

INDIRA GANDHI UNIVERSITY, MEERPUR- REWARI, HARYANA (122502)

(A State University Established under Haryana Act No. 29 of 2013)

(Recognized u/s 12(B) & 2(f) of UGC Act, 1956)

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Syllabus and Scheme of Examination

(in accordance with National Educational Policy 2020)

for

Post Graduate Programme

in

Department of Yoga

Effective from Academic Session: 2026-27

Department of Yoga

(Faculty of Sports Science)

Indira Gandhi University,

Meerpur-Rewari (122502) Haryana, India

KS Bagwal

C. D. Singh

K. Singh

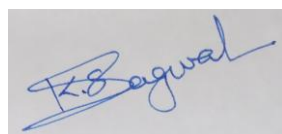
S. Singh

Y. Singh

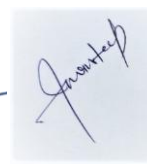
Details of Approvals

Council/Board	Date	Remark
Staff Council	07.04.2026	
Board of Studies	16.08.2026	
Faculty	18.08.2026	
Academic Council		
Year of implementation: 2026-27		

Chairperson
(Signature with Stamp)







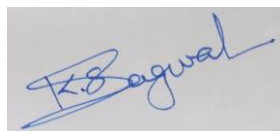
VISION AND MISSION OF THE UNIVERSITY

VISION

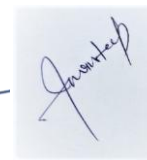
To be a globally renowned university, recognized for excellence in teaching, innovative research, and welfare of the society, imbibing the spirit of “*Vasudhaivkutumbkam*”.

MISSION

- To introduce and implement innovation in teaching and learning process matching up the global standards to strengthen academic delivery through curriculum design, teaching pedagogy and usage of ICT.
- To develop a mechanism that attracts talented, qualified and experienced faculty from across the globe for pursuing their academic and research careers at the University.
- To offer academic programs at UG, PG, doctoral, post-doctoral levels which are learner- centric, industry focused, and adhere to outcome based international models.
- To create an ambiance that is conducive for undertaking sponsored research, innovation and consultancy services to a wide spectrum of societal and industrial requirements while encouraging interdisciplinary approach of learning, team work, and research.
- To establish state of art centres of excellence in frontier areas of research and design innovation through industry collaboration to innovate and incubate the products and services.
- To establish smart campus and promote e-governance activities in the university for the digitally empowered society and knowledge economy.
- To provide a hygienic, modern, environment friendly and vivacious campus at tuned to the urgent needs of Green Technology.







- To consider and implement norms, metrics, standards, procedures and benchmarks for assessing and improving the quality in every aspect of university system and achieve quality certifications by National and International bodies.
- To make society self-reliant by organizing various programmes including literacy, gender sensitization, health awareness, and dissemination of information about livelihood generation.

VISION AND MISSION OF THE DEPARTMENT

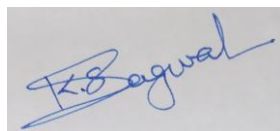
Vision

To establish the Department of Yoga as a centre of excellence in Yogic education, research, and practice, integrating ancient Indian wisdom with modern scientific approaches to promote holistic health, well-being, and sustainable living at the local, national and global levels.

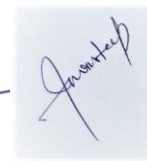
Mission

- To impart quality education in Yoga through comprehensive academic programs that blend traditional knowledge with contemporary scientific perspectives.
- To promote research in Yogic sciences to validate and expand the therapeutic and philosophical dimensions of Yoga.
- To prepare skilled Yoga professionals committed to the service of humanity through education, healthcare, and community engagement.
- To collaborate with national and international institutions for the propagation and standardization of Yoga education and practice.
- To cultivate awareness about the importance of Yoga for physical, mental, and spiritual well-being across all sections of society.

ABOUT THE PROGRAMME







The Department of Yoga offers M.A. Yoga (Two-year Postgraduate Degree Programme) with 60 seats.

MINIMUM ELIGIBILITY CRITERIA

Bachelor degree in any discipline with 50% (47.5% marks for SC/ST/ Blind/ visually and differently abled candidates of Haryana only) marks in aggregate or any other examination recognized by Indira Gandhi University, Meerpur as equivalent thereto.

Age Limit: There shall be **no upper age limit** for admission to the programme. However, all candidates are required to submit a **valid Medical Fitness Certificate** at the time of admission.

PASSING CRITERIA

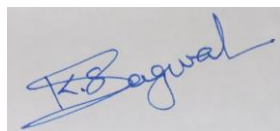
A candidate shall be declared to have passed a course/semester subject to the following conditions:

1. Theory Courses

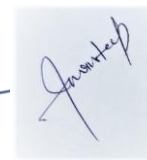
- A candidate shall secure **at least 40% marks in the End Semester Examination (External Examination)** of each theory paper.
- A candidate shall secure **at least 40% marks in the aggregate of Internal Assessment and End Semester Examination** in each theory paper.

2. Practical Courses / Viva-Voce / Dissertation / Project / Training Report

- A candidate shall obtain **at least 40% marks** in each Practical Examination, Viva-Voce, Dissertation, Project Work, or Training Report, wherever prescribed.







- Where a practical course includes both internal and external components, the candidate must obtain **40% marks in aggregate**.

3. Seminar

- A candidate shall secure **40% marks** in the Seminar evaluation to qualify.

4. Attendance Requirement

A candidate must have **at least 75% attendance separately in theory and practical classes** to become eligible to appear in the End Semester Examination, subject to relaxation as provided under the University Ordinance.

5. Promotion to the Next Semester

A candidate shall be promoted to the next semester as per the provisions of the University Ordinance. However, the candidate shall be required to clear all re-appear papers within the period prescribed by the University.

6. Re-appear

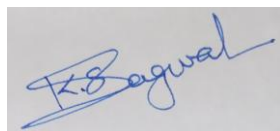
- A candidate who fails in any paper shall be eligible to appear in the re-appear examination as per the rules and schedule notified by the University.
- Internal Assessment marks shall be carried forward for re-appear examinations in accordance with the University Ordinance.

7. Award of Degree

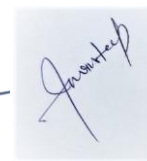
- The M.A. Yoga degree shall be awarded after the successful completion of all prescribed courses and credits of the programme in accordance with the University Ordinance and NEP-2020 Regulations.

Summary of Passing Requirements:

Component	Minimum Requirement
End Semester Theory Examination	40%
Aggregate (Internal + External) in each Theory Paper	40%







Component	40%
End Semester Theory Examination	40%
Aggregate (Internal + External) in each Theory Paper	75%

Eligibility for Examination

A student admitted to the M.A. Yoga programme shall be eligible to appear in the End Semester Examination subject to the fulfillment of the following conditions:

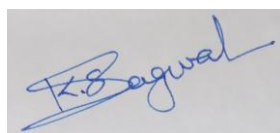
1. Attendance Requirement

- A student must have secured **at least 75% attendance** separately in **theory, practical, tutorials, seminars, field work, and other academic activities** conducted during the semester.
- Students having **attendance between 65% and less than 75%** may apply for **condonation of shortage of attendance** through the Head of the Department to the Dean of the School, subject to the provisions of the University Ordinances and submission of valid supporting documents.

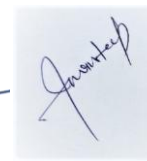
2. Internal Assessment

- The student must have appeared in and completed all components of **Internal Assessment**, including class tests, assignments, presentations, seminars, practical examinations, viva-voce, project/dissertation work (where applicable), and any other academic activities prescribed in the syllabus.
- Internal Assessment shall carry **30 marks** and the End Semester Examination shall carry **70 marks** for each theory paper, unless otherwise specified in the Scheme of Examination.

3. Examination Form







- The student shall submit the **prescribed examination form** along with the requisite examination fee within the schedule notified by the University.

4. No Dues Certificate

- The student must have cleared all **University, Department, Library, Laboratory, Hostel, Sports, and other institutional dues**, if applicable.

5. Academic Requirements

- The student must have completed all compulsory practical training, teaching practice, internship, field work, dissertation/project work, and other course requirements prescribed for the respective semester.

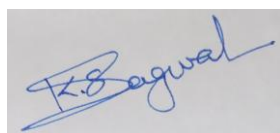
6. University Rules

- Eligibility shall be governed by the **Statutes, Ordinances, Regulations, and Examination Rules of Indira Gandhi University, Meerpur**, as amended from time to time. The decision of the University regarding eligibility shall be final and binding.

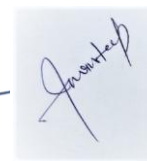
Note: A student who fails to fulfill the prescribed attendance or other academic requirements shall not be permitted to appear in the End Semester Examination unless specifically permitted under the relevant provisions of the University Ordinances.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO	Programme Educational Objective
PEO1	Advanced Knowledge and Competence: To equip graduates with comprehensive theoretical knowledge, practical skills, and scientific understanding of Yoga, Indian philosophical traditions, and allied disciplines for professional excellence in teaching, research, and therapeutic applications.



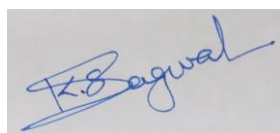




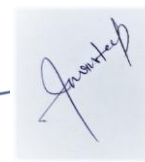
PEO2	Research and Innovation: To develop the ability to undertake independent research, critical inquiry, evidence-based practice, and interdisciplinary studies for the advancement of Yoga education, healthcare, and wellness.
PEO3	Professional Ethics and Leadership: To cultivate ethical values, leadership qualities, effective communication, and professional competence for serving educational institutions, healthcare organizations, government agencies, and society with integrity and responsibility.
PEO4	Holistic Health and Community Engagement: To prepare graduates to promote holistic health, disease prevention, mental well-being, and sustainable lifestyles through Yoga by designing and implementing community outreach, wellness, and public health programmes.
PEO5	Lifelong Learning and Global Perspective: To inspire graduates to pursue lifelong learning, entrepreneurship, innovation, and continuous professional development while integrating traditional yogic wisdom with contemporary scientific advancements to address national and global health challenges.

PROGRAMME OUTCOMES (POs)

PO	Programme Outcome
PO 1: Knowledge	Demonstrate comprehensive knowledge of Yoga philosophy, practices, human anatomy and physiology, psychology, therapeutic applications, research methodology, and contemporary developments in Yoga, integrating traditional wisdom with modern scientific perspectives.
PO 2: Research Aptitude	Apply research methodologies, statistical tools, critical analysis, and evidence-based approaches to conduct independent and interdisciplinary research in Yoga and allied disciplines.
PO 3: Communication	Communicate effectively through oral presentations, academic writing, teaching, counselling, and digital platforms while interacting with diverse stakeholders in educational, healthcare, and community settings.



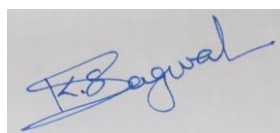




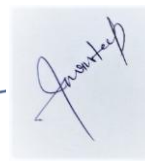
PO 4: Problem-Solving	Identify, analyze, and solve health, educational, and social problems by designing and implementing appropriate Yogic interventions based on scientific evidence and ethical practices.
PO 5: Individual and Team Work	Function effectively as an individual and as a member or leader of multidisciplinary teams, demonstrating responsibility, collaboration, adaptability, and leadership in academic and professional environments.
PO 6: Investigation of Problems	Investigate complex problems related to Yoga, health, lifestyle disorders, and human well-being through systematic inquiry, data collection, interpretation, and evidence-based conclusions.
PO 7: Modern Tool Usage	Utilize modern technologies, digital resources, ICT tools, biofeedback systems, research software, and online learning platforms for teaching, research, documentation, and professional development in Yoga.
PO 8: Scientific Temperament	Develop a scientific attitude by integrating traditional Yogic knowledge with empirical evidence, critical thinking, innovation, and rational inquiry for the advancement of Yoga education and research.
PO 9: Life-Long Learning	Engage in continuous learning, professional development, self-reflection, and skill enhancement to adapt to emerging trends and advancements in Yoga, health sciences, and education.
PO 10: Ethics	Demonstrate professional ethics, integrity, compassion, inclusivity, social responsibility, and adherence to the ethical principles of Yoga while respecting cultural diversity and human values.
PO 11: Project Management	Plan, organize, implement, monitor, and evaluate academic, research, wellness, and community-based Yoga projects by effectively managing resources, time, finances, and human participation to achieve organizational and societal goals.

PROGRAMME SPECIFIC OUTCOMES (PSOs) (If applicable)

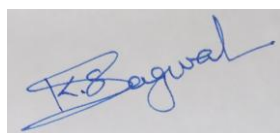
PSO	Programme Specific Outcome
PSO 1	Advanced Yogic Knowledge and Practice: Demonstrate advanced theoretical understanding and practical proficiency in Yoga philosophy, Yogic practices (Āsana, Prāṇāyāma, Mudrā, Bandha, Kriyā, Meditation), and their application for holistic



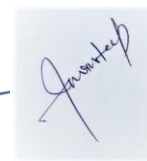




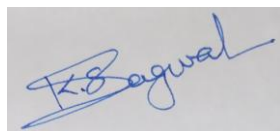
Part A-Introduction			
Name of Subject	Foundation of Yoga		
Semester	1 st		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Foundation of Yoga		
Course Code	26L6.0-YOG-101		
Course Level	400-499		
Course Type	CC-1		
Pre-requisite for the course (if any)	No specific pre-requisite. Basic familiarity with Yoga and Indian philosophical traditions is desirable.		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO ₁	Explain the origin, historical development, definitions, aims, objectives and importance of Yoga, and distinguish common misconceptions about Yoga.	
	CLO ₂	Describe the foundations of Yoga in Vedic, Upanishadic, Ayurvedic and major Indian philosophical traditions, including the Bhagavad Gita, Narada Bhakti Sutra and Sufism.	
	CLO ₃	Discuss the major concepts of Jainism, Buddhism and Charvaka philosophy and identify their relationship with yogic thought and practices.	
	CLO ₄	Explain the major yogic streams, including Jnana Yoga, Bhakti Yoga, Karma Yoga, Hatha Yoga, Ashtanga Yoga and Nada Yoga, and relate them to individual and social well-being.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70



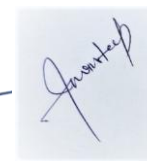




	• Anekantavada (Syadvada), • Concept of Tri-Ratnas, • Concept of Kayotsarga (Preksha- Dhyana). • Concept of Yoga in Jaina Darshana. Buddhism: • Introduction to Buddhism, • Concept of Arya-Satya or Four Noble Truths, • Arya-Ashtangik Marga or Noble-eight-fold-path (Baudha-Yoga). Charvak: • Origin and history.		
IV	Yogic Streams • Concept of Jnana Yoga, • Concept of Bhakti Yoga, • Concept of Karma Yoga; • Concept of Hatha Yoga; • Concept of Ashtanga Yoga; • Concept of Naad Yoga.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class testetc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			







1. Feuerstein, G. (2011). The yoga tradition: Its history, literature, philosophy and practice. Hohm Press.
2. Radhakrishnan, S., & Moore, C. A. (Eds.). (1957). A source book in Indian philosophy. Princeton University Press.
3. Dasgupta, S. (1975). A history of Indian philosophy (Vols. 1–5). Motilal Banarsidass.
4. Sharma, C. (2000). A critical survey of Indian philosophy. Motilal Banarsidass.
5. Radhakrishnan, S. (1994). The principal Upanishads. HarperCollins.
6. Bhattacharya, R. S. (2011). The philosophy of the Bhagavad Gita. Routledge.
7. Zimmer, H. (1951). Philosophies of India. Princeton University Press.
8. Eliade, M. (1969). Yoga: Immortality and freedom. Princeton University Press.
9. Burley, M. (2000). Hatha-yoga: Its context, theory and practice. Motilal Banarsidass.
10. Singh, J. (1979). The Bhagavad Gita: The song of the Lord. Motilal Banarsidass.
11. Ministry of AYUSH, Government of India. (n.d.). Yoga and related learning resources. Government of India.

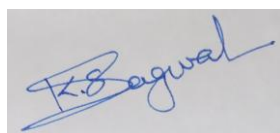
Mapping of Course Learning Outcomes (CLOs) to Program Outcomes & Program Specific Outcomes

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	2	2	3	2	2	2	3	2
CLO ₂	3	3	3	3	3	2	2	3	2	2	3	3	3
CLO ₃	3	3	3	2	3	2	2	3	3	2	2	3	3
CLO ₄	3	3	3	3	3	3	2	3	2	2	3	3	3

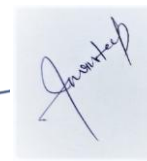
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Field	Content/s
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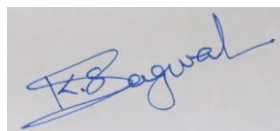




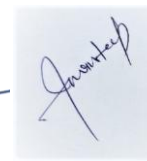


Employability	Foundational knowledge of Yoga, Indian philosophy and yogic traditions supports academic progression and careers in Yoga education and wellness.
Entrepreneurship	Understanding of diverse yogic streams and their applications provides a foundation for developing Yoga and wellness education/services.
Skill Enhancement	Conceptual understanding, comparative analysis, interpretation of yogic traditions and communication of Yoga concepts.
Communication Development	Seminar, presentation, assignment and class participation on Yoga and philosophical themes.
Indian Knowledge System	Vedas, Upanishads, Shad-Darshana, Bhagavad Gita, Jainism, Buddhism, Charvaka and major Yoga traditions.
Environmental Awareness/SDGs	Yoga as a holistic approach to individual well-being, social harmony, peace and responsible living.
Current Issues and Social Awareness	Role and relevance of Yoga in contemporary society, social well-being and world peace.
Gender Issues	Universal and inclusive approach to Yoga and equal participation in learning and practice.
Public Policies	Awareness of the institutional promotion of Yoga and wellness in India, including the role of the Ministry of AYUSH.
Any Other	Interdisciplinary understanding of Yoga, philosophy, culture, health, spirituality and human values.

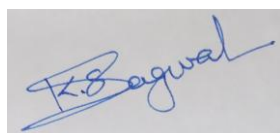
Part A-Introduction			
Name of Subject	Hatha Yoga		
Semester	1 st		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Hatha Yoga		
Course Code	26L6.0-YOG-102		
Course Level	400-499		
Course Type	CC-2		
Pre-requisite for the course (if any)	No specific pre-requisite. Basic familiarity with Yoga and Indian philosophical traditions is desirable.		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO ₁	Explain the origin, tradition, principles and foundational concepts of Hatha Yoga, including Hatha Yoga Parampara, suitable place for practice, success and failure factors, Asana, Mitahara, Pathya and Apathya.	
	CLO ₂	Describe the Shatkriyas, Kumbhaka/Pranayama, Mudras, Bandhas and Nadanusandhana as presented in Hatha Pradipika, including their major methods and benefits.	
	CLO ₃	Explain the structure and practical framework of Gheranda Samhita, including Ghata/Ghatasth Yoga, Shatkarmas and the classification and significance of Asanas.	
	CLO ₄	Discuss Mudra, Bandha, Pranayama, Dhyana and Samadhi according to Gheranda Samhita and relate these practices to holistic yogic development.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70



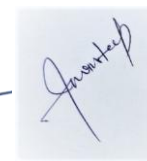




	Asanas (32 asanas).		
IV	Orientation to Gheranda Samhita- II - Concept of Mudra and Bandha; - Concept of Pranayama & its prerequisites; - Concept of Dhyana; - Concept of Samadhi.	CLO₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Swatmarama, S. (2002). Hatha Yoga Pradipika. Yoga Publications Trust.			
2. Muktibodhananda, S. (2013). Hatha Yoga Pradipika: Light on Hatha Yoga. Bihar School of Yoga.			
3. Digambarji, S., & Kokaje, S. R. (Eds.). (1978). Gheranda Samhita. Kaivalyadhama S.M.Y.M. Samiti.			
4. Kuvalayananda, S. (2009). Asanas. Kaivalyadhama.			
5. Kuvalayananda, S., & Vinekar, S. L. (1963). Yogic therapy: Its basic principles and methods. Central Health Education Bureau			
6. Feuerstein, G. (2008). The yoga tradition: Its history, literature, philosophy and practice. Hohm Press.			
7. Eliade, M. (1969). Yoga: Immortality and freedom. Princeton University Press.			
8. Burley, M. (2000). Hatha-yoga: Its context, theory and practice. Motilal Banarsidass.			
9. Woodroffe, J. (2001). The serpent power. Ganesh & Company.			







CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	2	2	3	2	2	2	3	2
CLO ₂	3	3	3	3	3	3	2	3	2	2	3	3	3
CLO ₃	3	3	3	2	3	2	2	3	3	2	2	3	3
CLO ₄	3	3	3	3	3	3	3	3	2	2	3	3	3

Content Mapping with NEP-2020 Thrust Areas

Field	Content/s
Employability	Foundational knowledge of Hatha Yoga texts and practices supports careers in Yoga education, wellness and related academic fields.
Entrepreneurship	Understanding Hatha Yoga practices provides a foundation for developing Yoga education and wellness programmes.
Skill Enhancement	Analytical and teaching-oriented understanding of Shatkriya, Asana, Pranayama, Mudra, Bandha, Dhyana and Samadhi.
Communication Development	Seminar, presentation, assignment, quiz and classroom discussion on Hatha Yoga texts and concepts.
Indian Knowledge System	Study of Hatha Pradipika, Gheranda Samhita, Hatha Yoga Parampara and traditional yogic discipline.
Environmental Awareness/SDGs	Yogic principles encourage balanced, disciplined and responsible living, contributing to holistic well-being.
Current Issues and Social Awareness	Relevance of Hatha Yoga for contemporary health, wellness, stress management and preventive well-being.

KS Bagwal

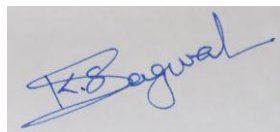
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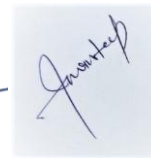
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Inventory

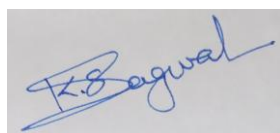
Gender Issues	Inclusive understanding and equal opportunities for learning and teaching Yoga irrespective of gender.
Public Policies	Awareness of contemporary institutional promotion of Yoga and wellness through national initiatives and Ministry of AYUSH.
Any Other	Integration of textual knowledge, philosophy, health, wellness and holistic human development.



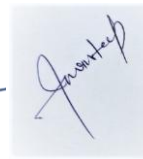




Part A-Introduction			
Name of Subject	Yogic Anatomy & Physiology-I		
Semester	1 st		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Yogic Anatomy & Physiology-I		
Course Code	26L6.0-YOG-103		
Course Level	400-499		
Course Type	CC-3		
Pre-requisite for the course (if any)	Basic understanding of human biology or science background		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO ₁	Understand cellular organization, tissue structures, organ systems, and basic cell physiology including membrane transport and bioelectric potentials.	
	CLO ₂	Analyze the musculoskeletal system, bone types, joint structures, spinal mechanics, and skeletal/smooth muscle contraction mechanisms in relation to yogic asanas.	
	CLO ₃	Examine the anatomy and physiological functions of the digestive and gastrointestinal systems, including secretions, motility, and enteric regulation.	
	CLO ₄	Evaluate renal physiology, nephron structure, glomerular filtration, tubular reabsorption/secretion, and urine concentration mechanisms.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks			

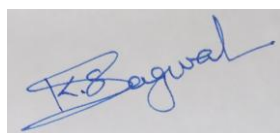




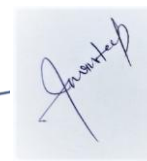


each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO/s Attempt	Contact Hours
I	Introduction to cell, tissue, organs and systems; Basic cell physiology-Cell-Introduction, Cell Organelles, Cell membrane, Movement of the substances and water through the cell membrane, Bioelectric potentials.	CLO ₁	15
II	Musculoskeletal systems: Skeleton - names of all bones, joints and muscles, cartilage, tendon and ligaments, types of bone, joints and their functions; spine, muscles and their functions; Skeletal muscles - Properties of skeletal muscles, Muscular contraction and relaxation, Neuromuscular junction, Sarcotubular system, Smooth muscle-mechanism of contraction.	CLO ₂	15
III	Digestive and excretory system: Anatomy of digestive system, excretory system (component organs) and their functions; Gastro intestinal system- General structure of alimentary canal, Gastric secretion, Pancreatic secretion, Gastric motility-digestive peristalsis Gastrointestinal hormones.	CLO ₃	15
IV	Renal physiology- Structure of kidney, Nephrons, Juxtra glomerular filtrate, Reabsorption, Secretion-mechanism of secretion, Concentrating and diluting mechanism of urine, Dialysis	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			







1. Gore, M. M. (2004). *Anatomy and Physiology of Yogic Practices*. Kanchan Prakashan.
2. Guyton, A. C., & Hall, J. E. (2020). *Textbook of Medical Physiology* (14th ed.). Elsevier.
3. Tortora, G. J., & Derrickson, B. H. (2017). *Principles of Anatomy and Physiology* (15th ed.). Wiley.
4. Kuvalayananda, Swami, & Vinekar, S. L. (1963). *Yogic Therapy: Its Basic Principles and Methods*. Central Ministry of Health.
5. Coulter, H. D. (2001). *Anatomy of Hatha Yoga: A Manual for Students, Teachers, and Practitioners*. Body and Breath.
6. Silverthorn, D. U. (2018). *Human Physiology: An Integrated Approach* (8th ed.). Pearson.
7. Kaminoff, L., & Matthews, A. (2010). *Yoga Anatomy* (2nd ed.). Human Kinetics.
8. Chatterjee, C. C. (2016). *Human Physiology* (Vol. 1 & 2). CBS Publishers & Distributors.

