listen to the Iyengar's directly through audio, video recordings and written word.

Yoga Mandir does not, and cannot, resolve internet connectivity issues for students. Streaming of audio and video material requires a reliable connection and speed. Please seek advice from your internet service provider.

Recordings are **not** offered on USB or other drives.

## The significance of the Student-Teacher relationship

The history of yoga is that it has been passed from teacher to student (guru to sisya) over millennia. Each teacher grapples with and establishes a way of working to resolve the questions posed within the Yoga Sutras by Patanjali. What has to be recognised is that Patanjali does not describe the specifics of what to do in one's daily practice but rather generates a map of the human condition, outlining why we suffer, along with types of suffering, the behaviour of the mind, as well as types of people, and ways to practice to resolve the inner turmoil we all experience. It is up to each individual to form a methodology of practice that applies Patanjali's principles. This is the work that a practitioner does to confirm or refute the propositions of Patanjali's Yoga.

In the Yoga Sutras Patanjali defines 2 sets of Yoga practices that are applied to address the sufferings and still the consciousness:

- Action & dispassion ( Abhyasa & vairagya)
- Practice, self study and surrender (called Kriyayoga)

By applying the Yoga practices we seek to achieve a level of integration to counter the alienation and fragmentation that we experience in our lives. Patanjali does not tell us what to do when we wake up each day.

When working with a teacher the student is exposed to the methodology generated by the teacher based on their own experience. It involves 2 aspects

- A set of practices that the teacher developed to study themselves. This self study is referred to as Svadhyaya. It is knowledge based on their own experience gained through practice.
- A culture of practice. This involves more than learning what to practice but '**how to practice**'. How to practice includes how to respond to obstacles, to injuries, as well as how to uncover one's own tendencies and inclinations.

What a teacher does when working with a student is to induct them into the practice. This involves teaching the techniques required to do the practice which could be likened to learning a musical instrument. A musician begins with instruction on how to hold the instrument, to generate the notes, to perform specific pieces and evolves gradually and sequentially to achieve a level of fluency and intimacy with the object. Externally we see a method to build up from individual notes, to scales, to specific pieces and so on. There is another process being undertaken also. Something which is less visible to the observer, something which cannot be seen from outside. What a teacher brings to the student and his/her process is the acuity of their observation- their practice sensitivity. This is the thing they have developed through their own practice disciplines and is the quality that the student cannot have at the outset regardless of how gifted or how enthusiastic they are to learn.

This can be seen clearly when we look at the lineage of T Krishnamacharya one of the most influential teachers of Yoga last century. T Krishnamacharya was taught in the Himalaya by Yogeshwara Ramamohana Brahmachari. In turn he taught a number of students and notable of these were 3 teachers BKS Iyengar, TKV Desikachar, and Pattabhi Jois. If we look at these 3 what we see is that they bear little resemblance to each other in the specifics of their practice. Apart from involving the practice of asana they each appear quite different. But when each of these 3 teachers had the same teacher why is this the case. From this one teacher each individual refines their own

practice understanding and over a lifetime of practice. Through ongoing and uninterrupted practice (Abhyasa) each individual traces themselves to come to a place of understanding through practice. There is no other way.

## Teacher training study approaches

The study material will be ideally suited for use in the following ways.

1. **Option 1.** If teacher trainers meet on a regular basis with Trainees one session may be allocated to review one of the subjects or to view one of the presentations or videos and the Teacher trainer facilitate discussion around the topic. Discussion may be directed to the application of these principles to teaching situations.
2. **Option 2.** A training teacher might use the material as a lens to highlight their own position or understanding. 2 examples are noted below
  - 'having watched the presentation and read the associated articles I would like to focus your attention on .... as an example of the way that we address .... in the school'.
  - Or- 'The presentation makes the point that ..... in my years of experience of working with the Iyengar family I have never seen them indicate this and an example of this is .... '. These examples indicate that the material need not cut across a trainer and may be a point of departure for a trainer's own perspective.
3. **Option 3.** Teachers may wish to leave the material to the trainees without supervision or specific comment other than to answer questions posed in a Q&A format at training sessions.

## Seeking guidance and giving Feedback

Yoga Mandir wishes to state clearly that the relationship between Teacher trainer and Teacher trainee is the basis for learning and growth. Yoga Mandir provides access to study resources to support the **objective knowledge** needed to become familiar with the Iyengar approach to Yoga. We do not offer advice or engage directly with Teacher trainees.

## Assessment credits

Enrolment in Online study is not a replacement for **practice based learning**. No hours are credited by Yoga Mandir towards training and assessment via this program. Individual Teacher trainers may apply hours spent in study to your own program at your discretion.

## Prerequisites to enrolment

The following prerequisites are advised for those enrolled in the Online Study-trainee teacher program. These prerequisites are at the discretion of the Teacher trainer.

