



University of Patanjali

Programme Project Report (PPR)

M.Sc. (Yoga Science) Open and Distance Learning Programme (w.e.f. Academic Session 2025-2026)

University of Patanjali

Maharshi Dayanand Gram, Delhi- Haridwar National Highway,
Bahadrabad, Haridwar: 249405 Contact No: 9950882892

Mail: patanjali-odl@uop.edu.in

Website: <https://www.Universityofpatanjalionline.com/>

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Divya Yog Mandir Trust,
Patanjali Yogpeeth,
Maharishi Dayanand Gram,
Delhi-Haridwar National Highway, Near Bahadrabad,
Haridwar – 249405, Uttarakhand, India

Tel: 01334-244107, 240008, 246737

E-mail: divyayoga@divyayoga.com, divyaprakashan@divyayoga.com

Website: www.divyaprakashan.com

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University of Patanjali: Main Campus

Maharshi Dayanand Gram, Delhi- Haridwar National, Highway, Bahadrabad
Haridwar-249405, Contact No: 9950882892, Mail: contact@uop.edu.in

Website: <https://www.Universityofpatanjali.com/>

University of Patanjali: ODL Campus

Samriddha Gram, Laksar Road, Near Patanjali Foods Limited, Uttarakhand-247663

Contact No: 9950882892, Mail: patanjali-odl@uop.edu.in

Website: <https://www.Universityofpatanjalionline.com/>

Programme Project Report

University of Patanjali

University of Patanjali (UOP), located near the serene Himalayan foothills in the city of Haridwar, Uttarakhand is named after the great Indian sage Maharshi Patanjali (c. 900 BC), who first compiled numerous writings on Yoga in the form of aphorisms. The University was established through Act No. 4/2006 of Uttarakhand State Legislature published in the State Gazette on 05.04.2006 and is sponsored by Patanjali Yogpeeth Trust (PYP). It is a member of the Association of Indian Universities. University's commitment to excellence extends to its research arm, the Patanjali Research Foundation, renowned for its pioneering research in Ayurveda and Yoga. Collaborations with national and international institutions offer students unparalleled opportunities for engagement in sponsored projects and internships, paving the way for successful placements in esteemed organizations and entrepreneurial ventures including the Patanjali family institutions. University of Patanjali is a prestigious University accredited with an NAAC A+ grade, recognized for its excellence in academics, research, and student support, ensuring high-quality education and global standards. The University has drawn up a plan to explore the potential of self-learning materials defined within the broad framework of the blended mode of education.

Aims and Objectives of the University

The University aims to establish and explore a comprehensive scientific foundation for the wisdom imparted by ancient Indian sages while conducting systematic research based on scientific principles to reinforce its relevance in the modern world. It is dedicated to providing education that fosters employment opportunities and a self-sustaining lifestyle, ensuring holistic growth for students. Additionally, the institution actively engages in studies related to Yoga, Ayurveda, and similar disciplines, contributing to the revival and global recognition of Indian culture.

1. Vision of the University

- To decipher amenable solutions to the global challenges by integrating ancient vedic wisdom and contemporary scientific research with the spirit of global integration.
- Ancient Indian culture embodies eternal, universal human values, therefore the goal is to create healthy, moral and competent citizen with the aim of restoring the Indian cultural heritage and tradition of knowledge to make India a global leader, yet again.



2. Mission of the University

The University is committed to establishing Yoga, Ayurveda, and Sanskrit as the core of education while integrating ancient Vedic knowledge with contemporary science. It strives to promote a harmonious lifestyle by blending scientific advancements with spiritual wisdom, ensuring a balanced and holistic approach to learning. Additionally, the institution is dedicated to the preservation and promotion of ancient knowledge and culture, promoting a deep appreciation for India's rich heritage.

Overview of the Masters in Yoga Science Programme

The M. Sc. in Yoga Science is a postgraduate Programme that provides an in-depth understanding of yoga philosophy, asanas, meditation, therapy, and research methodologies, making meaningful contributions to academia and society. The Programme delivered through distance mode is to provide accessible, high quality post-graduation in M. Sc yoga science with depth knowledge of the subject and applied areas.

● Scope and Career Opportunities of the Programme

The scope of M.Sc. Yoga Science is expanding rapidly in India and globally as awareness of holistic health and wellness continues to rise. With yoga being increasingly integrated into healthcare, corporate wellness Programmes, and sports. The demand for certified yoga professionals has significantly grown, creating numerous career opportunities both in India and Globally. The programme is developed with the specific motive to find career opportunities in the fields of Yoga Instructor/Trainer Yoga Therapist, Researcher, Teaching, Corporate Wellness Coach, Yoga Center Owner/Entrepreneur, Ayush & Government Jobs opportunities and Content Creator.

Programme Educational Objectives

- To Promote Enhance physical, mental, and spiritual health through yogic practices.
- To develop self-discipline through balanced lifestyle with self-control, mindfulness, and inner harmony.
- To improve focus, cognitive abilities, and emotional stability.
- To maintain the rich traditions of Yoga, Ayurveda, and Vedic knowledge.
- Integrate Science with Spirituality such as bridge ancient yogic principles with modern scientific research.
- Encourage a healthy lifestyle habits of proper diet, exercise, and stress management.
- Develop compassion, honesty, and a sense of moral values.

- To Prepare competent yoga instructors, therapists, and researchers.
- Encourage scientific studies on the therapeutic benefits of yoga.
- Spread yoga as a universal tool for peace, health, and well-being.

Programme Outcomes

The students will be able to:

- **PO1:** Gain a comprehensive understanding of Yoga Science, Naturopathy, and Alternative Therapy while staying updated on research advances and developments in the field.
- **PO2:** Demonstrate the ability to apply their conceptual understanding of Yoga to real-life situations, drawing validated and practical conclusions.
- **PO3:** Analyze and critically solve human body-related issues through consistent daily practice of yoga with focused attention.
- **PO4:** Students will be able to apply research-based knowledge and interpret data using various yogic practices.
- **PO5:** Students will be able to select and use modern appropriate techniques for the application of Yoga.
- **PO6:** Cultivate integrity, responsibility, reliability, dependability, and compassion while developing contextual knowledge to assess societal, health, safety, and cultural issues, fulfilling the responsibilities of a Yoga teacher.
- **PO7:** Evaluate ethical issues and situations to make informed decisions using insights from various yogic practices, the Bhagavad Gita, and the Upanishads.
- **PO8:** Develop leadership and communication skills to excel as a leading therapist in healthcare teams.
- **PO9:** Acknowledge the importance of lifelong autonomous learning in the evolving landscape of technological change and develop the readiness and capability to adapt.
- **PO10:** Students will be able to apply their knowledge and skills in Yoga, Naturopathy, and Alternative Therapy for lifelong learning while providing spiritual counselling and explaining disease manifestation in the context of yogic scriptures.

Relevance of the Programme with HEI's Mission and Goals

The relevance of M.Sc. in Yoga Science programme at University of Patanjali, Haridwar (Uttarakhand) mentioned below:



- Building great human being by theoretically and practically introducing them to spirituality humanity, socialism and nationality through the optimal intellect of ancient sages and scientifically universe philosophical vision combined with many western and modern philosophers.
- Creating authentic scholars in ancient and modern knowledge so that they by their genuine destination and work could determine the direction and condition of their personal life as well as the society and ultimately the country.
- Creating physically, mentally, intellectually and spiritually elevated characters and personalities.
- “*sā vidyā yā vimuktaye*” vindicating this statement creating such citizens who getting fulfilled with their ultimate strength and qualities could purge diseases, misery, impoverishment, hunger, fear and all sorts of ignorance and scarcities from their lives as well as from the nation.
- Extricating themselves from all sorts of belligerence, negativities and corruption, the student could align themselves with all the divinities necessary for the formation of divine nation as well as divine world.
- Creating a sense of the enormity of *brahmacharya*, *grhastha*, *vānaprastha* and *sanyāsa* among the students so that the feeling of harmony, co-existence and brotherhood achieves prestige and spread across the globe.

Target Learners

M.Sc in Yoga under open and distance is designed for:

- ✓ Working Professionals
- ✓ Career Advancers
- ✓ Teaching and Non-teaching staff working in different academic and non-academic institutions
- ✓ Students who pursue any other regular programmes
- ✓ Non-traditional students
- ✓ Lifelong learners
- ✓ International Students
- ✓ Undergraduate
- ✓ House wives

Skill Development & Competency Acquisition

After completing the programme through Open and Distance Learning (ODL) mode, the students will be able to acquiring specific skills and competencies. This ODL programme can effectively cater to the needs of learners seeking to develop these skills:

- Self-directed learning is essential skills for success in any field of Yoga Sciences as independent study and self-directed research, learners can develop the ability to set aims.
- Destroy all the diseases and troubles present in themselves and the society with the understanding of the science behind Yoga and Yajna.
- The flexibility allows students to manage their time efficiently, catering to their individual needs and preferences.
- The ODL Programme engages students in online discussions, idea presentations, and virtual interactions, enhancing their communication skills effectively.
- ODL offers the advantage of being accessible to a global audience enabling students who may not have access to high-quality in person Programmes to pursue Masters in Yoga.

Instructional Design

Curriculum Design: The learning resources are developed by faculty members with extensive expertise in their respective domains. They possess deep knowledge of classical Yoga Scriptures and Texts, complemented by a comprehensive understanding of modern medical science, ensuring an integrative and evidence-based approach to yoga education.

Mode of Instruction: The programme employs a blended learning approach, incorporating, virtual classes, video lectures, power point presentations, personal contact programmes and Self-Learning Materials (SLMs) in both digital and printed formats, ensuring easy accessibility for students. Additionally, learners receive academic support from the institute's experienced faculty through dedicated email communication, chat groups, regular online interactions, etc.

Learning Resources: The programme provides comprehensive printed and digital study materials, ensuring students have access to well-structured content for effective learning. Practical demonstration videos and interactive learning modules further enhance understanding by offering visual and hands-on experiences. Additionally, guest lectures and live training sessions conducted by experienced yoga practitioners provide deeper insights into the subject. Personal Contact Programmes (PCP) facilitate in-depth



practical training and mentorship, allowing students to refine their techniques under expert guidance. Furthermore, research-based assignments and case studies encourage analytical thinking and the application of theoretical knowledge in real-world scenarios.

Practical Training: The programme includes hands-on yoga practice sessions guided by expert faculty, ensuring students develop proficiency in various techniques. Supervised training sessions focus on posture correction, breathing techniques, and meditation practices to enhance precision and effectiveness. Additionally, field visits to wellness centers provide practical exposure, allowing students to observe and experience the real-world application of yoga in health and wellness settings.

Medium: The learning material for M.Sc in Yoga Science programme will be in Hindi and English both languages. Learners have the option to choose study material in either English or Hindi and can use their preferred language to answer questions in the examination.

Programme Structure & Curriculum

The programme follows a semester-based format, ensuring a structured and progressive learning experience. Each semester includes core courses, practical training, and electives, offering a balanced approach to theoretical knowledge and hands-on application. The programme follows a credit-based system, requiring a minimum of 80 credits for completion. Credits are distributed among theoretical subjects, practical sessions, and research projects to ensure a comprehensive learning experience. Practical training is an integral part of the curriculum, providing students with hands-on exposure to yoga techniques, therapeutic applications, and scientific research. The structured approach integrates traditional yogic wisdom with modern scientific principles, preparing students for advanced studies and professional careers in yoga education, therapy, and research.

SEMESTER-WISE SYLLABUS

| FIRST YEAR | | | | | | |
|--------------|-----------------------|---|-------------------|---------------|------------|------------|
| SEM I | Course Code | Subject | Evaluation Scheme | Subject Total | Credit | SEE |
| | | | | | | |
| | MSY-CT-101 | Insights into Indian Philosophy | 4 | 30 | 70 | 100 |
| | MSY-CT-102 | Yoga Strategic Management | 4 | 30 | 70 | 100 |
| | MSY-CT-103 | Application of Hatha Yoga | 4 | 30 | 70 | 100 |
| | MSY-CT-104 | Biomechanics and Kinesiology | 4 | 30 | 70 | 100 |
| | MSY-EL-105/MSY-EL-106 | Yoga, Dietetics & Nutrition/Wellness promoting formulation of PYP | 4 | 30 | 70 | 100 |
| | MSY-CP-107 | Practicum-I (Yoga) | 4 | 30 | 70 | 100 |
| | MSY-CP-108 | Practical-I (Biomechanics & Kinesiology) | 2 | 15 | 35 | 50 |
| Total | | | | 26 | 195 | 650 |



| FIRST YEAR | | | | | | |
|------------|-----------------------|--|-------------------|-----|-----|---------------|
| SEM II | Course Code | Subject | Evaluation Scheme | | | Subject Total |
| | | | Credit | CA | SEE | |
| | MSY-CT-201 | Patanjali Yoga Darshan and Yog upni-shad, Principle Upnishad | 4 | 30 | 70 | 100 |
| | MSY-CT-202 | Physiological effects of yoga practices | 4 | 30 | 70 | 100 |
| | MSY-CT-203 | Research Methodology and Statistics | 4 | 30 | 70 | 100 |
| | MSY-CT-204 | Therapeutic Yoga | 4 | 30 | 70 | 100 |
| | MSY-EL-205/MSY-EL-206 | Mental Hygiene through Yoga/ Yogic Ayurvedic purification Techniques | 4 | 30 | 70 | 100 |
| | MSY-CP-207 | Practicum-II (Yoga Therapy) | 4 | 30 | 70 | 100 |
| | MSY-CP-208 | Practical-II | 2 | 15 | 35 | 50 |
| TOTAL | | | 26 | 195 | 455 | 650 |

| SECOND YEAR | | | | | | |
|-------------|---------------------------|---|-------------------|-----|-----|---------------|
| SEM III | Course Code | Subject | Evaluation Scheme | | | Subject Total |
| | | | Credit | CA | SEE | |
| | MSY-CT-301 | Bhagavad Geeta Yog Vashisht and Samkhya karika | 4 | 30 | 70 | 100 |
| | MSY-CT-302 | Disease Specific Pathology-I | 4 | 30 | 70 | 100 |
| | MSY-CT-303 | Applied psychology and yogic counselling with human consciousness | 4 | 30 | 70 | 100 |
| | MSY-CT-304 | Evidence Based Yoga Therapy-I | 4 | 30 | 70 | 100 |
| | MSY-EL-305/ MSY-EL-306 | Yoga in World Religious/Indian Knowledge System | 4 | 30 | 70 | 100 |
| | MSY-CP-307 | Practical-I (Disease Specific Pathology-I) | 2 | 15 | 35 | 50 |
| | MSY-CP-308 | Practical-I (Evidence Based Yoga Therapy-I) | 2 | 15 | 35 | 50 |
| TOTAL | | | 24 | 180 | 420 | 600 |



| SECOND YEAR | | | | | | |
|--------------|---------------------------|--|-------------------|------------|------------|---------------|
| SEM IV | Course Code | Subject | Evaluation Scheme | | | Subject Total |
| | | | Credit | CA | SEE | |
| | MSY-CT-401 | Naturopathy | 4 | 30 | 70 | 100 |
| | MSY-CT-402 | Disease Specific Pathology-II | 4 | 30 | 70 | 100 |
| | MSY-CT-403 | Evidence Based Yoga Therapy-II | 4 | 30 | 70 | 100 |
| | MSY-EL-404/ MSY-EL-405 | Complementary and alternative therapy/Brahmsutra and Vivek chudamani | 4 | 30 | 70 | 100 |
| | MSY-CP-406 | Practical-II (Disease Specific Pathology-II) | 2 | 15 | 35 | 50 |
| | MSY-CP-407 | Practical-II (Evidence Based Yoga Therapy-II) | 2 | 15 | 35 | 50 |
| | MSY-CP-408 | Dissertation | 4 | 30 | 70 | 100 |
| TOTAL | | | 24 | 180 | 420 | 600 |

CA - Continuous Assessment; SEE - Semester end Examination

CT - Core Theory; CP - Core Practical; EL - Elective; PW - Project Work

Assessment Methods

Examinations: The M.Sc. Yoga programme employs a structured examination system to assess students' theoretical and practical knowledge. The **Semester-End Examination (SEE)** is a comprehensive written test conducted at the end of each semester. It evaluates students' conceptual clarity and theoretical understanding of core subjects, practical applications, and research methodology. This examination contributes 70% to the overall course evaluation. In addition to the SEE, Continuous Assessment is conducted through assignments and contributes to 30 % of the total evaluation. A minimum of 33% marks is required for the successful completion of the programme.