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	2	2	3	2	2	1	1	2	3	3
CLO ₂	3	3	3	2	3	3	3	2	1	1	2	3	3
CLO ₃	3	3	2	2	2	3	2	2	1	1	2	3	3
CLO ₄	3	3	2	2	2	3	2	2	1	1	2	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Equips students with rigorous scientific and physiological knowledge required for professional careers as yoga therapists, clinical physiologists, and wellness consultants.
Entrepreneurship	Provides a scientific foundation for establishing specialized therapeutic yoga clinics, rehabilitation centers, and posture correction studios.

KS Bagwal

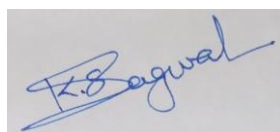
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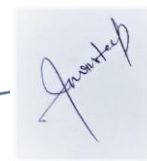


Inventory

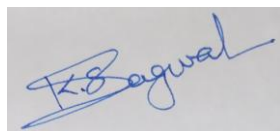
Skill Enhancement	Builds deep comprehension of human biomechanics, muscle mechanics, and organ functioning essential for safe and effective yoga practice.
Communication Development	Enhances the ability to articulate anatomical and physiological mechanisms of yoga using standard medical and scientific terminology.
Indian Knowledge System	Bridges traditional yogic concepts (koshas, nadis, subtle body mechanisms) with modern empirical medical science and human physiology.
Environmental Awareness / SDGs	Promotes biological and physiological literacy supporting SDG 3 (Good Health and Well-being) and preventive healthcare.
Current Issues and Social Awareness	Addresses modern lifestyle disorders, musculoskeletal deformities, and metabolic/digestive dysfunctions through physiological understanding.
Gender Issues	Explores anatomical and physiological nuances across genders in relation to structural alignment and holistic health.
Public Policies	Aligns with national healthcare initiatives, AYUSH integration policies, and scientifically validated wellness frameworks.
Any Other	Fosters interdisciplinary research bridging ancient yogic traditions and modern biomedical sciences.



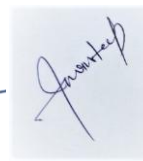




	• Concept of Jnana Yoga, Fire of Knowledge (Jnana-Agni), Means to Brahmagyana (Divine Knowledge), Abhyasa and Vairagya, Prakriti and Maya • Bhakti Yoga: Types of Bhaktas (devotees), Qualities of Bhakta, Nature of Bhakti, Means and End of Bhakti-Yoga, Divine Manifestations (Ishvara ki Vibhutiyan) • Nature of Dhyana, Dhyana Yoga together with devotion; • Dhyana Yoga / Raja Yoga (Chapter VI): Nature of meditation, external and internal preparations, posture, mental focus, meditation combined with devotion, and signs of a perfected yogi.		
IV	Dietetics, Gunas, Ethical Typology, Healthy Living & Moksha-Sannyasa: • Concept & Classification of Ahara (Food for Yoga Sadhaka - Chpt. XIV & XVII): Sattvic, Rajasic, and Tamasic diet and its vital impact on physical health and Adhyatma Sadhana. • Trigunas and Nature of Prakriti (Chapter XIV): Sattva, Rajas, and Tamas—their binding qualities, influence on human behavior, and transcending the Gunas (Gunatita). • Three Kinds of Faith (Shraddha-Traya-Vibhaga Yoga - Chpt. XVII): Sattvic, Rajasic, and Tamasic forms of Shraddha, Yajna, Tapas, and Dana. • Daivasura-Sampad-Vibhaga Yoga (Chapter XVI): Divine vs. Demonic traits, ethical discernment, and theory of wholesome adjustment for healthy living in daily life. • Moksha-Samnyasa Yoga (Chapter XVIII): Ultimate synthesis of all Yogas, nature of Tyaga vs. Sannyasa, five factors of action, surrender (Sharanagati), and attainment of liberation.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		



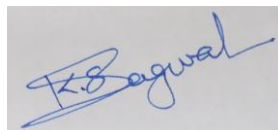




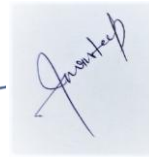
Part C-Learning Resources

Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):

1. Goyandka, J. (2015). Srimad Bhagavad Gita (Sadhaka-Sanjivani - Hindi & English Commentary). 18th ed., Gita Press, Gorakhpur.
2. National Council of Educational Research and Training (NCERT) (2023). Indian Knowledge Systems & Classical Texts. NCERT Publications, New Delhi.
3. Radhakrishnan, S. (2014). The Bhagavadgita: With an Introductory Essay, Sanskrit Text, English Translation and Notes. HarperCollins Publishers India.
4. Ramsukhdas, Swami (2017). Sadhaka Sanjivani: Gita Tika (Hindi). Gita Press, Gorakhpur.
5. Sharma, S. R. (2019). Bhagavad Gita Evam Manasik Swasthya (Psychological Insights in Gita - Hindi). Chowkhamba Sanskrit Series Office, Varanasi.
6. Sri Aurobindo (2010). Essays on the Gita. Sri Aurobindo Ashram Publication Department, Pondicherry.
7. Swami Chinmayananda (2017). The Holy Geeta (Commentary on Srimad Bhagavad Gita). Central Chinmaya Mission Trust, Mumbai.
8. Swami Dayananda Saraswati (2015). Bhagavad Gita: Home Study Course (Vols. 1–9). Arsha Vidya Research and Publication Trust, Chennai.
9. Swami Gambhirananda (2018). Bhagavadgita with the Commentary of Sankaracarya. Advaita Ashrama, Kolkata.
10. SWAYAM / NPTEL / MOOCs (2024). Bhagavad Gita for Holistic Health & Life Management. MHRD / Govt. of India. Available at: [SWAYAM](https://swayam.gov.in?utm_source=chatgpt.com)
11. Tilak, B. G. (2016). Srimad Bhagavad Gita Rahasya (Karma-Yoga-Sastra). Tilak Brothers / Kesari Trust, Pune.
12. Yogananda, Paramahansa (2008). God Talks with Arjuna: The Bhagavad Gita (Royal Science of God-Realization). Self-Realization Fellowship, Los Angeles.







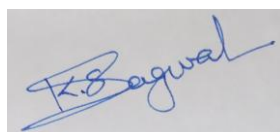
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

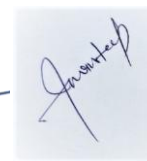
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

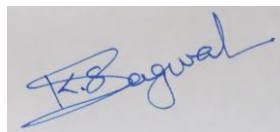
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for careers as Yoga Philosophers, Life Coaches, Stress Management Consultants, Mindfulness Mentors, and Value-Education Specialists in educational institutions and wellness centers.
Entrepreneurship	Enables development of value-driven spiritual retreats, executive leadership & emotional resilience coaching institutes, and holistic lifestyle counseling startups based on Gita's Nishkama Karma principles.
Skill Enhancement	Fosters psychological resilience, cognitive clarity, emotional equilibrium (Samatvam), decision-making skills under stress, and ethical reasoning through Sthitaprajna principles.
Communication Development	Enhances profound philosophical discourse, interpersonal conflict resolution, persuasive ethical communication, and counseling skills.
Indian Knowledge System (IKS)	Deep immersion in classical Sanskrit philosophical heritage, Upanishadic synthesis, Shad-Darshana integration, and traditional commentary traditions (Bhashyas).
Environmental Awareness / SDGs	Promotes UN SDG 3 (Good Health and Well-Being), SDG 12 (Responsible Consumption via Sattvic Ahara & Triguna balance), and SDG 16 (Peace, Justice, and Strong Institutions).
Current Issues &	Addresses contemporary existential angst, burnout, depression, ethical dilemmas in technology/business,







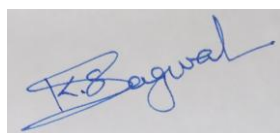
Social Awareness	and mental health crises through Gita's psychotherapeutic wisdom.
Gender Issues	Emphasizes universal, egalitarian spiritual access across gender, background, and varna as propounded in Gita (Chapter IX, Shloka 32), advocating equality and dignity of the soul (Atman).
Public Policies	Aligns directly with NEP-2020 mandates on integrating IKS, value-based holistic education, mental health preservation, and UGC Quality Mandate initiatives.
Employability	Prepares graduates for careers as Yoga Philosophers, Life Coaches, Stress Management Consultants, Mindfulness Mentors, and Value-Education Specialists in educational institutions and wellness centers.



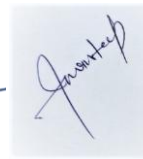




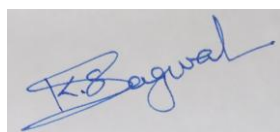
Part A-Introduction			
Name of Subject	Yoga and Holistic Health		
Semester	1 st		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Yoga and Holistic Health		
Course Code	26L6.0-YOG-105		
Course Level	400-499		
Course Type	CC-5		
Pre-requisite for the course (if any)	Basic understanding of Health		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the foundational concepts of Holistic Health, Upanishadic model of Pancha Kosha (Taittiriya Upanishad), Adhi-Vyadhi pathogenesis, Trigunas, Pancha-Mahabhutas, Pancha Prana, and Chakras in human health and healing.	
	CLO₂	Analyze the psychophysiological causes of ill-health (Chitta Vikshepas and Sahabhavas according to Patanjali) and evaluate systematic purification methods (Karma, Ghata, Snayu, Prana, Indriya, Mano, Buddhi, and Chitta Shuddhi).	
	CLO₃	Synthesize yogic principles and practices of healthy living, including classical dietary guidelines (Hatha Yoga & Bhagavad Gita), Shatkriyas, Tatva Shuddhi, Asanas, and Pranayama for physical, mental, and spiritual hygiene.	
	CLO₄	Apply Yogic counseling modalities, cognitive-behavioral restructuring, and Karma Yoga philosophy (Nishkama Karma, equanimity in success/failure) to mitigate psychological conflicts, frustration, and stress in day-to-day life.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30



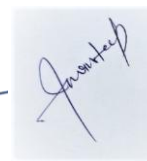




End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
Instructions for Paper- Setter: The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO/s Attempt	Contact Hours
I	Concept of Body, Holistic Health and Diseases • Meaning and Definition of Holistic Health; • Yogic concept of Body from Taittiriya Upanishad; • Concept of Adhi and Vyadhi; • Concepts of Trigunas, • Pancha-Mahabhutas, • Pancha Prana and their role in Health and Healing; • Chakra and their role in Health and Healing.	CLO ₁	15
II	Causes of Ill Health and Remedial Measures • Potential causes of ill-health: Styana, Samshaya, Pramada, Alasya, Avirati, Duhkha, Daurmanasya, Bhranti-darshana, Alabdha-bhumikatva and Anavasthitatva; • Role of Shuddhi Prakriyas in preventive and curative Health, • Karma Shuddhi (Yama, Niyama), • Ghata Shuddhi (Shat-karma), • Snayu Shuddhi (Asana),	CLO ₂	15







Prakashana, Bengaluru.

2. Swami Kuvalayananda (2010). *Pranayama and Asanas*. Kaivalyadhama Yoga Research Institution, Lonavla.
3. Swami Satyananda Saraswati (2013). *Asana Pranayama Mudra Bandha*. 4th ed., Yoga Publications Trust, Munger, Bihar.
4. Gore, M. M. (2016). *Anatomy and Physiology of Yogic Practices*. 4th ed., Kanchan Prakashan, Lonavla.
5. Swami Niranjanananda Saraswati (2015). *Prana and Pranayama*. Yoga Publications Trust, Munger, Bihar.
6. Gharote, M. L. (2007). *Principles & Methods of Yoga Practices*. Lonavla Yoga Institute, Lonavla.
7. Bhole, M. V. (2005). *Yoga and Modern Medical Science*. Kaivalyadhama S.M.Y.M. Samiti, Lonavla.
8. Frawley, D. (2000). *Ayurveda and the Mind: The Healing of Consciousness*. Motilal Banarsidass Publishers, Delhi.
9. Sharma, S. R. (2018). *Yogic Swasthya Vigyan Evam Chikitsa (Hindi)*. Sports Publication, New Delhi.
10. Mishra, J. P. (2019). *Swasthya Vritta Evam Yoga (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
11. Ministry of Ayush (2023). *Common Yoga Protocol & Guidelines for Holistic Health*. Govt. of India, New Delhi.

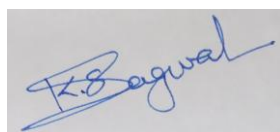
Available at: <https://ayush.gov.in>

12. SWAYAM / NPTEL / UGC-CEC (2024). *Yoga for Health and Well-Being & Stress Management Courses*. Govt. of India.

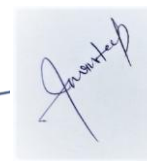
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MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	2	3	1	2	3	3	3	3
CLO ₂	3	3	3	2	3	2	3	1	2	3	3	3	3
CLO ₃	3	3	3	2	3	2	3	1	2	3	3	3	3
CLO ₄	3	3	3	2	3	2	3	1	3	3	3	3	3



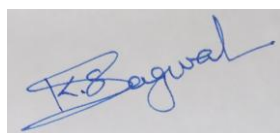




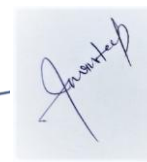
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

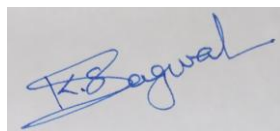
Thrust Area	Content Alignment & Integration
Employability	Prepares skilled professionals as Holistic Health Counselors, Yoga Therapists, Lifestyle Consultants, Corporate Wellness Advisors, and Preventive Healthcare Specialists.
Entrepreneurship	Empowers graduates to establish holistic wellness centers, preventive healthcare retreats, integrative naturopathy & yoga clinics, and online stress-management consultancy platforms.
Skill Enhancement	Provides practical mastery in Shatkriya detoxification protocols, Tatva Shuddhi, individualized Yogic counseling techniques, Pratipaksha Bhavana application, and mental hygiene practices.
Communication Development	Cultivates empathetic counseling communication, therapeutic client interviewing, active listening, and persuasive guidance for positive lifestyle attitude restructuring.
Indian Knowledge System (IKS)	Integrates core Vedic and Upanishadic wisdom (Taittiriya Upanishad's Pancha Kosha, Yoga Vasishtha's Adhi-Vyadhi model, Patanjali's Chitta Shuddhi, and Gita's Nishkama Karma).
Environmental Awareness / SDGs	Directly addresses UN SDG 3 (Good Health and Well-Being) and SDG 12 (Responsible Consumption & Natural Living) via sustainable, non-pharmacological health preservation.
Current Issues & Social Awareness	Tackles modern lifestyle epidemics, anxiety, depression, psychosomatic disorders, burnout, interpersonal conflicts, and psychological distress across all demographics.
Gender Issues	Promotes equitable, inclusive, and tailored holistic health interventions accommodating diverse hormonal, psychological, and lifestyle needs across genders and age groups.
Public Policies	Aligns with the National Health Policy (NHP), National Education Policy (NEP-2020), Ayush Health & Wellness Centre initiatives, and WHO benchmarks for traditional medicine.



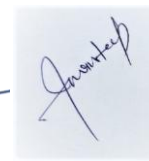




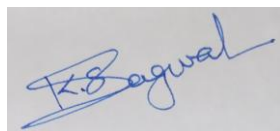
Part A-Introduction			
Name of the Programme	Yoga Practical-I		
Semester	1 st		
Nature of Course/Course Composition	Practical		
Nomenclature of the Course	Yoga Practical-I		
Course Code	26L6.0-YOG-106		
Course Level	400-499		
Course Type	PC-1/ SEC		
Pre-requisite for the course (if any)	Basic physical fitness and foundational interest in Yoga		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Demonstrate mastery over classical invocatory chants (Om Chanting, Gayatri Mantra, Mahamritunjay Mantra, Sangathan Sukta, and Om Stavan) with proper intonation, rhythm, and mental focus.	
	CLO ₂	Execute traditional Shatkarmas (Jal Neti, Rubber Neti, Vaman, Madhyam Nouli, Vatkarma Kapalbhathi, Trataka) and Yogic Sukshma Vyayams (No. I to XVI) along with Pawanmuktasana Part-1 and Suryanamaskar with mantras safely and proficiently.	
	CLO ₃	Perform a wide variety of Asanas across major categories (Standing, Sitting, Forward Bending, Backward Bending, Balancing, and Advanced Postures) with optimal body alignment, breath coordination, and stability.	
	CLO ₄	Master fundamental breathing mechanics, Pranayamas (Anulom-Vilom, Nadi Shodhana, Suryabhedhi, Chandrabhedhi, Ujjayi, Bhramari), Mudras, Bandhas, and meditative techniques (Yoga Nidra and Savita Ki Dhyana Dharana).	
	Theory	Practical	Total
Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)	4		
Part B-Contents of the Course			



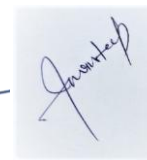




	• Pranayama: Anulom-Vilom, Nadi Shodhana Pranayama, Suryabhedhi, Chandrabhedhi, Ujjayi and Bhramari Pranayama, • Mudras: Essential Hand Mudras (Hast Mudraye), Kaki Mudra, Shambhavi Mudra, Ashwani Mudra and Viparitakarni Mudra. • Bandhas: Mula Bandha, Jalandhara Bandha, and Uddiyana Bandha. • Meditation & Relaxation: Yoga Nidra (Bihar School of Yoga tradition) and Savita ki Dhyana Dharana (DSVV tradition). • Viva-voce		
	Total Contact Hours		120
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Yoga Hall Record	10
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce	20
Mid-Term Exam:	15	Write-up and execution of the practical	40
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.			
2. Swami Dharendra Brahmachari (2016). <i>Yogic Sukshma Vyayama</i> . New Yogashram, Delhi.			
3. Swami Kuvalayananda (2010). <i>Asanas & Pranayama</i> . Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
4. Swami Satyananda Saraswati (2012). <i>Yoga Nidra</i> . 6th ed., Yoga Publications Trust, Munger, Bihar.			
5. Gharote, M. L. (2007). <i>Guidelines for Yogic Practices</i> . Lonavla Yoga Institute, Lonavla.			
6. Basu, Debabrata (2015). <i>Hatha Yoga: Principles and Practice</i> . Motilal Banarsidass Publishers, Delhi.			
7. Sharma, S. R. (2018). <i>Yoga Pratyaksha Shastra Evam Prayoga (Hindi)</i> . Sports Publications, New Delhi.			
8. Mishra, J. P. (2019). <i>Prakritik Chikitsa Evam Yog Abhyas (Hindi)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
9. Ministry of Ayush (2023). <i>Common Yoga Protocol for General Well-Being</i> . Govt. of India, New Delhi. Available at: https://ayush.gov.in			
10. Morarji Desai National Institute of Yoga (MDNIY) (2024). <i>Standard Practical Manual for Asanas and Shatkarmas</i> . Ministry of Ayush, Govt. of India. Available at: http://www.yogamdniy.nic.in			







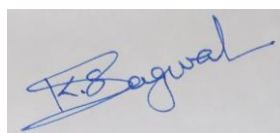
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	3	3	3	3	3

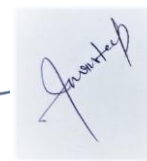
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

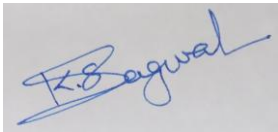
Thrust Area	Content Alignment & Integration
Employability	Prepares students for professional careers as Certified Yoga Instructors, Wellness Trainers, Asana demonstrators, and Practical Yoga Instructors in fitness clubs, yoga institutes, and health resorts.
Entrepreneurship	Equips learners with practical skill mastery to establish independent yoga studios, community yoga classes, and specialized wellness training centers.
Skill Enhancement	Fulfills the core practical skill enhancement mandate by imparting precision in Shatkarmas, Sukshma Vyayams, Asanas, Pranayamas, Mudra-Bandhas, and Deep Meditation (Yoga Nidra).
Communication Development	Enhances non-verbal discipline, posture presentation, chanting modulation, and clear instructional delivery during practical teaching sessions.
Indian Knowledge System (IKS)	Direct practical immersion in traditional Vedic mantras, Shatkarmas, Hatha Yoga practices, Pranayama techniques, and classical meditative disciplines.
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) through disciplined physical culture, mental hygiene, and natural preventive healthcare routines.
Current Issues & Social Awareness	Addresses modern sedentary lifestyles, stress-induced disorders, postural deformities, and respiratory inefficiency through active, preventive practical yoga training.
Gender Issues	Promotes gender-inclusive, accessible practical training accommodating diverse physical flexibility and





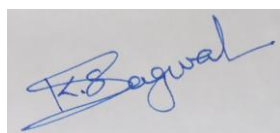


	physiological life stages safely.
Public Policies	Fully aligns with National Education Policy (NEP 2020) practical learning mandates, Common Yoga Protocol (CYP), and National Ayush Mission (NAM) wellness promotion.

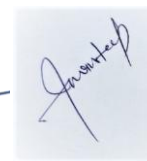


Part A-Introduction	
Name of the Programme	Seminar
Semester	1 st
Nature of Course/Course Composition	Theory + Practical
Name of the Course	Seminar
Course Code	26L6.0-YOG-107
Course Level	400-499
Course Type	SEM
Credits	2
Pre-requisite for the course (if any)	Basic foundational knowledge of Yoga philosophy and literature
It is conducted as per University Rules.	

Seminar is mandatory for all students of 1st semester M.A. Yoga. Every student has to present two seminars on the topic of his/her choice from the course given in the scheme of examination and same has to be submitted in the department. The evaluation of the seminar (50 marks) will be done internally at department level at the end of the semester and the date for the same shall be notified by the department and there will be no internal assessment.

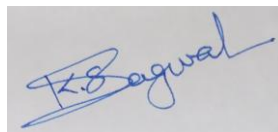






Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):

1. Swami Vivekananda (2019). *Raja Yoga: Conquering the Internal Nature*. Advaita Ashrama, Kolkata.
2. Taimni, I. K. (2014). *The Science of Yoga: The Yoga-Sutras of Patanjali in Sanskrit with Transliteration in Roman, Translation and Commentary*. Theosophical Publishing House, Adyar, Chennai.
3. Swami Hariharananda Aranya (2000). *Yoga Philosophy of Patanjali with Bhasvati (Explanatory Notes on Vyasa Bhashya)*. University of Calcutta / Motilal Banarsidass, Delhi.
4. Karambelkar, P. V. (2012). *Patanjala Yoga Sutra (Sanskrit Text, Transliteration, English Translation & Commentary)*. Kaivalyadhama S.M.Y.M. Samiti, Lonavla.
5. Swami Satyananda Saraswati (2013). *Four Chapters on Freedom: Commentary on the Yoga Sutras of Patanjali*. Yoga Publications Trust, Munger, Bihar.
6. Aranya, Swami Dharmamegha (2015). *Patanjal Yoga Darshanam (Vyasa Bhashya & Hindi Commentary)*. Kapil Math, Madhupur, Jharkhand.
7. Goyandka, H. K. (2016). *Patanjala Yoga Darshana (Vyasa Bhashya Sahit - Hindi)*. Gita Press, Gorakhpur.
8. Mishra, K. K. (2018). *Patanjala Yoga Sutra: Vyakhya Evam Vivechana (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
9. Bryant, E. F. (2009). *The Yoga Sutras of Patanjali: A New Edition, Translation, and Commentary*. North Point Press, Farrar, Straus and Giroux, New York.
10. Feuerstein, G. (2013). *The Yoga-Sutra of Patanjali: A New Translation and Commentary*. Inner Traditions, Vermont.
11. National Mission for Manuscripts / Indira Gandhi National Centre for the Arts (IGNCA) (2023). *Classical Texts & Manuscripts on Patanjali Yoga*. Ministry of Culture, Govt. of India. Available at: <http://ignca.gov.in>
12. SWAYAM / NPTEL / CEC (2024). *Patanjala Yoga Darshana & Classical Yoga Psychology MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>







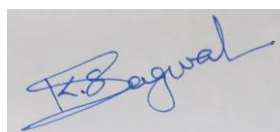
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	2	3	3	3	3

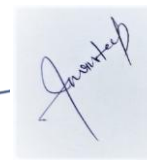
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

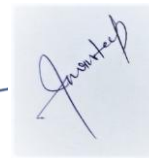
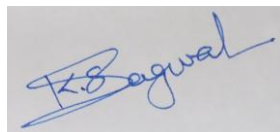
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for careers as Yoga Psychologists, Mind-Body Therapists, Classical Meditation Instructors, Cognitive Resilience Trainers, and Researchers in Yoga Philosophy.
Entrepreneurship	Provides the philosophical & contemplative framework to establish Raja Yoga meditation studios, mental conditioning & executive wellness centers, and mindfulness training academies.
Skill Enhancement	Deep mastery over mind-management techniques, Chitta Prasadana emotional stabilization, Sanyama meditation protocols, and cognitive reframing via Pratipaksha Bhavana.
Communication Development	Cultivates profound articulation of subtle psychological concepts, Sanskrit philosophical terminology, and empathetic interpersonal communication skills.
Indian Knowledge System (IKS)	Direct immersion in Patanjali's classical Darshana (one of the Shad-Darshanas), Vyasa Bhashya commentaries, and foundational Indian epistemology and ontology.
Environmental Awareness / SDGs	Advances UN SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education through self-regulation), and SDG 16 (Peace and Strong Institutions through Yama/Mahavrata).
Current Issues & Social Awareness	Provides classical psychological solutions to contemporary attention deficit disorders, chronic anxiety, sensory overload, cognitive fatigue, and moral degradation.
Gender Issues	Fosters an egalitarian approach to self-realization where consciousness (Purusha) and cognitive mastery



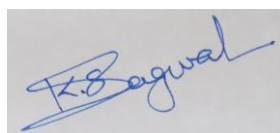




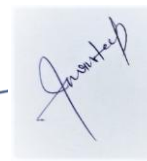
	transcend all gender, biological, and societal divides.
Public Policies	Complies with NEP-2020 mandates on indigenous psychology, IKS integration in higher education, and UGC Model Curriculum for Yogic Sciences.



