

**Iyengar Yoga Association of Canada/ Association
canadienne de yoga Iyengar
IYAC/ACYI**



Teacher Training Procedures

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Introduction

The Iyengar Yoga Association of Canada/Association canadienne de yoga Iyengar (IYAC/ACYI) is committed to the dissemination and promotion of the art, science and philosophy of yoga according to the teachings of Sri B.K.S. Iyengar and his family.

To be able to call oneself a certified Iyengar teacher in Canada means passing a rigorous standardized assessment in three categories: a demonstrated practice of asana, a written exam, and demonstrated skills teaching asana in a class setting. Certified teachers continue to maintain an ongoing practice, training and commitment to the Iyengar method.

This handbook is your guide to the Iyengar teacher training program in Canada from Introductory II through Senior Intermediate II levels. Use it to help you plan your work with your mentor teacher as you practice and learn in preparation for your first and subsequent assessments. This handbook is part of a group of references you will refer to throughout your training and assessment:

- Syllabus Package—a list of all asana and pranayama for each level of certificate;
- Assessment Handbook—your guide to applying for, registering and sitting your assessment; and,
- Forms Package—a collection of documents for your record keeping, and applications.

IYAC/ACYI training programs and assessments are carried out following the guidelines and directions of Sri B.K.S. Iyengar. The best efforts to communicate these requirements have been made, but your feedback is welcome. Please contact IYAC/ACYI at the email address below if you have any questions or comments about this document:

<http://www.iyengaryogacanada.com/contact> and indicate Professional Development in the drop down menu.

Certificates of the Ramamani Iyengar Memorial Institute (RIMYI)

- Introductory Certificate, Level II
- Intermediate Junior Certificate, Levels I, II, and III
- Intermediate Senior Certificate, Levels I, II, and III
- Advanced Junior Certificate, Levels I, II, and III
- Advanced Senior Certificate, Levels I, and II
- Each certificate has a separate syllabus and members are expected to adhere to the syllabus appropriate to their certificate. Note: please refer to the “Certified Teachers” section for information about pursuing further levels of certification.

Certification Mark



The Certification Mark is the official recognition that a teacher is properly trained and certified in Iyengar yoga, has committed to teach only Iyengar yoga, and will not mix other methods of yoga with Iyengar yoga. Certified Iyengar teachers are required to hold a Certification Mark license in order to teach Iyengar yoga in Canada and maintain good standing as a Teaching Member of IYAC/ACYI.

At the request of Sri B.K.S. Iyengar, IYAC/ACYI legally registered the trademark to protect the high standards of Iyengar yoga in Canada. Certification Mark license and fees are renewed annually. Sixty percent of the Certification Mark license fees are remitted to Ramamani Iyengar Yoga Institute, Pune, India and the remaining 40 percent used by IYAC/ACYI to further Iyengar yoga in Canada. Properly licensed teachers receive a copy of the Certification Mark, which they may use for promotion.

Exception to the Required RIMYI Visits for Older Teachers

Teachers who have reached a mature age (70 and above) and who are no longer seeking to upgrade their certificate level, may use their discretion regard the regularity of their travel to RIMYI in Pune to study.

Revalidation of Teaching Certificate After a Period of Absence

1. A Teaching Member who decides to take out Associate Membership for three consecutive years, and who then wishes to become a Teaching Member again, must apply for certification revalidation before renewing the Teaching Membership.
2. S/he needs to provide the Professional Development Committee's Certificate Revalidation Subcommittee with a Professional Development plan for the coming year that meets the Teaching Membership requirements.
3. The Professional Development plan must include contact with a Teacher, or a qualified Assessor, Training Teacher or Training Teacher Assistant, at least one level higher than the applicant, who will:
 - a. Observe her/him teach five poses from her/his certificate level syllabus.
 - b. Assess her/his practice in a regular class or private session.
 - c. Report to the Certificate Revalidation Subcommittee that the applicant is "Ready" or "Not Ready" for Teaching Membership status.
4. Applicable fees and fines for Revalidation are posted on the website under "Membership".
5. Teachers who revalidate their certificates after a three or more year absence must wait one year before applying for further assessment.

Should the applicant be assessed as "Not Ready", the Certificate Revalidation Subcommittee will seek the opinion of a Senior Teacher before finalizing the decision.

Certification Levels

Certification Level	Period Since Certification at Previous Level	Required Study at RIMYI	Degree valid for:
<p>Introductory II</p> <p>Teachers at this level are certified by IYAC/ACYI as teachers of Iyengar yoga.</p>	3 – 5 years Teacher Training	Not required	Teachers in good standing renewed automatically if requirements for professional development and teaching hours are maintained.
<p>Intermediate Junior I</p>	Minimum of two years, no maximum.	Not required	Same as above.
<p>Intermediate Junior II (May begin training as an Assessor, (AIT)).</p>	Minimum of 6 months, no maximum.	Once (one month at RIMYI, or a 10-day RIMYI intensive with a member of the Iyengar family)	Same as above.
<p>Intermediate Junior III</p> <p>Teachers at this level may have apprentice teachers. May be mentors. May be an AIT if other requirements, as stipulated in the Certification Manual are fulfilled; may be an IYAC/ACYI assessor on completion of the AIT program</p>	Minimum of six months, no maximum.	Twice (minimum of one month at RIMYI is required , plus a 10-day intensive with a member of the Iyengar family, or 30 hours of study outside of India with a member of the Iyengar family is acceptable for an additional visit)	Same as above.

Intermediate Senior I Teachers at this level may teach therapeutic yoga.	Minimum of 18 months, no maximum.	Four visits (see above for options)	Same as above.
Intermediate Senior II	Minimum of 6 months, no maximum.	Visits to RIMYI every three years	Same as above.
Intermediate Senior III	Minimum of 6 months, no maximum.	Visits to RIMYI every three years	Same as above.
Advanced Junior I, II and III and Advanced Senior I, and II	Awarded on Recommendation of RIMYI	Visits to RIMYI every three years	Same as above.

Code of Ethics

The IYAC/ACYI *Code of Ethics* corresponds to the yamas and niyamas of the Yoga Sutras of Patanjali, and they are included as directed by Sri B.K.S Iyengar. The yamas and niyamas and their English translations are included in parentheses where appropriate. All Iyengar yoga teachers and student teachers are bound by the *Code of Ethics* and are responsible for reading and being familiar with its contents.