Practical Assessments: Since yoga is a practice-oriented discipline, hands-on evaluation plays a crucial role in student assessment. The **Yoga Practicum** component tests students on their ability to demonstrate and instruct various yogic practices, including asanas, pranayama, kriyas, and meditation techniques. Faculty and external examiners evaluate students based on their precision in postures, breathing techniques, and therapeutic applications. These evaluations include performance-based assessments, mentor feedback, and practical demonstrations of yoga therapy sessions.

Research & Project Work: As part of the curriculum, students must undertake research to enhance their analytical and academic skills. The **Dissertation/Thesis** is a compulsory research project in the final semester, requiring students to conduct original studies on topics related to yoga therapy, philosophy, or applied yoga sciences. The dissertation is evaluated based on research methodology, data analysis, findings, and presentation, with a viva-voce examination conducted by internal and external examiners. Additionally, **Assignments & Case Studies** form an integral part of continuous assessment, where students submit essays, research papers, and case analyses to demonstrate critical thinking and application-based learning.

Faculty & Infrastructure

Faculty Resources: The M.Sc. Yoga programme is supported by a team of highly experienced faculty members specializing in yoga, Ayurveda, and human anatomy. These experts have a vast knowledge and practical experience which ensures a well-rounded education by integrating traditional yogic wisdom with modern scientific understanding. Additionally, dedicated mentors provide personalized guidance during practical sessions and research activities, ensuring students receive hands-on training and support in developing their skills and academic projects. This structured faculty support system ensures that students gain



both theoretical knowledge and practical expertise, preparing them for careers in yoga therapy, research, and education.

Infrastructure Support: The University of Patanjali offers a robust infrastructure designed to support Open and Distance Learning (ODL) programmes, ensuring accessibility and high-quality education for students beyond traditional classroom settings. The institution provides a comprehensive digital learning platform, equipped with video lectures, e-books, and interactive study materials, allowing students to engage in self-paced learning. A well-structured Learning Management System (LMS) enables smooth course delivery, online assessments, and real-time interaction with faculty members. To support practical training, the University offers virtual workshops and live demonstration sessions, where students can learn and practice yoga techniques under expert guidance. The digital library grants access to a vast repository of research papers, journals, and multimedia resources, facilitating academic research and continuous learning.

Admission Process

Eligibility Criteria

Candidates who have completed a B.Sc. degree in any subject with at least 40% marks from a recognized University are eligible to apply.

Application Process

- Interested candidates can obtain the application form from the University's official website or admission office.
- The form must be filled out with accurate details and submitted along with the required documents, such as academic certificates, identity proof, and passport-sized photographs.
- An application fee, as prescribed by the University, must be paid during submission.

Fees

Fees of the programme is **Rs. 50,000/-**

Requirement of the Laboratory Support and Library Resources:

Laboratory is not required as part of this curriculum and the digital library provides access to a vast repository of academic research and continuous learning.

Cost Estimate of the Programme and the Provisions

For the design, development delivery and maintenance of the programme the fund will be as per the budget allocated by the University in Annual Budget session.

Quality Assurance Mechanism

The University of Patanjali ensures quality in its M.Sc. Yoga Science (ODL) programme through a structured curriculum aligned with UGC-DEB guidelines, integrating theory, practice, and research. A Learning Management System (LMS) supports digital learning, while Personal Contact Programmes (PCPs), virtual workshops, and mentorship sessions enhance practical training. The curriculum is regularly revised to meet learner needs, with faculty members contributing expertise. Industry-experienced mentors and facilitators provide practical insights, and regular orientation programmes keep faculty updated on the latest tools and techniques. A continuous evaluation system, including internal assessments, exams, and structured feedback from students and facilitators, ensures academic rigor. Faculty analyse feedback to improve Self-Learning Materials (SLMs), counselling sessions, and administration, maintaining a high-quality, learner-centric education experience.



ANNEXURE-I

Syllabus of ODL Course
M.Sc. (Yoga Science)

Semester-1

Course Details-1
Subject Name-Insights into Indian Philosophy
Subject Code-(MSY-CT-101)

| | | | |
|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|-----------|--------|---------|---------|

Course Objectives:

Following the completion of this course, students shall be able to

- To outline the six systems of Indian philosophy.
- To explain the understanding of Yoga as a philosophy and inculcate the essence.
- To describe the various schools of philosophy like Buddhism, Samkhya, Mimamsa etc. which are relevant to yoga practice.

Course Outcomes (COs):

After going through this course, learners are expected to

- Review basics of Indian Philosophy.
- Interpret yoga Philosophy.
- Discuss life problems in connection to Indian Philosophy

| | |
|---------------|--|
| | BLOCK 1 Nyaya and Vaisesika Philosophy |
| UNIT 1 | Nature and Core Concepts: Nature of physical world, Concept of Individual soul, supreme soul, and liberation in Indian philosophy, Theory of body, mind and soul |
| UNIT 2 | Nyaya Philosophy: The sixteen Padarthas according to Nyaya, Concept of Nyaya philosophy, Means and objects of knowledge and salvation according to Nyaya |
| UNIT 3 | Vaisesika Philosophy: Means and objects of knowledge and salvation according to Vaisesika, Category of substance – Nava dravyas, Category of quality – 24 gunas, Relation between Nyaya and Vaisesika philosophy |
| | BLOCK 2 Samkhya and Yoga Philosophy |
| UNIT 1 | Core Concepts of Samkhya: Theory of cause and effect, Prakriti and Purusha, Concept and Process of evolution and Liberation, Concept of Atman, Brahma, Maya, Universe, God |
| UNIT 2 | Samkhya Theory and Epistemology: Three fold afflictions and means to overcome afflictions, Twenty five entities and means of knowledge according to Samkhya, Saakarya Vada, Similarities and dissimilarities between Vyakta and Avyakta, Triguna, Existence of Purusa, plurality of Purusa, proximity of Purusa and Prakriti, Karana, Antah Karana and Bahya Karana according to Sankhya Karika, Liberation and means of attaining it. |
| UNIT 3 | Yoga Philosophy (Patanjali Yoga Sutras): Organization of the Yoga sutras, Stages of Chittas, forms of Chitta, modification of Chittas, Kind of Kleshas, The eight fold of Yoga, God and liberation |
| | BLOCK 3 Mimamsa Philosophy (Purva and Uttara) |
| UNIT 1 | Uttaramimamsa (Vedanta): Concept of Badarayana in Uttaramimamsa, Anumana, Sabda, Difference between vidya & avidya, subject & object, creation & causation, cause & effect, Pratyaksa, Anumana, Upamana, Arthapati, Anupalabdi and Sabda according to Uttaramimamsa |
| UNIT 2 | Purvamimamsa: Atheism, Dharma in the context of Purvamimamsa, Major teachings of Mimamsa system |



| | |
|---|---|
| UNIT 3 | Applications and Ethical Teachings: Summary of ten Upanisads, Atman, Brahma, Maya, Universe, God, The self and human life, Selfless action, nonattachment, self-control, self-discipline, Daily schedule for psychophysical wellbeing, social awareness, sense of equality, unity with diversity, selectiveness |
| BLOCK 4 Heterodox Schools of Indian Philosophy | |
| UNIT 1 | Carvaka Philosophy: Origin and history of Carvaka philosophy, Metaphysics and Epistemology |
| UNIT 2 | Jain Philosophy: Categories, Triratnas, Syadvada |
| UNIT 3 | Buddhist Philosophy: Four noble truths, Pramana |

Reference Books:

1. Bhushan, N., & Garfield, J. L. (2015). Indian Philosophy in English: From Renaissance to Independence. Indian Philosophy in English: From Renaissance to Independence. doi:10.1093/acprof:osobl/9780199769261.001.0001
2. Bhushan, N., & Garfield, J. L. (2017). Minds Without Fear: Philosophy in the Indian Renaissance. New York, NY: Oxford University Press.
3. Bilimoria, P. (2015). Nature in Indian Philosophy and Cultural Traditions. Sophia Studies in Cross-cultural Philosophy of Traditions and Cultures (Vol. 12). New Delhi, India: Springer. doi:10.1007/978-81-322-2358-0
4. Frauwallner, E. (1973). History of Indian Philosophy, (Vol 2. Varanasi, India: Motilal Banaridass Publishers.
5. Gupta, B. (2012). An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom. New York, NY: Routledge. doi:10.5840/ipq197717452
6. Hiriyanna, M. (1994). Outlines of Indian Philosophy. Varanasi, India: Motilal Banaridass Publishers.
7. I, B. S., Potter, K. H., Larson, G. J., Bhatlacharya, R. S., Philosophy, B., Karl, A. D. E., et al. (1995). Encyclopedia of Indian Philosophies.
8. Mohanty, J. N. (2008). A History of Indian Philosophy. A Companion to World Philosophies, 24–48. doi: 10.1002/9781405164566.ch2

9. Potter, K. H. (1987). Encyclopedia of Indian Philosophies Vol IV. Delhi, India: Motilal Banaridass Publishers.
10. Press, O. U. (1928). Indian Philosophy: A Very Short Introduction. Mind (Vol. 37). doi:10.1093/mind/XXXVII.145.130
11. Radhakrishnan, S., & Moore, C. A. (Eds.). (1957). A Source Book in Indian Philosophy. New Jersey, NJ: Princeton University Press.
12. Schweizer, P. (1993). Mind/Consciousness Dualism in Sankhya-Yoga Philosophy.

Course Details-2
Subject Name- Yoga Strategic Management
Subject Code-(MSY-CT-102)

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Objectives:

Following the completion of the course, students shall be able to:

- To record the complexities of managing a formal organization.
- To identify key strategic issues and formulating appropriate strategies given a firms' situation.
- To explain meaning and need for strategic management.
- To interpret the Indian ethos and their need for holistic globalization
- To conceptualize the need for Indian models and significance.
- To recognize the need for corporate responsibility.

Course Outcomes (COs):

After study of this course, a learner is expected to have

- Basic understanding of strategic management from modern and classical perspective.
- Skills of drafting vision mission and process of strategic management from yogic perspective.
- Skills for internal and external assessment of business strategies.
- Aptitude of applying yogic principles and practices for strategic management and ethical business.



| | |
|---------------|---|
| | BLOCK 1 Foundations of Strategic Management |
| UNIT 1 | Meaning of Strategy |
| UNIT 2 | Strategic Management-Meaning, Definition, Role, Scope, Importance, Stages, Key Terms, and SM Model |
| UNIT 3 | Strategic Planning-Benefits, Need, Pitfalls, Avoidance by Firms, Guidelines for Yogic Approach, and Key Success Factors |
| | BLOCK 2 Vision, Mission, and Strategic Analysis |
| UNIT 1 | Yogic Vision and Mission-Need, Meaning, Importance, Vision vs. Mission |
| UNIT 2 | Process, Characteristics, Components of Vision and Mission |
| UNIT 3 | Writing and Evaluating Yogic Vision and Mission Statements |
| | BLOCK 3 Strategic Assessment and Formulation |
| UNIT 1 | Internal Assessment -Key Internal Forces, Internal Audit Process, Functional Areas |
| UNIT 2 | External Assessment-Key External Forces, Sources, Porter's Five Forces, Cooperative vs. Competitive Strategies |
| UNIT 3 | Business Strategies-Generic Competitive Strategies, Diversification, Core Competencies, Outsourcing, Integration, Joint Ventures, and SM in Various Organizations |
| | BLOCK 4 Yogic Approach and Ethics in Strategic Management |
| UNIT 1 | Importance of Ethics in Strategic Management |
| UNIT 2 | Yogic and Ethical Strategic Management – Convergence of Western and Eastern Practices |
| UNIT 3 | Compassionate Leadership, Balancing Purusharthas, and Evolution of the SELF |

Reference books:

1. Swami Amritaswarupananda Puri. *Color of the Rainbow – Compassionate Leadership*.
2. Hartman, L.P., & Chatterjee, A. *Perspectives in Business Ethics* (3rd ed.). Tata McGraw Hill.
3. *Implementation and Control* (9th ed.). Tata McGraw Hill.
4. Pearce, J.A. II, & Robinson, R.B. Jr. *Strategic Management: Formulation*. M.A. Center, 2013.
5. Worth, M.J. *Non-profit Management – Principles and Practice*. The George Washington University. ISBN 9781412937788. Sage Publications, September 2008.
6. Routes. *New Age International Publishers*, New Delhi.
7. Sharma, Subhash. *New Mantras in Corporate Corridors: From Ancient Roots to Global Vision*.
8. Srinivasan. *Strategic Management – Indian Context*. Prentice Hall of India.
9. Anokhin, S. (2006). *Empirical Essays on Corporate Innovation: Untangling the Effects of Corporate Venture Capital*, p. 145. Available at: http://rave.ohiolink.edu/etdc/view?acc_num=case1152821357

Course Details-3

Subject Name- Application of Hatha yoga
Subject Code-(MSY-CT-103)

| | | | |
|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|-----------|--------|---------|---------|

Course Objectives:

Following the completion of this course, students shall be able to-

- To apply Hatha Yoga related principles and practices in biopsychosocial contexts.
- To cultivate self-discipline, body awareness, and breath control through regular Hatha Yoga practice.



- To create value and insights of Hatha Yoga for persons with special need.