Part A-Introduction			
Name of Subject	Yogic Anatomy & Physiology-II		
Semester	2 nd		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Yogic Anatomy & Physiology-II		
Course Code	26L6.0-YOG-202		
Course Level	400-499		
Course Type	CC-7		
Pre-requisite for the course (if any)	Yogic Anatomy & Physiology-I (26L6.0-YOG-103)		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO ₁	Comprehend the structure and properties of neurons, nervous system subdivisions, exocrine/endocrine glands, and higher neural functions including synapses, reflexes, CSF, and barriers.	
	CLO ₂	Analyze the cardiovascular system, cardiac cycle mechanics, heart conduction, blood pressure regulation, and comprehensive respiratory physiology including ventilation, gas transport, and hypoxia.	
	CLO ₃	Evaluate the structural and functional mechanisms of the immune system and endocrine endocrinology in regulating bodily homeostasis and stress responses.	
	CLO ₄	Examine the anatomy and physiological regulation of the human reproductive systems and their integration with holistic health.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
Instructions for Paper- Setter:			

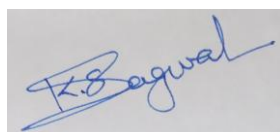




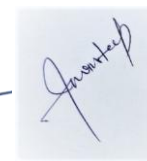


The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO/s Attempt	Contact Hours
I	Nervous System and Glands: • Structure and properties of neurons, • Subdivisions of nervous system and their functions, • Types of glands (endocrine and exocrine glands), important endocrine and exocrine glands and types of hormones their functions.	CLO ₁	15
II	Sensory Nervous System: • Motor nervous system, • Higher functions of the nervous system, • Synapse, Reflexes Cerebrospinal fluid, • Blood brain and blood CSF barrier	CLO ₂	15
III	Cardiovascular and Respiratory System: • Components of cardiovascular and respiratory system; • functions of cardiovascular and respiratory system; • Circulatory system- Functional anatomy of the heart, Properties of cardiac muscles, Conducting system of the heart, Pressure changes during cardiac cycles, Capillary circulation, Arterial and venous blood pressure; • Respiratory system-Mechanism of breathing, Ventilation, Regulation of respiration, • Transport of gases, Hypoxia, Artificial ventilation, • Non respiratory functions of the lungs	CLO ₃	15
IV	Immune System:	CLO ₄	15





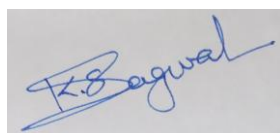


CLO₄	3	3	2	2	2	3	2	2	1	1	2	3	3
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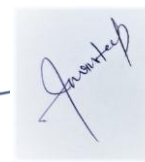
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Equips students with advanced physiological knowledge of the nervous, cardiovascular, and respiratory systems vital for professional careers as clinical yoga therapists and health consultants.
Entrepreneurship	Fosters competencies to establish specialized stress-management clinics, cardio-respiratory rehabilitation programs, and holistic wellness centers.
Skill Enhancement	Builds deep comprehension of neural regulation, autonomic nervous system tone, and cardiorespiratory control mechanisms influenced by pranayama and meditation.
Communication Development	Enhances scientific articulation regarding neurological and somatic feedback loops using standardized biomedical terminology.
Indian Knowledge System	Correlates subtle energy channels and meditative states with neuroplasticity, autonomic balance, and neuro-endocrine regulation.
Environmental Awareness / SDGs	Promotes health literacy supporting SDG 3 (Good Health and Well-being) through preventative cardio-respiratory care.
Current Issues and Social Awareness	Addresses modern neurological disorders, hypertension, stress epidemics, and lifestyle-induced autonomic imbalances.
Gender Issues	Examines endocrine and reproductive physiological systems across genders in relation to holistic health and wellness management.
Public Policies	Aligns with national healthcare frameworks, AYUSH integration policies, and evidence-based preventive







	medicine.
Any Other	Fosters rigorous interdisciplinary scientific inquiry bridging yogic contemplative science and modern neurophysiology.

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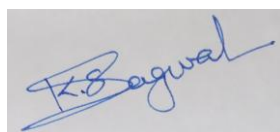
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4. Mahan, L. K., & Raymond, J. L. (2020). *Krause's Food & the Nutrition Care Process*. 15th ed., Elsevier Saunders.
5. Swami Satyananda Saraswati (2013). *Hatha Yoga Pradipika (Commentary on Mitahara and Yogic Dietetics)*. Yoga Publications Trust, Munger, Bihar.
6. Gharote, M. L. (2007). *Principles & Methods of Yoga Practices*. Lonavla Yoga Institute, Lonavla.
7. Frawley, D. (2000). *Ayurvedic Healing: A Comprehensive Guide*. Motilal Banarsidass Publishers, Delhi.
8. Sharma, P. V. (2018). *Dravyaguna Vijnana & Ahara Vijnana (Hindi)*. Chowkhamba Bharati Academy, Varanasi.
9. Mishra, J. P. (2019). *Yogic Ahara Evam Poshan Vigyan (Hindi)*. Sports Publications, New Delhi.
10. Cousens, G. (2008). *There Is a Cure for Diabetes: The Tree of Life 21-Day+ Program (Raw Food & Plant-Based Nutrition)*. North Atlantic Books, Berkeley.
11. National Institute of Nutrition (ICMR-NIN) (2024). *Dietary Guidelines for Indians & Nutrition Calculator*. ICMR-NIN, Govt. of India. Available at: <https://www.nin.res.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Human Nutrition, Food Science and Clinical Dietetics MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

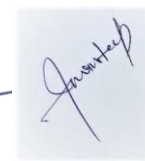
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	2	3	1	2	3	3	3	3
CLO ₂	3	3	3	2	3	2	3	1	2	3	3	3	3
CLO ₃	3	3	3	2	3	2	3	1	2	3	3	3	3
CLO ₄	3	3	3	2	3	2	3	1	3	3	3	3	3

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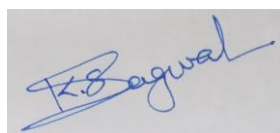




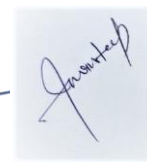


Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Yogic Nutritionists, Ayurvedic Diet Counselors, Wellness Chefs, Clinical Dietetic Assistants, and Metabolic Lifestyle Coaches.
Entrepreneurship	Enables setting up whole-food plant-based cafes, raw vegan retreats, organic & millet-based nutritive product enterprises, and bespoke yogic diet consultation clinics.
Skill Enhancement	Imparts practical competencies in dietary assessment, BMR/caloric calculation, customized diet chart formulation, culinary nutrient-retention techniques, and Tridosha meal balancing.
Communication Development	Trains students in empathetic client nutrition interviewing, dietary counseling, group nutrition education workshops, and communicating the rationale of conscious eating.
Indian Knowledge System (IKS)	Integrates classical Indian culinary sciences, Upanishadic Ahara philosophy, Hatha Yogic Mitahara, Bhagavad Gita's Trigunatmaka nutrition, and Ayurvedic Ahara Vidhi Vidhana.
Environmental Awareness / SDGs	Directly supports UN SDG 2 (Zero Hunger / Nutrition Security), SDG 3 (Good Health and Well-Being), and SDG 12 (Sustainable Consumption & Plant-Based Living).
Current Issues & Social Awareness	Tackles the dual burden of malnutrition—undernutrition/deficiency diseases alongside lifestyle epidemics of obesity, diabetes, non-alcoholic fatty liver, and cardiovascular diseases.
Gender Issues	Focuses on maternal and female reproductive nutrition (pregnancy, lactation, anemia prevention, PCOS dietary management), and gender-specific metabolic requirements.
Public Policies	Conforms to National Nutrition Mission (POSHAN Abhiyaan), ICMR-NIN Dietary Guidelines, Eat Right





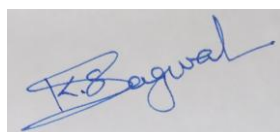


	India initiatives (FSSAI), and NEP-2020 health-integrated learning.
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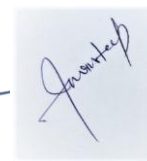
2. Swami Gambhirananda (2015). *Eight Upanishads with the Commentary of Sankaracarya (Vols. 1 & 2)*. Advaita Ashrama, Kolkata.
3. Swami Madhavananda (2014). *The Brihadaranyaka Upanishad with the Commentary of Sankaracarya*. Advaita Ashrama, Kolkata.
4. Swami Swahananda (2016). *Chandogya Upanishad with Sankara Bhashya*. Sri Ramakrishna Math, Chennai.
5. Swami Chinmayananda (2018). *Discourses on Taittiriya, Mandukya, and Katha Upanishads*. Central Chinmaya Mission Trust, Mumbai.
6. Sri Aurobindo (2012). *The Upanishads: Texts, Translations and Commentaries*. Sri Aurobindo Ashram Publication Department, Pondicherry.
7. Goyandka, H. K. (2016). *Isha, Kena, Katha, Prashna, Mundaka, Mandukya, Taittiriya, Aitareya, Chandogya, Brihadaranyaka Upanishad (Sanskrit Text Sahit Hindi Tika)*. Gita Press, Gorakhpur.
8. Sharma, H. D. (2019). *Upanishad Sangrah (108 Upanishads with Hindi Bhashya)*. Chowkhamba Sanskrit Series Office, Varanasi.
9. Swami Nikhilananda (2008). *The Principal Upanishads (Vols. 1–4)*. Ramakrishna-Vivekananda Center, New York.
10. Ranade, R. D. (2002). *A Constructive Survey of Upanishadic Philosophy*. Bharatiya Vidya Bhavan, Mumbai.
11. National Mission for Manuscripts / IGNC (2023). *Classical Vedic & Upanishadic Digital Archives*. Ministry of Culture, Govt. of India. Available at: <http://ignca.gov.in>
12. SWAYAM / NPTEL / CEC (2024). *Indian Philosophy, Vedanta & Principal Upanishads MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3



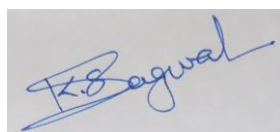




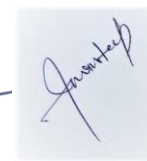
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for careers as Vedic Scholars, Yoga Philosophers, Value-Education Mentors, Mind-Body Researchers, and Contemplative Practice Specialists in universities, cultural bodies, and wellness institutes.
Entrepreneurship	Enables establishing Upanishadic & Vedanta retreat centers, classical meditation academies, cognitive wellness consultancy, and philosophical life-mentoring platforms.
Skill Enhancement	Imparts deep proficiency in Upanishadic meditation techniques (Udgitha Upasana, Omkara Japa, Sravana-Manana-Nididhyasana), cognitive self-inquiry, and emotional detachment.
Communication Development	Fosters articulate mastery over profound Sanskrit philosophical terminology, dialectical reasoning, Mahavakya interpretation, and high-level contemplative discourse.
Indian Knowledge System (IKS)	Direct immersion in the core source texts of Indian thought—the Ten Principal Upanishads (Dashopanishad), Vedic epistemology, ontology, and Advaita/Vedantic wisdom.
Environmental Awareness / SDGs	Promotes UN SDG 3 (Good Health & Well-Being), SDG 4 (Quality Value-Based Education), and SDG 16 (Peace, Universal Brotherhood via 'Vasudhaiva Kutumbakam' & Atma-Bhava).
Current Issues & Social Awareness	Addresses contemporary existential crisis, material consumerism, chronic stress, and alienation through non-dual awareness, self-transcendence, and ethical groundedness.
Gender Issues	Highlights the prominent, egalitarian participation and philosophical debates of female sages (Brahmavadinis) such as Gargi Vachaknavi and Maitreyi in the Upanishads.
Public Policies	Strongly aligns with NEP-2020 directives on mainstreaming Indian Knowledge Systems (IKS), classical languages, and holistic philosophical traditions in higher education curricula.







Examination Duration (in Hours)	3		
Part B-Contents of the Course			
Instructions for Paper- Setter:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO/s Attempt	Contact Hours
I	Introduction to Indian Philosophy and Culture • Meaning, definition, nature, and characteristics of Indian philosophy. • Distinctive features of Indian philosophical thought. • Philosophy and spirituality in the Indian tradition. • Concept of Dharma, Artha, Kāma and Mokṣa – Puruṣārtha Chatuṣṭaya. • Āśrama system and its philosophical significance. • Concept of Karma and rebirth. • Concept of Mokṣa/Liberation. • Meaning and significance of Indian culture. • Unity in diversity and the concept of Vasudhaiva Kuṭumbakam. • Relationship between Indian philosophy, culture, and Yoga.	CLO ₁	15
II	Orthodox Schools of Indian Philosophy • General introduction to the Ṣaḍdarśana. • Nyāya Darśana: concept of knowledge means of valid knowledge (Pramāṇa), and liberation. • Vaiśeṣika Darśana: categories (Padārthas), atomism, and concept of reality. • Sāṃkhya Darśana: Puruṣa and Prakṛti, twenty-five tattvas, three guṇas, and evolution. • Yoga Darśana: Citta, Citta-vṛttis, Kleśas, Aṣṭāṅga Yoga, and Kaivalya. • Mīmāṃsā Darśana: Dharma, Karma, and the authority of Vedic knowledge. • Vedānta Darśana: Brahman, Ātman, Jagat, and Mokṣa.	CLO ₂	15

K.S. Bagwal

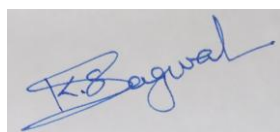
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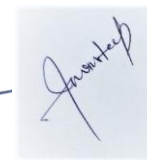
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John Heep

• Class Participation:	5	Written Examination:70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):		
1. Radhakrishnan, S. (2009). <i>Indian Philosophy (Vols. 1 & 2)</i> . Oxford University Press, New Delhi.		
2. Sharma, C. D. (2016). <i>A Critical Survey of Indian Philosophy</i> . Motilal Banarsidass Publishers, Delhi.		
3. Chatterjee, S., & Datta, D. (2015). <i>An Introduction to Indian Philosophy</i> . Rupa Publications India, New Delhi.		
4. Hiriyanna, M. (2014). <i>Outlines of Indian Philosophy</i> . Motilal Banarsidass Publishers, Delhi.		
5. Pandey, R. B. (2013). <i>Hindu Saṃskāras: Socio-Religious Study of the Hindu Sacraments</i> . Motilal Banarsidass, Delhi.		
6. Mishra, U. (2018). <i>Bharatiya Darshan (Hindi)</i> . Chowkhamba Sanskrit Series Office, Varanasi.		
7. Sharma, H. N. (2017). <i>Bharatiya Darshan Ke Mool Siddhanta (Hindi)</i> . Madhya Pradesh Hindi Granth Academy, Bhopal.		
8. Prabhu, P. H. (2016). <i>Hindu Social Organization: A Study in Socio-Psychological and Ideological Foundations</i> . Popular Prakashan, Mumbai.		
9. Radhakrishnan, S. (2014). <i>The Hindu View of Life</i> . HarperCollins Publishers India, New Delhi.		
10. Dasgupta, S. N. (2012). <i>A History of Indian Philosophy (Vols. 1–5)</i> . Cambridge University Press / Motilal Banarsidass, Delhi.		
11. National Mission for Manuscripts / IGNCA (2023). <i>Digital Archives on Indian Philosophy, Darshana & Cultural Traditions</i> Ministry of Culture, Govt. of India. Available at: http://ignca.gov.in		
12. SWAYAM / NPTEL / UGC-CEC (2024). <i>Indian Philosophy & Classical Culture MOOCs</i> . MHRD / Govt. of India. Available at: https://swayam.gov.in		







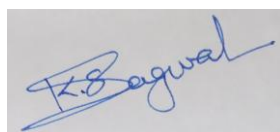
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

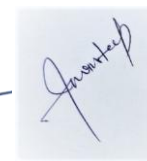
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

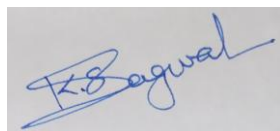
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for careers as Philosophy Lecturers, Cultural Mentors, Value-Education Officers, Ethics Consultants, and Heritage Researchers in academic, cultural, and public organizations.
Entrepreneurship	Enables the establishment of cultural heritage institutions, value-based life coaching consultancy, Indian philosophy retreats, and philosophical counseling centers.
Skill Enhancement	Develops critical analytical thinking, epistemological inquiry (Pramāṇa-vāda), ethical decision-making, and holistic life structuring through the Āśrama and Saṃskāra models.
Communication Development	Cultivates proficiency in philosophical debate (Vāda-Kathā), articulation of profound Darśanic concepts, and intercultural ethical discourse.
Indian Knowledge System (IKS)	Core foundation in indigenous Indian thought—Śaḍdarśana, Heterodox traditions, Vedic-Upaniṣadic corpus, Epics (Itihāsa), and ethical codes of living.
Environmental Awareness / SDGs	Directly fosters ecological ethics and sustainability through Pañca Mahāyajñas (Bhūta-Yajña for animals and nature) aligning with UN SDG 3, SDG 12, and SDG 15 (Life on Land).
Current Issues & Social Awareness	Addresses contemporary moral degradation, existential meaninglessness, and social fragmentation through the Puruṣārtha framework and Karma philosophy.
Gender Issues	Explores gender-inclusive ethical duties, the sacred role of women in Gṛhasthāśrama and Saṃskāras, and



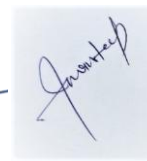




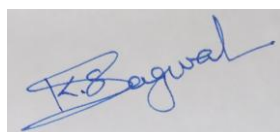
	the spiritual equality of all souls across Darśanas.
Public Policies	Strongly aligns with NEP-2020 mandates on integrating Indian Knowledge Systems (IKS), ethical values, cultural heritage, and universal human values into higher education curricula.



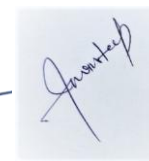




	• Prone Postures: Bhujangasana, Vipreetnaukasana, Poorna Dhanurasana. • Supine Postures: Karnapeedasana, Chakrasana, Markatasana. • Balancing Postures: Bakasana, Mayurasana, Utthitpadmasana, Vatayasana. • Inverted Posture: Vipareetakarini, Sarvangasana, Shirshasana, Halasana. • Advanced Postures: Any 3 advanced Asanas demonstrating exceptional stability and flexibility.		
IV	Classical Pranayama, Advanced Mudras & Advanced Meditations (Including 1st semester): • Sheetal, Sheetkari, Chandrabhedhi, Bahayavritti, Abhyantarvritti, Stambhvritti. • Advanced Mudras: Maha Mudra, Maha Bedha Mudra, Khechari Mudra, and Tadagi Mudra. • Advanced Meditations: Cyclic Meditation (S-VYASA tradition); Mind Sound Resonance Technique - MSRT (S-VYASA tradition); Transcendental Meditation - TM (Maharishi Mahesh Yogi tradition). • Viva-voce	CLO ₄	30
	Total Contact Hours		120
Evaluation Methods			
Internal Assessment: 30 Marks		End Term Examination:70	
Class Participation:	5	Yoga Hall record	10
Demonstration/Viva-voce/ records etc.:	10	Viva-Voce	20
Mid-Term Exam:	15	Write-up and execution of the practical	40
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.			
2. Swami Digambarji & Jha, P. (2005). <i>Gheranda Samhita (Critical Edition)</i> . Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
3. Swami Digambarji & Gharote, M. L. (2006). <i>Hatha Pradipika</i> . Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			







4. Nagendra, H. R. (2012). *Cyclic Meditation & Mind Sound Resonance Technique (MSRT)*. Swami Vivekananda Yoga Prakashana, Bengaluru.
5. Maharishi Mahesh Yogi (2011). *Science of Being and Art of Living: Transcendental Meditation*. Plume / Penguin Books, New York.
6. Swami Dharendra Brahmachari (2016). *Yogic Sukshma Vyayama*. New Yogashram, Delhi.
7. Gharote, M. L. (2007). *Guidelines for Yogic Practices*. Lonavla Yoga Institute, Lonavla.
8. Sharma, S. R. (2019). *Madhyamik Yoga Abhyas Evam Prayoga (Hindi)*. Sports Publications, New Delhi.
9. Ministry of Ayush (2023). *Common Yoga Protocol and Advanced Practice Guidelines*. Govt. of India, New Delhi. Available at: <https://ayush.gov.in>
10. Morarji Desai National Institute of Yoga (MDNIY) (2024). *Advanced Practical Manual for Hatha Yoga and Meditation*. Ministry of Ayush, Govt. of India. Available at: <http://www.yogamdniy.nic.in>

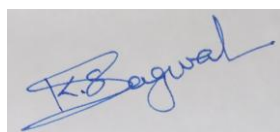
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	3	3	3	3	3

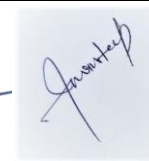
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

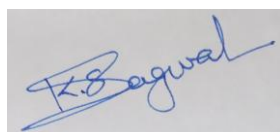
Thrust Area	Content Alignment & Integration
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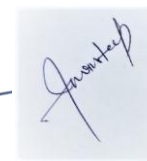




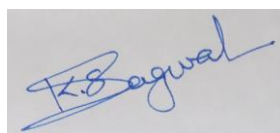
Employability	Prepares students for advanced professional careers as Senior Yoga Instructors, Advanced Asana Demonstrators, Therapeutic Yoga Facilitators, and Meditation Instructors in wellness centers, hospitals, and resorts.
Entrepreneurship	Equips learners with advanced practical training to establish specialized Hatha Yoga studios, advanced meditation academies, and cleansing-therapy retreat camps.
Skill Enhancement	Fulfills advanced practical skill enhancement by imparting precision in Dhand Dhauti, Sutra Neti, Nauli, Chandranamaskar, Gheranda/Hatha Pradipika canonical asanas, and MSRT/TM meditation.
Communication Development	Refines professional posture presentation, instructional voice modulation, and leading group meditation and advanced asana sessions.
Indian Knowledge System (IKS)	Direct immersion in classical Gheranda Samhita, Hatha Pradipika asanas, traditional Sanskrit shlokas (Rudrastakam, Gayatri Stavan), and advanced Tantric mudras.
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) through advanced somatic conditioning, autonomic balance, and preventive health maintenance.
Current Issues & Social Awareness	Addresses chronic stress disorders, metabolic imbalances, and mental fatigue through structured, evidence-based advanced Hatha Yoga practices.
Gender Issues	Promotes gender-inclusive, accessible advanced practical training accommodating diverse physiological flexibility and life stages safely.
Public Policies	Fully aligns with National Education Policy (NEP 2020) practical learning mandates, Ministry of Ayush benchmarks, and National Ayush Mission (NAM) standards.



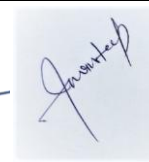




Constitutional, Human and Moral Values, and IPR Session: 2026-27			
Part-A - Introduction			
Name of the Programme		Common to all PG Programmes	
Semester		Second	
Name of the Course		Constitutional, Human and Moral Values, and IPR	
Course Code		26L6.0-CHM-201	
Course Type		CHM	
Level of the course		400-499	
Pre-requisite for the course (if any)		-	
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:		CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution. CLO-2: Understand humanism, human virtues and values, and ide of international peace. CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism. CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.	
Credits	Theory	Practical	Total
2	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time		3 hours	
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 9) will consist of eight questions (1 mark each) covering entire syllabus and the examinee will be required to attempt any seven questions out of eight questions. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory			

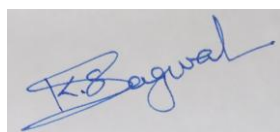




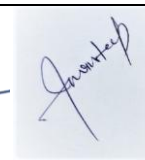


question. All questions will carry seven marks each.