1. Applicability of the *Code of Ethics*

1.1 The *Code of Ethics* is not exhaustive. Failure to address any particular conduct does not mean that the conduct is necessarily ethical or unethical. Teachers and student teachers should adhere to and honour classical and legal codes of conduct.

1.2 Lack of familiarity with or misinterpretation of the *Code of Ethics* does not justify unethical conduct.

1.3 Failure to co-operate in an ethics investigation or proceeding by the IYAC/ACYI Ethics Committee is a violation of these guidelines.

1.4 An Iyengar yoga teacher or student teacher who is uncertain of how the *Code of Ethics* should be applied in a particular situation should contact the IYAC/ACYI Ethics Committee for guidance before acting.

1.5 The dissemination of the *Code of Ethics* is intended to assist teachers and student teachers, and does not create any liability on the part of the IYAC/ACYI.

2. Professional Ethics of Iyengar Yoga Teachers

Tapas = ardour

2.1 Iyengar yoga teachers and student teachers dedicate themselves to studying, teaching, disseminating and promoting the art, science and philosophy of yoga according to the teachings and philosophy of Sri B.K.S. Iyengar, and to maintaining high standards of professional competence and integrity.

Svadyaya = study of the self

2.2 Iyengar yoga certified teachers and student teachers should study and stay current with the teaching and practice of yoga as has been taught by Sri B.K.S. Iyengar, his family and those teaching in the Iyengar tradition; or, by participation in IYAC/ACYI activities. This can be done either directly by study with the Iyengar family in accord with Patanjali's eight-fold path: or indirectly, by participation and study with certified Iyengar yoga teachers of at least one higher level of certification.

Satya = truth

2.3 Iyengar yoga teachers and student teachers should accurately represent their education, training and experience.

Aparigraha = non-coveting

2.4 While teaching, Iyengar yoga teachers and student teachers should teach yoga according to the methods set forth by Sri B.K.S. Iyengar. Teachers and student teachers should not mix contradictory or incompatible elements from other disciplines in their teaching. Teachers and student teachers should clearly distinguish Iyengar work from any related/ associated/compatible discipline they may draw upon, such as anatomy, physiology, philosophy, etc.

Ahimsa = non-violence

2.5 Iyengar yoga teachers and student teachers should strive not to be publicly critical of another Iyengar yoga teacher's character or of any other systems of yoga.

Asteya = non-stealing

2.6 Iyengar yoga teachers and student teachers must not use any certification mark without licensing approval from IYAC/ACYI. In respect of the service mark, the teacher must have licensing approval from RIMYI and IYAC/ACYI.

Aparigraha = non-coveting

2.7 Iyengar yoga teachers and student teachers should refrain from inappropriate advertising or other promotion that would in any way compromise their teaching role or result in conflict of interest.

3. Responsibility to Students

Iyengar Yoga teachers and student teachers should fulfill the following responsibilities:

Satya = be truthful

3.1 Be truthful.

Ahimsa = non-violence

3.2 Welcome all students with friendliness, warmth and compassion, regardless of ethnicity, gender, religion, national origin, sexual orientation, age or ability. Treat all students with respect.

Ahimsa = non violence and Brahmacharya = continence

3.3 Not harass students (sexually or otherwise).

Ahimsa = non-violence and Aparigraha = non-coveting

3.4 Avoid intimate relationships with their students.

Brahmacharya = continence and Aparigraha = non-coveting

3.5 Recognize when the student-teacher relationship has been compromised by the existence of an intimate relationship, and in such circumstances, recommend or request the student find another Iyengar yoga instructor.

Ahimsa = non-violence and Brahmacharya = continence

3.6 Understand and apply appropriate methods of touch in assisting students.

Aparigraha = non-coveting

3.7 Maintain the role of guide and inspire trust by example.

4. Personal Responsibility

Iyengar yoga teachers and student teachers should fulfill the following responsibilities:

Sauca = purity

4.1 Maintain a clean and well-groomed appearance.

Sauca = purity

4.2) Dress in a modest manner while teaching yoga.

Sauca = purity

4.3 Avoid misuse of substances such as drugs and alcohol.

Sauca = purity

4.4 Be mindful of speech.

Svadyaya = study of the self

4.5 Maintain a regular personal practice.

Svadyaya = study of the self

IYAC/ACYI Teacher Training Curriculum

Prerequisites

Applicants must have:

- A minimum of three years of study with a qualified Teaching Member of IYAC/ACYI;
- An established practice in asana and pranayama; and
- A letter of recommendation from an Iyengar yoga teacher certified by IYAC/ACYI or another recognized Iyengar association.

An Iyengar yoga Teacher-Training program for the Introductory II level is designed to prepare participants to take the Introductory II assessment for their initial certification IYAC/ACYI. The Association recognizes an Iyengar yoga Teacher-Training Program as one that meets the criteria set out in this handbook.

When accepted into an IYAC/ACYI-recognized teacher-training program, the student must become a Teacher Training Member of IYAC/ACYI by January of the first year of her/his program.

Certified Teachers

Certified teachers working towards higher levels of certification must train under the guidance and oversight of a recognized Teacher Trainer who is certified at at an Intermediate Junior III for at least two years, or a higher level of certification. Under the ongoing mentorship of their recommending teacher, candidates preparing for the next level of certification may teach asanas from the syllabi for that level. This may be done on a one-on-one basis or as part of the curriculum.

Teacher training for subsequent levels should aim to develop a progressive knowledge and understanding of the syllabi in preparation for assessment at the succeeding levels of certification. The Teacher Trainer is responsible for fostering and confirming this development in her/his student teachers. In addition, apprentices should gain a deeper understanding of Patanjali's *Yoga Sutras* in their practice and how the sutras can be applied in teaching situations. Please see the training objectives for each progressive level of certification in the following chapters.

Training Objectives for Teaching and Practice

In coordination with the syllabi, the key and general objectives develop progressively from level to level, each level building on the previous level (i.e.,

the key and general objectives outlined in Introductory II carry over into Intermediate Junior I, and so on, through to Intermediate Senior III). These objectives are used as definitions in the marking sheets for assessment. Note: please see the *Assessment Handbook for Candidates* for sample marking sheets.

Special Circumstances

Pregnancy

Should a student teacher become pregnant while training to teach Iyengar yoga, it may be counterproductive or harmful to the student teacher to continue training during the course of the pregnancy. IYAC/ACYI recommends that the student teacher take a leave of absence from teacher training from the time of conception through the first year of the child's life.