Course Outcomes (COs):

After going through this course, learners are expected to-

- Explain key Hatha Yoga concepts demonstrate their significance in promoting holistic well-being.
- Demonstrate Hatha yoga practices.
- Prescribe hatha yoga practice for stress management, behavior moderation, performance excellence, health promotion, disease prevention and therapy.

| | BLOCK 1 Foundations and Applications of Hatha Yoga in Stress and Personality Development |
|---------------|--|
| UNIT 1 | Holistic Hatha Yogic Approach to Stress Prevention and Management- Shat kriyas (cleansing techniques), Asanas (postures) for strength and stamina, Bandhas and mudras (locks and gestures), Pranayama (breath regulation), Dharana and dhyana (concentration and meditation) |
| UNIT 2 | Hatha Yoga for Physical, Pranic, and Mental Well-being- Physical level: slim body, beauty, digestive health, disease-free state through yogic diet and shat kriyas, Prana level: purification of nadis, mastery over prana via mudras, bandhas, and pranayama, Mental level: personal and social discipline through yama, niyama, pratyahara, dharana, dhyana, and samadhi |
| UNIT 3 | Hatha Yoga for Emotional and Spiritual Health- Emotional level: mastery over emotions (anger, anxiety, fear, depression) via Ishwara Pranidhana, Social and civic sense: environmental awareness, unity with the universe (yujyate anena iti yogah), Spiritual health: bliss and equanimity through higher states of meditation |
| | BLOCK 2 Ashtanga Yoga and Integrated Approaches in Stress and Personality Management |
| UNIT 1 | Core Concepts of Patanjali Yoga for Stress Reduction-Chitta Vritti Nirodha: Abhyasa and Vairagya, Four-fold attitude for Chitta prasadanam, Ashtanga Yoga: Yama, Niyama, and Pratyahara |

| | |
|--|---|
| UNIT 2 | Hatha Yogic Contributions to Personality Development-Physical level: yogic diet, Shat kriyas, asanas, Prana level: cleansing and control via pranayama, mudras, bandhas, Mental level: discipline, concentration, intellectual growth through meditative practices |
| UNIT 3 | Emotional and Spiritual Development through Integrated Yoga- Emotional control: preventing negative emotions through surrender and self-awareness, Social awareness and universal connection, Spiritual practices: advanced meditation, prayer, selfless service, Nad |
| BLOCK 3 Hatha Yoga and Sports Performance Enhancement | |
| UNIT 1 | Physical and Vital Benefits of Hatha Yoga in Sports-Physical stamina, strength, endurance, muscle tone, flexibility via asanas, kriyas, diet, Internal cleansing for recovery, Pranayama for enhanced lung capacity |
| UNIT 2 | Mental and Emotional Training for Athletes through Yoga-Concentration, mental clarity, focus, Ego reduction, positive qualities, emotional balance, Breathing techniques and meditation for calmness |
| UNIT 3 | Cognitive and Spiritual Dimensions of Sports Yoga-Enhancement of cognitive abilities: focus, creativity, willpower, Sports as a medium for spiritual awareness and inner growth |
| BLOCK 4 Yoga for Children and Rehabilitation | |
| UNIT 1 | Understanding Special Needs in Children-Assessment of cognitive, emotional, physical needs, Overview of conditions: Down syndrome, cerebral palsy, autism, learning disabilities, visual/hearing/speech impairments |
| UNIT 2 | Integrated Yoga Modules for Children with Special Needs-Tailored yoga practices for cognitive and motor skills enhancement, Emotional and behavioral support through yoga, Adaptations of Hatha Yoga for different disabilities |
| UNIT 3 | Yoga for Physical Fitness and Self-Confidence in Children, Practices for strength, endurance, speed, agility, flexibility, Enhancing self-confidence through regular yoga routines, Supportive environment and structured progress |



Reference books:

1. Gharote, M. L. (2009). *Hatharatnavali* (2nd ed.). Lonavala, Pune: The Lonavala Yoga Institute.
2. Gharote, M. M. (2010). *Therapeutic References in Traditional Yoga Texts*. Lonavala: The Lonavala Yoga Institute.
3. Iyengar, B. K. S. (1982). *Light on Yoga*. Yoga Dipika. <https://doi.org/10.1007/s13398-014-0173-7.2>
4. Iyengar, B. K. S. (2001). *Yoga: The Path to Holistic Health* (1st ed.). London, Great Britain: Dorling Kindersley.
5. Iyengar, B. K. S. (2005). *The Illustrated Light on Yoga* (10th ed.). New Delhi: HarperCollins Publishers India.
6. Long, R. (2008). *The Key Muscles of Hatha Yoga*.
7. Muktibodhananda, S. (2006). *Hatha Yoga Pradipika: Light on Hatha Yoga* (3rd ed.). Munger, India: Yoga Publications Trust. <https://doi.org/10.1098/rsta.2012.0199>
8. Rieker, H.-U. (1992). *Hatha Yoga Pradipika*. Detroit, MI: The Aquarian Press. Retrieved from: <http://www.hermetics.org/pdf/HathaYogaPradipika.pdf>
9. Rukmini, T. S. *Yoga Vartika of Vijñānabhikṣu* (Tr.). Vols. I–IV. New Delhi: Munshiram Manoharlal Pvt. Ltd.
10. Saraswati, S. S. (1995). *Asana, Pranayama, Mudra and Bandha*. Munger, India: Bihar School of Yoga.

(MSY-CT-104)

Course Details-4

Subject Name- Biomechanics and Kinesiology

Subject Code-(MSY-CT-104)

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|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of this course, students shall be able to-

- To describe importance of biomechanics in yoga practice.

- To interpret concepts and principles that influence human movement.
- To illustrate the use of these general biomechanics concept in the professional skill for the diagnosis of the movement during yoga practices.

Course Outcomes (COs):

After going through this course, learners are expected to-

- Outline biomechanics of major synovial joint-hip, spine, shoulder, elbow, wrist and associated muscles.
- Explain concept of load, motion, linear and angular kinematics and kinetics for analysis of human motion.
- Practice idea of biomechanics and kinesiology for proper postural alignment, jumping, walking, running and gait analysis.

| | BLOCK-1 An Overview of Kinesiology and the Biomechanics Principles in Yoga |
|---------------|---|
| UNIT 1 | Introduction, Definitions Kinesiology and the Biomechanics, meanings of key biomechanical terminology and kinesiology such as energy, power, work, friction, and gravity. In yoga, the importance of these concepts is highlighted for improving alignment, movement efficiency, and preventing injuries. |
| UNIT 2 | Biomechanics of Hip and Spine-Understanding the anatomical structure, functional dynamics, and mechanical principles governing both the hip joint and the spinal column, with emphasis on movement analysis, posture, gait, load distribution, spinal alignment, and musculoskeletal health. |
| | BLOCK-2 Core Concept |
| UNIT 1 | Postural reflexes and stretches while performing yoga poses; Force: definition, types, meaning, and use in different yoga poses, The definition, significance, and application of Newton's Laws of Motion to yoga exercises. |
| UNIT 2 | The "shoulder", elbow, wrist, and "hand" biomechanics encompass the "structure and function", "muscle activity", and "force analysis", during yoga poses. In order to improve movement efficiency and prevent injuries during yoga practice. |



| | BLOCK- 3 Kinesiology |
|--------|--|
| UNIT 1 | Musculoskeletal System Loads and Motion: running, walking, jumping, gait analysis, human movement in a fluid medium, linear and angular kinematics and kinetics, kinematics and kinetic Principles for Human Motion analysis, biomechanics, body segment characteristics and segment inertia qualities are measurement and analysis. |
| UNIT 2 | Muscle Biomechanics: The fundamentals of sports biomechanics are movement patterns. Asanas motions, joint forces, and muscle moment qualitative analysis muscle strength and energy expenditure during an asana movement, the effects of different asanas on health. |

Reference books:

1. **Cael, C.** (2010). *Functional Anatomy: Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists* (J. Goucher, Ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
2. **Clay, J. H., & Pounds, D. M.** (2008). *Basic Clinical Massage Therapy: Integrating Anatomy and Treatment* (2nd ed.). Lippincott Williams & Wilkins. doi:10.1139/apnm-2014-0147
3. **Franc Bell.** (1998). *Principles of Mechanics and Biomechanics*. Stanley Thornes Publications.
4. **Griffiths, I. W.** (2006). *Principles of Biomechanics & Motion Analysis*. Lippincott Williams & Wilkins.
5. **Jelvéus, A., & Oddsson, K.** (2011). *Integrated Sports Massage Therapy: A Comprehensive Handbook*. London, UK: Elsevier Churchill Livingstone. doi:10.1016/B978-0-443-10126-7.00001-0
6. **Kaminoff, L., Matthews, A., & Ellis, S.** (2007). *Yoga Anatomy*. USA: Human Kinetics.
7. **McGinnis, P.** (2013). *Biomechanics of Sport and Exercise*. Champaign, IL: Human Kinetics.
8. **Borg-Olivier, S., & Machliss, B.** (2011). *Applied Anatomy & Physiology of Yoga*. Waverley, NSW: YogaSynergy.
9. **Werner, R.** (2013). *A Massage Therapist's Guide to Pathology* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Course Details-5
Subject Name- Yoga, Dietetics & Nutrition
Subject Code- (MSY-EL-105)

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Objectives:

Following the completion of this course, students shall be able to

- Understand the concept of diet and the medical value of nutrition
- Advise appropriate diet to different age groups
- Benefits and caloric value of various food group

Course Objectives:

Teaching learning activities related to this course will enable learner to

- Explain food ingredients and their nutritional and remedial values.
- Identify vegetarian and non-vegetarian sources of food ingredients of balanced diet.
- Prescribe quality, quantity, frequency, timing and duration of diet and dietary habit that suits yogic lifestyle.

| | Block-1 Basic concepts and components of food and nutrition |
|---------------|--|
| UNIT 1 | Definition of Nutrition, Basic Terminology, Human Nutritional Requirements |
| UNIT 2 | Concept of Food and Its Functions- What is Food, Acceptance of Food, Functions of Food |
| UNIT 3 | Nutrients and Their Sources, Functions, and Effects on the Body- Micronutrients, Minerals, Water |
| UNIT 4 | Components of Food and Their Classification-Macro Nutrients, Micro Nutrients, Water |
| | Block-2 Food groups |
| UNIT 1 | Pulses, Nuts, and Oilseeds |



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| UNIT 2 | Cereals & Millets |
| UNIT 3 | Vegetables and Fruits |
| UNIT 4 | Fats, Oils, Sugar, and Jaggery |
| UNIT 5 | Milk and Milk Products |
| Block-3 Yogic Concept of Diet & Nutrition | |
| UNIT 1 | Diet According to Prakriti (Body Constitution) - Vata, Pitta, and Kapha |
| UNIT 2 | Pathya and Apathya in Yogic Diet |
| UNIT 3 | Classification of Yogic Diet According to Traditional Texts |
| UNIT 4 | Concept of Ahara (Diet) and Mitahara (Moderation) |
| Block-4 Food and Metabolism | |
| UNIT 1 | Definition and types of energy, Components of energy requirement: BMR, SDA, physical activity, Concept of energy imbalance, Metabolism: anabolism and catabolism |
| UNIT 2 | Metabolism of carbohydrates, lipids, and proteins, Factors affecting energy requirement and expenditure, Factors influencing BMR, thermal effect of food, and physical activity energy use |
| UNIT 3 | Direct and indirect calorimetry, Double labelled water technique, Heart rate monitoring method |

Reference books:

1. Stanley Davidson & others: Human Nutrition & Dietetics, The English Language Book Society & Churchill Livings, Revised Edition
2. Dennis Thompson: The Ayurvedic Diet, New age books, New Delhi, 2001.

Course Details-5

Subject Name- Wellness promoting formulation of PYP

Subject Code- (MSY-EL-106)

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Details-6
Subject Name- Practicum-I (Yoga)
Subject Code- MSY-CP-107

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of the course, students shall be able to:

- List benefits, contraindications and procedure of all practices.
- Demonstrate each practice with confidence and skill.
- Explain the procedure and subtle points involved.
- Prescribe and teach the yoga practices to any given group.

Course Outcomes:

After study of this course, a learner will enable to

- Practice yogic cleansing technique, surya namaskar, standing, sitting, prone, supine, balancing, relaxing poses and astakumbhaka
- Interpret scientific basis of yoga poses and breath regulations for their proper preventive, promotive and therapeutic applications.
- Recognize indications and contra-indication of yoga poses and astakumbhaka (breath regulations)

UNIT 1: Shatkarmas

Dhauti (Kunjal), Vastra dhauti, Danda dhauti, Laghoo and Poorna sankhaprakshalana Neti (Sutra and Jala), Kapalbhathi, Agnisara, Nauli

UNIT 2 Suryanamaskar

Yogic Jogging, 12 Health Promoting postures as recommended by Swami Ramdev Ji Maharaj, Suryanamaskar practice classically and in varied forms for prevention and therapy.

UNIT 3: Asanas (Yogic Postures)

Standing Postures



Ardhakati chakrasana, Hastapadasana, Ardhashakrasana, Trikonasana, kati chakrasana, Parivritta trikonasana, Parsvakonasana, Veersana,

Sitting Postures

Paschimottanasana, suptavajrasana, ardhmatsyendrasana, vakrasana, marichasana, malasana,

manduk asana, vakrasana, badhakanasana, merudandasana, akarna dhanurasana, gumukhasana, Chakki asana.

Prone Postures

Bhujangasana, sarpasana, nauka asana, Salabhasana, Dhanurasana, Urdhvamukhosvanasana, Makarasana,

Supine Postures

Halasana, Chakrasana, Sarvangasana, Matsyasana, Shavasana, Setubandhasana, pad vritta asana, cycling.

Balancing Postures

Vrikshasana, vakasana, Garudasana, Namaskarasana, Tittibhasana, Natrajasana

UNIT 4: Pranayama

Breathe awareness, Diaphragmatic breathing, Abdominal breathing, Bhastrika, Kapalbhati, Anulom-vilom, Nadisodhan, Bahya, Ujjayi, Bhramari, Udgeeth, Ujjai, Sitali, Sitkari, Suryabhedhi.

Text books:

1. Balkrishna, A. (2007). Yoga in synergy with medical science. Haridwar, India: Divya
2. Prakashan BooksTM
3. Balkrishna, A. (2017). Yoga Vigyanam. Haridwar, India: Divya Prakashan.