<b>Iyengar Yoga Association membership</b>	Membership of the BKS Iyengar Yoga Association of Australia (BKSIIYAA) or the country in which the trainee resides is essential to participation in this program, as it provides access to the most up to date advice on matters of insurance and changes to association decisions affecting teacher trainees
<b>Oversight and Insurance</b>	Each Teacher trainer holds responsibility for the oversight and guidance of their Teacher trainees. The use of the study resources in this program remains at the advice of the Teacher trainer. All Teacher trainees should be made aware of this prior to enrolment  Insurance cover will vary from region to region and advice should be sought by the Teacher trainer as to whether any additional insurance cover is needed. Yoga Mandir does not accept responsibility for the use of this study resource material.
<b>Practice</b>	As the Iyengar method holds a focus on <i>practice based learning</i> , it is essential that Trainee teachers have a firm grounding in the experience of Iyengar Yoga and that during the program have an established (regular and comprehensive) practice.  Enrolment in the program assumes that Trainee teachers are aware of, and abide by this principle.

## Formal attendance: Assisting/Observing

Formal attendance in classes and assisting a Senior Iyengar Yoga teacher are central to practice based learning in order to gain knowledge from one's own experience.

Ultimately we teach from our own practice experience. In the process of assisting a senior teacher, trainee teachers learn to discriminate about both the methods applied in teaching and the knowledge base informing those methods.

The outcome intended is that trainee teachers do not 'mimic' the actions or instructions they have seen or heard but rather are able to interpret actions and instructions within the broad subject of Yoga, and from that can begin to formulate a rationale for 'why' a certain action or instruction is relevant. Locating or referencing teaching and learning experiences with an understanding of the significance of 'time and place' to the teaching experience, becomes an attribute of a skilled teacher.

## Textbooks

- BKS Iyengar and Geeta S Iyengar, *Basic Guidelines for Teachers of Yoga*
- Geeta S. Iyengar, *Preliminary Course Booklet*
- Geeta S. Iyengar, *Intermediate Course Booklet*
- BKS Iyengar, *Light on Yoga*
- BKS Iyengar, *Light on Pranayama*
- BKS Iyengar, *Tree of Yoga*
- BKS Iyengar, *Light on Yoga Sutras of Patanjali*

- BKS Iyengar, *Light on Life*
- Geeta Iyengar, *Yoga: A Gem for Women*
- Silva, Mira & Shyam Mehta, *Yoga the Iyengar Way*
- M Mehta, *How to Use Yoga*

Additional texts may become available and be recommended during your program or by the Teacher Trainer.

## Record of subject completion

The inside cover of this booklet contains a **Record of subject completion** table that the Teacher trainer should complete at the end of each term by recording the subjects covered in the term by each student. These codes are displayed on the Yoga Vidya overview page and included on each subject page. Additional copies of the record of subject completion are included as a template on Yoga Vidya for Teacher trainers as part of your coordination role in the program.

A sample of how to fill out the Record of subject completion is provided below

### Record of completion

Student name:

Attendance year			Teacher trainer to write Course Codes in boxes 1-8 below								
TAPAS			Terms								
2016	2019	2022		1	2	3	4	5	6	7	8
				T-Ph01	T-Ph03	Y-01	Y-02	P-01	A-Sp01-08		
			2								
			3								
			4								

## Category descriptions

In the book *Tree of Yoga* BKS Iyengar describes Asana as:

...positioning the body with a physical, mental and spiritual attitude.

BKS Iyengar, *Tree of Yoga*, 'The Branches'

Any attempt to convey the subject of Yoga through the practice of Iyengar Yoga must acknowledge that statement. With this in mind, the course is aligned with practice subjects in both Asana and Pranayama; Theory-teaching and theory-philosophy. A further category of Yogasana, explained below, provides the examination of how the subject exists within our practice.

The subject list is follows.

### Asana

Over decades the Iyengar family have been conducting classes at RIMYI as well as intensives and conventions. Many of these have been recorded. Yoga Mandir's online study programs aims to deliver a range of significant examples of teaching asana.

### Pranayama

Pranayama subjects offer a foundation for Pranayama practice in theory, while giving specific practices and measures for progress. The subject list covered in Online Study-Trainee teacher does not directly correlate with the Assessment Syllabus at each level. A selection of the foundation Pranayamas are covered in this program. Yoga Mandir 16 pranayama subjects are covered by Yoga Mandir. These are divided across the Online study programs, Teacher training and ongoing teacher development programs.

### Theory

Theory has two aspects: **Theory-teaching** and **Theory-philosophy**.

Theory-teaching subjects deliver the foundation for communicating practice and the 'state' of Asana, while theory-philosophy subjects explore the subject of Yoga through the principles contained within the Yoga Sutras. There are a total of 26 Theory philosophy and 8 Theory teaching subjects offered through Yoga Mandir. These are divided across the Online study programs, Teacher training and ongoing teacher development programs.