Remote Access to Training

If teachers and/or student teachers live in areas with no immediate access to a senior teacher, the supervising teacher must arrange to coordinate the training with an established Teacher Trainer certified at Intermediate Junior III level or higher. The supervising teacher is responsible for arranging an interview opportunity between the applicant and the established Teacher Trainer. Please refer to the section "Student Teachers Living in Remote Areas".

In situations where candidates wish to be assessed at an Intermediate Junior III level, the applicant must seek out an Intermediate Senior I (or higher) teacher to be their Primary Recommending teacher.

Length of Training Period

When a trainee goes beyond the five-year training period (e.g. due to illness, etc.), the teacher trainer should contact the IYAC/ACYI teacher training coordinator for special permission for an extension.

Curriculum – Learning Objectives

The Teacher-Training curriculum is based on a model of participation and apprenticeship. Apprenticeship consists of: observing, note taking, supervised teaching with a process of formal feedback and discussion, and designing and teaching classes in a series of a specific length. These classes are taught under the supervision of the Training Teacher. IYAC/ACYI recognizes only Iyengar Yoga Teacher-Training Programs that meet the criteria set out in this handbook.

Asana

The apprentice's practice should demonstrate:

Accuracy and Knowledge of Asana – as presented in *Light on Yoga (LOY)*.

Maturity of Practice – organization, presence, congruity, depth/wholeness of asana, appropriate use of props, containment, decisiveness and intelligence.

Clarity – precision in alignment, structure, balance, attainment of asana and reflection of inner connectedness.

Stability – dynamic stillness, steadiness, firmness and vibrancy.

Teaching

All teachers should know and employ safe and effective techniques according to the method of Sri B.K.S. Iyengar in the teaching of asanas given on their current syllabus of study.

Pranayama

Practice and knowledge of pranayama – All teachers and student teachers should know the hints and cautions given in *Light on Pranayama*. They should know how to teach safely and effectively the pranayamas given on their syllabus according to the method of Sri B.K.S. Iyengar in *Light on Pranayama*.

A course in pranayama that is aligned with the level-specific syllabus requirements is to have been completed during the training period. General guidelines for training in pranayama are given on the IYAC/ACYI website (<http://www.iyengaryogacanada.com/>).

Anatomy and Physiology

Relevant to the requirements of the level for which they are training, teachers and student teachers should know the basics of the skeletal system, the large and important muscles of the body, the main organs and their functions, and have a general understanding of the joints and other systems of the body.

They should be able to see and identify:

- The vertical and horizontal body alignment from the front and sides;
- The anterior/superior iliac crests of the pelvis;
- The sternocleidomastoid of the neck; and
- The shoulder girdle and the level and balance of the shoulders.

Know the Iyengar yoga terms for various parts of the body – for example, head of the calf, neck of the shin – and where they are located on the body.

Have basic knowledge and understanding of:

- The main organs and their location; be able to give a short description of the function of the: liver, kidneys, adrenal glands, lungs, stomach, heart, thyroid gland, pituitary gland, testes, ovaries, and uterus;

- The tissues: epithelial, connective, muscular, nerve, and spinal;
- The bones or skeletal system: head and neck, vertebral column, pelvis, upper limb, elbow, forearm, wrist and hand, pubis, hip and femur, knee, ankle, and foot;
- The muscular system: major muscle groups related to the spine, neck, shoulder girdle, arm, hand, pelvis, leg, and foot;
- The circulatory system: the basic function of the heart and aorta;
- The respiratory system: nose, bronchial tree, diaphragm, system of pleura and lungs, and intercostals;
- The basic nervous system and selected nerves: spinal cord, brain, sciatic nerve, femoral nerve, brachial plexus, and dermatomes;
- The digestive system: basic information on how the system functions; and
- The reproductive systems: basic information on how the systems function.

Teachers and student teachers are expected to have an understanding of suitable precautions to be taken in the teaching of the Introductory I and II syllabi, as well as the syllabus they are currently studying.

Philosophy and Ethical Aspects

Teachers and student teachers are expected to present the basics of the asana, demonstrate the evolution of her/his knowledge, understanding and application of Patanjali's Yoga Sutras in relation to the syllabus level they are working on.

Adjusted to the requirements of the level for which they are studying, all teachers and student teachers should know the basic terms and concepts associated with Yoga Darshana and have a working understanding of Patanjali's Yoga Sutras, the *Bhagavad Gita*, and the *Hatha Yoga Pradipika*. Specifically:

- Basic understanding of the introduction section in Sri B.K.S. Iyengar's *Light on Yoga*.
- Basic knowledge of the central concepts and terminology of Yoga Darshana, including: kaivalya, guna, kosa, karma, siddhi, vritti, klesha, antaraya, purushartha, abhyasa and vairagya.
- Basic knowledge of the main paths of yoga, including: mantra yoga, laya yoga, dhyana yoga, jnana yoga, bhakti yoga, and karma yoga. The ability to distinguish among the main systems of yoga, including: raja yoga, hatha yoga, kriya yoga and astanga yoga.
- Basic knowledge of the history of yoga:
 - Pre-classical yoga (Upanishads, epic period of the *Bhagavad Gita*)

- Classical period (e.g., Patanjali's Yoga Sutras and Yoga Darshana, Samkhya Darshana, Vedanta Darshana), with concentration on:
 - The story of Patanjali
 - The Yoga Sutras
 - The Invocation to Patanjali
- Post-classical yoga (e.g., hatha yoga, tantric yoga)
- Yoga from the twentieth century (e.g., Ramakrishna and Vivekananda, Aurobindo, Krishnamacharya and his students, especially Sri B.K.S. Iyengar), concentrating on the history and development of Iyengar yoga.
- Knowledge of the central concepts of each pada (chapter) of B.K.S. Iyengar's *Light on the Yoga Sutras of Patanjali*:
 - Samadhi Pada: definition of yoga and the movements of consciousness.
 - Sadhana Pada: introduction to kriya yoga and delineation of astanga yoga as the means of spiritual evolution.
 - Vibhuti Pada: delineation of the divine effects of yogic integration through samyama sadhana and cautions to practitioners.
 - Kaivalya Pada: distinction between kaivalya and samadhi and further examination of both.
- Ability to define astanga yoga and its parts: yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and samadhi.
- Ability to relate common terms and concepts from the Yoga Sutras and Yoga Darshana to the practice of astanga yoga.
- Basic knowledge of the *Bhagavad Gita*.
- Basic knowledge of the *Hatha Yoga Pradikha*.
- Knowledge and working understanding of the IYAC/ACYI *Code of Ethics*.