4. Patanjali Research Foundation. (2015). Research Publications. Haridwar, India: Divya
5. Prakashan
6. Ramdev, S. (2006). Yoga Sadhana and Yoga Chikitsa Rahasya. Haridwar, India: Divya
7. Prakashan.
8. Ramdev, S. (2009). Pranayam Rahasya. Haridwar, India: Divya Prakashan.
9. Yoga for Promotion of Positive Health, by Dr R Nagarathna, Dr H R Nagendra
Published by SVYP, 2002

Reference books:

10. B.K.S Iyenger: Light on Pranayama, Aquarian/Thorsons, 1992 Bharati, Mungher,
11. Bihar, India.
12. Swami Satyananda Saraswati: Asana, Pranayama, Mudra, Bandha, Bihar Yoga

Course Details-7

Subject Name- Practical Biomechanics and Kinesiology
Subject Code- MSY-CP-108

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|------------------|---------------|----------------|---------------|
| CREDIT: 2 | CA: 15 | SEE: 35 | MM: 50 |
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Course Objectives:

Following the completion of the course, students shall be able to:

- Describe the principle of biomechanics and its importance during the practice of Yoga.
- Guide the practitioners based on the alignment principles.
- Demonstrate yogic practice having biomechanics principles in mind.

Course Outcomes:

After the study of this course, a learner will enable to



- Apply principle and skills of biomechanics and kinesiology to explain anatomical effects
- of somatic and energetic yoga practices.
- Optimize somatic manipulation, alignment and range of motion in postural and breath regulatory practices.
- Locate center of gravity rigid bodies and assess angular kinematics

UNIT 1: Locating muscles with the help of model/chart and calculation of displacement, speed and velocity, acceleration.

UNIT 2: Locating center of gravity of rigid bodies and assessment of angular kinematics of one Plane movements.

UNIT 3: Conversion of angular kinematics and Draw stick figures from the photograph of yoga Movements.

UNIT 4: Demonstration of yogic practices under the supervision of the teaching faculty.

Text book:

1. Bruce Bowaditch: The Yoga Technique Guide - Principles of Alignment and Sequencing, Third Eye Press, 2015

Reference books:

2. J E Herzenberg. Principles of deformity correction, Springer publication

Semester-II

Course Details-1

Subject Name- Patanjali Yoga Darshan and Yog upnishad, Principle Upnishad

Subject Code- MSY-CT-201

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| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of this course, students shall be able to

- To outline and interpret basic Yogic Concepts Covered by Patanjali Yoga Darshan Yog and Upanishads Principal Upanishads.

Course Outcomes (COs):

After going through this course, learners are expected to

- Locate Yogic principles and practices covered by principal Upanishads.
- Analyze yogic elements covered by principal Upanishads.
- Review Samkhya philosophy and Samkhya karika.
- Outline dukkha primordial elements, evolution and involution
- Review Yogchudamanyupanishad and its Shadanga philosophy

| | BLOCK 1 Patanjali Yoga Darshan – Foundations and Concepts |
|--------|--|
| Unit 1 | Introduction to Patanjali Yoga Sutras - Definition of Yoga, History, Structure of Yoga Sutras, Concept of Chitta & Vrittis |
| Unit 2 | Sadhana Pada - Kriya Yoga, Ashtanga Yoga, Tapas-Svadhyaya-Ishwara-pranidhana, Overcoming obstacles |
| Unit 3 | Vibhuti Pada - Dharana, Dhyana, Samadhi, Concept of Siddhis, Nature & types of Samadhi, Practical applications |



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| Unit 4 | Kaivalya Pada - Definition of Kaivalya, Role of Purusha & Prakriti, Law of Karma, Ultimate liberation |
| BLOCK 2 Principal Upanishads | |
| Unit 1 | Introduction to Upanishads - Origin, Classification, Concept of Brahman & Atman, Role in Indian philosophy |
| Unit 2 | Isha & Kena Upanishads - Teachings of Isha Upanishad, Karma & renunciation, Nature of Brahman, Self-inquiry |
| Unit 3 | Katha & Prashna Upanishads - Dialogue of Nachiketa & Yama, Concept of Atman & immortality, Teachings on Prana |
| Unit 4 | Mundaka & Mandukya Upanishads - Para & Apra Vidya, Symbolism of two birds, Four states of consciousness, AUM significance |
| BLOCK 3 Yog Upanishads – Yogic Insights from the Upanishads | |
| Unit 1 | Shwetashwatara & Chudamani Upanishads - Concept of Ishwara & Yoga, Atman-Brahman relationship, Guru's role in enlightenment |
| Unit 2 | Kundalini & Rajyog Upanishads - Awakening of Kundalini, Chakras & Nadis, Path of Raja Yoga, Control of mind & senses |
| Unit 3 | Nadbindu & Dhyanbindu Upanishads - Nada (sacred sound) in meditation, Breath & sound vibrations, Techniques of meditation |
| BLOCK 4 Practical Applications and Modern Relevance | |
| Unit 1 | Comparative Study - Patanjali Yoga vs. Upanishadic Yoga, Role of meditation, Moksha theories, Practical integration |
| Unit 2 | Yogic Practices - Meditation & breath control, Kundalini & Chakra practices, Om chanting, Case studies of Yogis |
| Unit 3 | Scientific Perspective - Meditation & mental health, Neuroscientific evidence, Impact on modern wellness |
| Unit 4 | Contemporary Relevance - Application in life & profession, Stress management, Future research, Modern integration |

Reference books:

1. Aurobindo, S. (2001). *Kena and Other Upanishads: The Complete Works of Sri Aurobindo (Vol. 18)*. Pondicherry, India: Sri Aurobindo Ashram Publication Department.
2. Aurobindo, S. (2003). *Isha Upanishad: The Complete Works of Sri Aurobindo (Vol. 17)*. Pondicherry, India: Sri Aurobindo Ashram Publication Department.
3. Borg-Olivier, S., & Machiss, B. (2007). *Applied Anatomy and Physiology of Yoga* (3rd ed.).
4. Coulter, H. D. (2006). *Anatomy of Hatha Yoga*. Delhi, India: Motilal Banarasidas.
5. Ellis, H. (2006). *Clinical Anatomy: A Revision and Applied Anatomy for Clinical Students*. Blackwell Publishing.
6. Frawley, D., & Kozak, S. S. (2006). *Yoga for Your Type*. New Delhi, India: New Age Books.
7. Gore, M. M. (2004). *Anatomy and Physiology of Yogic Practices*. Lonavala, India: Kanchan Prakashan.
8. Malshe, P. C. (2012). *A Medical Understanding of Yoga* (2nd ed.). Haridwar, India: Antar Prakash Centre for Yoga.
9. Mattson Porth, C. (2006). *Essentials of Pathophysiology: Concepts of Altered Health States*. Lippincott Williams & Wilkins.
10. McCall, T. (2007). *Yoga as Medicine: The Yogic Prescription for Health and Healing*. New York, NY: Bantam Dell.
11. Selvarasu, K. V. (2003). *Kriya Cleansing in Yoga*. Tamil Nadu, India: Yoga Bharati.
12. Sivananda, S. (1980). *The Essence of Principal Upanishads*. Divine Life Society.
13. Nikhilananda, S. (2003). *The Principal Upanishads*. Courier Corporation.
14. Udupa, K. N. (2007). *Stress and Its Management by Yoga*. Delhi, India: Motilal Banarasidas.
15. Upanishad Sangraha. Jagdish Shashtri, Motilal Banarasidas, Varanasi, Delhi, Chennai.
16. 108 Upanishads – *Sadhana Khand, Brahmailvidya Khand, Jnana Khand*. Pt. Sriram Sharma Acharya, Shantikunj, Haridwar.



Course Details-2

Subject Name- Physiological Effects of Yoga Practices

Subject Code- MSY-CT-202

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of the course, students shall be able to:

- Discuss biological changes following the practice of yoga
- Investigate underlying mechanism behind the possible benefits as a result of yogic practices
- Explain idea of muscles and nerve fibres stretched and compressed, toned up during various yogic posture.
- Outline physiological benefits of Pranayama; Neuro Psychological locks in Mudras; Neuro Muscular locks in Bandhas.

Course Outcomes:

Teaching learning activities related to this course will enable learner to

- State determinants of physiological and psychological homeostasis.
- Explain biological effects of yoga poses, pranayama, bandhas and mudras.
- Recognize indications, precautions and contra-indications of specific yoga poses, pranayama, bandhas and mudras.

| | BLOCK 1 Homeostasis and Yogic Influence |
|--------|--|
| Unit 1 | Regulatory systems, control mechanisms, mind-body medicine, and exercise physiology. |
| Unit 2 | Types of asanas, musculoskeletal and humoral mechanisms, internal environment, and mechanical influence. |
| Unit 3 | Psychosomatic aspects, influence of different asana types, reciprocal inhibition, and innervation. |
| Unit 4 | Yoga's role in physiological balance, metabolic homeostasis, and nervous-endocrine system interplay. |

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| | BLOCK 2 Pranayama and Respiratory Mechanisms |
| Unit 1 | Respiration mechanics, gas exchange, respiratory regulation, and muscle involvement |
| Unit 2 | Oxygen-carbonic acid balance, muscle activation in breathing, and autonomic nervous system reflexes. |
| Unit 3 | Impact on lung capacity, ventilation-perfusion ratio, alveolar ventilation, dead space, and minute ventilation. |
| Unit 4 | Breath control techniques (Kevala, Antar, Bahir Kumbhaka) and their neurological and autonomic effects. |
| | BLOCK 3 Kriyas and Physiological Processes |
| Unit 1 | Diffusion, osmosis, active transport, tonicity, and the physiological role of salt in Kriya practices. |
| Unit 2 | Kriyas' effect on peristalsis, digestive sphincters, and gastrointestinal motility. |
| Unit 3 | Vagus nerve stimulation, gastric mucosa effects, and physiological impact of negative pressure. |
| Unit 4 | Autonomic regulation, detoxification, and metabolic balance through Kriya practices. |
| | BLOCK 4 Mudras, Bandhas, and Neuromuscular Integration |
| Unit 1 | Co-activation of muscles, nerve reflex stimulation, and proprioceptive neuromuscular facilitation. |
| Unit 2 | Effects of Bandhas on joints, central Bandhas, and their role in opposing muscle activation. |
| Unit 3 | Isometric and synergistic muscle activation, Navadvara, and their significance in yoga. |
| Unit 4 | Nerve impulses, neuropsychological locks, neurotransmitter secretion, and physiological impact of Mudras. |



Reference books:

1. Coulter, H. D. (2006). *Anatomy of Hatha Yoga*. Delhi, India: Motilal Banarasidass.
2. Ellis, H. (2006). *Clinical anatomy: A revision and applied anatomy for clinical students*. Oxford, UK: Blackwell Publishing.
3. Frawley, D., & Kozak, S. S. (2006). *Yoga for your type*. New Delhi, India: New Age Books.
4. Gore, M. M. (2004). *Anatomy and physiology of yogic practices*. Lonavala, India: Kanchan Prakashan.
5. Malshe, P. C. (2012). *A medical understanding of yoga* (2nd ed.). Haridwar, India: Antar Prakash Centre for Yoga.
6. McCall, T. (2007). *Yoga as medicine: The yogic prescription for health and healing*. New York, NY: Bantam Dell.
7. Porth, C. M. (2006). *Essentials of pathophysiology: Concepts of altered health states*. Philadelphia, PA: Lippincott Williams & Wilkins.
8. Selvarasu, K. V. (2003). *Kriya cleansing in yoga*. Tamil Nadu, India: Yoga Bharati.
9. Simon Borg-Olivier, & Machiss, B. (2007). *Applied anatomy and physiology of yoga* (3rd ed.).

Course Details-3

Subject Name- Research Methodology and Statistics

Subject Code- MSY-CT-203

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|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|-----------|--------|---------|---------|

Course Objectives:

Following the completion of the course students will:

- Recognize theoretical concepts of conducting scientific research apply them to
- pursue higher research.
- Use Research methodology and knowledge of various statistical procedures

- Identify and operate research tools/software to conduct research on contemporary issues/needs.

Course Outcomes:

Study of this course will enable learners to

- Recognize qualitative and quantitative research process and ethics and its regulatory system/mechanism.
- Design and carry out mini research projects.
- Analyse and interpret data by using software.
- Draft dissertation and research paper.

| | BLOCK 1 Research Methodology Concepts-I |
|--------|--|
| Unit 1 | Definition, types, and need for Yoga research; The research process |
| Unit 2 | Purpose and process of literature review; Digital sources: Google Scholar, PubMed, Science Direct, Springer, Wiley, Cochrane Library; Formation and synthesis of Literature Review Table |
| Unit 3 | Data collection methods: Observation, Interview, Psychological tests, Questionnaire, Physiological tests, Archives; Scales of measurement: Nominal, Ordinal, Interval, Ratio; Ethics of research: Laboratory ethics, Publication ethics, IEC, IRB, Guidelines for good clinical practice; Issues of bias and confounding: Selection bias, Recall bias, Observer bias, Measurement bias, Publication bias |
| | BLOCK 2 Research Methodology Concepts-II |
| Unit 1 | Concept of sampling; Types: Probability and Non-Probability Sampling, Simple Random, Systematic, Stratified, Cluster, Convenience, Quota, Snowball Sampling |
| Unit 2 | Methods of controlling biases: Randomization, Matching, Cross over design, Restriction/Blocking, Stratification, Factorial design; Types of variables: Independent, Dependent, Confounding |
| Unit 3 | Types of research design: Differential, Pre & Post, Experimental, Pure Experimental, Factorial, Descriptive, Relational & Mixed, Cross-Sectional, Case Study, Survey; Reliability: Test-Retest, Internal Consistency, Inter-rater; Validity: Construct, Face, Content, Criterion, Convergent, Discriminate |



| | BLOCK 3 Statistical Concepts-I |
|--------|---|
| Unit 1 | Concept and significance of statistics; Types: Descriptive and Inferential statistics |
| Unit 2 | Frequency distributions: Individual, Discrete, Continuous; Graphical representation: Histogram, Pie chart, Bar graph; Measures of Central Tendency: Mean, Median, Mode (for grouped and ungrouped data) |
| Unit 3 | Measures of Dispersion: Range, Quartiles, Standard Deviation, Mean Deviations; Normal Distribution: Concept, Proportions, Applications; Statistic and Parameter: Sample and Population, Generalization; Hypothesis: Null hypothesis, Type I and Type II errors, One-tailed and Two-tailed hypothesis; Central Limit Theorem |
| | BLOCK 4 Statistical Concepts-II |
| Unit 1 | Point estimate and interval estimate; Power analysis: Effect size, Sample size, p-value, Confidence interval |
| Unit 2 | Statistical tests and design, assumptions of tests; Statistical tests for various designs; Correlation: Computation by product moment method, Coefficient of Determination |
| Unit 3 | Regression: Concept, computation, interpretation; Parametric and Non-Parametric Tests; Proportions, Paired sample, Independent sample t-tests, Chi-Square, ANOVA, Repeated Measures ANOVA, ANCOVA; Using SPSS |

Reference books

1. Bijlani, R. L. (2008). *Medical research: All you wanted to know but did not know who to ask*. New Delhi, India: Jaypee Brothers Medical Publishers Pvt. Ltd.
2. Breakwell, G. M., Hammon, S., Fife-Shaw, C., & Smith, J. (2006). *Research methods in psychology* (3rd ed.). London, UK: Sage.
3. Bryman, A. (2008). *Social research method* (3rd ed.). Oxford, UK: Oxford University Press.
4. Garrett, H. E. (1988). *Statistics in psychology and education*. Bombay, India: Vikils, Feiffer & Semen's Ltd.