Unit	Topics	Contact Hours
I	Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties; Directive Principles of the State Policy.	8
II	Humanistic Values: Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (Vasudhaiv Kutumbkam).	7
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	8
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs); Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	7
Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.		
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
Theory	15	Theory 35
Class Participation:	5	Written Examination
Seminar/presentation/assignment/quiz/class test etc.:	5	
Mid-Term Exam:	5	



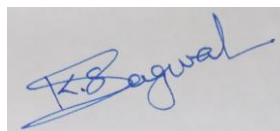




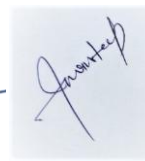
Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. Ahuja, V K. (2017). *Law relating to Intellectual Property Rights*, India, IN: Lexis Nexis.
2. Bajpai, B. L., *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow, 2004.
3. Basu, D.D., *Introduction to the Constitution of India* (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.
4. Dhar, P.L. & R.R. Gaur, *Science and Humanism*, Commonwealth Publishers, New Delhi, 1990.
5. George, Sussan, *How the Other Half Dies*, Penguin Press, 1976.
6. Govindarajan, M., S. Natarajan, V.S. Sendil kumar (eds.), *Engineering Ethics (Including Human Values)*, Prentice Hall of India Private Ltd, New Delhi, 2004.
7. Harries, Charles E., Michael S. Pritchard & Michael J. Robins, *Engineering Ethics*, Thompson Asia, New Delhi, 2003.
8. Illich, Ivan, *Energy & Equity*, Trinity Press, Worcester, 1974.
9. Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, *Limits to Growth: Club of Rome's Report*, Universe Books, 1972.
10. Myneni, S.R, Law of Intellectual Property, Asian Law House.
11. Narayanan, P, *IPRs*.
12. Neeraj, P., & Khusdeep, D. (2014). *Intellectual Property Rights*, India, IN: PHI learning Private Limited.
13. Nithyananda, K V. (2019). *Intellectual Property Rights: Protection and Management*. India, IN: Cengage Learning India Private Limited.
14. Palekar, Subhas, *how to practice Natural Farming*, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati, 2000.
15. Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.
16. Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.



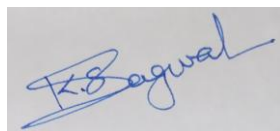




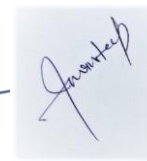
17. Raman, B.S., *Constitution of India*, New Delhi, 2002.
18. Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.
19. Reddy, N.H., Santosh Ajmera, *Ethics, Integrity and Aptitude*, McGraw Hill, New Delhi.
20. Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi,
21. Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.
22. Singles, Shubham et. al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.
23. Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.
24. Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

Relevant Websites, Movies and Documentaries:

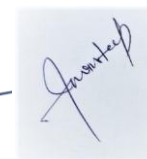
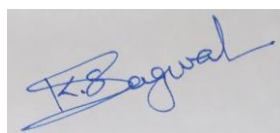
1. *Value Education Websites*, <http://uhv.ac.in>, <http://www.uptu.ac.in>.
2. *Story of Stuff*, <http://www.storyofstuff.com>
3. Cell for IPR Promotion and Management: <http://cipam.gov.in/>.
4. World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>
5. Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>
6. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.
7. Charlie Chaplin, *Modern Times*, United Artists, USA.
8. *Modern Technology – The Untold Story*, IIT, Delhi.
9. A. Gandhi, *Right Here Right Now*, Cyclewala Productions.



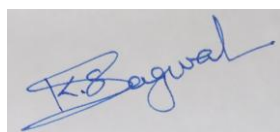




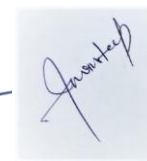
Internship	26L6.0-YOG-207	An internship course of 04 Credits of 06 weeks duration during summer vacation after 2nd semester is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.
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	Pranav meditation, Shadangyoga, Atmadarshan through Nadanusandhan.		
IV	DhyanaBindu Upanishad & Nadabindu Upanishad: Nadabindoopanishad: Hansavidya: description of various limbs of Omkar, 12 matras of omkar and its results of their application with Pranas, Types of nadas, nature of nadanusandhan sadhana, state of Manolaya. Yogarajopnishad: Mantrayoga, Layayoga, Hathayoga, Rajayoga, nine chakras, procedures of Dhyana and its results.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Ayyangar, T. R. Srinivasa (2013). <i>The Yoga Upanishads: Translated into English with Commentary</i> . Theosophical Publishing House, Adyar, Chennai.			
2. Swami Gambhirananda (2016). <i>Svetasvatara Upanishad with the Commentary of Sankaracarya</i> . Advaita Ashrama, Kolkata.			
3. Gharote, M. L., & Devnath, P. (2015). <i>Yoga Upanisads (Critical Editions and Translations)</i> . Lonavla Yoga Institute, Lonavla.			
4. Brahmachari, Swami Dharendra (2010). <i>Yogic Sukshma Vyayama & Yoga Upanishads</i> . Dharendra Yoga Publications, New Delhi.			
5. Sharma, S. R. (2018). <i>Yoga Upanishad Sangraha (Hindi Translation & Commentary on 20 Yoga Upanishads)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
6. Mishra, J. P. (2019). <i>Brahma-Vidya Evam Yoga Upanishad (Hindi)</i> . Sports Publications, New Delhi.			







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Content Mapping with NEP-2020 Thrust Areas

RS Bagwal

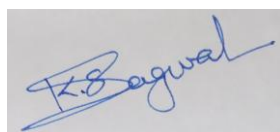
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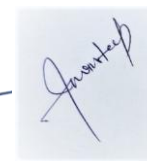


Inventory

Thrust Area	Content Alignment & Integration
Employability	Prepares students for career pathways as Advanced Meditation Instructors, Kundalini & Sound Therapy (Nada Yoga) Specialists, Spiritual Life Mentors, and Yogic Text Researchers in universities and global wellness institutes.
Entrepreneurship	Enables the establishment of specialized Nada Yoga sound healing studios, Chakra meditation centers, traditional Kundalini sadhana ashrams, and contemplative retreats.
Skill Enhancement	Imparts subtle mastery in Pranava (Omkaara) meditation, Nadanusandhana (internal sound absorption), Chakra-based concentration, Ajapa Gayatri, and advanced Pranayama/Bandha integration.
Communication Development	Enhances proficiency in interpreting and articulating esoteric Sanskrit yogic terminology, subtle physiological models (Nadis, Chakras, Pranas), and internal meditative experiences.
Indian Knowledge System (IKS)	Direct immersion in the profound corpus of the Minor Yoga Upanishads, bridging classical Upanishadic Vedanta with practical Hatha, Tantra, and Raja Yoga traditions.
Environmental Awareness / SDGs	Advances UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through non-pharmacological, subtle mental hygiene, emotional serenity, and inner harmony.
Current Issues & Social Awareness	Provides profound contemplative remedies for modern sensory overload, chronic psychological anxiety, existential emptiness, and psychosomatic imbalances through internal sonic meditation (Nada).
Gender Issues	Emphasizes the universal and non-sectarian nature of subtle Pranic energies and consciousness (Atman), transcending all physical and gender limitations in higher Yogic sadhana.
Public Policies	Complies with the National Education Policy (NEP 2020) vision on reviving classical Indic philosophical texts, promoting indigenous wisdom traditions, and the UGC Model Curriculum in Yoga.







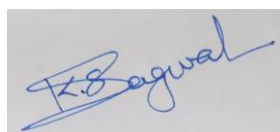
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

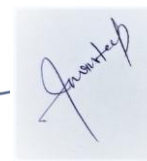
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

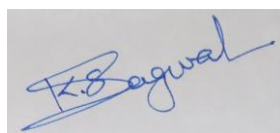
Unit	Topics	CLO/s Attempt	Contact Hours
I	Principles and Methods of Teaching Yoga • Salient features of Yoga Education; • Factors of Yoga education; • Teaching and Learning; • Vidyarthi, Shishya & Mumukshu; • Meaning and scope of Teaching methods; • Role of Yoga Teachers; • Guru-Shishya Prampra: Student Approach to the teacher (Bhagavad Gita 4.34).	CLO₁	15
II	Basics of Yoga Class Management • Practice of Yoga at different levels (Beginners, Advanced, School Children, Youth, Women and Special attention group); • Techniques of Individualized; • Teaching Techniques of group teaching; • Techniques of mass instructions;	CLO₂	15



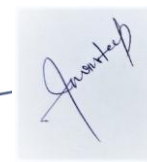




	• Organization of Yoga teaching (Time Management, Discipline etc.).		
III	Lesson Plan in Yoga • Essentials of Good Lesson Plan; • Concepts, needs, planning of teaching Yoga (Shatkriya, Asana- Pranayama, Mudra- Bandha, & Meditation); • Models of Lesson Plan; • Action Research of Yoga: Meaning, Roles, Steps in action research in Yoga Teaching	CLO ₃	15
IV	Educational Tools of Yoga Teaching • Evaluation methods of an ideal Yoga class; • Yoga classroom: Essential features, Area, Sitting arrangement in Yoga class etc.; • Class room problems: Types and Solutions; • Characteristics and essentials of good Yoga teaching; • Time table: Need, Types, Principles of Time table construction; Time Table for Yoga teaching; • Role of Educational Technology in Yoga.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:		5	Written Examination:70
• Seminar/presentation/assignment/quiz/class test etc.:		10	
• Mid-Term Exam:		15	
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Gharote, M. L. (2018). <i>Teaching Methods for Yogic Practices</i> . 4th ed., Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			

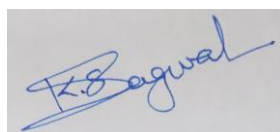




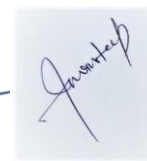


2. Gharote, M. L., & Ganguly, S. K. (2007). *Teaching Methods in Yogic Practices: A Guide for Teachers and Instructors*. Lonavla Yoga Institute, Lonavla.
3. Swami Satyananda Saraswati (2013). *Asana Pranayama Mudra Bandha (Teacher's Practical Manual)*. 4th ed., Yoga Publications Trust, Munger, Bihar.
4. Nagendra, H. R. (2012). *Yoga: Its Basis and Application (Yoga Education Series)*. Swami Vivekananda Yoga Prakashana, Bengaluru.
5. Ministry of Ayush (2023). *Yoga Protocol for General Health & Training Manual for Yoga Instructors*. MDNIY / Ministry of Ayush, Govt. of India, New Delhi.
6. Swami Kuvalayananda (2010). *Asanas & Pranayama (Teaching Methodology & Scientific Interpretation)*. Kaivalyadhama, Lonavla.
7. Sharma, S. R. (2019). *Yoga Shikshan Vidhiyaan Evam Path Yojna (Hindi)*. Sports Publications, New Delhi.
8. Mishra, J. P. (2018). *Yog Shikshan Paddhati (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
9. Stephens, M. (2010). *Teaching Yoga: Essential Foundations and Techniques*. North Atlantic Books, Berkeley, California.
10. Stephens, M. (2012). *Yoga Sequencing: Designing Transformative Yoga Classes*. North Atlantic Books, Berkeley, California.
11. National Council of Educational Research and Training (NCERT) (2022). *Yoga: A Healthy Way of Living (Teacher's Guidebook for Schools)*. NCERT Publications, New Delhi.
12. SWAYAM / NPTEL / CEC (2024). *Pedagogy, Educational Technology & Methods of Teaching Yoga MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs





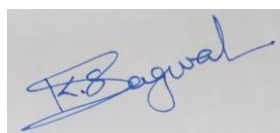


CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

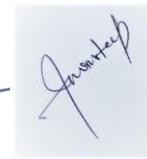
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

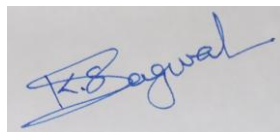
Thrust Area	Content Alignment & Integration
Employability	Directly prepares certified, highly skilled Yoga Teachers, Physical Education Instructors, Institutional Wellness Trainers, and Corporate Yoga Facilitators for schools, universities, and health resorts.
Entrepreneurship	Equips students with comprehensive studio management, class-sequencing design, micro-teaching mastery, and client-customization skills to establish independent Yoga academies and freelance training ventures.
Skill Enhancement	Hands-on mastery over the Kaivalyadhama Eight-Step Method, lesson plan construction, cueing & voice projection techniques, prop adjustments, posture modifications, and classroom safety protocols.
Communication Development	Intensive training in commanding techniques, compassionate verbal guidance, non-verbal demonstrations, empathetic listening, and bridging traditional concepts with modern learners.
Indian Knowledge System (IKS)	Deep integration of ancient Indian pedagogical ethics—Guru-Shishya Parampara, value-based character building, and the learner's mindset from Bhagavad Gita (Pranipaata, Pariprashna, Seva).
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through value-based, inclusive, non-violent, and life-long experiential learning.
Current Issues & Social Awareness	Addresses modern classroom stress, attention deficit in youth, lifestyle sedentary disorders, and provides tools for building emotional resilience through structured Yoga education.
Gender Issues	Fosters gender-sensitive pedagogy, tailored practices for women's reproductive health, prenatal/postnatal



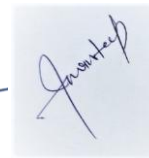




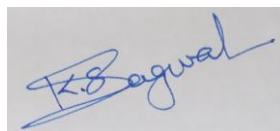
	modifications, and inclusive classroom environments for all learners.
Public Policies	Conforms directly with National Education Policy (NEP 2020) goals on Teacher Education, experiential learning, value orientation, and Ministry of Ayush Yoga Certification Board (YCB) standards.



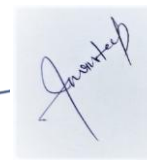




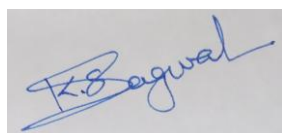
Part A-Introduction			
Name of Subject	Introduction to Naturopathy		
Semester	3 rd		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Introduction to Naturopathy		
Course Code	26L6.5-YOG-303		
Course Level	500-599		
Course Type	DEC-1		
Pre-requisite for the course (if any)	Yoga & Holistic Health (YOG-105) or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Explain the philosophical foundations, historical evolution, core principles, Pancha-Mahabhuta theory, and the symbiotic therapeutic relationship between Naturopathy and Yoga.	
	CLO ₂	Analyze the principles and therapeutic mechanisms of Mud Therapy (Prithvi-Tatva), detailing mud preparation, types of packs/baths, and their clinical applications in common ailments.	
	CLO ₃	Evaluate the physiological principles and therapeutic techniques of Hydrotherapy (Jal-Tatva), including hip baths, spinal baths, steam baths, compresses, packs, and their curative roles in various health conditions.	
	CLO ₄	Synthesize the therapeutic modalities of Chromo/Helio-Therapy (Agni-Tatva), Air Therapy (Vayu-Tatva), and Fasting Therapy (Upavasa), designing holistic non-pharmacological treatment protocols for lifestyle disorders.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30



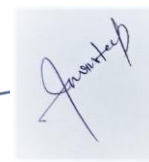




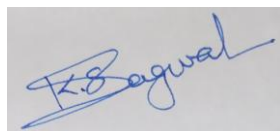
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
Instructions for Paper- Setter:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO/s Attempt	Contact Hours
I	Introduction of Naturopathy • Meaning and Definitions of Naturopathy. • The Origin History and Development of Naturopathy • Philosophy of Naturopathy. • Principles of Naturopathy. • Relationship of Naturopathy with Yoga. • Basic Elements of Naturopathy	CLO ₁	15
II	Mud-Therapy • Meaning and Definition of Prithvi-Tatva. • Principles of Mud-therapy. • Importance of Prithvi-Tatva. • Different techniques of Mud-therapy and their Benefits. • Uses of Mud-therapy in different illness.	CLO ₂	15
III	Hydro-therapy • Meaning and Definition of Jal-Tatva. • General Principles of Hydro-therapy. • Importance of Jal-Tatva.	CLO ₃	15



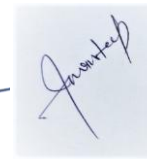




	• Different techniques of Hydro-therapy and their benefits. • Uses of Hydro-therapy in different illness.		
IV	Sun-Therapy, Vayu Tattav & Fasting • Meaning and Definition of Agni-Tatva and Vayu-Tatva. • Importance of Agni-Tatva and Vayu-Tatva. • Different techniques of Agni-Tatva and Vayu-Tatva and their benefits. • Uses of Helio-therapy and Fasting-therapy in different illness.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Lindlahr, H. (2010). <i>Philosophy of Natural Therapeutics</i> . 10th ed., Health Research Books / B. Jain Publishers, New Delhi.			
2. Kuhne, L. (2014). <i>The New Science of Healing (Principles of Nature Cure & Facial Diagnosis)</i> . B. Jain Publishers, New Delhi.			
3. Bakhru, H. K. (2016). <i>A Complete Handbook of Nature Cure</i> . 5th ed., Jaico Publishing House, Mumbai.			
4. Gandhi, M. K. (2012). <i>Key to Health & Nature Cure</i> . Navajivan Publishing House, Ahmedabad.			
5. Sharma, S. R. (2018). <i>Prakritik Chikitsa Vigyan Evam Siddhanta (Hindi)</i> . Sports Publications, New Delhi.			
6. Mishra, J. P. (2019). <i>Prakritik Chikitsa: Siddhanta Evam Prayoga (Hindi)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
7. Shelton, H. M. (2013). <i>Fasting and Sun Bathing: The Science and Fine Art of Fasting</i> . Health Research Books, Washington.			
8. Boyle, W., & Saine, A. (2008). <i>Lectures in Naturopathic Hydrotherapy</i> . Eclectic Medical Publications, Sandy, Oregon.			
9. National Institute of Naturopathy (NIN) (2023). <i>Handbook of Naturopathy and Non-Pharmacological Therapeutics</i> . Ministry of			







Ayush, Govt. of India, Pune.

10. Singh, R. P. (2017). *Jal Chikitsa Evam Mitti Chikitsa Ke Mool Tatva (Hindi)*. Arogya Prakashan, Gorakhpur.

11. Central Council for Research in Yoga & Naturopathy (CCRYN) (2024). *Clinical Protocols & Research Literature in Naturopathy*. Ministry of Ayush, Govt. of India. Available at: <http://ccryn.gov.in>

12. SWAYAM / NPTEL / CEC (2024). *Naturopathy, Lifestyle Medicine & Holistic Health MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

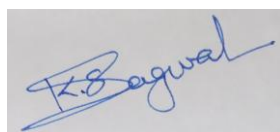
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	2	3	3	3	3

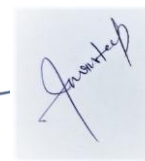
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

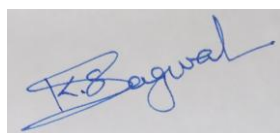
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Naturopathy Therapists, Wellness Spa Consultants, Holistic Health Counselors, and Clinical Assistants in AYUSH wellness hospitals and rehabilitation centers.
Entrepreneurship	Equips students with the technical and practical foundation to establish independent Nature Cure sanatoriums, hydrotherapy wellness centers, detox retreats, and eco-wellness clinics.
Skill Enhancement	Imparts clinical hands-on proficiency in preparing medicinal mud packs, executing therapeutic hydrotherapy baths (hip, spinal, steam), applying chromotherapy, and supervising therapeutic fasting protocols.



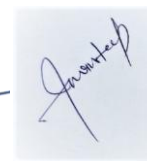




Communication Development	Trains students in patient counseling, explaining the physiological rationale of non-pharmacological healing, guiding dietary elimination, and managing healing crises with empathy.
Indian Knowledge System (IKS)	Integrates the classical Pancha-Mahabhuta (Five Great Elements) philosophy, Mahatma Gandhi's indigenous Nature Cure principles, and traditional Indian detox practices.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being), SDG 6 (Clean Water & Sanitation), and SDG 12 (Sustainable Living) through 100% drugless, eco-friendly, and non-polluting natural therapies.
Current Issues & Social Awareness	Provides sustainable solutions to combat modern lifestyle diseases, drug dependency, iatrogenic side-effects, chronic toxicity, metabolic disorders, and obesity.
Gender Issues	Provides non-invasive natural treatment protocols for female reproductive conditions (PCOS, menstrual irregularities, pelvic inflammatory conditions) and gender-inclusive wellness care.
Public Policies	Aligns directly with National Ayush Mission (NAM), National Health Policy (NHP) on preventive/promotive healthcare, and NEP-2020 integrated holistic health education.

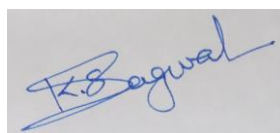




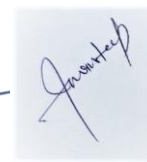


Part A-Introduction			
Name of Subject	General Psychology		
Semester	3 rd		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	General Psychology		
Course Code	26L6.5-YOG-304		
Course Level	500-599		
Course Type	DEC-1		
Pre-requisite for the course (if any)	Basics of Yogic Sciences (Sem I & II) or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the scientific nature, historical evolution, research methods (experimental, observational, clinical), and biological/neuropsychological bases of human behavior in General Psychology.	
	CLO₂	Analyze the cognitive dynamics of sensation, perception (Gestalt principles, object recognition), attention mechanisms, and altered states of consciousness including sleep stages and sleep architecture disorders.	
	CLO₃	Evaluate the structural architecture of memory systems (information processing, retention, forgetting) and classical/operant/cognitive theories of learning in relation to cognitive modification and yogic mindfulness.	
	CLO₄	Critically assess theories and determinants of personality, motivation dynamics, psychopathology of mental conflicts and frustrations, and clinical profiles of common mental disorders (insomnia, depression, stress, anxiety) with therapeutic yogic management.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4

IV	• Sleep (Nidra): Meaning, definition, nature, types, and stages of sleep; sleep disorders. • Mental Health: Definition; causes and consequences of mental conflict and frustration; introduction to common mental disorders—insomnia, depression, stress, and anxiety. • Guidance (Nirdeshan): Meaning, definition, principles, and importance. • Counselling (Paramarsha): Meaning, definition, types, and importance.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Baron, R. A., & Misra, G. (2016). <i>Psychology: Indian Subcontinent Edition</i> . 5th ed., Pearson Education India, New Delhi.			
2. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2017). <i>Introduction to Psychology</i> . 7th ed., McGraw Hill Education, New Delhi.			
3. Feldman, R. S. (2019). <i>Understanding Psychology</i> . 14th ed., McGraw-Hill Education, New York.			
4. Ciccarelli, S. K., & White, J. N. (2018). <i>Psychology: Adapted by Girishwar Misra</i> . 5th ed., Pearson India, Noida.			
5. Singh, A. K. (2019). <i>Uchchitar Samanya Manovigyan (Advanced General Psychology - Hindi)</i> . Motilal Banarsidass Publishers, Delhi.			
6. Tripathi, L. B. (2018). <i>Manovigyan Ke Mool Tatva (Hindi)</i> . Harprasad Bhargava Book Depot, Agra.			
7. Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2014). <i>Introduction to Psychology</i> . 15th ed., Cengage Learning.			
8. Passer, M. W., & Smith, R. E. (2011). <i>Psychology: The Science of Mind and Behaviour</i> . 5th ed., McGraw-Hill.			







9. Kaviraj, G. (2012). *Bharatiya Manovigyan Evam Yoga Manovigyan (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
10. American Psychological Association (APA) (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)*. American Psychiatric Association Publishing, Washington, DC.
11. National Institute of Mental Health (NIMH) / PubMed Central (2024). *Clinical Psychology, Cognitive Neuroscience & Stress Research*. Available at: <https://www.nimh.nih.gov>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Introduction to Psychology & Cognitive Psychology MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

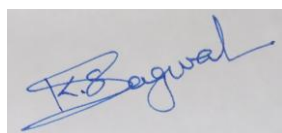
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	3	3	3	3	3

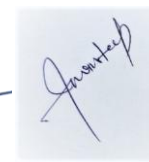
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

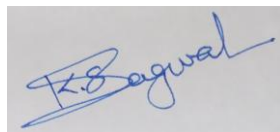
Thrust Area	Content Alignment & Integration
Employability	Prepares students for diverse career roles as Psychological Well-Being Mentors, Stress Management Counselors, Cognitive Behavior Coaches, and Mental Health Assistants in healthcare, academic, and corporate settings.
Entrepreneurship	Equips learners with foundational behavioral and clinical insights to establish mind-body wellness clinics, sleep and anxiety management studios, and cognitive performance enhancement centers.