Teacher Training for Teachers or Student Teachers in Remote Areas

Teachers and student teachers residing in remote areas must arrange to travel on a regular basis to a venue that provides an opportunity to apprentice and teach, with feedback and supervision provided by a qualified Training Teacher. The frequency of this person-to-person contact must be formalized and agreed upon between the teacher, student teacher and the Training Teacher and, where necessary, in coordination with a supervising senior teacher.

The contract between the teacher, student teacher and the recommending or Training Teacher may meet the requirements of training through the use of a personal learning plan, a practice journal, audiovisual aids and documentation of all classes and workshop, outlined in the following bullets.

Outline of training requirements for remote areas:

- Student teacher to:
 - Create her/his own class setting and structure in lieu of time spent in a formal class.
 - Make use of DVDs.
 - Audio record instructions and practice from those recorded instructions.
- Maintain a practice journal of poses and personal reflections on her/his practice, to be submitted to the Training Teacher.
- Take every opportunity to practice peer teaching and receive feedback, with documented comments from the Training Teacher.
- Develop class plans showing three sessions of an eight-week series of classes.
- Maintain regular contact with, and complete regular written assignments given by the Training Teacher.
- Take written examinations as may be given at the discretion of the Training Teacher.
- Observe more senior teachers by attending classes and workshops.

Responsibilities of the Training Teacher for a remote-access student teacher

- Maintain regular personal contract with the student teacher beyond her/his class attendance.
- Ensure the student teacher has a personal learning plan and review it regularly.
- Review documentation of the student teacher's classes and workshops attended.
- Observe and supervise the student teacher's practice and teaching. (See "Training Objectives for Teaching and Practice at the Various Levels" page 12.)

Evaluation

Regular and ongoing evaluation is an important component of a Teacher-Training program. **All evaluation is dependent upon the Training Teacher being**

current and familiar with the teacher or student teacher's practice and teaching.

Essential abilities assessed in student teacher evaluation:

- Maturity, integrity and readiness to teach;
- A clear understanding of the IYAC/ACYI *Code of Ethics*; and
- The ability to manage a classroom to the IYAC/ACYI and Training Teacher's standards.

Evaluation Processes

- Regular and ongoing evaluation of candidate's asana practice;
- Regular and ongoing evaluation of candidate's pranayama practice;
- Regular one-on-one meetings to give feedback on teaching and practice of asana and pranayama;
- Formal written and/or direct oral feedback of overall progress in the program (as a minimum, semi-annually);
- Completion of written assignments completed to the IYAC/ACYI and Training Teacher's standards (i.e. essays, note-taking, and a practice journal); and
- Additional assignments at the discretion of the Training Teacher.
- May include extra work and time in any area as assigned on an individual basis at the discretion of the training teacher.

Evaluations follow the designated categories listed on the marking sheets used for Introductory II assessment.

Practice evaluation categories are:

- Accuracy and knowledge of asana;
- Maturity of practice;
- Clarity; and
- Stability.

Teacher training evaluations categories are:

- Accuracy and knowledge of asana;
- Clarity of instruction;
- Observation and correction of students;
- Demonstration effectiveness;
- Teaching presence/class control; and

- Pacing.

Introductory II Curriculum

Key objective

Attention to safety, stability, and mobility.

The Introductory Iyengar Yoga Teacher-Training curriculum prepares participants for IYAC/ACYI Assessment for the Introductory II Certificate.

Requirements

The following requirements must be completed within five years for the student teacher to qualify for application for IYAC/ACYI assessment for the Introductory II Certificate. The student teacher and the Training Teacher may appeal to extend this time period by writing a letter to the chair of the Professional Development Committee.

The trainees are required to:

Participate in asana and pranayama classes based on the Introductory and Intermediate Junior syllabi with regular feedback regarding asana practice from the Training Teacher over a minimum three year/maximum of five year period. The classes must be taught by an IYAC/ACYI certified teacher, or an Iyengar yoga teacher recognized by another Iyengar yoga certifying body.

Participate in asana and pranayama with the Training Teacher and other senior-level Canadian and international teachers.

NOTE: One month's attendance in classes at RIMYI counts for 75 workshop hours.

Be an apprentice in classes following the Introductory I and II syllabi over a period of a minimum of three years and maximum of five years. These classes must be supervised by a teacher certified in Iyengar yoga at the Intermediate Junior III level or a higher level of certification.

As an observer in the classroom:

- First term: Attend a beginner class as a beginning student. Reflect on the experience as a prospective teacher.
- Second term: Observe and take notes, without participating in the class.
- Third term: Assist under the direction of the Training Teacher.

As a supervised teacher in the classroom:

- Teach a few designated asanas under the direction and supervision of the Training Teacher, who will provide feedback.

- Teach an entire class. Review the plan with the Training Teacher. Teach the approved plan under supervision of the Training Teacher, who will provide feedback.

Do regular written assignments covering all aspects of the IYAC/ACYI Teacher-Training guidelines, including the anatomy and philosophy components. These written assignments must be coordinated with the IYAC/ACYI required reading list.

Written assignments:

- Maintain an ongoing practice journal.
- Papers on teaching skills – for example, on topics related to:
 - Instructional language and linking.
 - Sequencing and lesson planning.
- Papers on asana and pranayama – for example, on topics related to:
 - Asana analysis for teaching purposes.
 - Suitable adaptations for pregnant women in general classes.
 - Stages of pranayama relative to the syllabus.
 - Preparatory poses for pranayama.
- Short essays on the philosophy and ethical aspects of Yoga Darshana. Assignments will demonstrate the student teacher’s familiarity and understanding of:
 - The basic terms and concepts of yoga.
 - The history of yoga.
 - The principles of astanga yoga, as found in Iyengar, B.K.S. (2002). *Light on the Yoga Sutras of Patanjali*. London: Thorsons..
 - The basic concepts presented in each of the four chapters (padas) of Iyengar, B.K.S. (2002). *Light on the Yoga Sutras of Patanjali*. London: Thorsons.
 - The *Bhagavad Gita* (see the listing under Required Reading – Philosophy and Ethical for various editions.
 - Svatiarama, S. (1992). *Hatha Yoga Pradipika*. (E. Becherer, Trans.). London: The Aquarian Press.
 - The Invocation to Patanjali and its importance in the tradition of Iyengar yoga.
 - The IYAC/ACYI *Code of Ethics* and her/his responsibility to observe them.

9. Anatomy and physiology assignments will demonstrate:
 - A basic understanding of body surfaces; of skeletal anatomy, including major bones; and of the main organs and major systems of the body.
 - An ability to label the required anatomical information for each topic onto a blank body-frame outline.
 - An ability to accurately describe any anatomical terms being used in lay person's terms.