5. Garrett, H. E. (1993). *Shiksha evam manovigyan mein sankhyiki*. New Delhi, India: Kalyani Publishers.
6. Guilford, J. P., & Fruchter, B. (1973). *Fundamentals of statistics in psychology and education*. Tokyo, Japan: Kogakusha.
7. Guilford, J. P., & Fruchter, B. (1988). *Fundamental statistics in psychology and education*. New Delhi, India: McGraw Hill.
8. Gupta, S. P. (2004). *Statistical methods* (33rd ed.). New Delhi, India: Sultan Chand & Sons.
9. Haslam, S. A., & McGarty, C. (2003). *Research methods and statistics in psychology*. London, UK: Sage.
10. Kapil, H. K. (1980). *Sankhyiki ke mool tatwa*. Agra, India: Vinod Pustak Mandir.
11. Kerlinger, F. N. (1978). *Foundations of behaviour research*. Delhi, India: Surjeet Publications.
12. Kumar, R. (2011). *Research methodology* (2nd ed.). Noida, India: Dorling Kindersley Pvt. Ltd, Licensees of Pearson Education in South Asia.
13. Lloyd, D. F., & Gerald, V. B. (1993). *Biostatistics: A methodology for the health sciences*. New York, NY: John Wiley & Sons Inc.
14. Maylor, H., & Blackmon, K. (2005). *Researching business and management*. New York, NY: Palgrave Macmillan.
15. Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education* (3rd ed.). New York, NY: John Wiley.
16. Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Calcutta, India: Orient.
17. Ruxton, G. D., & Colegrave, N. (2003). *Experimental design for life sciences*. Oxford, UK: Oxford University Press.
18. Singh, A. K. (1986). *Test, measurement and research methods in behavioural sciences*. New Delhi, India: McGraw Hill.
19. Singh, A. K. (2001). *Research methods in psychology, sociology, and education* (4th ed.). Delhi, India: Motilal Banarsidass.
20. Singh, A. K. (2004). *Monovigyan, samajshastra tatha shiksha mein shodh vidhiyan*.



Course Details-4
Subject Name- Therapeutic Yoga
Subject Code- MSY-CT-204

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Objectives:

Following the completion of this course, students shall be able:

- To understand the concept of body and health from the perspective of yoga.
- To have an understanding of the Yogic concept of Disease and the remedial measures there in.

Course Outcomes:

After the study of this course, a learner will be able

- Quote modern and classical concept of health, wellness, illness and well-being.
- Prescribe yoga practice for purification of physique, bioenergy and psyche.
- Describe yogic principle and practice for empowering psychological, social and spiritual health and wellness.
- Propose bio-psychosocial benefits/implications of yoga practices.
- Apply psychosomatic and pranic yoga practices for health promotion, disease prevention and healing.

| | BLOCK 1 Yogic Views on Stress, Illness, and Health |
|--------|--|
| Unit 1 | Concept of Health According to WHO; Health in Ayurveda, Naturopathy, and Siddha |
| Unit 2 | Limitations and usefulness of Ayurveda, Naturopathy, and Siddha in health and healing |
| Unit 3 | Concepts of Adhi (stress) and Vyadhi (disease) in Yoga Vasishta |
| | BLOCK 2 Yoga as a Preventive Healthcare Method |
| Unit 1 | Triguna, Pancha-mahabhuta, Pancha-kosha, Pancha-prana, Nadis, and Chakra concepts in health and recovery |

| | |
|---|---|
| Unit 2 | Yoga's Shuddhi Prakriyas and their role in curative and preventive medicine |
| Unit 3 | Prana Shuddhi (Pranayama), Ghata Shuddhi (Shatkarma), and Snayu Shuddhi (Asana) |
| BLOCK 3 Yoga for Health Prevention | |
| Unit 1 | Nutritional control in Bhagavad Gita and Hatha Yoga |
| Unit 2 | Yoga for respiratory conditions: Bronchial asthma, chronic bronchitis, allergic rhinitis, and sinusitis |
| Unit 3 | Yoga for endocrinal and metabolic disorders: Diabetes Mellitus, Hypo and Hyperthyroidism, Obesity, Metabolic Syndrome |

Reference books:

1. The Yoga Psychology – Abhedananda, Ramakrishna Vedanta Math, Caccutta.
2. Integrated Approach of Yoga Therapy for Positive Health – Nagarathna and Nagendra H.R.
3. Acharya, S. S. (2011). Diagnose, Cure and Empower Yourself by Currents of Breath.
4. Haridwar, India: Shri Vedmata Gayatri Trust. Retrieved from file:///C:/Users/Admin/Desktop/Diagnose_Cure_And_Empower_Your_Self_By_Current_of_Breath.pdf

Course Details-5

Subject Name- Mental Hygiene Through Yoga (Elective)

Subject Code- MSY-EL-205

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of this course, students shall be able:

- To provide a foundational understanding of mental health and its impact on overall well-being.



- To introduce the concept of mental hygiene and explore its significance in maintaining a balanced mind.
- To familiarize students with yoga techniques, including asanas, pranayama, and meditation, that support mental health.
- To emphasize ethical considerations, safety measures, and modifications in yoga practice for diverse populations.

Course Outcomes (COs):

After going through this course, learners are expected to

- Demonstrate an understanding of mental health disorders and their effects on individuals and society.
- Apply yoga-based techniques, such as asanas and pranayama, to improve mental clarity and emotional well-being.
- Integrate meditation and mindfulness practices into daily life for stress management and inner peace.
- Understand the ethical responsibilities and safety precautions necessary for practicing and teaching yoga effectively.

| | BLOCK 1 Understanding Mental Health |
|--------|--|
| Unit 1 | Introduction and Importance of Mental Health: Understanding mental health and its significance in overall well-being. |
| Unit 2 | Types of Mental Health Disorders: Overview of disorders such as anxiety, depression, and stress; their symptoms and effects on individuals and communities |
| | BLOCK 2 Overview of Mental Hygiene |
| Unit 1 | Meaning and Significance of Mental Hygiene: The concept of mental hygiene and its connection to general well-being. |
| Unit 2 | Benefits of Yoga for Mental Hygiene: How yoga practices contribute to mental cleanliness and health. |

| | BLOCK 3 Yoga Techniques for Mental Health |
|--------|---|
| Unit 1 | Asanas for Mental Clarity and Relaxation: Postures like Child's Pose, Bridge Pose, Forward Bending, and Back Bending that promote mental clarity and relaxation |
| Unit 2 | Pranayama Techniques for Calming the Mind: Breathing exercises such as Nadi Shodhan, Ujjayi, and Bhramari for mental calmness. |
| Unit 3 | Meditation and Mindfulness Practices: Techniques including Guided Meditation, Mantra Meditation, and Transcendental Meditation for mental well-being |
| | BLOCK 3 Ethical Considerations and Safety |
| Unit 1 | Moral Implications of Yoga: Understanding the ethical aspects of practicing and teaching yoga. |
| Unit 2 | Safety Precautions for Yoga Practitioners: Guidelines to ensure safety, especially for newcomers to yoga. |
| Unit 3 | Adaptations and Modifications: Adjusting yoga practices to meet various requirements and abilities of individuals |

Reference books:

1. Internal Yoga Psychology - V. Madhupudhan Reddy
2. Yoga and depth Psychology - I.P Sachdeva
3. Yoga Psychology - Shanti Parkash Attari
4. Yoga Psychology - Dr. Kamkhya Kumar
5. Yoga and Psychology - Dr. Kanchan Joshi & Dr. Bijendra Singh



Course Details-5

Subject Name- Yogic and Ayurvedic Purification Techniques (Elective)

Subject Code- MSY-EL-206

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of this course, students shall be able to

- Review Brahmasutra & Viveka Chudamani philosophy
- Review Tattvajnana importance, evolution and involution
- Explain Panch Prana, Panch Kosha as per Vivek Chudamani
- Elucidate concept of Vairagya, Outcomes of Self Realization, Symptoms of Jivanmukta

| | BLOCK 1 Acupressure and Hydrotherapy |
|---------------|---|
| UNIT 1 | Sujok therapy and acupoints for low back pain, anxiety, sleeplessness, migraine, and hyper/hypotension. |
| UNIT 2 | Types of Hydrotherapy, including Colon Hydrotherapy, and their health benefits. |
| UNIT 3 | Five elements theory of acupressure – origin, meaning, definitions, and concepts. |
| | BLOCK 2 Methods of Purification in the Gherand Samhita, Hath Pradipika, and Hath Ratnavali |
| UNIT 1 | Dhauti, Basti, Neti, Trataka, Nauli, and Kapalbhati – purification techniques. |
| UNIT 2 | Yama, Niyama, Pathya, and Apathya as components of Shatkarma. |
| | BLOCK 3 Fundamentals of Ayurvedic Medicine |
| UNIT 1 | Leech therapy, Shringi therapy, Cupping (dry, wet, and fire), Nadisvedan, and Nasya. |
| UNIT 2 | Role of Mud Therapy in disease prevention. |

| | BLOCK 4 Massage and Marma Treatment |
|---------------|--|
| UNIT 1 | Methods of Marma point activation, foundations and background of Marma therapy, classification of Marma points. |
| UNIT 2 | Definition, scope, history, principles, techniques, types of massage, and their role in health and disease prevention. |

Reference books:

1. Acharya, S. S. (2012). The Astonishing Power of Biophysical & Subtle Energies of the Human Body. Haridwar, India: Shri Vedmata Gayatri Trust.
2. Frawley, D. & Kozak, S. S. (2006). Yoga for your type. New Delhi, India: New Age Books.
3. Selvarasu, K. V. (2003). Kriya Cleansing in yoga. Tamil Nadu, India: Yoga Bharati
4. Acharya, B. (2005). Ayurveda Jadi-buti Rahasya. Haridwar, India: Divya Prakashan.

Course Details-6
Subject Name- Practicum-II (Yoga Therapy)
Subject Code- MSY-CP-207

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Objectives:

The objectives of this course are

- Understand the benefits and limitations of each yoga practices.
- Understand the concept and principles of shatkarmas and breathing techniques.
- Demonstrate each practice with confidence and skilfully.

Shatkarma

Sutraneti, Agnisara, Sheetkram and Vyutkram (Inverse) Kapalbhata and all the practices described in MA 105.



Aasana

Utkatasan, Paschimottan, Chakrasana, Vrishabhasana, Natarajasan, Kukkutasana, Kurmasana, Vakrasana, Hasta Padangushtha, Parvatasana, Akaranadhanurasana, Bhunamansan, BaddhaPadmasana, Konasana, Ashtavakra, Vayatanasana, Tulsan, Vyaghrasana, GuptaPadam, Garbhaasana, Tiryakbhujangasana, Sarpasana, ArdhaChandrasana, ParivrittaJanushirasana, Sankat aasana

Pranayama

Suryabhedhi, Chandrabhedhi, Ujjayi, Bahyavritti, AabhyantarVritti and all practices of MA-105.

Mudra and Bandha

Shambhavi, Tadagi, Kaki Mudra and Mahabandha, Hasta mudra, Prana and Apana mudra and all the mudras and bandhas mentioned in MA-105.

Mantra & Meditation

Devyajna Mantras- Meaning, Memorization & Recitation.

Text books:

1. Balkrishna, A. (2007). Yoga in synergy with medical science. Haridwar, India: Divya Prakashan BooksTM
2. Balkrishna, A. (2017). Yoga Vigyanam. Haridwar, India: Divya Prakashan.
3. Patanjali Research Foundation. (2015). Research Publications. Haridwar, India: Divya Prakashan
4. Ramdev, S. (2006). Yoga Sadhana and Yoga Chikitsa Rahasya. Haridwar, India: Divya Prakashan.
5. Ramdev, S. (2009). Pranayam Rahasya. Haridwar, India: Divya Prakashan.
6. Yoga for Promotion of Positive Health, by Dr R Nagarathna, Dr H R Nagendra Published by SVYP, 2002

Reference books:

8. B.K.S Iyenger: Light on Pranayama, Aquarian/Thorsons, 1992 Bharati, Mungher, Bihar, India.
9. Swami Satyananda Saraswati: Asana, Pranayama, Mudra, Bandha, Bihar Yoga

Course Details-7
Subject Name- Practical-II (Project)
Subject Code- MSY-CP-208

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|------------------|---------------|----------------|---------------|
| CREDIT: 2 | CA: 15 | SEE: 35 | MM: 50 |
|------------------|---------------|----------------|---------------|

Course Objectives:

- Following the completion of this course, learners will enable them to carry out project work in Literary and Philosophical area of the Shastras.

Course Outcomes:

This course targets empowerment of learners to

- Design mini research projects.
- Collect, collate, analyze and interpret data.
- Draw the conclusion and apply the research findings.

Note:

- During this time, candidates are expected to carry out the following task
- Meet guide at least once to report the progress.
- Spend time every day recording the data.

Examination:

- Students shall be examined based on the presentation of their synopsis and progression of the project work.