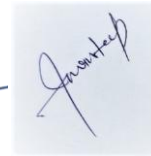




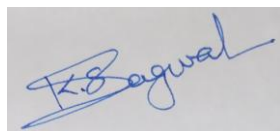
Skill Enhancement	Imparts practical competency in psychological assessment, identifying cognitive distortions, analyzing sleep hygiene parameters, managing psychological conflicts/frustrations, and applying integrative yogic relaxation protocols.
Communication Development	Cultivates active listening, empathetic client interviewing, non-judgmental counseling communication, and professional psychological terminology articulation.
Indian Knowledge System (IKS)	Bridges modern cognitive/behavioral psychology with traditional Indian psychological models (Chitta Vrittis, Kleshas, Trigunatmaka personality, and altered states of consciousness in Yoga).
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through non-pharmacological, preventative, and restorative mental health solutions.
Current Issues & Social Awareness	Addresses contemporary societal mental health crises, including chronic burnout, generalized anxiety, clinical depression, screen-induced attention deficits, and sleep deprivation (insomnia).
Gender Issues	Examines gender-specific socio-cultural pressures, emotional regulation dynamics, postpartum depression, and gender-inclusive mental health intervention strategies.
Public Policies	Aligns directly with the National Mental Health Policy of India, Tele-MANAS initiatives, and NEP-2020 emphasis on mental well-being, life skills, and multidisciplinary healthcare learning.



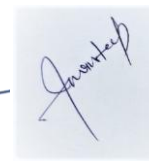




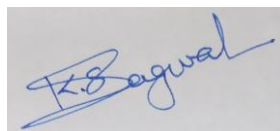
Part A-Introduction			
Name of Subject	Indian Ethos in Education		
Semester	3 rd		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Indian Ethos in Education		
Course Code	26L6.5-YOG-305		
Course Level	500-599		
Course Type	DEC-1		
Pre-requisite for the course (if any)	Indian Philosophy (YOG-205) or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Critically analyze the historical development, pedagogical ethos, teacher-student relationship, and curricula of Brahmanical Education across Early Vedic, Later Vedic, Sutra, Paninian, Kautilyan, and Epic periods.	
	CLO₂	Examine the philosophical foundations, monastic institutional framework (Viharas/Monasteries), code of discipline (Vinaya), vocational/industrial training, and spiritual guidance in Buddhist Education as reflected in classical scriptures and Jatakas.	
	CLO₃	Evaluate the aims, ethical discipline (Anuvratas/Mahavratas), spiritual character-building, residential systems, and vocational traditions within the Jain System of Education.	
	CLO₄	Assess the organizational governance, admission standards, international scholarly exchanges, curricula, and legacy of Ancient Indian Universities (Takshashila, Nalanda, Valabhi, Vikramashila, Jagaddala, Odantapuri, Mithila) in shaping global knowledge traditions.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4



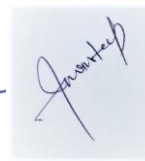




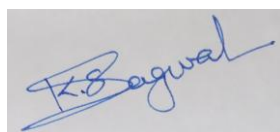
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		
Part B-Contents of the Course			
Instructions for Paper- Setter:			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	CLO/s Attempt	Contact Hours
I	Brahmanical Education System (Vedic to Epic Period): • Education in the Early Vedic Period: Aims of education (Chitta-Vritti-Nirodha, character building, Self-realization), Gurukula system, Upanayana ceremony, methods of teaching (Shravana, Manana, Nididhyasana). • Later Vedic Education: Concept of Brahmacharya and moral duties. • Education in Sutra Literature: Growth of Vedangas (Shiksha, Kalpa, Vyakarana, Nirukta, Chhanda, Jyotisha), Dharma Sutras, Grihya Sutras. • Education in the Time of Panini: Ashthadhyayi as an educational treatise. • Education in Kautilya's Arthashastra • Education in the Epics (Ramayana & Mahabharata) and dynamic teacher-disciple relations (Dronacharya, Vasishtha, Vishvamitra).	CLO ₁	15
II	Buddhist System of Education: • Introduction & Philosophy of Buddhist Education • Monastic Institutions & Residence • Initiation Ceremonies & Code of Discipline • Curriculum & Different Buddhist Tradition • Practical, Vocational & Industrial Education • Contemplative Practices & Character Building: Daily meditation (Vipassana), ethical	CLO ₂	15



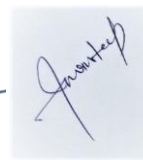




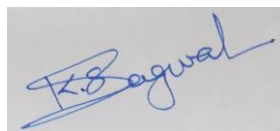
	guidance (Pancha Sila, Noble Eightfold Path), personal and spiritual transformation. • Pedagogical Insights from the Jatakas.		
III	Jain System of Education: • Introduction & Philosophy of Jaina Education • Aims & Objectives of Education according to Jainism: Eradication of Karmic bondage, purification of the soul (Jiva), cultivation of Tri-Ratna (Right Faith, Right Knowledge, Right Conduct). • Characteristics & Institutional Framework • Five Main Teachings & Ethical Vows: Satya (Truth), Ahimsa (Non-violence), Asteya (Non-stealing), Brahmacharya (Celibacy/Self-control), and Aparigraha (Non-possession); Application of Mahavratas and Anuvratas in character development.	CLO₃	15
IV	Ancient Indian Universities & Centers of Higher Learning: • Evolution of Higher Education Centers in Ancient India • Takshashila University: The world's earliest university; Medical specialization (Charaka, Jivaka), statecraft (Kautilya), archery, arts, and dynamic multidisciplinary gurukulas. • Nalanda Mahavihara • Valabhi University • Vikramashila University • Other Renowned Centers of Learning: - Jagaddala Mahavihara (Vajrayana studies, translation of Sanskrit texts into Tibetan) - Odantapuri (Pala university model for Tibetan monasteries) - Mithila (Renowned academy for Nyaya philosophy, Navyanyaya tradition, Gangesha Upadhyaya, and literary scholarship). • Historical Legacy & Lessons for Modern Higher Education (NEP-2020).	CLO₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	



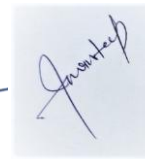




Class Participation:	5	Written Examination:70
Seminar/presentation/assignment/quiz/class test etc.:	10	
Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):		
1. Altekhar, A. S. (2014). <i>Education in Ancient India</i>. 6th ed., Isha Books / Gyan Publishing House, New Delhi. 2. Mookerji, R. K. (2011). <i>Ancient Indian Education: Brahmanical and Buddhist</i>. Motilal Banarsidass Publishers, Delhi. 3. Chaube, S. P., & Chaube, A. (2016). <i>Education in Ancient and Medieval India</i>. Vikas Publishing House, New Delhi. 4. Scharfe, H. (2002). <i>Education in Ancient India (Handbook of Oriental Studies)</i>. Brill Academic Publishers, Leiden. 5. Pandey, R. S. (2018). <i>Pracheen Bharatiya Shiksha Ka Itihas (Hindi)</i>. Vinod Pustak Mandir, Agra. 6. Chaubey, B. B. (2015). <i>Vaidik Shiksha Paddhati (Hindi)</i>. Katyayan Vaidik Sahitya Sansthan, Hoshiarpur. 7. Sharma, R. N. (2017). <i>Bharatiya Shiksha Ka Itihas Evam Samsyaen (Hindi)</i>. Surjeet Publications, Delhi. 8. Apte, D. G. (2000). <i>Universities in Ancient India</i>. Faculty of Education, M.S. University of Baroda, Vadodara. 9. Radhakrishnan, S. (2009). <i>The Hindu View of Life & Value Education</i>. HarperCollins Publishers India. 10. National Council of Educational Research and Training (NCERT) (2023). <i>Indian Knowledge Systems: Classical Traditions and Learning Systems</i>. NCERT Publications, New Delhi. 11. Indira Gandhi National Centre for the Arts (IGNCA) (2024). <i>Digital Repository on Ancient Indian Universities & Manuscripts</i>. Ministry of Culture, Govt. of India. Available at: http://ignca.gov.in 12. SWAYAM / NPTEL / UGC-CEC (2024). <i>Indian Knowledge Systems (IKS), Ancient Indian Education & Pedagogy MOOCs</i>. MHRD / Govt. of India. Available at: https://swayam.gov.in		







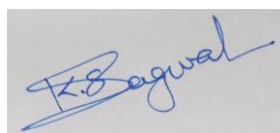
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

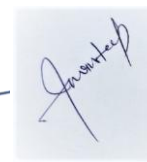
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as IKS (Indian Knowledge Systems) Faculty, Value-Education Mentors, Educational Historians, Heritage Policy Researchers, and Curriculum Developers in universities and cultural institutes.
Entrepreneurship	Equips students to establish traditional Gurukula-inspired learning centers, heritage educational trusts, IKS-based online pedagogical platforms, and value-oriented leadership academies.
Skill Enhancement	Fosters classical pedagogy analysis, textual interpretation of ancient educational codes, character-building methodology, and multidisciplinary curriculum structuring.
Communication Development	Enhances academic discourse in ancient educational terminology, comparative pedagogical analysis, debate techniques (Vada-Vidhi), and presenting Indic educational ethos to modern audiences.
Indian Knowledge System (IKS)	Direct, comprehensive study of India's indigenous pedagogical heritage—Vedic Gurukula traditions, Buddhist Monastic education, Jain residential learning, and ancient world-class universities.
Environmental Awareness / SDGs	Advances UN SDG 4 (Quality & Inclusive Education) and SDG 16 (Peace & Strong Institutions) by promoting nature-integrated Gurukula ecosystems, simple living, and universal ethical values.
Current Issues & Social Awareness	Addresses contemporary commercialization, ethical decline, rote learning, and student alienation in modern education by reviving the holistic, character-building, and experiential Indian educational ethos.

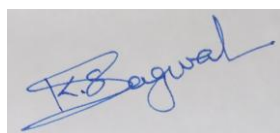




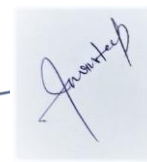


Gender Issues	Examines the historical role and high intellectual status of female scholars (Brahmavadinis, Rishikas, and Buddhist Theris/nuns) in ancient educational systems.
Public Policies	Directly embodies the core mandate of NEP-2020 on integrating Indian Knowledge Systems (IKS), indigenous pedagogy, multidisciplinary liberal education, and ancient university models (Nalanda/Takshashila).

Part A-Introduction		
Name of Subject	Alternative Therapies	
Semester	3 rd	
Nature of Course	Theory (Theory + Tutorial)	
Nomenclature of the Course	Alternative Therapies	
Course Code	26L6.5-YOG-306	
Course Level	500-599	
Course Type	DEC-2	
Pre-requisite for the course (if any)	Yoga & Holistic Health / Naturopathy or equivalent	
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the fundamental concepts, historical evolution, scope, and limitations of Alternative Medicine, and demonstrate mastery over the principles, tools, pressure points, and comparative dynamics of Acupressure and Sujok therapy.
	CLO₂	Analyze the bio-energetic framework of Prana, energy anatomy (Chakras and Auric field), and apply the core principles and cleansing/energizing techniques of Pranic Healing and Reiki in disease management.
	CLO₃	Evaluate the anatomical and energetic topography of 107 Marma points, applying therapeutic stimulation protocols for physical and mental disorders, self-marma techniques, alongside Panchagavya and Yajna







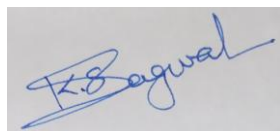
		(Homa) therapies.	
	CLO₄	Synthesize the principles of Svara Yoga (Ida, Pingala, Sushumna dynamics and lunar/solar rhythms) to formulate non-invasive therapeutic interventions for common metabolic, respiratory, cardiovascular, and psychosomatic disorders.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

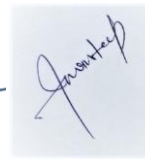
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO/s Attempt	Contact Hours
I	An Introduction • Meaning, Definitions and concept of Alternative Therapy. • Origin, history and development of Alternative Therapy. • Importance and need of Alternative Therapy. • General introduction of different kind of traditional alternative therapies.	CLO₁	15
II	Acupressure and Marma Therapy Acupressure: • Meaning, Definitions and history of Acupressure. • Principles of Acupressure.	CLO₂	15



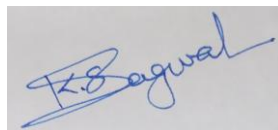




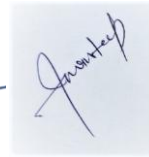
Part C-Learning Resources

Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):

1. Sui, Choa Kok (2015). *Miracles Through Pranic Healing*. 4th ed., Institute for Inner Studies Publishing Foundation, Manila.
2. Joshi, Sunil V. (2010). *Ayurveda and Panchakarma: The Science of Healing and Rejuvenation (Includes Marma Chikitsa)*. Motilal Banarsidass, Delhi.
3. Frawley, D., Ranade, S., & Lele, A. (2015). *Ayurveda and Marma Therapy: Energy Points for Healing*. Chowkhamba Sanskrit Series Office, Varanasi.
4. Park, Jae Woo (2010). *Sujok Therapy: Thumb and Hand Treatment System*. Sujok Academy Publications, Seoul / New Delhi.
5. Atthey, D. R. (2016). *Acupressure Chikitsa Evam Upchar (Hindi)*. Pankaj Publications, New Delhi.
6. Swami Satyananda Saraswati (2014). *Swara Yoga: The Tantric Science of Brain Breathing*. Yoga Publications Trust, Munger, Bihar.
7. Pandey, R. K. (2018). *Shiva Svarodaya: Svara Vigyan Evam Chikitsa (Hindi)*. Chowkhamba Bharati Academy, Varanasi.
8. Sharma, S. R. (2019). *Vaikalpik Chikitsa Paddhatiya (Alternative Therapies - Hindi)*. Sports Publications, New Delhi.
9. Brahmavarchas (2014). *Yajna Ka Samarthya Evam Chikitsa Vigyan (Yajna Therapy - Hindi)*. Yug Nirman Yojana Vistar Trust, Gayatri Teerth Shantikunj, Haridwar.
10. Chauhan, R. S. (2017). *Panchagavya Chikitsa Vijnana*. Rashtriya Godhan Mahasangh Publications, New Delhi.
11. Central Council for Research in Yoga & Naturopathy (CCRYN) (2024). *Research Compendium on Complementary & Alternative Medicine*. Ministry of Ayush, Govt. of India. Available at: <http://ccryn.gov.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Complementary & Alternative Medicine (CAM) and Integrative Therapies MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>







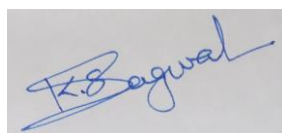
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	2	3	3	3	3

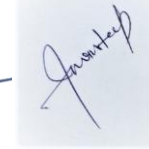
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

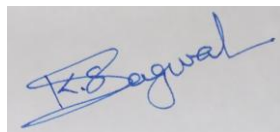
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Alternative Therapy Practitioners, Marma Therapists, Acupressure/Sujok Consultants, Energy Healers, and Wellness Facilitators in integrative clinics, AYUSH hospitals, and holistic spas.
Entrepreneurship	Equips students to establish complementary medicine clinics, holistic energy healing centers, Svara & Marma therapy wellness retreats, and non-pharmacological pain management studios.
Skill Enhancement	Provides practical mastery in Acupressure/Sujok point stimulation, Pranic scanning and sweeping, locating and energizing 107 Marma points, Svara breath regulation, and Agnihotra Yajna protocols.
Communication Development	Trains students in empathetic client consultation, explaining subtle energy concepts, guiding patients through self-care practices (Self-Marma and Svara breathing), and professional diagnostic articulation.
Indian Knowledge System (IKS)	Deep integration of ancient Indian healing traditions—Marma Vidya (Sushruta Samhita), Svara Yoga (Shiva Svarodaya), Yajna/Agnihotra science, and Panchagavya holistic therapeutics.
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) and SDG 12 (Sustainable Health Practices) by promoting drugless, non-invasive, eco-friendly, and cost-effective healing modalities.
Current Issues & Social Awareness	Addresses modern public health challenges, including chronic pain syndromes, psychosomatic stress, analgesic over-reliance, drug-resistant conditions, and lifestyle-induced hypertension/insomnia.



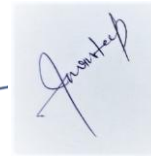




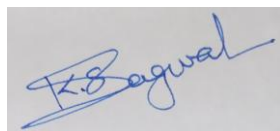
Gender Issues	Offers non-invasive therapeutic protocols for women's reproductive health (menstrual pain, hormonal dysregulations, pelvic health via Marma and Acupressure) and inclusive community wellness.
Public Policies	Aligns directly with Ministry of Ayush integrative healthcare initiatives, National Ayush Mission (NAM), and NEP-2020 directives on multidisciplinary health education and traditional knowledge systems.



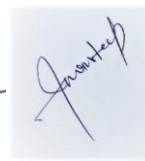




Part A-Introduction			
Name of Subject	Yoga Biomechanics & Kinesiology		
Semester	3 rd		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Yoga Biomechanics & Kinesiology		
Course Code	26L6.5-YOG-307		
Course Level	500-599		
Course Type	DEC-2		
Pre-requisite for the course (if any)	Yogic Anatomy & Physiology I & II or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the foundational concepts, definitions, and scope of Biomechanics and Kinesiology in Yoga, analyzing linear/angular kinematics (displacement, velocity, acceleration) and kinetics (force, momentum, torque, work, power, energy) in yogic bodily movements.	
	CLO₂	Analyze cardinal anatomical axes and planes, Center of Gravity (COG), line of gravity, balance, stability, Newton's laws of motion, anatomical levers, and reciprocal innervation/inhibition across diverse Yogasanas.	
	CLO₃	Evaluate the structural kinesiology and functional biomechanics of the upper extremity (shoulder girdle, glenohumeral, elbow, radio-ulnar, and wrist joints), identifying origin, insertion, and mechanical action of major muscular drivers during standing, arm-balancing, and inverted asanas.	
	CLO₄	Critically assess the functional biomechanics of the lower extremity and axial skeleton (pelvis, hip, knee, ankle, and spinal column), applying muscle dynamics (flexors, extensors, abductors, rotators, core stabilizers) to ensure injury prevention, safe alignment, and therapeutic posturing in Yoga.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30







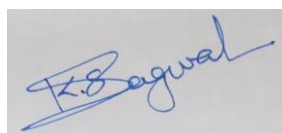
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)		3	

Part B-Contents of the Course

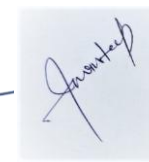
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

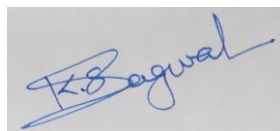
Unit	Topics	CLO/s Attempt	Contact Hours
I	Introduction & Principles of Biomechanics and Kinesiology in Yoga • Meaning, Concept and Importance of Biomechanics in Yoga; • Basic Biomechanical Concepts; • Concept of motion & it's types; • Kinematics- Distance & Displacement, Speed, Velocity and Acceleration; • Kinetics- Force, Momentum, Pressure, Mass & Weight, Work, Power, Energy; • Concept, Scope and Role of Kinesiology in Yoga; • Various types of Movements.	CLO ₁	15
II	Fundamental Concept • Fundamental concepts of following terms – Axes & Planes and their types, • Centre of Gravity, Balance, Equilibrium and Stability, Reciprocal Innervations and inhibition; • Force – Meaning, definition, types and its application to various Yoga postures. • Lever – Meaning, definition, types and its application to human body; • Newton's Laws of Motion and its application to Yoga activities; • Characteristics of various Joints and their movements.	CLO ₂	15
III	Biomechanics of Shoulder, Elbow and Wrist	CLO ₃	15



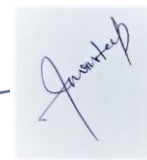




	• Structural and functional classification of skeleton muscles. • Muscles Fibre- Slow & Fast twitch fibre; • Muscular contraction; Biomechanics of Shoulder, Elbow and Wrist; • Structure & function of the bones & joints of the Shoulder, Elbow and wrist; • The attachment and action of the muscles of following joints: Shoulder Joints- Deltoid, Trapezius, Pectoralis major and minor, Rhomboid; • Elbow Joints: Biceps Brachii, Triceps Brachii, Supinator, Pronator teres.		
IV	Biomechanics of Hip, Knee and Spinal Column • Biomechanics of Hip, Knee and Spine: Structure & function of the bones and Joints of the hip, knee and spine; • The attachment and action of the muscles of following joints-Hip joints: rectus- femoris, sartorius, gluteus maximus, minimous and medius, adductor magnus, longus and brevis; • Knee joints: Quadriceps- rectus femoris, vastus, hamstring group, sartorius, gastrocnemius; • Spinal Column: Levator scapula, Rectus abdominis, Sternocleidomastoid.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Norkin, C. C., & Levangie, P. K. (2016). <i>Joint Structure and Function: A Comprehensive Analysis</i> . 5th ed., F.A. Davis			





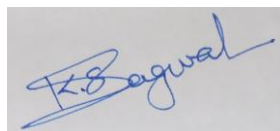


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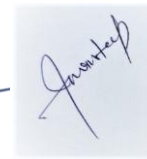
2. Hamill, J., Knutzen, K. M., & Derrick, T. R. (2021). *Biomechanical Basis of Human Movement*. 5th ed., Wolters Kluwer / Lippincott Williams & Wilkins.
3. Floyd, R. T. (2018). *Manual of Structural Kinesiology*. 20th ed., McGraw-Hill Education, New York.
4. Coulter, H. D. (2001). *Anatomy of Hatha Yoga: A Manual for Students, Teachers, and Practitioners*. Body and Breath Inc., Honesdale, Pennsylvania.
5. Kaminoff, L., & Matthews, A. (2021). *Yoga Anatomy: Your Illustrated Guide to Postures, Movements, and Breathing*. 3rd ed., Human Kinetics Publishers.
6. Long, R. (2010). *The Key Muscles of Yoga: Scientific Keys, Volume I*. Bandha Yoga Publications, Plattsburgh, New York.
7. Long, R. (2011). *The Key Poses of Yoga: Scientific Keys, Volume II*. Bandha Yoga Publications, Plattsburgh, New York.
8. Sharma, J. P. (2018). *Kinesiology Evam Biomechanics (Hindi)*. Sports Publications, New Delhi.
9. Singh, Ajmer et al. (2019). *Sharirik Shiksha Mein Kinesiology Evam Biomechanics (Hindi)*. Kalyani Publishers, New Delhi.
10. Neumann, D. A. (2017). *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. 3rd ed., Elsevier Mosby.
11. National Institutes of Health (NIH) / PubMed Central (2024). *Biomechanical Analysis of Yogic Postures & Musculoskeletal Safety*. Available at: <https://pubmed.ncbi.nlm.nih.gov>
12. SWAYAM / NPTEL / CEC (2024). *Biomechanics, Structural Kinesiology & Human Movement Sciences MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

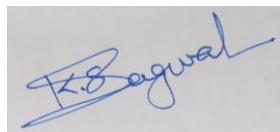
CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
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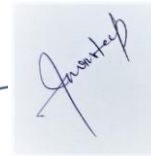




Gender Issues	Examines gender-specific skeletal variations (such as pelvic width, Q-angle differences, carrying angles, and ligamentous laxity) to design safe, personalized yogic postures for both men and women across life stages.
Public Policies	Conforms to the National Education Policy (NEP 2020) vision of integrating STEM/biomechanical sciences with traditional wellness, Ministry of Ayush benchmarks, and WHO standards for safe Yoga instruction.