Written Exams – At the discretion of the Training Teacher or Teacher-Training Program, periodically do written exams on each area listed under “Program Content” (i.e., Practical Aspects, Anatomy and Physiology, and Philosophy and Ethical Aspects).

Introductory II: Detailed Points of Training

Practice

1. The student teacher's practice should demonstrate:
 - a. **Accuracy and Knowledge of Asana** – as presented in *Light On Yoga*.
 - b. **Maturity of Practice** – organization, presence, congruity, depth/wholeness of asana, appropriate use of props, containment, decisiveness and intelligence.
 - c. **Clarity** – precision, alignment, structure, balance, attainment of asana and reflection of inner connectedness.
 - d. **Stability** – dynamic stillness, steadiness, firmness, and vibrancy.
2. If the student teacher cannot execute the classical pose, the candidate is to use the modifications with which she/he is working so the Training teacher can see that the candidate has an intelligent understanding of the pose as presented in *Light On Yoga* or the text referenced in the syllabus.
3. If the student teacher has an injury, she/he is to demonstrate an intelligent understanding of how to work with the injury in the requested pose.

Teaching

The Introductory II student teacher is responsible for knowing how to teach all the asanas and pranayama listed on the Introductory I and II syllabus by:

1. Using Sanskrit names correctly.
2. Demonstrating a professional attitude.
3. Demonstrating effectively.
4. Teaching recognizable asanas.
5. Teaching the basic structure and form of the asanas.
6. Teaching the foundational elements of the asanas and building them further.
7. Teaching from what you see in the student.

8. Linking the same points from one asana to another in a sequence.
9. Making teaching points perceptible in the demonstration of asanas.
10. Building the trust of the students.
11. Making safe corrections to students while they are in the asanas.
12. Addressing mobility, flexibility and stability in the teaching of the asanas.
13. Teaching students how to achieve stability in the asanas.
14. Establishing teaching presence and class control.
15. Clarity and precision in giving instructions.
16. Principles of correction, including specific instruction and appropriate touch.
17. Pacing the class well.
18. Appropriate use of voice (tone, inflection and projection)/\.
19. Appropriate use of props.
20. Level-specific understanding and appropriate use of active, supported and restorative poses.
21. Ability to design a 1.5-hour-per-week, eight-week beginner's course.
22. Basic knowledge of common problems and related safety guidelines in teaching a general class.
23. Knowledge of suitable asana and pranayama practices during menstruation.
24. Link and sequence a series of postures from the Introductory I and II syllabus.
25. Be familiar with suitable precautions to be taken in the teaching of the Introductory I and II syllabus.
26. Be familiar with a suitable practice for menstruation.
27. Be prepared to teach all the poses in the Introductory I and II syllabus.
28. Work to present as closely as possible the classical pose.
29. Be concise when teaching.
30. If unable to demonstrate a requested pose, be able to effectively and safely teach the pose to students.

While teaching, candidates should demonstrate:

- a. **Accuracy and Knowledge of Asana** – in line with *Light on Yoga*, *Yoga: A Gem for Women*, *Yoga in Action: Preliminary Course*, and *Basic Guidelines for Teachers of Yoga*.
- b. **Clarity of Instruction** – simple, directive instruction.
- c. **Observation and Correction** – ability to look, see, respond, teach, adapt, adjust, accommodate and use appropriate touch.
- d. **Demonstration Effectiveness** – visibility, positioning of self and students, duration and clarity.
- e. **Teaching Presence/Class Control** – effective use of voice and energy, appropriate appearance, ability to hold the attention of students, good classroom management, and confidence and trustworthiness.

- f. **Pacing** – appropriate use of time regarding the number of poses, good judgment of timing within each asana, full use of time, and development of points within each asana.

Pranayama

Student teachers should complete a course in pranayama aligned with the requirements for their syllabus. Introductory II candidates will answer questions about pranayama at the Assessment, following the Practice segment.

Intermediate Junior Curriculum

Certified teachers pursuing further levels of certification are to study and train under the guidance and oversight of a recognized Training Teacher who is certified at Intermediate Junior III or a higher level of certification. This may be done on a one-on-one basis or as part of a curriculum.

In general, teacher training for subsequent levels should aim to develop a progressive knowledge and understanding of the syllabus in preparation for assessment at the succeeding levels of certification given by the IYAC/ACYI .

The Training Teacher is responsible for fostering and confirming this development in her/his teachers. In addition, certified teachers are to gain a deeper understanding of Patanjali's *Yoga Sutras* in their practice and how the sutras can be applied in teaching situations. Lists of training objectives at the various levels are set out below to guide Training Teachers and certified teachers in the course of preparation for assessment. The criteria for assessment at succeeding levels are based on these training objectives.

Requirements

Maintain a regular personal practice in asana and pranayama.

1. Attend a regular class with a teacher holding a higher-level certificate who may become the recommending teacher. If a teacher holding a higher-level certificate is not available locally, an arrangement must be made to travel to study with such a teacher on a regularly scheduled basis.
2. Attend workshops with other teachers holding a higher-level certificate.
3. Attend IYAC/ACYI annual conferences.
4. Under the guidance of a teacher holding a higher-level certificate, learn to execute and teach all the asanas and pranayamas listed on the appropriate Intermediate Junior syllabus.
5. Teachers may teach the syllabus belonging to their current level of certification. Under the mentorship of her/his recommending teacher, a candidate may teach the next level higher in preparation for that assessment.
6. Only holders of an Intermediate Senior I or higher certificate may conduct therapeutic and/or special needs yoga classes. Intermediate Junior certificate holders are not permitted to teach therapeutic and/or special needs yoga classes.

Practice

Continuing to build upon the Introductory II Syllabus requirements.