SEMESTER-III

Course Details-1

Subject Name- Bhagavad Gita, Yog Vashisht and Samkhya Karika

Subject Code- MSY-CT-301

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|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|-----------|--------|---------|---------|

Course Objectives:

Following the completion of the course, students shall be able to:

- To give comprehensive knowledge about therapeutic basis of yoga as mentioned in ancient classical texts such as Bhagavad Gita and Yoga Vasistha

Course Outcomes:

After study this course, a learner will enable to

- Outline Yogic etiopathogenesis and management of stress from the perspective of Srimadbhagwadgeeta.
- Interpret yogic perspective of human personality and its development process and practices.
- Apply yogic principles and practices of SMG for maximizing performance of sports personnel.
- Use yogic principle and practice covered in Yoga Vasistha for managing stress and personality development.

| | BLOCK-1 Foundations of Yogic and Indian Concepts of Health |
|--------|---|
| UNIT-1 | Yogic Concepts of Health, Stress and Disease: WHO & Indian systems (Ayurveda, Naturopathy, Siddha): concepts, utility, limitations, Yogic view of health, Adhi (stress) & Vyadhi (disease), Yoga Vasishta perspective, Role of Yoga in preventive care (Heyam dukham anagatam), Causes of ill-health: Kleshas, Vyadhi, etc. |

| | |
|---|---|
| UNIT-2 | Triguna, Pancha Mahabhutas, Koshas, Pranas, Nadis, Chakras, Shuddhi practices: Karma (yama, niyama), Ghata (shatkarmas), Snayu (asana), Prana (pranayama), Indriya-mano, Buddhi-chitta (dharana, dhyana, samadhi) |
| UNIT-3 | Diet per Hatha Yoga & Bhagavadgita, Shatkriyas, Tatva shuddhi, Asana, Pranayama for holistic health, Mental health, hygiene, social adaptation through Yamas & Niyamas |
| BLOCK-2 Evidence-based and Philosophical Foundations of Yoga | |
| UNIT-1 | Evidence of yoga benefits across body systems, Positive health via Asana, Kriya, Mudra, Bandha, Pranayama, Meditation |
| UNIT-2 | Introduction of Sankhya Philosophy & Karika , Meaning, history, Karika overview, annotations |
| UNIT-3 | Sankhya Karika Principles , Types of Dukha & remedies, Vyakta, Avyakta, Jna; 25 elements & their variations |
| BLOCK-3 Sankhya and Its Application | |
| UNIT-1 | Satkaryavad, Pramana, Purusha types, Prakriti-Purusha relation, Gunas |
| UNIT-2 | Trayodashkaran , Buddhi, Ahankar, Mana, Indriyas & their functions, Eight Dharmas of Buddhi |
| UNIT-3 | Sarga, Shareer & Mukti , Bhutsarga & Pratyayasarga, Linga, Sukshma, Sthula Shareer, Bandhan & types of Mukti |

Textbooks

1. Ramdev, S. (2012). *Srimadbhagvad Gita*. Haridwar, India: Divya Prakashan.
2. Simpkins, A. M., & Simpkins, C. A. (2011). *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice*. Hoboken, New Jersey: John Wiley & Sons, Inc.
3. Swami Chinmayananda. (1992). *Holy Geeta*. Mumbai: Central Chinmaya Mission Trust.
4. Vaalmeeki. (1998). *Essence of Yoga Vasishta*. Twin Lakes, WI: Lotus Press.



Reference Books

5. Bhawuk, D. P. S. (2011). *Spirituality and Indian Psychology: Lessons from the Bhagavad Gita*. New York, NY: Springer. <https://doi.org/10.1007/978-1-4419-8110-3>
6. Davis, R. H. (2015). *The Bhagavad Gita*. Princeton, NJ: Princeton University Press. <https://doi.org/10.2307/40085138>
7. Easwaran, E. (2011). *Essence of the Bhagavad Gita: A Contemporary Guide to Yoga, Meditation & Indian Philosophy*. Tomales, CA: Nilgiri Press.
8. Sivananda, S. (2000). *Bhagavad Gita*. Rishikesh, India: The Divine Life Society. <http://www.sivanandadlshq.org/>
9. Swami Ranganathananda. (1985). *Message of the Upanishads*. Mumbai: Bharatiya Vidya Bhavan.
10. Swami Venkatesananda. (1993). *Vasistha's Yoga*. Albany, NY: State University of New York Press.

Course Details-2

Subject Name- Disease Specific Pathology-I

Subject Code- MSY-CT-302

| | | | |
|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|-----------|--------|---------|---------|

Course Objectives:

At the end of this theory teaching will be able to:

- Explain etiopathogenesis of diseases and the concept and the Pathological effect of various non-communicable diseases and the body's capacity for healing.
- Identify common hematological disorders and annotate necessary steps to understand them.
- Explain the pathogenesis of gastrointestinal disorders.

Course Outcomes:

The learning outcomes of this course will enable learners to

- Explain etiopathogenesis factors and markers of cancers, inflammation, cellular damage

- and electrolyte imbalance
- Identify normal and abnormal limits of hemodynamic changes during carcinoma,
- cardiovascular and GIT disease.
- Recognize normal and abnormal values of markers related to GIT disease.

| | |
|---------------|---|
| | BLOCK-1 Overview of Pathology |
| UNIT-1 | The significance of pathology research; terminology definitions. |
| UNIT-2 | Approaches and strategies; alterations in cells and tissues |
| UNIT-3 | Wound healing; inflammation and infection; infiltration and regeneration. |
| | BLOCK-2 Haemodynamic Alterations |
| UNIT-1 | Neoplasia: Cell cycle, hyperplasia, thrombosis, embolism, infarction, oedema, shock. |
| UNIT-2 | Cell cycle, hyperplasia, metaplasia, hypertrophy, atrophy, and nomenclature (tumour categorisation) are examples of neoplasia. |
| UNIT-3 | Distinctions between malignant and benign tumours |
| | BLOCK-3 Haematology |
| UNIT-1 | Anaemia (anaemia classification), normal haematopoiesis, and bone marrow examination. |
| UNIT-2 | Vitamin B12 deficient anaemia (megaloblastic anaemia), iron deficiency anaemia. |
| UNIT-3 | Thalassaemia, Sickle cell anaemia, Aplastic anaemia, Polycythaemia, Immune Haemolytic Anaemia, Leucocytosis-Leukopenia, Agranulocytosis. |
| | BLOCK-4 Gastrointestinal pathology |
| UNIT-1 | Crohn's disease, appendicitis, typhoid, tuberculosis, and inflammatory conditions of the large intestine and appendix and large in large intestine. |
| UNIT-2 | Ischaemic and pseudomembranous enterocolitis, diverticulosis, ulcerative colitis, amoebic colitis, and bacterial dysentery |
| UNIT-3 | Coeliac disease is one such malabsorption, Non-cirrhotic portal fibrosis is one type of portal hypertension, along with its symptoms. |



Reference

1. Basic Pathology - Kumar, Cotran – Saunders
2. Bryan Rush Distributors Peter Castaldi
3. Lazaris, A. C. (2018). Clinical Genitourinary Pathology: A case-based learning Approach.
4. (A. C. Lazaris, Ed.). Cham, Switzerland: Springer. doi://doi.org/10.1007/978-3-319-72194-1
5. Simpkins, C. A., and A. M. Simpkins (2011). Yoga and Meditation in Psychotherapy: Clinical Practice Techniques (2011th ed.). John Wiley & Sons, Inc., Hoboken, N.J.

Course Details-3

Subject Name- Applied Psychology and Yogic Counselling with Human Consciousness

Subject Code- MSY-CT-303

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

- To discuss behaviour and disease process through various models of health psychology.
- To outline causes of pathological behaviour and psych-diagnostic assessment.
- To develop skill for diagnosis and classification of mental disorders.

Course Outcomes:

Study of this course will enable learners to

- Explain models abnormality
- Record mental case history and conduct mental status examination.
- Prescribe yoga protocol for mental disorders
- Conduct yogic counselling for prevention and mitigation of mental disorders.

| | |
|---------------|---|
| | BLOCK-1 Introduction to models of Psychopathology |
| UNIT-1 | Introduction to Models of Psychopathology; Psychoanalytic, behavioral, cognitive and biological models; Sociobiology of health and disease; Diagnostic classification of mental and behavioral disorders |
| UNIT-2 | Case History Taking and Mental Status Examination-Part I; Disorders of attention, perception, thought movement, Psychodiagnosis of major Mental Disorders of the Adults and their treatment: Stress and Anxiety Disorders, and Schizophrenia. |
| UNIT-3 | Case History Taking and Mental Status Examination-Part II; Affective Disorders, Psychosomatic Disorders, Personality Disorders and Substance abuse |
| | BLOCK-2 Mental Disorder of Children and their treatment |
| UNIT-1 | Mental Disorders of Children and Their Treatment- Part I Mental Retardation, Learning Disability, Attention Deficit Disorders and Hyperactivity, Autism |
| UNIT-2 | Mental Disorders of Children and Their Treatment-Part II Fears and Phobias, Conduct disorders: Bullying, physical Aggression. |
| UNIT-3 | Mental Disorders of Children and Their Treatment-Part III Emotionally or physically abusive behaviors (wielding deadly weapon, or forcing sex), Truancy from home or school. |
| | BLOCK-3 Principles and Practice of Yogic Counselling |
| UNIT-1 | Introduction to Counselling: Introduction to counselling, nature, approaches and challenges; Approach to counselling – Attitude change towards yoga through individualized counselling |
| UNIT-2 | Yogic Counselling for Emotional Issues Psychological & yogic methods for tackling ill effects of conflict and frustration; Yoga Psychology for Adjustment: Psychological, philosophical and yogic counselling; the remedial measures. |
| UNIT-3 | Psycho-physiological Benefits of Yogic Practices, Action in relaxation-the secret of Karma Yoga; Psycho-physiological effects and health benefits of Pranayama, Shatkarma, Bandha and Mudra; Psycho-physiological effects and health benefits of Meditation. |



Textbooks

1. Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991). The Clinical Psychology Handbook. New York: Pergamon.
2. Saraswati, S. A. (1983). Manovigyan and Shiva Samkalpa. Rohtak, India: Haryana Aryasamaj Sahitya Prakshan.

Reference books

3. Baxter, R., Hastings, N., Law, A., & Glass, E. J. (2008). Handbook of Integrative Clinical Psychology, Psychiatry, and Behavioral Medicine. New York: Springer Publishing Company.
4. Cortright, B. (2007). Integral Psychology: Yoga, Growth, and Opening the Heart. SUNY Series in Transpersonal and Humanistic Psychology.
5. Gothe, N. P., Keswani, R. K., & McAuley, E. (2016). Yoga practice improves executive function by attenuating stress levels. Biological Psychology, 121, 109–116. <https://doi.org/10.1016/j.biopsycho.2016.10.010>
6. Jung, C. G. (1999). The Psychology of Kundalini Yoga: Notes of the Seminar Given in 1932. Princeton, NJ: Princeton University Press.
7. Jung, C. G. (2008). C. G. Jung Psychology and the Occult. Abingdon, Oxon: Routledge.
8. Levine, M. (2008). The Positive Psychology of Buddhism and Yoga: Paths to a Mature Happiness, with a Special Application to Handling Anger (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Course Details-4

Subject Name- Evidence Based Yoga Therapy-I

Subject Code- MSY-CT-304

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|-----------|--------|---------|---------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|-----------|--------|---------|---------|

Course Objectives:

After the completion of the program, the students should be able to

- List physiological principles underlying pathogenesis and progression of GIT, musculoskeletal, excretory, and psychological disorders.

- Independently handle a patient and administer yoga therapy.
- Illustrate the physiological response and adaptations to environmental stresses.

Course Outcomes:

This course is expected to enable learner to

- Discuss etiopathogenesis regarding somatic, psychological and psychosomatic disease.
- To interpret etiopathogenesis of Musculo-skeletal GIT disorders and excretory system related disorders.
- To diagnose, design and implement integral yoga therapy protocol for prevention and mitigation of major Musculo-skeletal, GIT and excretory system related diseases.

| | |
|---------------|--|
| | BLOCK-1 Overview of Common Illnesses |
| UNIT-1 | Overview of the AdhijaVyadhi and concept of yoga therapy |
| UNIT-2 | Anaemia: Classification, medical treatment, and yogic control of anaemia. |
| UNIT-3 | Cancer: causes, symptoms, side effects from radiation and chemotherapy, medical treatment, and yogic treatment |
| UNIT-4 | HIV-AIDS: The causes, pathophysiology, clinical characteristics, medical treatment, and yogic management of HIV-AIDS |
| | BLOCK-2 Musculoskeletal Disorders |
| UNIT-1 | Neck pain: categorization, whiplash injury, cervical spondylosis, functional neck discomfort, medical management, and yogic management |
| UNIT-2 | Back Pain: Back pain is divided into two categories: organic and functional. Intervertebral disc prolapses (IVDP), lumbar spondylosis and yogic management |
| UNIT-3 | All varieties of arthritis: gout, osteoarthritis, psoriatic arthritis, rheumatoid arthritis, medical management, and yogic management. |
| | BLOCK-3 Disorders of the Gastrointestinal System |
| UNIT-1 | Clinical Characteristics, Medical Treatment, Yogic Treatment. Definition, Pathophysiology, Clinical Features, Medical Management, and Yogic Management of Constipation and Diarrhoea |



| | |
|-------------------------------------|---|
| UNIT-2 | The definition, pathophysiology, classification, clinical characteristics, medical treatment and yogic treatment |
| UNIT-3 | Definition, pathophysiology, classification, clinical characteristics, medical management, and yogic management of Crohn's disease. |
| BLOCK-4 The Excretory System | |
| UNIT-1 | Diabetes Mellitus Types 1 and 2: Definition, Pathophysiology, Categorization, and Clinical Characteristics. Yogic management and medical management |
| UNIT-2 | Defining, classifying, pathophysiological, clinical, medical, and yogic management of obesity |
| UNIT-3 | Causes, symptoms, medical treatment, and yogic management of chronic renal failure; Medical and yogic therapy of renal stones. |

Reference:

1. Ramdev, S. (2006). Yoga Sadhana and Yoga Chikitsa Rahasya. Haridwar, India: Divya Prakashan.
2. Balkrishna, A. (2007). Yoga in synergy with medical science. Haridwar, India: Divya Prakashan BooksTM
3. Iyengar, B. K. S. (2001). Yoga: The Path to Holistic Health (1st ed.). London, Great Britain: Dorling Kindersley.
4. Integrated approach of yoga therapy for positive Health-R Nagaratha, HR Nagendra

Course Details-5

Subject Name- Yoga in World Religious

Subject Code- MSY-EL-305

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Objectives:

- To discuss basic Yogic concepts and Sadhana of every religion as the common avenue for peace and communal harmony.
- To develop awareness that all the religions have common Yoga Sadhanas targeting harmony and peace.

Course Outcomes:

This course targets learners' empowerment to

- Analyze religions and their essence.
- Explore and practice yoga principle and techniques covered by Jainism, Buddhism, Sufism, Islam and Christianity.

| | BLOCK-1 Religion and their essence |
|---------------|---|
| UNIT-1 | Religions and Their Essence -Part I: Meaning of Religion; Introduction to Jainism and Goal of human life in Jainism; Introduction to Buddhism and Goal of human life in Buddhism |
| UNIT-2 | Religions and Their Essence-Part II: Introduction to Islam and Goal of human life in Islam; Introduction to Christianity and Goal of human life in Christianity. |
| UNIT-3 | Religions and Their Essence-Part III: Introduction and Essence of Sufism and Goal of human life in Sufism. |
| | BLOCK-2 Yogic Insights in Jainism and Buddhism |
| UNIT-1 | Yoga in Jainism: Anekantavada (Syadvada), Concept of Tri-ratnas, Concept of Kayotsarga (Prekshadhyana). |
| UNIT-2 | Yoga in Buddhism-Part I: Introduction to Buddhism, Skandha-vada, Concept of Arya-satya or our Noble Truths. |
| UNIT-3 | Yoga in Buddhism Part II: Arya-astangika-marga or Noble Eightfold Path (Bouddha-Yoga); Tai Chi-based Meditation, Zen meditation, Qi-gong meditation and G-Tum-O meditation |
| | BLOCK-3 Yoga in Sufism and Islam |
| UNIT-1 | Yoga in Sufism: Elements of Yoga in Sufism, Sufi Meditation Techniques. Sufi Meditation: Muraqaba. |



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|-------------------------------------|--|
| UNIT-2 | Yoga in Islam-Part I: Islam: Salat positions along with their most similar yoga positions. |
| UNIT-3 | Yoga in Islam-Part II: Qiyam and Namaste; Ruku and Ardha Uttanasana; Julus and Vajrasana; Sujud and Blasana. |
| BLOCK-4 Yoga in Christianity | |
| UNIT-1 | Christian Meditation Practices-Part I: Contemplation, Meditation as practiced by Franciscan nuns, Rosary meditation. |
| UNIT-2 | Christian Meditation Practices-Part II: Meditation as prescribed by the church, Meditation in Christian literature. |
| UNIT-3 | Christian Meditation Practices-Part III: Hesychasm, Maranatha-a Christian meditation mantra. |

Textbooks

1. **Lajpat Rai & others.** (1999). *Meditation*. Gurgaon: Anubhava Rai Publications.
2. **Wilber, K.** (2006). *Integral Spirituality: A Startling New Role for Religion in the Modern and Postmodern World*. Boston, MA: Integral Books.