### Yogasana

Yogasana involves an examination of our practice through the distinguishing features of Iyengar Yoga, namely the use of technique, timings, sequence and repetition. Yogasana subjects form the lenses of self-study and are repeated throughout the program.

In the book *Alpha and Omega of Trikonasana*, Prashant Iyengar explains that Yogasana, once the body is positioned in the Asana:

...create a 'condition' in the embodiment which is the next step and the most vital, as it is this internal conditioning which makes an asana a 'Yogasana'. Here the sadhaka learns to unite one part of the body with another part of the body, the body with the mind, the body with the breath and senses, also the breath with the mind and senses

and this takes one into the inward journey which makes the practice of Yoga a Svadhyaya (self-study). It is this unification which justifies the definition of the word Yog which means, 'to unite'. Merely doing an asana by the body, through the body and for the body is not Yog. Yogasanas are to be done by the body but for the mind, for the psyche, for the consciousness and for the culturing and refinement of a human being.

## Subject codes and timetable of delivery

The tables below identify the date (term), the subject code, and focal area for all subjects covered in the Online study-Trainee teacher program.

Online study-Trainee teacher subject timetable. Tapas year

Term	Code	Subject Description
<b>2016 term 1 Tapas</b>	P-01	Introducing pranayama
	A-SP01-08a	Standing asanas Part 1
	T-Ph03b	Kriyayoga Part 2
	T-Ph01a	Iyengar & Patanjali Part 1
	Y01-02	Yama and Niyama-Online trainee
<b>2016 term 2 Tapas</b>	P-02	Pranayama setups
	A-S01-02a	Seated asanas Part 1
	T-Ph02a	What distinguishes Iyengar Yoga Part 1
	T-Ph20	What is Yoga
	T-T07c	Handling diversity- Back pain focus
<b>2016 term 3 Tapas</b>	P-03	Ujjayi lying
	A-BB01-04a	Backbends Part 1
	T-Ph03	Kriyayoga
	T-Ph04b	Twin pillars Part 2
	T-T07a	Handling diversity- menstruation focus
<b>2016 term 4 Tapas</b>	P-04	Viloma lying
	A-SP01-08d	Standing asanas Part 4
	A-T01-02a	Twisting Part 1
	T-T06	Art of teaching
	T-Ph21	The link between asana and pranayama
	T-T07d	Handling diversity- blood pressure focus

Online study-Trainee teacher subject timetable. Svadhyaya year

Term	Code	Subject Description
<b>2017 term 1 Svadhyaya</b>	P-06	Art of sitting
	A-BB01-04b	Backbends Part 2
	A-S01-02b	Sitting asanas Part 2
	T-Ph06	Evolution/ Involution
	T-T01	Language of asana
	T-T07b	Handling diversity- Pregnancy focus
<b>2017 term 2 Svadhyaya</b>	P-07	Ujjayi sitting
	A-FB01-02a	Forward bends part 1
	T-Ph22	Yogic imprinting
	T-T02	Presenting asana
	Y01-02	Yama and Niyama-Online trainee
<b>2017 term 3 Svadhyaya</b>	P-08	Viloma sitting
	A-SP01-08b	Standing asanas part 2
	A-T01-02b	Twisting part 2
	T-Ph02b	What distinguishes Iyengar Yoga Part 2
	T-T03	Methods of teaching
	T-T07a	Handling diversity- menstruation focus
<b>2017 term 4 Svadhyaya</b>	A-I01-06a	Inversions part 1
	A-R01-02	Restoratives
	T-T07	Handling diversity
	T-Ph23	The conscious pause
	T-T07e	Handling diversity- knee focus

Online study-Trainee teacher subject timetable. Isvara  
 Pranidhana year

Term	Code	Subject Description
<b>2018 term 1 Isvara Pranidhana</b>	A-S01-02a	Sitting asanas part 1
	A-T01-02a	Twisting part 1
	T-Ph12	Conjunction and dissociation
	T-Ph01b	Iyengar & Patanjali part 2
	T-T07b	Handling diversity- Pregnancy focus
<b>2018 term 2 Isvara Pranidhana</b>	P-05	Bhramari
	A-FB01-02b	Forward bends part 2
	T-Ph24	Restraining Citta
	T-Ph04a	Twin Pillars part 1
	T-T07c	Handling diversity- Back pain focus
<b>2018 term 3 Isvara Pranidhana</b>	A-SP01-08c	Standing asanas part 3
	A-I01-06c	Inversions part 3
	A-S01-02b	Sitting asanas
	T-Ph04a	Twin pillars part 1
	T-Ph07	Karmendriyas/ Jnanendriyas
	Y01-02	Yama and Niyama-Online trainee
<b>2018 term 4 Isvara Pranidhana</b>	A-I01-06b	Inversions part 2
	A-R01-02	Restoratives
	A-T01-02b	Twisting Part 2
	T-Ph25	Considering samyama
	T-T05	Being where students are at
	T-T07d	Handling diversity- blood pressure focus