Teaching

You are responsible for knowing how to teach all the poses in the Intermediate Junior syllabus that you are studying, as well as those from the previous syllabus:

1. Teach with greater refinement and subtlety than that at previous levels.
2. Adjust your teaching to the requirements of students.
3. Show a commanding presence.
4. Present the asanas at the level appropriate to the syllabus.
5. Be prepared to explain points of their teaching, and answer questions from students.
6. Use Sanskrit names correctly.
7. See and teach from observation.
8. Be able to take students further into the pose.
9. Link and sequence a series of asanas chosen from all syllabus up to, and including your current syllabus.
10. Sequence a series of asanas within a practice and give sequential instructions within a pose.
11. Have basic knowledge of common problems, special conditions, and related safety guidelines in teaching a class (e.g., hypertension, back and knee problems, SI joint problems, etc.).
12. Know suitable precautions to be taken in the teaching of the Intermediate Junior syllabus for your level.
13. Make decisive adjustments and corrections on students while they are in the pose.
14. Work to present as closely as possible the classical pose in your teaching and demonstrations.
15. Know and be able to teach a suitable practice for menstruation.
16. When teaching poses from the previous syllabus, teach as if the students have been practicing the poses for some time, (i.e., teach refinements).
17. Be able to independently adjust one student needing correction while continuing to instruct the rest of the students doing the pose.
18. Know a suitable practice for pregnancy and be aware of precautions.
19. Demonstrate increased poise and confidence in your teaching.
20. Teach pranayama according to your syllabus guidelines.
21. Building upon the requirements as described on page 20.

Pranayama

Teachers should study pranayama with their signing teacher to learn the subtleties of teaching and practicing pranayama according to the requirements of the syllabus.

Intermediate Junior I: Detailed Points of Training

Key Objective

The refinement of understanding and presentation of the foundations and principles of Iyengar yoga.

Teaching

Junior Intermediate I teachers are required to know the key objectives and list of general objectives for Introductory II. Junior Intermediate I teachers are also required to demonstrate the following refinements:

1. Demonstrate increasing skill in teaching from what is observed in the students practice.
2. Demonstrate increasing skill in linking instruction to actions within a pose.
3. Demonstrate increasing skill in demonstrating teaching points.
4. Makes safe corrections and adjustments to students while they are in the poses.
5. Be decisive and show insight in the corrections.
6. Demonstrate increasing skills in addressing students' mobility, flexibility and stability in the poses.
7. Ability to help students establish stability in their poses.
8. Demonstrate basic knowledge of common problems and related safety guidelines.
9. Be familiar with suitable precautions to be taken in the teaching of each level.
10. Make overall instructions subtle and teaching more insightful.
11. Show evidence of refined seeing.
12. Demonstrate a more commanding presence.
13. Be more demanding of students.
14. Be prepared to answer questions from students.
15. Give sequential instructions within a pose.
16. Be able to sequence a series of postures within a practice.
17. When teaching poses from a previous syllabus, teach refinements as though students have been doing the poses for some time.
18. Show control of the teaching environment with increasing skill.
19. When one student needs correction, be able to correct that student using an "open" instruction that will also teach the rest of the class.
20. Be able to relate teaching points to the spine.
21. Be able to identify a problem and find a teaching solution.
22. Be able to think on your feet.
23. Inspire, engage, and enhance students' understanding of the asanas.
24. Demonstrate spontaneity, a lack of hesitation and enthusiasm when teaching.
25. Teach the finer points of the poses.
26. Stimulate students to work more effectively.
27. Show sensitivity and awareness.

28. Teach and shows the elements of alignment.

Pranayama

Intermediate Junior I candidates will answer questions about pranayama at the assessment, at the conclusion of the Practice segment.

Intermediate Junior II: Specific Objectives

Key Objective

Confidence in your ability to identify and deal with problems safely.

Teaching

Intermediate Junior II teachers are required to meet the objectives laid out for Introductory II, Intermediate Junior I and Intermediate Junior II teachers. Intermediate Junior II teachers are also expected to demonstrate the following refinements:

1. Be able to relate teaching points to the spine *and* the organic body.
2. Show the development of fluidity, clarity and compassion in your teaching.
3. Demonstrate the ability for self-questioning and evaluation.
4. Provide appropriate alternate asanas for a menstruating student in the class.

Pranayama

Intermediate Junior II candidates will answer questions about pranayama at the assessment, at the conclusion of the Practice segment.

Intermediate Junior III: Specific Objectives

Key Objective

The ability to identify, address and solve problems effectively.

Teaching

Intermediate Junior III teachers are required to meet the objectives laid out for Introductory II, Intermediate Junior, Intermediate Junior II and Intermediate Junior III teachers. Intermediate Junior III teachers are also expected to demonstrate the following refinements:

1. That the spark of teaching comes from within, having evolved from practice.
2. The congruence between practice and teaching.

3. Depth of teaching through the consolidation and refinement of each level.
4. Knowledge of mobility, stability, strength and alignment.
5. Authority, vibrancy and luminosity in their teaching.
6. The teaching of pranayama at this, and the preceding syllabus levels.

Pranayama

Candidates should practice pranayama at the level required by the syllabus. Study with teachers who are more experienced and senior than them to learn to teach the syllabus. To apply for assessment, they must be observed in their pranayama teaching by a more senior teacher, who will also sign their application form, acknowledging that they have observed and agree that their pranayama teaching is correct and appropriate.

Intermediate Senior I and II

Candidates for Intermediate Senior levels of certification should master the objectives of the previous levels of certification. They are to practice and develop an understanding of the asanas and the pranayama on their syllabus and be able to teach them with clarity and refinement.

Key Objective

A comprehensive understanding and application of the objectives of the previous syllabus.

In addition to the qualities listed for practice and teaching for previous certification levels, teachers at the Intermediate Senior levels will be expected to:

1. Have a dedicated personal practice in asana and pranayama.
2. Regularly attend public classes at RIMYI and/or conferences given by Geeta S. Iyengar, Prashant S. Iyengar or their designated associates.
3. Participate in workshops with other teachers holding a higher-level certificate.
4. Attend IYAC/ACYI annual conferences and Annual General Meetings.
5. Be involved in Canadian and local Iyengar yoga teaching communities.

Note: Only holders of an Intermediate Senior I or higher certificate may conduct therapeutic and/or special needs yoga classes.

Teaching

Teachers at the Intermediate Senior Levels will be expected to:

1. Have and increased ability to communicate verbally and in demonstrations.
2. Develop the practice of both the adept student and the advanced practitioner.
3. Be committed to their personal sadhana and through persona practice learn to overcome their own obstacles, and thus develop the ability to apply these understandings to their teaching.
4. Have the ability to solve the special needs of students.
5. Show confidence, thoughtfulness and presence of mind.
6. Be professional – a consistently demonstrated high level of competency.
7. Integrate the teachings of yoga philosophy into the practice and teaching of asana and pranayama.

Pranayama

Candidates should practice pranayama at the level required by the syllabus. Study with teachers who are more experienced and senior than them to learn to teach the syllabus. To apply for assessment, they must be observed in their pranayama teaching by a more senior teacher, who will also sign their application form, acknowledging that they have observed and agree that their pranayama teaching is correct and appropriate.