Reference books:

3. **Gulati, M. N.** (2008). *Comparative Religions and Philosophies: Anthropomorphism and Divinity*.
4. **Lajpat Rai.** (1999). *Discovering Human Potential Energy*. Gurgaon: Anubhava Rai Publications.
5. **Parragon.** *World Religion*. Parragon Publishing India.
6. **Saraswati, Swami Niranjanananda.** (1996). *Dharana Darshan*. Munger, Bihar: Yoga Publications Trust.
7. **Wilber, K.** (2006). *Integral Spirituality: A Startling New Role for Religion in the Modern and Postmodern World*. Boston, MA: Integral Books.

Course Details-5
Subject Name- Indian Knowledge System
Subject Code- MSY-EL-306

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Outcomes:

This course targets empowerment of learners to

- Demonstrate and apply yoga style of swami Ramdev for lifestyle moderation, health promotion and healing.
- Carry out field projects regarding utility of swami Ramdev yoga style.

| | BLOCK-1 Indian Philosophical Systems-Part (a) |
|---------------|---|
| UNIT-1 | Caturdasa Vidyasthana-s: 14 branches of learning in ancient India-Purana, Nyaya, Mimamsa, Dharmasastra, six Vedanga-s (Siksa, Vyakarana, Nirukta, Chanda, Jyotisa, Kalpa), and four Vedas-Rgveda, Yajurveda, Samaveda, Atharvaveda |
| UNIT-2 | Eighteen Purana-s: Names of 18 Purana-s and their five general characteristics-Sarga, Pratisarga, Vamsa, Manvantara, Vamsanucarita. |
| UNIT-3 | Ancient Indian Philosophical Systems: Introductory information on Caturdasa Vidyasthana-s and Purana-s. |
| | BLOCK-2 Social and Philosophical Contributions of Ancient India |
| UNIT-1 | Gurukula System: Introduction and contribution of ancient Indian gurukulas: Nalanda, Takshashila, Vikramashila, Valabhi, Odantapuri, Mithila, Kanchi, Nadiya, Pushpagiri, Nagarjunakonda, Sharadapitha (Kashmir), Ujjain, Jagaddala, Somapura. |
| UNIT-2 | Purusartha and Dharma: Four Purusarthas: Dharma, Artha, Kama, Moksha -definitions and meaning; Etymology and interpretation of Dharma; References from Mahabharata, Manusmriti, Vaishesika Sutra. |
| UNIT-3 | Society and Sacred Geography: Kamya, Nitya, Nisiddha, Naimittika, Prayascita, Upasana; Artha as Purushartha-meaning and derivation; Social outlook-Tirthayatra, festivals, Saptapuri, 12 Jyotirlingas, unity of India. |



| | BLOCK-3 Health and Well-being |
|--------|--|
| UNIT-1 | Folk and Tribal Medicine: Scope and significance of folk and tribal medicine -8000 plants, home remedies, primary care, bone setting, traditional birth attendants, poison healers. |
| UNIT-2 | Ayurveda: Foundational concepts-Dosa-Dhatu-Mala Siddhanta; Health (Svastha), daily routine (Dinacarya), seasonal routine (Rtucarya). |
| UNIT-3 | Siddha System: History, personalities, texts; Concepts-Tridosa, pulse diagnosis, Varma treatment, herbo-mineral formulations; Concepts of health and disease; Preventive medicine, current status in India and globally. |
| | BLOCK-4 Ancient India and World |
| UNIT-1 | Influential Yogic Thinkers: Impact of Indian yoga philosophers on the West-Swami Vivekananda, Paramahansa Yogananda, Sri Aurobindo, Maharishi Mahesh Yogi, Acharya Rajneesh, J. Krishnamurti, Swami Sivananda, BKS Iyengar, Sri Krishnamachari. |
| UNIT-2 | Influence on Western Culture and Arts: Influence of yoga on Western art, culture, and film from the 18th century. |
| UNIT-3 | Influence on Western Literature: Impact of Indian philosophy and yoga on Western literature. |

Reference

1. Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (Eds.). *A Concise History of Science in India* (2nd Ed.). Universities Press, Hyderabad, 2010.
2. Dharampal. *Indian Science and Technology in the Eighteenth Century*. Delhi: Impex India, 1971. *The British Journal for the History of Science*.
3. Dharampal. *Some Aspects of Earlier Indian Society and Polity and Their Relevance Today*. New Quest Publications, Pune, 1987.
4. Dharampal. *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Biblia Impex, New Delhi, 1983. Reprinted by Keerthi Publishing House Pvt Ltd., Coimbatore, 1995.
5. Kapoor, K., & Singh, A. K. *Indian Knowledge Systems: Vol I and II*. D.K. Print World Ltd., 2005.

6. Mahadevan, B., Bhat, V. R., & Pavana, N. R. N. *An Introduction to Indian Knowledge Systems: Concepts and Applications*. Prentice Hall of India, 2022.
7. Mohanty, J. N. (2008). *A History of Indian Philosophy*. In *A Companion to World Philosophies*, pp. 24–48.
8. Potter, K. H. *Encyclopedia of Indian Philosophies, Vol. IV*. Delhi: Motilal Banarsidass Publishers, 1987.
9. Upadhyaya, B. *Sanskṛta Śāstrom ka Itihās*. Chowkhambha, Varanasi, 2010.

Course Details-6

Subject Name- Practical-I (Disease Specific Pathology)

Subject Code- MSY-CP-307

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|-----------|--------|---------|--------|
| CREDIT: 2 | CA: 15 | SEE: 35 | MM: 50 |
|-----------|--------|---------|--------|

Course Objectives:

Upon successful completion of the practical training, students will be able to:

- Demonstrate various laboratory experiments with accuracy.
- Recognize normal and abnormal values of laboratory parameters.
- Develop skills in interpreting laboratory results effectively.

Course Outcomes:

By the end of the course, learners will be able to:

- Perform blood group detection, hemoglobin estimation, and enumeration of RBC and WBC.
- Demonstrate pathological tests related to anemia and other tests as mentioned above.

UNIT 1: Hematology –I

Blood groups (ABO system); Estimation of hemoglobin; Enumeration of RBCs (RBC count); Total leucocyte count (Total count);

UNIT 2: Hematology-II

Differential leucocyte count (DC); Peripheral smear staining and reporting; Absolute eosinophil count



UNIT 3: Anemia-I

Anemia: Hemograms in anemia, Iron deficiency anemia, Macrocytic anemia, Microcytic anemia, Hemolytic anemia

UNIT 4: Demonstration

All candidates are expected to demonstrate the Unit-I experiments and explain the same in the practical records.

REFERENCE:

1. Practical Manual by Harsh Mohan
2. Medical Laboratory Technology-Ramnik Sood

Course Details-7

Subject Name- Practical-I (Evidence Based Yoga Therapy)

Subject Code- MSY-CP-308

| | | | |
|-----------|--------|---------|--------|
| CREDIT: 2 | CA: 15 | SEE: 35 | MM: 50 |
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Course Objectives:

Upon successful completion of these practical, students will be able to:

- Demonstrate yoga practices specific to particular ailments.
- Explain the principles and procedures of each yogic practice.

Course Outcomes:

This course aims to empower learners with the ability to:

- Prescribe and implement an integral yoga therapy protocol for the prevention and management of anaemia, musculoskeletal disorders, and gastrointestinal (GIT) diseases.
- Prepare detailed case studies of five different patients with diseases related to the musculoskeletal and GIT systems.

SEMESTER-IV

Course Details-1
Subject Name- Naturopathy
Subject Code- MSY-CT-401

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Study of this Paper will enable learner to

- Discuss principles and science of preventive & healing modalities in naturopathy.
- Prescribe and provide naturopathy for common diseases.

Course Outcomes:

This course targets empowerment of learners to

- Outline philosophy, principles and modalities of naturopathy.
- Interpret science, process and uses of naturopathic modalities related to water, earth, fire, ether and air for health promotion and healing.
- Apply science, process and modalities of massage for disease prevention and healing
- Prescribe and implement naturopathy for various acute and chronic diseases

| | |
|---------------|--|
| | BLOCK-1 General Introduction |
| UNIT-1 | A Brief Overview of Nature Cure and Its Basic Ideas. |
| UNIT-2 | Acute and chronic diseases and their underlying causes. |
| UNIT-3 | Principles of Remedial Aggravation and Alien Toxins. |
| | BLOCK-2 Chromotherapy and Mud |
| UNIT-1 | The importance of mud, its types and characteristics, and its impact on the body, Mud Pack: Back, Throat, Eye, and Abdomen Mud Pack. Mud Bath. |



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| UNIT-2 | Sun bath types, their importance, and chromotherapy. |
| BLOCK-3 Massage and Fasting | |
| UNIT-1 | The definition and meaning of massage, its history, and how it affects different body parts. A Brief Overview of Different Massages. |
| UNIT-2 | The significance of natural food and the distinction between starvation and fasting. Theory, Action, Reactions, and Physical Activity, fasting for Health, Disease: How It Occurs and How to Fast, and Fasting Guidelines. |
| UNIT-3 | Types of fasting include water fasting, juice fasting, fruit fasting, one-meal fasting, long and short fasting, and complete and half fasting. |

References

1. Bakhru, H. K. (1991). *The Complete Handbook of Nature Cure* (5th ed.). Jaico Publishing House.
2. Cayleff, S. E. (2016). *Nature's Path: A History of Naturopathic Healing in America*. John Hopkins University Press.
3. Clay, J. H., & Pounds, D. M. (2008). *Basic Clinical Massage Therapy: Integrating Anatomy and Treatment* (2nd ed.). Lippincott Williams & Wilkins. <https://doi.org/10.1139/apnm-2014-0147>
4. Goyal, B. B. (2013). *Secrets of Naturopathy and Yoga* (UK ed.). Sterling Publishers.
5. Hechtman, L. (2012). *Clinical Naturopathic Medicine*. Elsevier.
6. Hoon Debruyne, L. K., Pinna, K., & Whitney, E. (2016). *Nutrition & Diet Therapy* (9th ed.). CENGAGE Learning.
7. James Waslaski. (2012). *Clinical Massage Therapy: A Structural Approach to Pain Management* (M. Cohen, Ed.). Pearson.
8. Johari, H. (1996). *Ayurvedic Massage: Traditional Indian Techniques for Balancing Body and Mind*. Inner Traditions/Bear.
9. Khan, J. R. (2002). *Massage Therapy: The Evidence for Practice* (G. J. Rich, Ed.). Mosby Elsevier.

10. Lavekar, G. S. (Ed.). (2009). *A Practical Handbook of Panchakarma Procedures*. Central Council for Research in Ayurveda and Siddha.
11. Lindlahr, H. (2010). *Nature Cure*. Wexford College Press.
12. Lutz, C. A., Mazur, E. E., & Litch, N. A. (2015). *Nutrition and Diet Therapy* (6th ed.). F. A. Davis Company.

Course Details-2
Subject Name- Disease Specific Pathology- II
Subject Code- MSY-CT-402

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

This course targets to

- Explain concept, etiopathogenesis and complications of various noncommunicable diseases and the body's capacity for their healing.
- Discuss cardiovascular, respiratory and renal disorders.
- Discuss pathogenesis of endocrine, nervous, obstetrics and gynaecological disorders.

Course Outcomes:

This course targets empowerment of learners to

- Identify etiopathogenesis factors and markers related to cardiovascular, respiratory, nervous, endocrine, genitourinary disorders/disease.
- Recognize normal and abnormal level of disease specific pathological markers.

| | BLOCK-1 Respiratory and cardiovascular pathologies |
|---------------|--|
| UNIT-1 | Pathophysiology, Morphology, and Impact of Rheumatic Heart Disease and Rheumatic Fever |
| UNIT-2 | The types of hypertension and hypertensive heart disease |
| UNIT-3 | Concept of obstructive and restrictive lung disorders |



| | BLOCK-2 Endocrine and nervous system disorders |
|---------------|--|
| UNIT-1 | Reaction patterns, specific cell types, and structural organization |
| UNIT-2 | Disorders of inflammation: tuberculous and pyrogenic meningitis |
| UNIT-3 | Types of Diabetes Mellitus, Pathophysiology, and Pathology |
| | BLOCK-3 Gynaecologic, Obstetric, and Renal Pathology |
| UNIT-1 | Normal pregnant physiology, pregnancy diagnosis, regular prenatal care, and treatment of common pregnancy symptoms |
| UNIT-2 | prenatal hypertensive disorders |
| UNIT-3 | Anemia during pregnancy: Pregnancy-related heart disease |

Reference

1. Andersons. Textbook of Pathology, Volume I & II. C.V. Mosby Company.
2. De Gruchy, G. C., Penington, D., Rush, B., & Castaldi, P. Clinical Haematology in Medical Practice. CBS Publishers & Distributors.
3. Govan, G. A. G. Illustrated Pathology. ELBS Edition.
4. Horbury, T. (2006). Basic Statistics. National Center for HIV/AIDS, Viral Hepatitis, Sexually Transmitted Diseases, and Tuberculosis Prevention.
5. Kumar, V., & Cotran, R. S.
6. Basic Pathology. Saunders.
7. Pathologic Basis of Disease. Saunders Collins.
8. Lazaris, A. C. (Ed.). (2018). Clinical Genitourinary Pathology: A Case-Based Learning Approach. Cham, Switzerland: Springer. <https://doi.org/10.1007/978-3-319-72194-1>
9. Lewin, K. J., Riddell, R. H., & Weinstein, W. M. (2014). Gastrointestinal Pathology and Its Clinical Implications (2nd ed., Vol. I). Philadelphia, PA: Wolters Kluwer Health.
10. Ramnik Sood. Clinical Laboratory Methods. Jaypee.