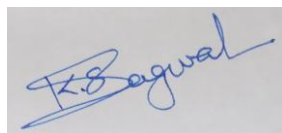
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

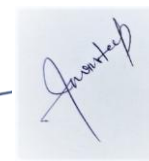
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

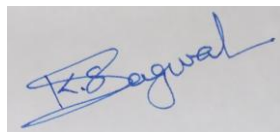
Unit	Topics	CLO/s Attempt	Contact Hours
I	Yoga for Beginners: Beginner, Precautions and Instructions before Yoga, Techniques of Warm up Exercise, Asana, Pranayama, Mudra Bandh, Meditation, Flexibility and Stretching. Yoga for Youth: Define Youth, Precautions and Instructions before Yoga, Techniques of Warm up Exercise, Asana, Pranayama, Mudra Bandh, Meditation.	CLO ₁	15
II	Yoga for Divyang: Define Divyang; Categorization of Divyang, Precautions and Instructions before Yoga, Techniques of Warm up Exercise, Chair Yoga, Asana, Pranayama, Mudra Bandh, Meditation. Yoga for Women: Common Yoga Protocol for women, Prenatal and Postnatal Yoga, Yoga during Menstrual Period.	CLO ₂	15
III	Yoga Competition: Introduction, Management; Rule and Regulations; Different age categories, school, college and university Level Yoga competitions. Yoga Shivir: General Introduction; Management, Yoga shivir for women; youth and children and according to Diseases.	CLO ₃	15
IV	Yoga for Children: Define children, Precautions and Instructions before Yoga, Techniques of Warm up Exercise, Asana, Pranayama, Mudra,	CLO ₄	15



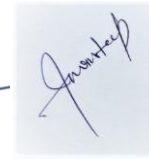




	Bandh, Meditation. • Yoga for life Management: Science of living, Purushartha Chatushtaya; The Four Ashrams.		
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Gharote, M. L. (2018). <i>Teaching Methods for Yogic Practices</i> . 4th ed., Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
2. Gharote, M. L., & Ganguly, S. K. (2007). <i>Teaching Methods in Yogic Practices: A Guide for Teachers and Instructors</i> . Lonavla Yoga Institute, Lonavla.			
3. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.			
4. Swami Kuvalayananda (2010). <i>Asanas & Pranayama (Teaching Methodology & Scientific Interpretation)</i> . Kaivalyadhama, Lonavla.			
5. Nagendra, H. R. (2012). <i>Yoga: Its Basis and Application (Yoga Education Series)</i> . Swami Vivekananda Yoga Prakashana, Bengaluru.			
6. Sri Aurobindo (2010). <i>The Synthesis of Yoga</i> . Sri Aurobindo Ashram Publication Department, Pondicherry.			
7. Mitra, V. L. (2015). <i>Yoga Vasishtha: The Philosophy of Human Consciousness</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
8. Sharma, S. R. (2019). <i>Yoga Shikshan Vidhiyaan Evam Path Yojna (Hindi)</i> . Sports Publications, New Delhi.			
9. Mishra, J. P. (2018). <i>Yog Shikshan Paddhati Evam Chetna Ka Vikas (Hindi)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			







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Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares students for diverse career opportunities as Certified Yoga Facilitators, Value-Education Officers, Institutional Yoga Instructors, Applied Consciousness Mentors, and Corporate Wellness Trainers.
Entrepreneurship	Equips learners with the pedagogical competence, curriculum structuring skills, and classroom management expertise to establish independent Yoga academies, consciousness-coaching studios, and wellness training enterprises.
Skill Enhancement	Imparts practical mastery in executing the Kaivalyadhama Eight-Step Method, designing micro/macro lesson plans, commanding and cueing techniques, prop adjustments, and customized therapeutic protocols.

K. S. Bagwal

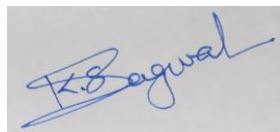
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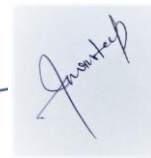
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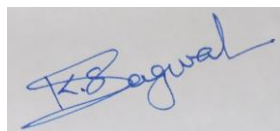
Communication Development	Cultivates proficient pedagogical communication, compassionate verbal cueing, active listening, non-verbal demonstrations, and articulating esoteric consciousness concepts into accessible terminology.
Indian Knowledge System (IKS)	Direct immersion in classical Indian epistemology and consciousness studies from the Vedas, Upanishads, Bhagavad Gita, Yoga Sutras, and Yoga Vasishtha, along with traditional Guru-Shishya pedagogical ethics.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through value-based, life-long experiential education and harmonious mind-body living.
Current Issues & Social Awareness	Addresses contemporary educational stress, attention deficit in youth, value degradation, and alienation by applying yogic mindfulness and consciousness elevation techniques in educational settings.
Gender Issues	Promotes an inclusive, gender-neutral teaching methodology accommodating diverse physiological and reproductive life-stage needs through tailored asana/pranayama modifications.
Public Policies	Conforms directly with National Education Policy (NEP 2020) directives on Teacher Education, value-integrated holistic learning, and Ministry of Ayush Yoga Certification Board (YCB) standards.



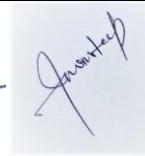




Part A-Introduction			
Name of Subject	Essence of Ayurveda		
Semester	3 rd		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Essence of Ayurveda		
Course Code	26L6.5-YOG-309		
Course Level	500-599		
Course Type	DEC-3		
Pre-requisite for the course (if any)	Yoga & Holistic Health (YOG-105) or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the historical origin, philosophical objectives, Ashtanga Ayurveda (eight branches), apex Ayurvedic institutes in India, and preventive lifestyle regimens (Dinacharya, Ratricharya, Ritucharya, Sadvritta).	
	CLO₂	Analyze the fundamental foundational pillars and sub-pillars of Ayurveda—Tridosha dynamics (Vata, Pitta, Kapha), Sapta Dhatus, Trimala, Agni, Shad-Rasa (six tastes), and formulate Ayurvedic dietary principles (Ahara Vidhi, Pathya-Apathya).	
	CLO₃	Evaluate the botanical profile, pharmacological properties (Rasa, Guna, Virya, Vipaka, Prabhava), therapeutic actions, and health-promotive applications of major classical Ayurvedic herbs.	
	CLO₄	Demonstrate comprehensive knowledge of Panchakarma detoxification therapy, detailing the preparatory procedures (Poorva Karma: Snehana, Svedana), primary purificatory therapies (Pradhana Karma: Vamana, Virechana, Basti, Nasya, Raktamokshana), and post-therapy rejuvenation (Pashchat Karma).	
	Theory	Tutorial	Total







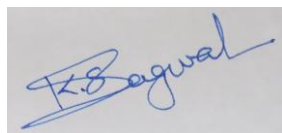
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

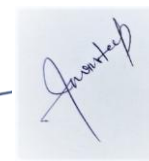
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

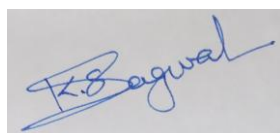
Unit	Topics	CLO/s Attempt	Contact Hours
I	History of Ayurveda • Origin, Definition, history and Objectives of Ayurveda, • Institutes of Ayurveda in India; • Eight branches/divisions of Ayurveda; • The six seasons • Sadvritta, Ritucharya, Dincharya, Ratricharya.	CLO ₁	15
II	Pillars and Sub-Pillars of Ayurveda • Tridoshas- Vata, Pitta and Kapha; & Their Basic Qualities; • The Sapta Dhātu; • the six tastes and their role in body; • Concept of Diet in Ayurveda; • Function of Diet (food); • Important Rules and Regulations Related to Diet in Ayurveda; Balance Diet, Pathya, Apathya;	CLO ₂	15
III	Introduction of Major Herbs • General introduction to major herbs and their properties • Health, promotion and Medicinal uses of the following-Ajwain, Anwala, Apamarga,	CLO ₃	15



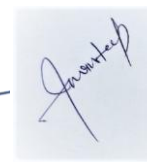




	Ashwagandha, Tulsi, Giloy, Brahmi, Neem, Tulsi, Turmeric, Aloe vera, Ginger.		
IV	Introduction to Panchkarma: • Meaning, Definition, Types and Objectives of Panchkarma; • Precautions and Importance in present Scenario; • Poorvakarma (pre-purification procedures); Pradhaan Karma and Pashchaat Karma,	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
• Class Participation:	5	Written Examination:70	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Sharma, P. V. (2018). <i>Dravyaguna Vijnana (Vols. 1 & 2 - Hindi/English)</i> . Chowkhamba Bharati Academy, Varanasi.			
2. Joshi, Sunil V. (2010). <i>Ayurveda and Panchakarma: The Science of Healing and Rejuvenation</i> . Motilal Banarsidass, Delhi.			
3. Frawley, D., & Lad, V. (2016). <i>The Yoga of Herbs: An Ayurvedic Guide to Herbal Medicine</i> . Motilal Banarsidass Publishers, Delhi.			
4. Lad, V. (2012). <i>Textbook of Ayurveda: Fundamental Principles (Vols. 1–3)</i> . Ayurvedic Press, Albuquerque, New Mexico.			
5. Murthy, K. R. Srikantha (2016). <i>Astanga Hrdayam of Vagbhata (Text, English Translation & Commentary)</i> . Chowkhamba Krishnadas Academy, Varanasi.			
6. Shastri, K. N., & Chaturvedi, G. N. (2018). <i>Charaka Samhita of Agnivesha (Vols. 1 & 2 - Hindi Commentary)</i> . Chowkhamba Bharati Academy, Varanasi.			
7. Sharma, S. R. (2019). <i>Ayurveda Evam Swasthya Vritta (Hindi)</i> . Sports Publications, New Delhi.			







8. Mishra, J. P. (2019). *Ayurvediya Padartha Vijnana Evam Dravyaguna (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
9. Dash, Bhagwan (2014). *Fundamentals of Ayurvedic Medicine*. B. Jain Publishers, New Delhi.
10. Central Council for Research in Ayurvedic Sciences (CCRAS) (2023). *Ayurvedic Pharmacopoeia of India (API)*. Ministry of Ayush, Govt. of India, New Delhi.
11. National Institute of Ayurveda (NIA) (2024). *Ayurveda Clinical Case Repositories & E-Learning Portal*. Available at: <http://nia.nic.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Introduction to Ayurveda, Panchakarma & Herbal Sciences MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

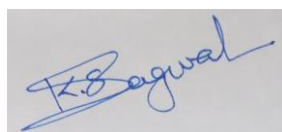
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	2	3	3	3	3

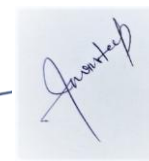
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

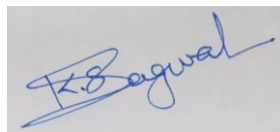
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Ayurvedic Lifestyle Consultants, Panchakarma Technicians, Herbal Wellness Advisors, and Integrative Health Educators in AYUSH hospitals, wellness spas, and healthcare resorts.
Entrepreneurship	Equips students to establish Ayurvedic wellness retreats, herbal lifestyle counseling clinics, traditional



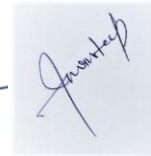




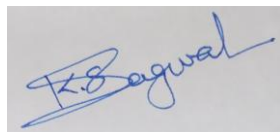
	Panchakarma centers, and organic medicinal herb enterprises.
Skill Enhancement	Provides practical competency in Prakriti (body constitution) assessment, Dravyaguna herb identification, formulating Tridosha-balancing diet plans, and understanding clinical Panchakarma procedures (Snehana, Svedana, Basti).
Communication Development	Trains students in patient lifestyle counseling, explaining Ayurvedic concepts (Doshas, Dhatus, Agni, Ama) in accessible terminology, and guiding seasonal conduct with clarity.
Indian Knowledge System (IKS)	Deep integration of ancient Indian medical heritage—Brihat-Trayi (Charaka, Sushruta, Vagbhata), Dravyaguna, Panchakarma science, and the holistic Vedic model of health.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 15 (Life on Land) through plant-based herbal remedies, sustainable cultivation of medicinal flora, and eco-friendly wellness traditions.
Current Issues & Social Awareness	Addresses modern lifestyle epidemics, chronic inflammatory disorders, digestive ailments, stress, and metabolic syndrome through Ayurvedic chronobiology (Dinacharya, Ritucharya) and gut-healing nutrition.
Gender Issues	Covers maternal, menstrual, and reproductive wellness through specialized Ayurvedic regimens (Kaumarbhritya, Sadvritta, and Stree-Roga preventive care) for women across life stages.
Public Policies	Strongly aligns with the National Ayush Mission (NAM), National Health Policy (NHP), and NEP-2020 initiatives on revitalizing Indian traditional medicine and integrative health education.



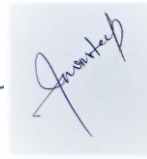




	• Characteristics and functions of Trayodashkaran, • Eight dharmas of Buddhi.		
IV	Introduction to Sarga, Shareer and Mukti • Concept and types of Sarga: Bhutsarga and Pratyayasarga, • Types of Shareer: Linga, Shukhshma & Sthula shareer, • Concept of Bandhana, • Concept and types of Mukti.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Ishvarakrishna (2015). <i>The Samkhyakarika: With Commentary of Vacaspati Misra (Samkhyatattvakaumudi)</i> . Ed. & Trans. by S. S. Suryanarayana Sastri, University of Madras / Motilal Banarsidass, Delhi.			
2. Sharma, C. D. (2016). <i>A Critical Survey of Indian Philosophy (Chapters on Samkhya)</i> . Motilal Banarsidass Publishers, Delhi.			
3. Larson, G. J. (2014). <i>Classical Samkhya: An Interpretation of Its History and Meaning</i> . 2nd ed., Motilal Banarsidass Publishers, Delhi.			
4. Mishra, Vacaspati (2018). <i>Samkhyatattvakaumudi (With Hindi Commentary by Gajanan Shastri Musalgaonkar)</i> . Chowkhamba Sanskrit Sansthan, Varanasi.			
5. Pandey, K. C. (2017). <i>Samkhya Karika of Ishvarakrishna (Hindi Bhashya)</i> . Chowkhamba Bharati Academy, Varanasi.			







6. Swami Hariharananda Aranya (2012). *Samkhya-Sutras with the Vrittis of Aniruddha and Vijñanabhikṣu*. University of Calcutta / Munshiram Manoharlal, New Delhi.
7. Mainkar, T. G. (2004). *The Samkhyakarika of Isvarakṛṣṇa with the Samkhyakarikabhāṣya of Gaudapadācārya*. Chowkhamba Sanskrit Series Office, Varanasi.
8. Radhakrishnan, S. (2009). *Indian Philosophy (Volume II - Classical Samkhya System)*. Oxford University Press, New Delhi.
9. Sharma, H. N. (2018). *Bharatiya Darshan Mein Samkhya Siddhanta (Hindi)*. Madhya Pradesh Hindi Granth Academy, Bhopal.
10. Bhattacharya, R. S. (2010). *An Introduction to Samkhya Philosophy*. Bharatiya Vidya Prakashan, Delhi.
11. Indira Gandhi National Centre for the Arts (IGNCA) (2024). *Classical Manuscripts and Commentaries on Samkhya Karika*. Ministry of Culture, Govt. of India. Available at: <http://ignca.gov.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Classical Indian Philosophy: Samkhya & Yoga Darshana MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

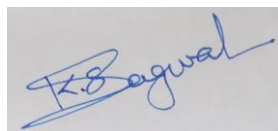
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

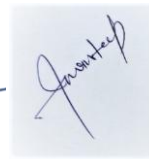
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

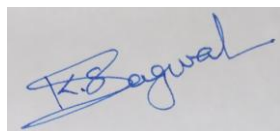
Thrust Area	Content Alignment & Integration
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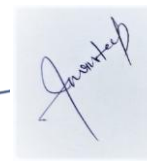




Part A-Introduction		
Name of Subject	Indian Knowledge System	
Semester	3 rd	
Nature of Course	Theory (Theory + Tutorial)	
Nomenclature of the Course	Indian Knowledge System	
Course Code	26L6.5-YOG-311	
Course Level	500-599	
Course Type	DEC-3	
Pre-requisite for the course (if any)	Basics of Indian Philosophy / Culture or equivalent	
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the foundational concepts, paradigms, and scope of Indian Knowledge Systems (IKS), analyzing ancient to modern epistemological traditions alongside the classical Caturdaśa Vidyāsthānas (14 Branches of Learning: 4 Vedas, 6 Vedangas, Purana, Nyaya, Mimamsa, and Dharmashastra).
	CLO₂	Critically analyze the core literary and philosophical corpus of India, encompassing the Upavedas, Puranas, Principal Upanishads, Shad-Darshanas, Bhagavad Gita, Epics (Ramayana & Mahabharata), and Smriti literature.
	CLO₃	Synthesize traditional holistic health and well-being paradigms across Ayurvedic lifestyle regimens (Dinacharya, Ritucharya, Tridosha, Sapta Dhatu, Ahara) and Yogic sadhana (Ashtanga Yoga, Shatkriyas, and therapeutic wellness modalities).
	CLO₄	Evaluate the global transmission, historical impact, and modern renaissance of Yoga and Indian thought in the Western and modern world through pioneer philosophers and masters (Swami Vivekananda, Paramahansa Yogananda, Sri Aurobindo, Maharishi Mahesh Yogi, Osho,







	• Ayurveda- Lifestyle, Diet and Medicine, Dosha Dhatu; • Definition of health, Daily Routine, Seasonal routine; • Definition of Yoga; • Yoga as Therapy for health and wellness; • Ashtanga Yoga; • Shatkarma.		
IV	Ancient India and World • The Impact of Yoga on the world: Philosophers who left an impact on the west; • Swami Vivekananda, Paramahans Yogananda, Sri Aurobindo; • Maharishi Mahesh Yogi, Acharya Rajneesh, J. Krishnamurti; • Swami Shivananda, BKS Iyengar, Sri T. Krishnamachari.	CLO₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Mahadevan, B., Bhat, V. R., & Nagendra Pavana, R. N. (2022). <i>Introduction to Indian Knowledge System: Concepts and Applications</i> . PHI Learning Pvt. Ltd., New Delhi.			
2. Kapoor, Kapil, & Singh, A. K. (2012). <i>Indian Knowledge Systems (Vols. 1 & 2)</i> . D.K. Printworld, New Delhi.			
3. Radhakrishnan, S. (2009). <i>Indian Philosophy (Vols. 1 & 2)</i> . Oxford University Press, New Delhi.			
4. Frawley, D. (2019). <i>Vedic Yoga: The Path of the Rishi</i> . Motilal Banarsidass Publishers, Delhi.			
5. Swami Vivekananda (2018). <i>The Complete Works of Swami Vivekananda (Vols. 1–9)</i> . Advaita Ashrama, Kolkata.			

6. Sri Aurobindo (2010). *The Renaissance in India and Other Essays on Indian Culture*. Sri Aurobindo Ashram Publication Department, Pondicherry.
7. Yogananda, Paramahansa (2014). *Autobiography of a Yogi*. Self-Realization Fellowship, Los Angeles.
8. Iyengar, B. K. S. (2015). *Light on Yoga*. HarperCollins Publishers India, New Delhi.
9. Sharma, S. R. (2020). *Bharatiya Jnana Parampara Evam Yoga (Hindi)*. Sports Publications, New Delhi.
10. Mishra, J. P. (2021). *Bharatiya Sanskriti Evam Jnana Vijnana (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
11. Ministry of Education / IKS Division (2024). *National IKS Portal & Curriculum Guidelines*. Govt. of India. Available at: <https://iksindia.org>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Introduction to Indian Knowledge Systems (IKS) MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

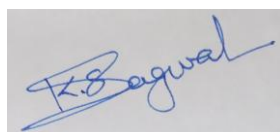
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

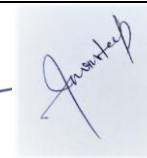
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

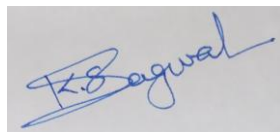
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as IKS Scholars, Heritage Resource Specialists, Value-



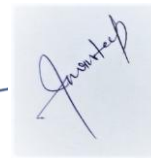




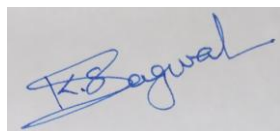
	Education Mentors, Cultural Ambassadors, and Yoga Historians in educational institutes, tourism, and cultural councils.
Entrepreneurship	Equips students with the foundational knowledge to develop Indic heritage tourism circuits, IKS-based digital content platforms, traditional wellness retreats, and cultural education academies.
Skill Enhancement	Fosters multidisciplinary synthesis, classical textual comprehension across Caturdaśa Vidyāsthānas, comparative epistemological analysis, and holistic wellness application.
Communication Development	Trains students in articulating India's scientific and cultural heritage to diverse global and contemporary audiences with clarity and philosophical rigor.
Indian Knowledge System (IKS)	Direct immersion in the core source texts and epistemic frameworks of India—Caturdaśa Vidyāsthānas, Upavedas, Shad-Darshanas, Ayurveda, and the global heritage of modern Yoga masters.
Environmental Awareness / SDGs	Promotes UN SDG 3 (Good Health and Well-Being), SDG 4 (Quality & Inclusive Education), and SDG 12 (Sustainable Lifestyle) through nature-attuned living, Ritucharya, and non-violent living.
Current Issues & Social Awareness	Addresses contemporary existential challenges, cultural disconnect, stress epidemics, and consumerism by reviving India's holistic life philosophy and experiential knowledge traditions.
Gender Issues	Highlights the high status and scholarly contributions of women philosophers (Brahmavadinis) in Vedic literature, alongside gender-inclusive spiritual frameworks in Indian thought.
Public Policies	Embodies the flagship mandate of NEP-2020 on mainstreaming Indian Knowledge Systems (IKS) in higher education curricula, promoting pride in India's intellectual contributions.



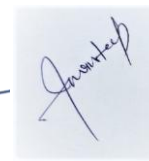




Part A–Introduction			
Name of the Programme	Yoga Practical-III		
Semester	3 rd		
Nature of Course/Course Composition	Practical		
Nomenclature of the Course	Yoga Practical-III		
Course Code	26L6.5-YOG-312		
Course Level	500-599		
Course Type	PC-3/ SEC		
Pre-requisite for the course (if any)	Yoga Practical-I & II (YOG-106 / YOG-206) or equivalent foundation		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Demonstrate mastery over classical devotional prayer songs ('Vah Shakti Hame Do Dayanidhye', 'Itni Shakti Hame Dena Data'), Shanti Path, and foundational Semester 1 & 2 practical review components.	
	CLO ₂	Execute advanced Pawanmuktasana Part-3, Yogic Sukshma Vyayams No. XXXIII to LXVIII, Pragma Yoga with mantra coordination, and canonical text asanas (Gheranda Samhita & Hatha Pradipika Asanas 9 to 15, plus 4 advanced asanas).	
	CLO ₃	Perform advanced pranayamas (Gheranda Samhita & Hatha Pradipika Pranayamas 5 to 8), specialized Mudras, and immersive meditation systems (Antarmauna, Ajapa Jap, Breath Meditation, Om Meditation, Vipassana, and Preksha Meditation).	
	CLO ₄	Apply practical skills acquired through specialized Alternative Therapy workshops/trainings and successfully articulate technical competencies during comprehensive practical viva-voce examinations.	
	Theory	Practical	Total







Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)		4	

Part B-Contents of the Course

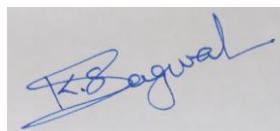
Instructions for Examiner:

Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes.

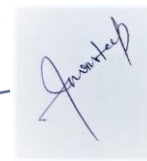
Unit	Topics	Contact Hours
I	Devotional Prayer & Scriptural Chanting (Including Ist & IInd Semester): - Recitation of traditional prayer songs: "<i>Vah Shakti Hame Do Dayanidhye</i>" and "<i>Ishwar Stuti Prathana Upasana Mantra</i>". - Chanting of <i>Shanti Path</i> and comprehensive review of foundational chanting elements from Semesters I and II. Review of Prior Practical Competencies (Semesters I & II): - Verification, revision, and execution proficiency of foundational <i>Shatkarmas</i>, <i>Sukshma Vyayams</i>, canonical <i>Asanas</i>, and basic <i>Pranayamas</i>. Advanced Cleansing Techniques (Shatkarmas): Vastradhauti: Technique and practice of cloth cleansing for the upper gastrointestinal tract. Dandadhauti: Catheter/tube cleansing method for stomach purification. Shankhaprakshalana: Practice of both <i>Laghoo</i> (short) and <i>Poorna</i> (full) intestinal cleansing. Neti Procedures: Detailed execution of <i>Sutra Neti</i> (nasal thread cleansing) and <i>Jala Neti</i> (nasal saline irrigation). Kapalbhati Variations: Mastery over <i>Vaatkrama</i>, <i>Vyutakrama</i>, and <i>Sheetkarma</i> Kapalbhathi cleansing protocols.	30
II	Advanced Vyayam, Pawanmuktasana-III & Pragma Yoga (Including Ist & IInd Semester):	30

	Total Contact Hours		120
Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
Class Participation:	5	Lab record	10
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce	20
Mid-Term Exam:	15	Write-up and execution of the practical	40
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.			
2. Swami Satyananda Saraswati (2015). <i>Antaranga Sadhana: Antarmauna & Ajapa Japa</i> . Yoga Publications Trust, Munger, Bihar.			
3. Swami Digambarji & Jha, P. (2005). <i>Gheranda Samhita (Critical Edition)</i> . Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
4. Swami Digambarji & Gharote, M. L. (2006). <i>Hatha Pradipika</i> . Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
5. Goenka, S. N. (2015). <i>The Art of Living: Vipassana Meditation</i> . Vipassana Research Institute, Igatpuri.			
6. Mahapragya, Acharya (2010). <i>Preksha Dhyana: Theory and Practice</i> . Jain Vishva Bharati, Ladnun, Rajasthan.			
7. Swami Dharendra Brahmachari (2016). <i>Yogic Sukshma Vyayama</i> . New Yogashram, Delhi.			
8. Sharma, S. R. (2019). <i>Tritiya Yoga Abhyas Evam Dhyana Paddhatiya (Hindi)</i> . Sports Publications, New Delhi.			
9. Ministry of Ayush (2023). <i>Advanced Yoga Training and Meditation Protocols</i> . Govt. of India, New Delhi. Available at: https://ayush.gov.in			
10. Morarji Desai National Institute of Yoga (MDNIY) (2024). <i>Practical Manual for Advanced Asanas, Pranayama and Meditation</i> . Ministry of Ayush, Govt. of India. Available at: http://www.yogamdniy.nic.in			

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs





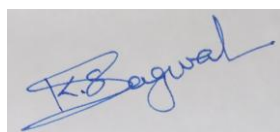


CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	3	3	3	3	3

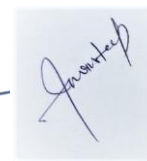
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

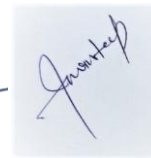
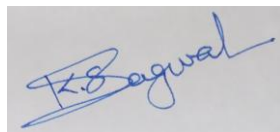
Thrust Area	Content Alignment & Integration
Employability	Prepares students for professional careers as Expert Yoga Instructors, Advanced Meditation Facilitators, Alternative Therapy Practitioners, and Holistic Health Trainers in global wellness centers and hospitals.
Entrepreneurship	Equips learners with advanced practical and meditative training to establish specialized meditation centers, retreat facilities, and holistic healing clinics.
Skill Enhancement	Fulfills advanced practical skill enhancement by imparting deep mastery in Sukshma Vyayams XXXIII–LXVIII, Pragya Yoga, Gheranda/Hatha Pradipika Asanas 9–15, Antarmauna, Vipassana, and Preksha meditation.
Communication Development	Refines professional voice modulation during devotional stotras, guiding contemplative meditation scripts, and instructing advanced practical sessions.
Indian Knowledge System (IKS)	Direct practical immersion in classical Gheranda Samhita, Hatha Pradipika asanas, traditional Sanskrit stotras (Rudrastakam), and ancient meditative lineages (Vipassana, Preksha, Tantric meditation).
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) through advanced somatic conditioning, emotional regulation, and deep mental hygiene.
Current Issues & Social Awareness	Addresses deep-seated stress epidemics, anxiety, and modern psychological burnout through structured, classical meditative immersion.