Criteria for Teacher Trainers

1. IYAC/ACYI recognizes an Iyengar yoga teacher qualified to train teachers as one who:
 - a. Teaches yoga according to the methods set forth by Sri B.K.S. Iyengar. Does not introduce contradictory or incompatible elements from other disciplines into her/his teaching. Clearly distinguishes Iyengar work from any related, associated or compatible disciplines she/he may draw upon, such as anatomy, physiology or philosophy.
 - b. Acknowledges the governing influence of Sri B.K.S. Iyengar on her/his own yoga practice and teaching. Has attended public classes, intensives, or other educational programs at Ramamani Iyengar Memorial Yoga Institute (RIMYI) at least **three times before beginning to train teachers, and at least once every three years while being involved in training.**
 - c. Maintains a regular and consistent personal practice of asana and pranayama.
 - d. Has been certified at the Intermediate Junior III level for at least two years before conducting teacher training independently.
 - e. Is certified at one level above her/his certificate and those she/he is training (providing that 1d. criteria has been fulfilled). For those applicants wishing to sit for an Intermediate Junior III assessment, an Intermediate Senior I teacher (or higher) must be their Primary and Training and Recommending teacher. They must sign all application forms. The Secondary Recommending teacher must hold an Intermediate Junior III certificate or higher.
 - f. Supplies information about her-/himself and her/his proposed scheme of training to the Professional Development Committee.
 - g. Has observed a teacher training class for two years .
 - h. Demonstrates skill in methods of facilitation and adult education.
 - i. Is a teaching member of IYAC/ACYI.
 - j. Holds the Certification Mark.
 - k. Has the intention to become an assessor.
 - l. Must participate in Association AGM's and attend the annual teachers meetings at the AGM.
2. IYAC/ACYI members who meet these qualifications may apply to the Board of Directors on recommendation by the Professional Development Committee to operate approved courses or to train teachers for the Association and RIMYI teaching certificates.
3. Certification level of Teacher Trainers. The certification levels required of Teacher Trainers to offer courses towards Introductory Certification or to train teachers who wish to upgrade their certification are as follows.
 - a. Introductory Certificate training courses
 - i. An Advanced Certificate, as defined by Sri B.K.S. Iyengar or his representatives.
 - ii. An Intermediate Senior Certificate.
 - iii. An Intermediate Junior III Certificate.

- iv. Courses may also be conducted by IYAC/ACYI members of longstanding and maturity who may from time to time be named by the Board of Directors, on the recommendation of the Professional Development Committee.
- b. Intermediate Junior training courses
 - i. For all levels, an Advanced Certificate, as defined by Sri B.K.S. Iyengar or his representative.
 - ii. For Intermediate Junior I and II, an Intermediate Junior III Certificate, that has been held for at least two years, or higher level certificate.
 - iii. For Intermediate Junior III, an Intermediate Senior I or higher.
- c. Intermediate Senior I and II Certificate training courses
 - i. An Advanced Certificate, as defined by Sri B.K.S. Iyengar or his representative.
 - ii. An Intermediate Senior III.
- d. Intermediate Senior III must apply to RIMYI.

NOTE: If there is an area requiring a Teacher Training course and no qualified and authorized teacher is available, then the senior-most teacher in that area should contact the Professional Development Committee for assistance.

Responsibilities of the Teacher Trainer

1. **Asana** – Teacher Trainers must teach the poses in the applicable syllabus in the manner recommended in *Light on Yoga (LOY)*. There are asanas identified in bold type in the various syllabus. Teacher Trainers must teach these in greater detail than the other asanas listed. They must build the students' capacity to hold the asana for the period of time given in *LOY* (required timings for assessment) plus 50%.
2. **Pranayama** – Teacher Trainers must teach the pranayama as outlined in the appropriate syllabus. They should also observe trainees teaching pranayama to help guide them. Intermediate Junior III and Intermediate Senior I and II candidates will have their practice and teaching of pranayama observed by a more senior teacher, three to four months prior to the assessment date. The senior teacher will then write a letter to the Assessment Chair confirming whether the practice and teaching are correct and suitable.
3. **Anatomy and Physiology** – Teacher Trainers must assure that student teachers have access to qualified teachers and/or courses to fulfill the requirements of the curriculum content.
4. **Philosophy and Ethical Aspects** – Teacher Trainers must assure that student teachers have access to qualified teachers and/or courses to fulfill the requirements of the curriculum content.

Meeting Annually

All Teacher Trainers, Teachers, Assessors, Assessors-in-Training and Moderators shall meet at least annually to review IYAC/ACYI procedures. All Teacher Trainers, Teachers, Assessors, Assessors-in-Training and Moderators are expected to attend, barring exceptional circumstances. Normally, this meeting day will be held in conjunction with the Association's Annual General Meeting.

Reading Lists, Required and Recommended

Required Reading

Practical

Iyengar, B.K.S. (1966). *Light on Yoga*. New York, N.Y.: Schocken Books

Iyengar, B.K.S. (2009). *Iyengar yoga: Wisdom and Practice*. New York, N.Y.: Dorling Kindersley Limited.

Iyengar, B.K.S. (2005). *Light on Life*. Kutztown, PA: Rodale.

Iyengar, B.K.S. (2003). *Light on Pranayama*. New York, N.Y.: Crossroads Publishing Company

Iyengar, B.K.S. & Iyengar, G.S. (2002) *Basic Guidelines for Teachers of Yoga*, Pune, India: YOG

Iyengar, G.S. (1990). *Yoga: A gem for Women*. Kooten Bay, B.C: Timeless Books.