11. Rubin, E., & Strayer, D. S. (2015). Rubin's Pathology: Clinicopathologic Foundations of Medicine. Philadelphia, PA: Wolters Kluwer.
12. Simpkins, A. M., & Simpkins, C. A. (2011). Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice. Hoboken, NJ: John Wiley & Sons, Inc.
13. Walter, J. B., & Israel, M. S. General Pathology.

Course Details-3
Subject Name- Evidence Based Yoga Therapy-II
Subject Code- MSY-CT-403

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|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

After the completion of the programme, the students should be able to

- Discuss relative contribution of each organ system to the homeostasis.
- Illustrate the physiological response and adaptations to environmental stresses.
- Independently handle a patient to prescribe and administer yoga therapy.

Course Outcomes:

- This course targets empowerment of learners to List physiological principles underlying pathogenesis and management of disorders related to respiratory, cardiovascular, metabolic, neurological and psychic systems.
- Recognize principles and factors of yoga therapy for prevention and managing diseases related to respiratory, cardiovascular, metabolic, neurological and psychic systems.
- Design and implement yoga therapy protocol for prevention and mitigation of the diseases related to above systems.

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| | BLOCK-1 Respiratory Disorders |
| UNIT-1 | Overview of Respiratory Conditions: Obstructive and Restrictive Types of Respiratory Conditions |



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| UNIT-2 | Overview of pulmonary function tests and their underlying theories |
| UNIT-3 | Definition, Pathophysiology, Categorization, Clinical Features, Medical Management, and Yogic Management of Allergic Rhinitis and Sinusitis |
| BLOCK-2 Metabolic and Cardiovascular Disorders | |
| UNIT-1 | Overview of Cardiovascular Conditions; Definition, Pathophysiology, Categorization, Clinical Features, and Medical Treatment of Hypertension |
| UNIT-2 | Coronary artery disease: Definition, Pathophysiology, Classification |
| UNIT-3 | Ischemic Heart disease |
| BLOCK-3 Neurological Disorders | |
| UNIT-1 | Migraine: Causes, Classification, clinical features |
| UNIT-2 | Tension headache: Medical management, Yogic Management |
| UNIT-3 | Cerebrovascular accidents: Causes, clinical features, Medical management |

Reference books:

1. Balkrishna, A. (2007). *Yoga in Synergy with Medical Science*. Haridwar, India: Divya Prakashan.
2. Balkrishna, A. (2017). *Yoga Vigyanam*. Haridwar, India: Divya Prakashan.
3. Integrated Approach of Yoga Therapy for Positive Health – Nagarathna, R., & Nagendra, H. R. Patanjali Research Foundation. (2015). *Research Publications*. Haridwar, India: Divya Prakashan.
4. Ramdev, S. (2006). *Yoga Sadhana and Yoga Chikitsa Rahasya*. Haridwar, India: Divya Prakashan.
5. Ramdev, S. (2009). *Pranayam Rahasya*. Haridwar, India: Divya Prakashan.
6. Nagarathna, R., Nagendra, H. R., & Narendran, S. (n.d.). *Yoga for Common Ailments and IAYT for Different Diseases*.
7. Swami Koormananda Saraswati. (n.d.). *Yoga for Common Disorders*.

Course Details-4
Subject Name- Complementary and Alternative Therapy (Elective)
Subject Code- MSY-EL-404

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

The teaching-learning of this paper will enable learner to

- State concept, prevalence, objectives, types, applications and limitations of CAT&
- Demonstrate knowledge & skills of therapeutics related to acupressure, pranic healing, and dietary supplements for managing some of the common health problems and rejuvenation.

Course Outcomes:

This course targets empowerment of learners to

- Outline mind-body medicine, manipulative-body based therapy, energy healing, acupressure and dietary supplements and herbal remedies.
- Prescribe pertinent mind body practices, massage, pranic healing, acupressure, diet, herbal remedies for the prevention and mitigation of common ailments.

| | BLOCK-1 Complementary and Alternative Therapy (CAT) |
|---------------|--|
| UNIT-1 | Definition, history, significance, goals, types, frequency, and current need application and limitations |
| UNIT-2 | The history, significance, definition, objectives, guiding principles, contributing elements, effects, prevalence, uses, and constraints of mind-body therapy. |
| UNIT-3 | The necessity of mind-body medicine; the connection between mind-body and contemporary medicine: clinical and epidemiological research |
| | BLOCK-2 Body-Based Manipulative Treatment (MBT) |
| UNIT-1 | Meaning, Definition, Objectives, Principles, Types, Effects, Frequency, Uses, and Constraints |



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| UNIT-2 | Meridian Systems, the Chi Clock Cycle, Reflexology, and the Location of Acupoints on the Twelve Major Meridians |
| UNIT-3 | Acupressure: Origin, Significance, Definition, Fundamentals, Five Elements Theory. |
| BLOCK-3 Energy-Based Medicine | |
| UNIT-1 | Definition, Types, Principles, History, Uses, and Restrictions |
| UNIT-2 | The definition, types (major, minor, and mini), sizes, colors, functions, and effects of their malfunctions of energy centers (ECs); |
| UNIT-3 | Twin meditation, ahartic yoga, sweeping, energizing techniques, and scanning auras or chakras. |
| BLOCK-4 Biologically Based Products (Herbal Remedies & Supplements) | |
| UNIT-1 | Antioxidants, Gultamine, Glucosoamine Sulfate, Probiotics & Prebiotics, Selenium, Curcumin |
| UNIT-2 | Various vitamins and their natural sources, including tryptophan, omega-3 fatty acid, and their functions |
| UNIT-3 | The preventative and therapeutic uses of panchagavya (cow dung, milk, curd, ghee, and panchagavya ghrít |
| BLOCK-5 Pranic therapies and acupressure | |
| UNIT-1 | CSF, asthma, pneumonia, renal problems, varicose veins, myopias, anxiety, obsessive compulsive disorder, leucorrhoea, menstrual disorders, impotence, infertility, and distress. |
| UNIT-2 | Anaemia, hyperacidity, CAD, low back pain, arthritis, obesity, diabetes, hypertension/hypotension, hyper/hypothyroidism, liver problems, allergies. |

Textbook

1. Yuan, C.-S., & Bieber, E. J. (2003). *Textbook of Complementary and Alternative Medicine*. New York, NY: The Parthenon Publishing Group.

Reference books

2. Acharya, B. (2004). *Ausadh Darshan*. Haridwar, India: Divya Prakashan.
3. Acharya, B. (2005). *Ayurveda Jadi-buti Rahasya*. Haridwar, India: Divya Prakashan.
4. Brahmabarchas. (2003). *Nidan Chikitsa*. Haridwar, India: Ved Mata Gayatri Trust.
5. Colledge, N. R., Walker, B. R., & Ralston, S. H. (2010). *Davidson's Principles & Practice of Medicine* (21st ed.). China: Churchill Livingstone, Elsevier.
6. Holford, P., & Burne, J. (2007). *Food is Better Medicine than Drugs*. Great Britain: Piatkus.
7. Holford, P. (2014). *Good Medicine*. Great Britain: Piatkus.
8. Joshi, S. A. (2011). *Nutrition and Dietetics with Indian Case Studies*. New Delhi, India: Tata McGraw-Hill.
9. Lian, Y.-L., Chen, C.-Y., Hammes, M., & Kolster, B. C. (2005). *Pictorial Atlas of Acupuncture: An Illustrated Manual of Acupuncture Points*. Slovenia: h. f. ullmann.
10. Micozzi, M. S. (2015). *Fundamentals of Complementary and Alternative Medicine* (5th ed.). China: Elsevier Saunders.
11. Mohan, H. (2010). *Textbook of Pathology* (6th ed.). New Delhi, India: Jaypee Brothers Medical Publishers (P) Ltd.
12. Patanjali Research Foundation. (2015). *Research Publications*. Haridwar, India: Divya Prakashan.
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16. Sah, R. L., Joshi, B., & Joshi, G. (2002). *Vedic Health Care System*. New Delhi, India: New Age Books.
17. Sharma, S. (1998). *Jivem Saradm Satam*. Mathura, India: Akhand Jyoti Samsthan.
18. Sharma, S. (2006). *Diagnose, Cure and Empower Yourself by the Currents of Breath*. Haridwar, India: Shri Vedmata Gayatri Trust.



19. Sharma, S. (2010). *Gayatri Mahavigyan* (Combined and revised ed.). Mathura, India: Yug Nirman Yojana Bistar Trust.
20. Sharma, S. (2013). *Chikitsa Upchar Ke Vividh Ayam* (2nd ed.). Mathura, India: Akhand Jyoti Samsthan.
21. Sharma, S. (2013). *Nirog Jeevan Ke Mahatopurna Sutra* (2nd ed.). Mathura, India: Akhand Jyoti Samsthan.

Course Details-4

Subject Name- Brahmsutra and Vivek Chudamani (Elective)

Subject Code- MSY-EL-405

| | | | |
|------------------|---------------|----------------|----------------|
| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
|------------------|---------------|----------------|----------------|

Course Objective:

- To understand the concept of four Brahma Vakyas and knowledge of Jnana Yoga and Vivekachoodamani.

Course Outcomes:

- Review Brahmasutra & Viveka Chudamani philosophy
- Review Tattvajnana importance, evolution and involution
- Explain Panch Prana, Panch Kosha as per Vivek Chudamani
- Elucidate concept of Vairagya, Outcomes of Self Realization, Symptoms of Jivanmukta

| | BLOCK-1 Introduction to Vedanta and Brahma Sutra |
|---------------|---|
| UNIT-1 | Brief Introduction to Brahmasutra and its writer |
| UNIT-2 | Explanation of the Sutra - Athato Brahma Jijnasa; Janmadyasya Yatah |
| UNIT-3 | Explanation of the Sutra - Shastrayonitvat; Tattusamanvayat |
| | BLOCK-2 Vivek Chudamani - I |
| UNIT-1 | Brief Introduction to Vivek Chudamani |

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|-------------------------------------|--|
| UNIT-2 | Importance of Tattvajnana, Means of attaining Tattvajnana, Eligibility of Sadhaka |
| UNIT-3 | Sadhana Chatushthaya, Importance of Self Realization, Concept and need of Aparokshanubhuti |
| BLOCK-3 Vivek Chudamani - II | |
| UNIT-1 | Three Shareer (Physical, Subtle & Causal), Dehasakti-Ninda |
| UNIT-2 | Indriya and Indriya-Vishaya Ninda, Antahkaran Chatusthaya, Anatmanir-upana |
| UNIT-3 | Adhyas and Adhyas Niras, Awaranshakti and Vikshepashakti |
| BLOCK-4 Vivek Chudamani | |
| UNIT-1 | Panch Prana, Panch Kosha, Ego and Criticism of Egoism |
| UNIT-2 | Negligence of Drishya, Brahma Nirupana, Brahma Bhawana |
| UNIT-3 | Maha Vakya Vichara, Brahma Jagat Ekata, Concept of Brahma |

Reference books

1. Berger, D. L. (2005). The Vivekacudamani of Sankaracarya Bhagavatpada: An Introduction and Translation (review). Philosophy East and West, 55(4), 616–619.
2. Brahma Sutra – Shankar Bhasya. Gita Press, Gorakhpur.
3. Vivek Chudamani – Arvindananda Yati. Choukhamba Vidyabhawan, Varanasi, UttarPradesh.
4. Vivek Chudamani. Gita Press, Gorakhpur.

Course Details-5

Subject Name- Practical-II (Disease Specific Pathology)

Subject Code- MSY-CP-406

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|------------------|---------------|----------------|---------------|
| CREDIT: 2 | CA: 15 | SEE: 35 | MM: 50 |
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Course Objectives:

Following the completion of the practical training, students shall be able to:

- Demonstrate the laboratory experiments.
- Recognize the normal and abnormal value of a parameter.
- Develop the skill of interpreting the results.

Course Outcomes:

This course targets empowerment of learners to

- Carry out and demonstrate microscopic observation of disease pathology.
- Collect and analyze specimen related to gastric carcinoma, liver cirrhosis and cardiac hypertrophy.
- Carry out laboratory tests of urine, blood sugar, LFT, RFT, and spirometry for PFT.

UNIT 1: Microscopic Observation

Acute myeloid leukemia, Chronic lymphatic leukemia, Anemia: macrocytic, microcytic;
Plasmodium falciparum malaria; Acute appendicitis, Gastric carcinoma, Emphysema,
Cirrhosis of liver, Myocardial infarction, Pulmonary tuberculosis

UNIT 2: Specimen

Gastric carcinoma, Cirrhosis of liver, cardiac hypertrophy, Appendicitis, Fatty liver

UNIT 3: Laboratory Tests

Urine analysis, Random blood sugar, Fasting and Post prandial blood sugar, Liver and Kidney function test in pathological conditions

UNIT 4: Pulmonary Function Tests

Vital capacity, tidal volume and Peak flow rate in pathological conditions

REFERENCE BOOKS:

1. Practical Manual by Harsh Mohan
2. Medical Laboratory Technology– Ramnik Sood

Course Details-6
Subject Name- Practical-II (Evidence Based Yoga Therapy)
Subject Code- MSY-CP-407

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|------------------|---------------|----------------|---------------|
| CREDIT: 2 | CA: 15 | SEE: 35 | MM: 50 |
|------------------|---------------|----------------|---------------|

Course Objectives:

Following the completion of this course, students shall be able to:

- Plan principles, procedure, indications and contraindications of yoga practices.
- Design, demonstrate and apply the yoga practices specific to a particular ailment.

Course Outcomes:

This course targets learner's aptitude development to

- Design and implement disease specific integral yoga therapy protocol.
- To report impacts of implemented YTP targeting specific disease.

UNIT 1: Disease specific techniques for Respiratory Disorders

Set of practices required for respiratory disorders need to be taught.

UNIT 2: Disease specific techniques for Cardiovascular Disorders

Set of practices required for cardiovascular disorders need to be taught.

UNIT 3: Disease specific techniques for Neuro-endocrine Disorders

Set of practices required for Neuro-endocrine diseases need to be taught.

UNIT 4: Disease specific techniques for Psychiatric and Obstetric & Gynaecological Complications

Set of practices required for Psychiatric and Obstetric & Gynaecological complications need to be taught.



Course Details-7
Subject Name- Dissertation
Subject Code- MSY-CP-408

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| CREDIT: 4 | CA: 30 | SEE: 70 | MM: 100 |
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Course Objectives:

Following the completion of this project work, students shall be able to:

- Carry out small scale research projects.
- Collect, present, analyze and interpret data.
- Infer and apply research findings.

Course Outcomes:

This course targets empowerment of learner's to

- Design, conduct and report mini research projects.
- Draft and publish research papers in scholarly journals.

Note:

- During this time, candidates are expected to analyse the data with the help of guides.
- Organize and represent the data.
- Write the dissertation and complete the presentation.
- Project II shall be the continuation of Project I

Examination:

- Students shall be examined based on the presentation of project work and the quality of the research work.