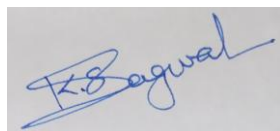




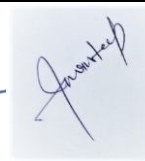
Gender Issues	Promotes gender-inclusive, accessible advanced practical training accommodating diverse physical flexibility and life stages safely.
Public Policies	Fully aligns with National Education Policy (NEP 2020) practical learning mandates, Ministry of Ayush benchmarks, and National Ayush Mission (NAM) standards.



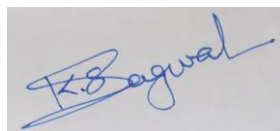
Part A-Introduction			
Name of Programme	Yoga and Life Management		
Semester	3 rd		
Nature of Course/Course Composition	Theory (Theory + Tutorial)		
Nomenclature of the Course	Yoga and Life Management		
Course Code	26L6.5-OEC-YOG-301		
Course Level	500-599		
Course Type	OEC		
Pre-requisite for the course (if any)	None (Open to all non-Yoga postgraduate students)		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explain the fundamental etymology, classical definitions, historical development, objectives, common misconceptions, and success-facilitating factors (Sadhaka and Badhaka Tattvas) of Yoga in daily living.	
	CLO₂	Analyze the major classical traditions of Yoga (Ashtanga, Hatha, Jnana, Bhakti, and Karma Yoga) and apply their core philosophical frameworks for emotional resilience, stress reduction, and lifestyle management.	
	CLO₃	Synthesize the concepts of Purushartha Chatushtaya, health and wellness paradigms in the Bhagavad Gita and Yoga Sutras, and adhere to Trayopastambha (wholesome Ahara, restorative Nidra, and balanced lifestyle) for vitality and mental hygiene.	
	CLO₄	Integrate practical Yogic tools—including dynamic Suryanamaskar, functional Yogasana, therapeutic Pranayama, Mudra-Bandha energetic locks, Yoga Nidra, and meditation—for holistic personal well-being, time management, and workplace harmony.	
	Theory	Tutorial	Total
Credits	2	0	2



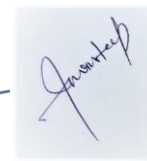




	• Ahara, Nidra and Brahmacharya for Life Management • Yogasana and Suryanamaskar for Life Management; • Pranayama and Life Management; • Mudra –Bandha and Life Management; • Meditation and Life Management.	
	Total Contact hours	30
Evaluation Methods		
Internal Assessment: 15 Marks		End Term Examination: 35 Marks
Class Participation:	5	Written Examination:35
Seminar/presentation/assignment/quiz/class test etc.:	5	
Mid-Term Exam:	5	
Part C-Learning Resources		
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):		
1. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.		
2. Swami Vivekananda (2019). <i>Raja Yoga & Karma Yoga (The Complete Works of Swami Vivekananda)</i> . Advaita Ashrama, Kolkata.		
3. Nagendra, H. R., & Nagarathna, R. (2008). <i>Yoga for Promotion of Positive Health & Stress Management</i> . Swami Vivekananda Yoga Prakashana, Bengaluru.		
4. Iyengar, B. K. S. (2015). <i>Light on Life: The Yoga Journey to Wholeness, Inner Peace, and Ultimate Freedom</i> . Rodale Books / HarperCollins India.		
5. Gharote, M. L. (2007). <i>Principles & Methods of Yoga Practices</i> . Lonavla Yoga Institute, Lonavla.		
6. Swami Niranjanananda Saraswati (2015). <i>Yoga and Kriya: A Systematic Course in the Ancient Tantric Techniques</i> . Yoga Publications Trust, Munger.		







7. Sharma, S. R. (2019). *Yogic Jeevan Prabandhan Evam Swasthya (Hindi)*. Sports Publications, New Delhi.
8. Mishra, J. P. (2018). *Yoga Evam Jeevan Shaili Prabandhan (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
9. Frawley, D. (2016). *Yoga and Ayurveda: Self-Healing and Self-Realization*. Motilal Banarsidass Publishers, Delhi.
10. Ministry of Ayush (2023). *Common Yoga Protocol for General Well-Being*. Govt. of India, New Delhi. Available at: <https://ayush.gov.in>
11. National Institute of Mental Health and Neurosciences (NIMHANS) (2023). *Yoga Protocol for Stress Management & Mental Health*. NIMHANS Integrated Centre for Yoga, Bengaluru.
12. SWAYAM / NPTEL / UGC-CEC (2024). *Yoga for Life Management & Stress Management MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

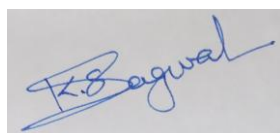
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

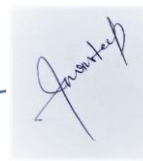
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

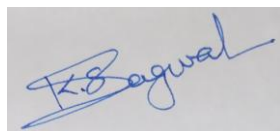
Thrust Area	Content Alignment & Integration
Employability	Equips non-Yoga university students across engineering, commerce, sciences, and humanities with vital life skills, stress-resilience, cognitive focus, and emotional intelligence, boosting workplace productivity



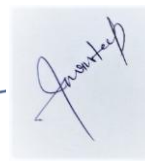




	and multidisciplinary employability.
Entrepreneurship	Enables students from diverse faculties to integrate Yogic wellness principles into their entrepreneurial ventures, corporate HR management, team-building strategies, and personal stress-regulation systems.
Skill Enhancement	Hands-on competency in daily Suryanamaskar, postural alignment, desk-ergonomics, calming Pranayama (Nadi Shodhana, Bhramari), mindfulness meditation, and Yoga Nidra for rapid stress release.
Communication Development	Fosters compassionate interpersonal communication, active listening, emotional stability during conflicts, and balanced decision-making through Gita's Sthitaprajna principles.
Indian Knowledge System (IKS)	Direct experiential immersion in foundational Indian thought—Purusharthas, Bhagavad Gita life management, Patanjali's mind-control tools (Chitta Prasadana), and Yogic lifestyle ethics.
Environmental Awareness / SDGs	Directly advances UN SDG 3 (Good Health and Well-Being), SDG 4 (Quality Life Skills Education), and SDG 12 (Mindful Living) through sustainable, drugless personal health practices.
Current Issues & Social Awareness	Addresses contemporary student challenges, including digital addiction, academic burnout, anxiety, depression, lifestyle sedentary disorders, and chronic sleep deprivation (insomnia).
Gender Issues	Promotes universal, non-sectarian, and gender-inclusive wellness practices tailored to balance hormonal rhythms and alleviate mental fatigue across all student demographics.
Public Policies	Embodies NEP-2020's mandate on holistic multidisciplinary education, integrating Open Elective Courses (OEC) in health, wellness, value-education, and IKS across all academic disciplines.







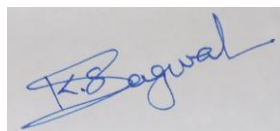
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

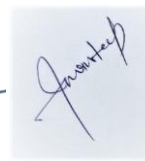
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

Unit	Topics	CLO/s Attempt	Contact Hours
I	• Maharishi Patanjali: life sketch and their contribution to Yoga; • Guru Gorakshanatha: life sketch and their contribution to Yoga; • Adi Shankracharya: Life sketch and their contribution to Yoga; • Swami Shivananda Saraswati: Life sketch and their contribution to yoga. • Mahatma Buddha: Life sketch and his teachings.	CLO ₁	15
II	• Maharishi Mahesh Yogi: Eminent Yoga Institutions in India and their contribution in development of Yoga; • Swami T. Krishnamacharya: Eminent Yoga Institutions in India and their contribution in development of Yoga; • B.K.S. Iyengar: Eminent Yoga Institutions in India and their contribution in development of Yoga; • Swami Yogananda: Life sketch and their contribution to Yoga; • Saint Kabir Das: Life sketch and his teachings.	CLO ₂	15
III	• Ramakrishna Paramhansa: Life sketch and their contribution to Yoga; • Pt. Shri Ram Sharma: Eminent Yoga Institutions in India and their contribution in	CLO ₃	15







	development of Yoga; • Swami Vivekananda: Eminent Yoga Institutions in India and their contribution in development of Yoga; • Maharishi Raman: Life sketch and their contribution to Yoga; • Lahiri Mahasaya: Life sketch and their contribution to Yoga		
IV	• Sri Aurobindo: Eminent Yoga Institutions in India and their contribution in development of Yoga; • Swami Kuvalyananda: Eminent Yoga Institutions in India and their contribution in development of Yoga; • Swami Dayananda Saraswati: Life sketch and their contribution in development of Yoga. • Swami Rama: Eminent Yoga Institutions in India and their contribution in development of Yoga;	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Yogananda, Paramahansa (2014). <i>Autobiography of a Yogi</i> . Self-Realization Fellowship, Los Angeles.			
2. Swami Vivekananda (2018). <i>The Complete Works of Swami Vivekananda (Vols. 1–9)</i> . Advaita Ashrama, Kolkata.			
3. Sri Aurobindo (2010). <i>The Synthesis of Yoga & The Life Divine</i> . Sri Aurobindo Ashram Publication Department, Pondicherry			
4. Iyengar, B. K. S. (2015). <i>Light on Yoga & Light on Life</i> . HarperCollins Publishers India, New Delhi.			

5. Swami Rama (2012). *Living with the Himalayan Masters*. Himalayan Institute Press, Honesdale, Pennsylvania.
6. Sivananda, Swami (2015). *Autobiography of Swami Sivananda*. The Divine Life Society, Sivanandanagar, Rishikesh.
7. Kuvalayananda, Swami (2010). *Scientific Survey of Yogic Poses and Pranayama*. Kaivalyadhama, Lonavla.
8. Sharma, S. R. (2019). *Bharatiya Yogi Evam Unka Yoga Chintan (Hindi)*. Sports Publications, New Delhi.
9. Mishra, J. P. (2020). *Pramukh Bharatiya Yogi Evam Sansthan (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
10. Brahmavarchas (2016). *Hamare Yugrishi: Pandit Shriram Sharma Acharya (Hindi)*. Yug Nirman Yojana Vistar Trust, Shantikunj, Haridwar.
11. Maharishi Mahesh Yogi (2011). *Science of Being and Art of Living: Transcendental Meditation*. Plume / Penguin Books, New York.
12. SWAYAM / NPTEL / UGC-CEC (2024). *Indian Yogis, Lineages & Renaissance of Modern Yoga MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

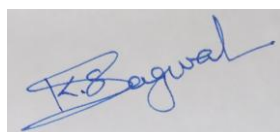
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

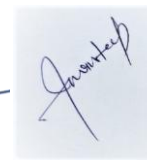
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

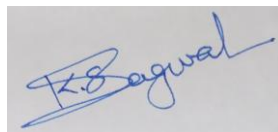
Thrust Area	Content Alignment & Integration
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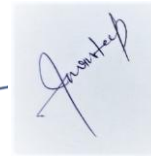




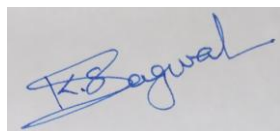
Employability	Prepares graduates for career opportunities as Yoga Historians, Lineage Researchers, Spiritual Mentors, Institutional Directors, Cultural Ambassadors, and Value-Education Specialists in universities, ashrams, and international yoga centers.
Entrepreneurship	Inspires students with institutional governance models (Kaivalyadhama, Ramakrishna Mission, RIMYI, Shantikunj, Divine Life Society) to establish traditional ashram-style academies, yoga research trusts, and holistic wellness institutes.
Skill Enhancement	Deepens mastery over varied traditional and modern sadhana methodologies (Iyengar alignment, Krishnamacharya Vinyasa, Sri Aurobindo's Integral Yoga, TM, and Kriya Yoga).
Communication Development	Cultivates profound articulation of biographical narratives, spiritual discourses, philosophical dialectics, and presenting India's yogic masters to contemporary global audiences.
Indian Knowledge System (IKS)	Direct, comprehensive study of the living Guru-Shishya paramparas, traditional monastic orders (Dashanami, Nath, Kriya), and the historical lineages that preserved and modernized Indic wisdom.
Environmental Awareness / SDGs	Directly promotes UN SDG 3 (Good Health and Well-Being), SDG 4 (Quality Value-Based Education), and SDG 16 (Peace, Universal Brotherhood & Ethical Living) through the universal humanist teachings of India's yogis.
Current Issues & Social Awareness	Draws on the social-reformist and humanist teachings of Sant Kabir, Swami Vivekananda, Mahatma Buddha, and Maharishi Dayananda to address contemporary casteism, communal disharmony, consumerism, and existential despair.
Gender Issues	Highlights the egalitarian, soul-centric vision of masters where spiritual attainment, meditation, and Self-realization transcend all gender distinctions, promoting universal dignity.
Public Policies	Strongly aligns with National Education Policy (NEP 2020) mandates on integrating Indian Knowledge Systems (IKS), indigenous role models, ethical value-building, and celebrating India's global cultural heritage.



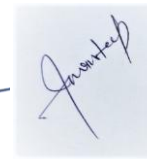




	● Yogic Practice - Management of the diseases through suitable yogic practices - Yogic diet, Yama and Niyama, Shatkarma, Asanas, Pranayama; Meditation; changes in lifestyle according to yogic scriptures. Integrated Approach of Yoga therapy for the following Common Ailments: ● Endocrinal and Metabolic Disorder - Diabetes Mellitus, Hypo and Hyper-Thyroidism; Obesity: Metabolic Syndrome ● Obstetrics and Gynecological Disorders, Menstrual Disorders: Dysmenorrhea, Menopause and peri-menopausal syndrome: Yoga for Pregnancy and Childbirth, Ante natal care, post-natal care.		
III	Therapeutic Yoga – ● Yogic Practice - Management of the diseases through suitable yogic practices - Yogic diet, Yama and Niyama, Shatkarma, Asanas, Pranayama; Meditation; changes in lifestyle according to yogic scriptures. Integrated Approach of Yoga therapy for the following Common Ailments: ● Gastrointestinal Disorders: Gastritis, Indigestion, Peptic Ulcers, Constipation, Diarrhoea, Irritable Bowel Syndrome, colitis, Piles. ● Muscular-Skeletal Disorders: Back Pain, Intervertebral disc prolapses (IVDP) Lumbar Spondylosys, Cervical Spondylosis, Arthritis	CLO ₃	15
IV	Therapeutic Yoga – ● Yogic Practice - Management of the diseases through suitable yogic practices - Yogic diet, Yama and Niyama, Shatkarma, Asanas, Pranayama; Meditation; changes in lifestyle according to yogic scriptures. Integrated Approach of Yoga therapy for the following Common Ailments: ● Neurological Disorders: Migraine, Tension-headache, Epilepsy ● Psychiatric Disorders: Neurosis, Anxiety disorders, Phobias, Depression.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	







Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):

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Ministry of Ayush, Govt. of India, New Delhi. Available at: <http://www.yogamdniy.nic.in>

12. SWAYAM / NPTEL / UGC-CEC (2024). *Clinical Yoga Therapy, Psychosomatic Disorders & Health Management MOOCs*.

MHRD / Govt. of India. Available at: <https://swayam.gov.in>

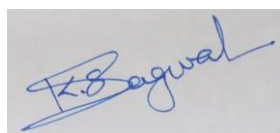
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	3	3	3	3	3

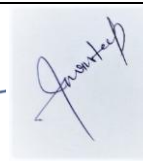
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

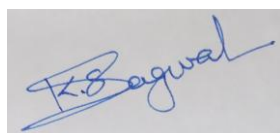
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Certified Clinical Yoga Therapists, Medical Yoga Consultants, Hospital Rehabilitation Officers, and Wellness Clinicians in AYUSH hospitals, integrative healthcare centers, and multispecialty clinical setups.
Entrepreneurship	Equips students with the clinical and diagnostic competence to establish independent Yoga Therapy clinics, lifestyle disease reversal retreats, spine and pain care studios, and prenatal/postnatal yoga care centers.
Skill	Imparts clinical mastery in case-history taking, assessing psychosomatic pathogenesis, prescribing



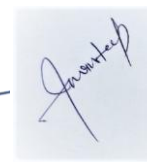




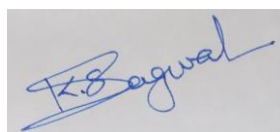
Enhancement	pathology-specific Yoga protocols, executing prop-assisted therapeutic modifications, and monitoring clinical vitals.
Communication Development	Trains students in empathetic doctor-patient dialogue, clinical consultation etiquette, explaining the physiological mechanisms of yogic healing, and patient rehabilitation counseling.
Indian Knowledge System (IKS)	Integrates the classical Adhi-Vyadhi model from Yoga Vasishtha, Patanjali's psychosomatic purification frameworks, and scriptural lifestyle medicine into modern evidence-based clinical therapy.
Environmental Awareness / SDGs	Directly advances UN SDG 3 (Good Health and Well-Being) and SDG 12 (Sustainable Health Practices) by promoting non-pharmacological, drugless, and sustainable prevention and management of chronic diseases.
Current Issues & Social Awareness	Provides non-invasive, evidence-based solutions for contemporary lifestyle epidemics—Non-Communicable Diseases (NCDs), Type-2 Diabetes, Hypertension, CVDs, Lumbar/Cervical disc disorders, Clinical Depression, and Anxiety.
Gender Issues	Extensive clinical coverage of female reproductive health across life stages, including Dysmenorrhea, PCOS, Peri-menopausal syndrome, and specialized Ante-natal and Post-natal Yogic care.
Public Policies	Fully aligned with the National Health Policy (NHP), National Ayush Mission (NAM), WHO benchmarks for Yoga training in healthcare, and NEP-2020 integrated healthcare learning mandates.



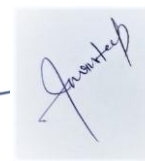




	common terminology: Distinction between religion and Dhamma; • Discussion of some key concepts - Rebirth, karma, ahimsā, and transmigration; • Sermons on socio-political questions; • Buddha’s conception of Saṅgha; • The duties of Monastics and laity; • The notion of Ideal Bhikkhu.		
IV	• Buddha’s relation with his contemporaries; • Reception of Buddha’s teachings in his contemporary society; • Further explanation and justification of Buddhist doctrine; • Buddha’s relationship to his near and dear ones; • Refusal to appoint a successor; • Buddha’s human personality; • Ambedkar’s vision of Buddhism.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Ambedkar, B. R. (2011). <i>The Buddha and His Dhamma: A Critical Edition</i> . Ed. by Aakash Singh Rathore & Ajay Verma, Oxford University Press, New Delhi.			
2. Ambedkar, B. R. (2017). <i>Bhagwan Buddha Aur Unka Dhamma (Hindi Translation)</i> . Samyak Prakashan, New Delhi.			
3. Rhys Davids, T. W. (2015). <i>Buddhism: Its History and Literature</i> . Cosmo Publications, New Delhi.			







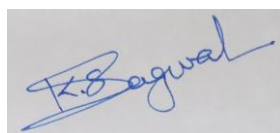
4. Narasu, P. Lakshmi (2012). *The Essence of Buddhism*. Asian Educational Services, New Delhi.
5. Sankrityayan, Rahul (2014). *Buddha Charya (Hindi)*. Kitab Mahal, Allahabad.
6. Sankrityayan, Rahul (2016). *Bauddha Darshan (Hindi)*. Kitab Mahal, Allahabad.
7. Upadhyaya, K. N. (2010). *Early Buddhism and the Bhagavadgita*. Motilal Banarsidass Publishers, Delhi.
8. Conze, E. (2012). *Buddhist Thought in India: Three Phases of Buddhist Philosophy*. Routledge, London / Motilal Banarsidass, Delhi.
9. Keown, D. (2013). *The Nature of Buddhist Ethics*. Palgrave Macmillan, London.
10. Queen, C. S., & King, S. B. (1996). *Engaged Buddhism: Buddhist Liberation Movements in Asia*. State University of New York Press, Albany.
11. Omvedt, G. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. SAGE Publications India, New Delhi.
12. SWAYAM / NPTEL / UGC-CEC (2024). *Buddhist Philosophy, Pali Literature & Social Ethics MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

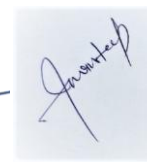
CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	2	1	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

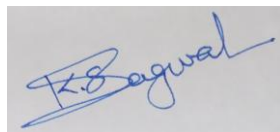
Content Mapping with NEP-2020 Thrust Areas



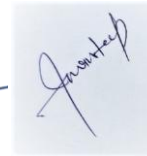




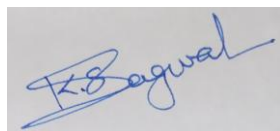
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Buddhist Studies Scholars, Social Ethics Mentors, Value-Education Faculty, Policy Analysts, Interfaith Mediators, and Researchers in socio-religious philosophy and human rights organizations.
Entrepreneurship	Equips students to establish mindfulness-based community centers, social welfare trusts, Buddhist ethical leadership academies, and publishing platforms dedicated to Navayana and Buddhist thought.
Skill Enhancement	Develops critical philosophical deconstruction skills, textual hermeneutics of Pali canons, comparative analysis of ethical systems, and rational discernment (Ehipassiko).
Communication Development	Cultivates proficiency in socio-philosophical debate, articulate presentation of social justice paradigms, empathetic discourse, and communicating Buddhist humanism in contemporary contexts.
Indian Knowledge System (IKS)	Deep exploration of ancient India's Shramanic tradition—Early Buddhism, Pali Tipitaka literature, Buddhist monastic jurisprudence (Vinaya), and Dr. B.R. Ambedkar's modern Indian philosophical contribution.
Environmental Awareness / SDGs	Directly supports UN SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 3 (Good Health & Well-Being) through Metta, Karuna, Ahimsa, and universal social harmony.
Current Issues & Social Awareness	Addresses pressing contemporary social challenges—caste discrimination, social inequality, dogma, communal hatred, and economic exploitation—by offering the Buddha's egalitarian and rational solutions.
Gender Issues	Examines the historic establishment of the Bhikkhuni Sangha by the Buddha, the ordination of Mahapajapati Gotami, and Ambedkar's analysis of women's liberation, dignity, and intellectual agency in Buddhism.
Public Policies	Aligns directly with Indian constitutional values of Liberty, Equality, Fraternity, Justice, the National Education Policy (NEP 2020) vision on ethical value-education, and global Buddhist circuit heritage policies.