Iyengar, G.S. (2000). *Yoga in Action, Preliminary Course*. Mumbai, India: YOG

Iyengar, G.S. (2013). *Yoga in Action, Intermediate Course*. Mumbai, India: YOG

Iyengar, G.S. *Yoga-Sadhana: Mobility in Stability La Mobilité dans la Stabilité*. Tours France: Atoury, 17 Rue De Vildé, 37100 Tours 2007

Anatomy and Physiology

Kapit, W. & Elson, M.E. (2013). *The Anatomy Coloring Book, 4th edition*. London, England; Pearson Education. [Note: or any other definitive anatomy manual approved by the senior or teacher trainer]

Clennell, B. (1994). *Iyengar Yoga Glossary*. New York, N.Y.: B. Clennell

Philosophy and Ethics

- Iyengar, B.K.S. (1999). *Light on Astanga Yoga*. Mumbai, India: Tata Press.
- Iyengar, B.K.S. (2002). *Light on the Yoga Sutras of Patanjali*. London: Thorsons.
- Iyengar, B.K.S. (2002). *The Tree of Yoga*. Boston, Mass.: Shambhala Publications, Inc.
- Bhagavad Gita* (one of the versions below or one approved by the Senior or Teacher Trainer):
- Miller, B. S. (2004). *The Bhagavad-Gita: Krishna's Council in Time of War*. New York: Bantam Classic
- Nikhilananda, S. (1944). *The Bhagavad Gita*. Ramakrishna-Vivekananda Center
- Prabhavanda, S. & Isherwood, C. 1951. *The Song of God: Bhagavad-Gita*. Hollywood, Calif.: Vedanata Press
- Radhakrishnan, S. (1949). *Bhagavad Gita*. London: George Allen and Unwin Brothers.
- Svatmarama, S. (1992). *Hatha Yoga Pradipika*. (E. Becherer, Trans.). London: The Aquarian Press.

Additional sources for the Intermediate Junior II exam preparation

- Iyengar, B.K.S., (2000). *Astadala Yogamala*, Vol. 1, "The Yoga Sutras Codified According to the Themes for Reading Reference," pp. 266-282. New Delhi: Allied Publisher Ltd.
- Iyengar, B.K.S. (2008). *Yoga: The Path to Holistic Health*. London; Penguin.
- Iyengar, G.S. Course notes from documented international workshops.
- Iyengar, G.S. (1992). *Yoga During Pregnancy: A Guide for Iyengar students and teachers* (Edited by C. Saudek). IYNAUS.
- Clennell, B. (2007). *The Woman's Yoga Book*.
- Sparrowe, L. & Walden, P. (2002). *The Woman's Book of Yoga and Health: A Lifelong Guide to Wellness*.
- Steinberg, L. (2006). *Geeta S. Iyengar's Guide to a Woman's Yoga Practice*, Vol. 1, (menstruation).
- Steinberg, L. (2000). *Iyengar Yoga Therapeutics – The Knee, Neck and Shoulders*.

Recommended Reading

Note: This list may not be up-to-date on the most recent publications from RIMYI.

Practical

- Iyengar, B.K.S. (2000-ongoing). *Astadala Yogamala: Articles, Lectures, Messages*. Allied Publishers
- Iyengar, P.S., (2004). *Alpha and Omega of Trikonasana*. Mumbai: YOG.
- Chanchani, S. & Chanchani, R. (1997). *Yoga for Children*. UBS Publishers Distributors.
- Mehta, M. (2013). *Health Through Yoga: Simple routines, inspired reading and the link to Ayurveda*. London; The Yogic Path.
- Mehta, M. (1998). *How to use yoga: a step-by-step guide to the Iyengar method of yoga, for relaxation, health and well-being*. Rodmell Press.
- Mehta, M. (2005). *Yoga Explained: A New Step-by-Step Approach to Understanding and Practicing Yoga*. Lanham, MD: National Book Network
- Mehta, R. [Ed.]. (1994-ongoing). *Yoga Rahasya*. Mumbai: YOG.
- Mehta, S., Mehta, M. & Mehta, S. (1990). *Yoga the Iyengar Way*. Random House LLC.
- Saudek, C. (2001). *Yoga Kurunta: An Exploration in the Use of Wall Ropes in the Practice of Yoga Asana*. La Crosse, WI: The Yoga Place.
- Schatz, M. P. (2013). *Back Care Basics: A Doctor's Gentle Yoga Program for Back and Neck Pain Relief*. Rodmell Press.

Anatomy

- Calais-Germain, B. & Lamotte, A. (1996). *Anatomy of movement exercises*. Eastland Press.
- Long, R. (2009). *The Key Muscles of Yoga, Vol.1*. Bandha Yoga Publications LLC.
- Long, R. (2009). *The Poses Muscles of Yoga, Vol.2*. Bandha Yoga Publications LLC.

Todd, M.E. & Todd, M.E. (1975). *The thinking body*. New York: Dance Horizons.

Any established text on anatomy, physiology or kinesiology.

Philosophy

Bryant, E.F. (2009). *The Yoga Sutras of Patanjali: A New edition, Translation, and Commentary with Insights from the Traditional Commentators*.

Feurerstein, G.A. (1997). *The Shambala encyclopedia of yoga*. Boston: Shambhala Publications.

Feuerstein, G.A. (1979). *The Yoga Sutra of Patanjali: A New Translation and Commentary*. Dawson.

Miller, B.S. (1996). *Yoga Discipline of Freedom: The Yoga Sutra Attributed to Patanjali*. Berkeley, CA: University of California Press.

Nikhilananda, S. (1944). *The Upanishads, (a one-volume abridgement)*. New York: Harper and Row.

Prasada, R. (1978). *Patanjali's Yoga Sutra: With the Commentary of Vyasa and the Gloss of Vachaspati Misra*. Oriental Books Reprint Corporation.

Radhakrishnan, S. (1992). *The Principal Upanishads*. Humanity Books.

Radhakrishnan, S., Parthasarathi, G. & Chattopadhyaya, D.P. (1989). *Radhakrishnan, Centenary Volume*."

Vivekananda, S. (1953). *The yogas and Other Works*. Ramakrishna-Vivekananda Centre.

Bibliographie en français

Iyengar, B.K.S. (1978). *Lumière sur le yoga*. Paris : Buchet/Chastel.

Iyengar, B.K.S. (1985). *Lumière sur le pranayama*. Paris : Buchet/Chastel.

Iyengar, B.K.S. (2003). *Lumière sur les Yoga Sutra de Patanjali*. Paris : Buchet/Chastel.

Iyengar, B.K.S. (1995). *L'Arbre du yoga*. Paris : Buchet/Chastel.

Iyengar, B.K.S. (2007). *La voie de la paix intérieure*. Paris : InterEditions-Dunod.

Iyengar, G.S. (1990). *Yoga: Joyau de la femme*. Paris : Buchet/Chastel.

Iyengar, G.S. (2007). *Yoga-Sadhana: La mobilité dans la stabilité* : Atoury, Tours, France.

Mehta, S., Mehta, M. & Mehta, S. (1990). *Le Yoga selon Iyengar*. Paris : Solar.
Yoga Rahasya, Association française de yoga Iyengar, Paris, 2001- 2004, nos. 1-7 seulement.

Yogasara, Revue de l'Association française de yoga Iyengar, nos. 1-8.