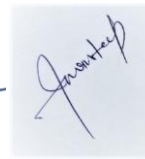




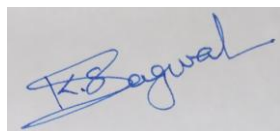
Part A-Introduction		
Name of Subject	Yoga for Skill Development	
Semester	4th	
Nature of Course	Theory (Theory + Tutorial)	
Nomenclature of the Course	Yoga for Skill Development	
Course Code	26L6.5-YOG-404	
Course Level	500-599	
Course Type	DEC-4	
Pre-requisite for the course (if any)	Basics of Yoga Practices & Pedagogy or equivalent	
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁	Explicate the foundational concepts, definitions, and philosophy of Yoga and Skill, critically analyzing the doctrine of 'Yogah Karmasu Kaushalam' in the Bhagavad Gita and cognitive efficiency frameworks in Patanjala Yoga Darshana.
	CLO₂	Synthesize and apply WHO-aligned core Life Skills through systematic Yogic practices—incorporating Yama-Niyama (ethical and self-regulation skills), Asana-Pranayama (psychosomatic stability), Mudra-Bandha (neuromuscular control), and Meditation (mindfulness and emotional intelligence).
	CLO₃	Evaluate the mechanisms through which Yogic sadhanas enhance multi-



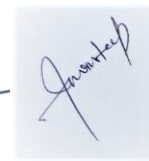




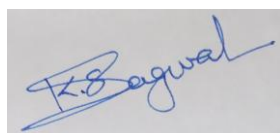
		dimensional competencies, including physiological resilience, interpersonal/social skills, psychological stress-buffering, and higher cognitive faculties (focus, memory, decision-making).		
	CLO ₄	Demonstrate advanced professional competencies in Yoga pedagogy, clinical communication, ethical coaching, adaptive class design, and enterprise leadership across specialized professional roles (Yoga Teacher, Yoga Therapist, Sports Yoga Coach, and Corporate Wellness Consultant).		
	Theory	Tutorial	Total	
Credits	4	0	4	
Teaching Hours per week	4	0	4	
Internal Assessment Marks	30	0	30	
End Term Exam Marks	70	0	70	
Max. Marks	100	0	100	
Examination Duration (in Hours)	3			
Part B-Contents of the Course				
Instructions for Paper- Setter:				
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.				
Unit	Topics		CLO/s Attempt	Contact Hours
I	Introduction of Yoga Skills - Define Yoga - Define Skill - Skill in Bhagwad Geeta - Skill in Yoga Darshana		CLO ₁	15
II	Development of Life Skills Through Yoga		CLO ₂	15



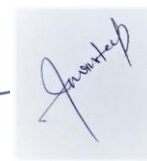




	• Yama and Niyama • Asana and Pranayama • Mudra and Bandha • Meditation		
III	Yoga Practices for Enhancing of Skills • Physiological Skills • Social Skilllls • Psychological Skills • Cognitive Skills	CLO ₃	15
IV	Yoga Teaching Skills • Communication skills • Skill for Yoga Teacher • Skill for Yoga Therapist • Skill for Yoga Coach • Skill for Yoga Professionals	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Gharote, M. L. (2018). <i>Teaching Methods for Yogic Practices</i> . 4th ed., Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
2. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.			
3. Nagendra, H. R. (2012). <i>Yoga: Its Basis and Application & Yoga for Executive Stress</i> . Swami Vivekananda Yoga Prakashana, Bengaluru.			





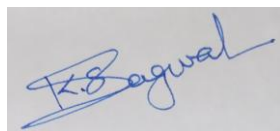


4. Stephens, M. (2010). *Teaching Yoga: Essential Foundations and Techniques*. North Atlantic Books, Berkeley, California.
5. Stephens, M. (2012). *Yoga Sequencing: Designing Transformative Yoga Classes*. North Atlantic Books, Berkeley, California.
6. World Health Organization (WHO) (2020). *Life Skills Education for Children and Adolescents in Schools*. WHO Guidelines, Geneva.
7. Ministry of Ayush (2023). *Yoga Certification Board (YCB) Competency Standards & Guidelines*. Ministry of Ayush, Govt. of India, New Delhi.
8. Sharma, S. R. (2019). *Yoga Shikshan Kaushal Evam Jeevan Kaushal (Hindi)*. Sports Publications, New Delhi.
9. Mishra, J. P. (2020). *Yogic Kaushal Vikas Evam Prabandhan (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
10. Frawley, D. (2016). *Yoga and the Mind: Energetics of Consciousness*. Motilal Banarsidass Publishers, Delhi.
11. National Skill Development Corporation (NSDC) (2023). *National Occupational Standards (NOS) for Yoga Trainers & Wellness Instructors*. Skill India / Govt. of India.
12. SWAYAM / NPTEL / UGC-CEC (2024). *Skill Enhancement, Soft Skills & Applied Yoga Pedagogy MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

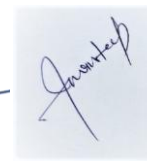
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

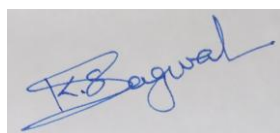




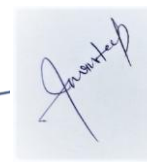


Content Mapping with NEP-2020 Thrust Areas

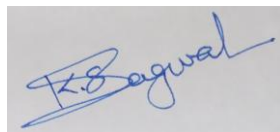
Thrust Area	Content Alignment & Integration
Employability	Directly prepares highly employable, industry-ready professionals as Certified Yoga Teachers, Yoga Therapists, Corporate Wellness Coaches, Sports Conditioning Mentors, and Life Skill Facilitators in schools, healthcare centers, and corporate sectors.
Entrepreneurship	Equips learners with the essential vocational, business, digital marketing, client management, and studio leadership skills required to launch independent Yoga studios, wellness consultancies, and digital coaching platforms.
Skill Enhancement	Imparts practical mastery across WHO 10 Core Life Skills, voice modulation, pedagogical cueing, micro-teaching delivery, athletic biomechanical conditioning, and stress-resilience protocols.
Communication Development	Intensive training in persuasive verbal and non-verbal cueing, commanding instructions, empathetic client interviewing, conflict resolution, and active listening skills.
Indian Knowledge System (IKS)	Bridges the classical Indian philosophy of action and efficiency (Bhagavad Gita's 'Karmasu Kaushalam' and Patanjali's mental mastery) with modern vocational skill frameworks.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being), SDG 4 (Quality & Vocational Education), and SDG 8 (Decent Work & Economic Growth) through skill-based holistic wellness.
Current Issues & Social Awareness	Addresses modern workplace burnout, performance anxiety, lack of focus, youth emotional distress, and sedentary lifestyle challenges through practical Yogic self-regulation.
Gender Issues	Promotes gender-inclusive life-skill development and adaptive coaching techniques ensuring safe, supportive, and empowering environments for all genders across diverse life stages.
Public Policies	Fully aligned with National Education Policy (NEP 2020) core mandates on Skill Enhancement Courses (SEC), National Skill Development Corporation (NSDC) standards, and Ministry of Ayush Yoga Certification Board (YCB) competency criteria.



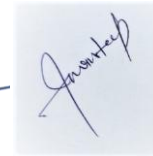




	• Karma Yoga; • Ashtanga Yoga.		
III	Yoga Vasishtha –II • Salient features of Yoga Vasishtha; • Concept of Adhi and Vyadhi- Psychosomatic Ailments; • The four Gatekeepers (Pillars) to Freedom; • The Story of Shukdev; • Gyan Yoga.	CLO ₃	15
IV	Yoga Vasishtha –III • Practices to Overcome the Impediments of Yoga; • Development of Satvaguna; • Eight Limbs of Meditation; Jnana Sapta-Bhumika; • Yoga Vasishtha and Spirituality; • The Story of Kakkbhushundi.	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:		5	Written Examination:70
Seminar/presentation/assignment/quiz/class test etc.:		10	
Mid-Term Exam:		15	
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Mitra, V. L. (2015). <i>Yoga-Vasishtha of Valmiki (Sanskrit Text with English Translation, Vols. 1–4)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
2. Swami Venkatesananda (2010). <i>Vasistha's Yoga</i> . State University of New York Press (SUNY Press), Albany.			
3. Atreya, B. L. (2012). <i>The Philosophy of the Yoga-Vasistha: A Comparative, Critical and Synthetic Survey</i> . The Theosophical			







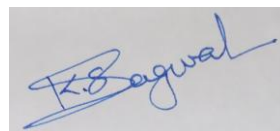
Publishing House, Adyar, Chennai.

4. Pande, Ganga Sahay (2018). *Yoga Vasishtha: Bhashatika Sahit (Vols. 1 & 2 - Hindi)*. Chowkhamba Sanskrit Pratishthan, Delhi.
5. Goyandka, H. K. (2016). *Laghu Yoga Vasishtha (Hindi Translation Sahit)*. Gita Press, Gorakhpur.
6. Swami Tejomayananda (2014). *Yoga Vasishtha Sara Sangrah*. Central Chinmaya Mission Trust (CCMT), Mumbai.
7. Abhinanda, Bhatta (2010). *Laghu-Yoga-Vasistha*. Ed. by K. Narayanaswami Aiyar, Theosophical Publishing House, Adyar.
8. Sharma, S. R. (2019). *Yoga Vasishtha Mein Manovigyan Evam Chikitsa (Hindi)*. Sports Publications, New Delhi.
9. Mishra, J. P. (2020). *Yoga Vasishtha Ka Darshan Evam Sadhana (Hindi)*. Chowkhamba Bharati Academy, Varanasi.
10. Swami Jyotirmayananda (2008). *Yoga Vasistha (Vols. 1–5: Practical Philosophy of Inner Peace)*. Yoga Research Foundation, Miami, Florida.
11. Indira Gandhi National Centre for the Arts (IGNCA) (2024). *Digital Sanskrit Manuscripts and Commentaries on Yoga Vasishtha*. Ministry of Culture, Govt. of India. Available at: <http://ignca.gov.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Advanced Yoga Philosophy, Adhi-Vyadhi & Yoga Vasishtha MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

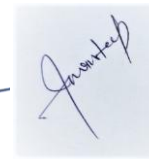
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

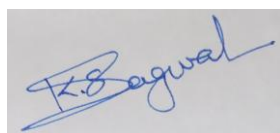




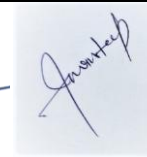


Content Mapping with NEP-2020 Thrust Areas

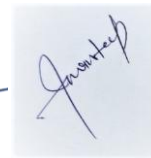
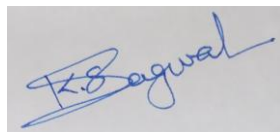
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for professional roles as Psychosomatic Health Counselors, Mind-Management Mentors, Advanced Meditation Facilitators, Yoga Therapists, and Classical Philosophy Faculty in universities, integrative hospitals, and holistic retreats.
Entrepreneurship	Equips learners with the profound psychological and meditative foundations necessary to establish mind-body wellness clinics, contemplative stress-reversal retreats, corporate emotional-resilience institutes, and online Jnana Yoga academies.
Skill Enhancement	Imparts deep mastery over cognitive reframing (Vichara), mind control methods (Manonigraha), practical eradication of mental impressions (Vasana Kshaya), Ashtanga Dhyana, and navigating the Seven Stages of Wisdom (Jnana Sapta-Bhumika).
Communication Development	Cultivates profound philosophical discourse, clinical psychological counseling skills, storytelling pedagogy through classical allegories (Chudala, Shukadeva, Kakabhushundi), and compassionate dialogue.
Indian Knowledge System (IKS)	Direct immersion in Valmiki's monumental philosophical masterpiece—Yoga Vasishtha—bridging Advaita Vedanta, practical Raja Yoga, and classical Indian psychosomatic medicine (Adhi-Vyadhi).
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through drugless, cognitive, and meditative prevention of psychosomatic lifestyle disorders and cultivating inner contentment (Santosha).
Current Issues & Social Awareness	Provides profound psychological remedies for modern mental health epidemics, including existential anxiety, severe depression, cognitive overload, identity crises, and stress-induced psychosomatic illnesses.
Gender Issues	Celebrates the monumental narrative of Queen Chudala—one of the greatest enlightened female masters (Brahmavadinis) in Indian literature—who initiates and spiritually liberates her husband King Shikhidhwaja, exemplifying supreme gender empowerment and spiritual equality.
Public Policies	Conforms directly with National Education Policy (NEP 2020) mandates on mainstreaming Indian Knowledge Systems (IKS), indigenous mental health models, value-based character building, and UGC



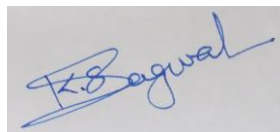




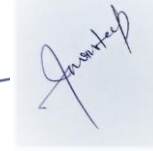
	curriculum guidelines for Yogic Sciences.
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	• Stages of Naad • Nadis • Panchikaranam/ Pindakarma		
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Gharote, M. L., & Devnath, P. (2009). <i>Hatharatnavali of Srinivasayogi (Critical Edition with English Translation, Notes and Appendices)</i> . Lonavla Yoga Institute, Lonavla.			
2. Reddy, M. Venkata (1982). <i>Hatha Ratnavali of Srinivasa Bhatta</i> . M. Ramakrishna Reddy / Sri Srisailam Oriental Research Institute, Hyderabad.			
3. Swami Satyananda Saraswati (2013). <i>Hatha Yoga Pradipika (Comparative Commentary)</i> . Yoga Publications Trust, Munger, Bihar.			
4. Swami Digambarji & Jha, P. (2005). <i>Gheranda Samhita (Critical Edition)</i> . Kaivalyadhama S.M.Y.M. Samiti, Lonavla.			
5. Gharote, M. L. (2007). <i>Principles & Methods of Yoga Practices</i> . Lonavla Yoga Institute, Lonavla.			
6. Sharma, S. R. (2019). <i>Hatha Yoga Ke Pramukh Grantha: Hathapradipika, Gheranda Samhita Evam Hatharatnavali (Hindi)</i> . Sports Publications, New Delhi.			
7. Mishra, J. P. (2020). <i>Hatha Yoga Evam Shatchakra Nirupana (Hindi)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
8. Swami Niranjanananda Saraswati (2015). <i>Prana and Pranayama</i> . Yoga Publications Trust, Munger, Bihar.			
9. Feuerstein, G. (2013). <i>The Yoga Tradition: Its History, Literature, Philosophy and Practice</i> . Hohm Press, Arizona.			







10. Kaivalyadhama Online Research Portal (2024). *Textual Concordance & Manuscripts on Hatharatnavali*. Kaivalyadhama Research Department. Available at: <https://kdham.com>
11. Indira Gandhi National Centre for the Arts (IGNCA) (2024). *Digital Sanskrit Manuscripts on Hatha Yoga Texts*. Ministry of Culture, Govt. of India. Available at: <http://ignca.gov.in>
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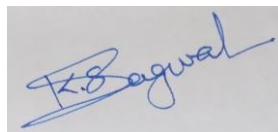
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	2	3	3	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares students for specialized career opportunities as Classical Hatha Yoga Instructors, Advanced Pranayama and Shatkarma Trainers, Hatha Text Researchers, and Traditional Wellness Practitioners.
Entrepreneurship	Equips learners with the unique textual knowledge of Hatharatnavali to establish traditional Hatha Yoga ashrams, authentic detoxification retreat centers (Ashta Karma clinics), and specialized Kundalini yoga studios.
Skill	Imparts practical mastery over unique purificatory techniques (Chakri, Gajakarani, Mastakabhranti), 84







Enhancement	Asana alignment systems, the Nine Kumbhakas (Bhujangakarani), and Nadasandhana sound meditation.
Communication Development	Fosters academic competence in Sanskrit textual analysis, articulating differences between medieval Hatha texts, and explaining esoteric Kundalini/Mudra practices with clarity and scientific precision.
Indian Knowledge System (IKS)	Direct immersion in Srinivasayogi's Hatharatnavali—a bridge text that expanded classical Hatha Yoga through Ashta Karmas, 84 Asanas, and Mahayoga integration.
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through non-pharmacological bodily purification, bio-energetic balance, and natural respiratory health.
Current Issues & Social Awareness	Addresses modern psychosomatic stress, toxic visceral buildup, respiratory dysfunctions, and mental distractions by utilizing intensive Hatha purification and internal sound absorption (Nada).
Gender Issues	Emphasizes the universal and non-sectarian nature of Hatha yogic purification and Pranic physiology, accommodating both men and women across diverse physical capacities.
Public Policies	Strongly aligns with National Education Policy (NEP 2020) mandates on preserving and teaching classical Indic scientific manuscripts, traditional health treatises, and UGC Model Curriculum for Yogic Sciences.

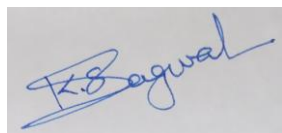
		Mission LiFE (Lifestyle for Environment) as global drivers for sustainable human civilization.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

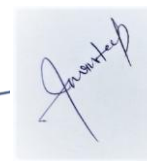
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

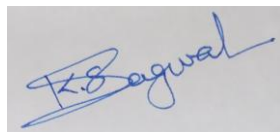
Unit	Topics	CLO/s Attempt	Contact Hours
I	Foundations of Sustainable Development & Yogic Environmental Worldview: • Understanding Sustainable Development: Concept, historical evolution, 17 UN Sustainable Development Goals (Agenda 2030), and the 5 Ps (People, Planet, Prosperity, Peace, Partnership). • Ecological Crises of Modernity: Climate change, biodiversity depletion, resource overexploitation, and alienation from nature. • Yogic Vision of Ecology & Cosmic Interconnectedness: Vedic environmental ethics— 'Ishavasyam Idam Sarvam' (Isha Upanishad) and 'Vasudhaiva Kutumbakam' (Universal Oneness). • Pancha-Mahabhutas (Five Elements): Ecological harmony of Prithvi, Jala, Agni, Vayu, and Akasha; • Yoga as an Inner Technology for Sustainability: Shifting human consciousness from	CLO₁	15



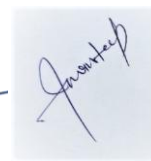




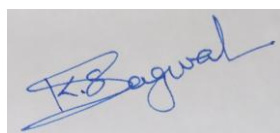
	greed (Lobha) to stewardship (Seva) and sustainable living.		
II	Yoga for Health, Human Well-Being, Education & Gender Inclusivity: •SDG 3 (Good Health and Well-Being): Role of Yoga in non-communicable disease (NCD) prevention and universal health coverage through cost-effective holistic wellness. •SDG 2 (Zero Hunger & Nutritional Security): Yogic concept of Mitahara, Sattvic plant-based nutrition, food security, conscious eating, and reducing food waste. •SDG 4 (Quality Education): Value-based education through Yoga, integration of mindfulness and concentration (Dharana) in youth, holistic personality development (Pancha Kosha model), and ethical character building. •SDG 5 (Gender Equality & Women's Well-Being): Yoga for maternal and reproductive health, emotional empowerment, fostering gender-neutral spiritual dignity (Atman-centric philosophy).	CLO₂	15
III	Yogic Lifestyle for Responsible Consumption, Climate Action & Ecology: •SDG 12 (Responsible Consumption and Production): Yogic ethical pillars—Aparigraha (Non-possessiveness/Simple living), Santosha (Contentment), and Asteya (Non-stealing / Ecological justice). •SDG 13 (Climate Action): Fostering eco-consciousness, carbon footprint reduction through conscious plant-rich diets, mindful energy usage, and green ashram models. •SDG 14 & SDG 15 (Life Below Water & Life on Land): Environmental ethics of Ahimsa (Universal Non-Violence and Reverence for all Sentient Beings); Biodiversity conservation and protection of animal welfare. •Mission LiFE (Lifestyle for Environment): Aligning Indian Government's global LiFE initiative with daily Yogic lifestyle, circular economy, and sustainable pro-planet behavioral choices (P3 - Pro-Planet People).	CLO₃	15
IV	Peace, Global Partnerships & Universal Harmony through Yoga: •SDG 16 (Peace, Justice, and Strong Institutions): Resolving psychological and social conflict through Yogic mind-management; Practicing Maitri (Friendliness), Karuna	CLO₄	15



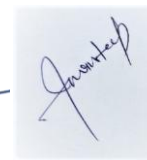




	(Compassion), Mudita (Joy), and Upeksha (Equanimity); Cultivating inner peace as the prerequisite for global peace. •SDG 17 (Partnerships for the Goals): The United Nations and International Day of Yoga (IDY—21st June) as a catalyst for global solidarity, intercultural bridge-building, and international cooperation. •Global Soft Power & Wellness Diplomacy: India's leadership in propagating Yoga for global health, WHO Global Centre for Traditional Medicine (GCTM), and Ayush global partnerships. •Designing Sustainable Community Yoga Projects: Framework for implementing grassroots Yoga wellness drives in schools, rural communities, urban workplaces, and eco-villages for long-term sustainability.		
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. United Nations (2015). <i>Transforming Our World: The 2030 Agenda for Sustainable Development</i>. UN Publishing, New York. Available at: https://sdgs.un.org 2. NITI Aayog (2023). <i>SDG India Index & Mission LiFE (Lifestyle for Environment) Framework</i>. Government of India, New Delhi. 3. Frawley, D. (2019). <i>Vedic Yoga: The Path of the Rishi (Environmental & Cosmic Dimensions)</i>. Motilal Banarsidass Publishers, Delhi. 4. Swami Vivekananda (2018). <i>Practical Vedanta and Universal Religion</i>. Advaita Ashrama, Kolkata.			





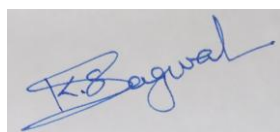


5. Nagendra, H. R., & Nagarathna, R. (2012). *Yoga for Positive Health and Lifestyle Management*. Swami Vivekananda Yoga Prakashana, Bengaluru.
6. Chapple, C. K. (2008). *Yoga and Ecology: Dharma for the Earth*. Ahimsa Center / University of Hawaii Press, Honolulu.
7. Sharma, S. R. (2020). *Yoga Evam Paryavaran Sanrakshan (Hindi)*. Sports Publications, New Delhi.
8. Mishra, J. P. (2021). *Satat Vikas Hetu Yoga Evam Jeevan Shaili (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
9. World Health Organization (WHO) (2022). *WHO Global Report on Traditional Medicine & Sustainable Health*. WHO Press, Geneva.
10. Ministry of Ayush (2024). *Yoga for One World, One Health: Compendium of International Day of Yoga*. Ministry of Ayush, Govt. of India, New Delhi.
11. UNESCO / Earth Charter Commission (2020). *The Earth Charter: Values and Principles for a Sustainable Future*. UNESCO Publishing, Paris.
12. SWAYAM / NPTEL / UGC-CEC (2024). *Sustainable Development Goals, Environmental Ethics & Holistic Yoga MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

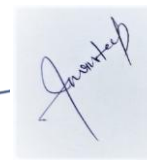
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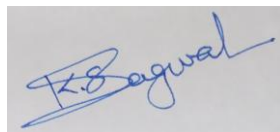




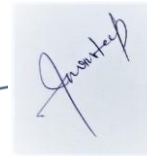


Content Mapping with NEP-2020 Thrust Areas

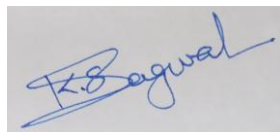
Thrust Area	Content Alignment & Integration
Employability	Prepares students for emerging career roles as Sustainability & Wellness Officers, ESG (Environmental, Social, Governance) Consultants, Corporate Well-Being Facilitators, NGO Project Officers, and Policy Advocates in sustainable development agencies.
Entrepreneurship	Equips learners to establish eco-friendly wellness retreats, sustainable lifestyle enterprises, organic living ventures, green community yoga spaces, and pro-planet consultancy startups.
Skill Enhancement	Imparts practical competencies in carbon-footprint reduction, conducting green wellness audits, designing community sustainability programs, and implementing behavioral change through Yogic lifestyle tools.
Communication Development	Trains students in articulating global environmental challenges, advocating sustainable development policies, presenting cross-cultural sustainability frameworks, and conducting stakeholder workshops.
Indian Knowledge System (IKS)	Deep integration of ancient Indian environmental philosophy—Vedic Bhumi Sukta, Isha Upanishad, Pancha-Mahabhutas, Aparigraha, and Vasudhaiva Kutumbakam as foundational pillars of sustainability.
Environmental Awareness / SDGs	Directly embodies the entire spectrum of UN 2030 SDGs, with dedicated focus on SDG 3 (Health), SDG 4 (Education), SDG 5 (Gender Equality), SDG 12 (Responsible Consumption), SDG 13 (Climate Action), SDG 15 (Life on Land), and SDG 16 (Peace).
Current Issues & Social Awareness	Addresses critical global crises including climate breakdown, hyper-consumerism, mental health epidemics, global lifestyle diseases, and ecological degradation through Yogic behavioral solutions.
Gender Issues	Integrates SDG 5 by examining the role of women in sustainable development, promoting reproductive wellness, and fostering gender-equal spiritual empowerment.
Public Policies	Strongly aligns with National Education Policy (NEP 2020), NITI Aayog's SDG India Index, Government of India's Mission LiFE (Lifestyle for Environment), and UN Agenda 2030.



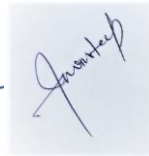




Part A-Introduction			
Name of Subject	Shodash Sanskar		
Semester	4 th		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Shodash Sanskar		
Course Code	26L6.5-YOG-408		
Course Level	500-599		
Course Type	DEC-5		
Pre-requisite for the course (if any)	Indian Philosophy (YOG-205) / Indian Ethos in Education or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Explicate the meaning, etymology, psychological significance, scriptural sources (Grihya Sutras, Smritis), and biological/eugenic dimensions of the Pre-Natal Sacraments (Garbhadhana, Pumsavana, and Simantonnayana).	
	CLO ₂	Analyze the developmental psychology, pediatric hygiene, and cultural symbolism of Childhood Sacraments (Jatakarma, Namakarana, Nishkramana, Annaprashana, Chudakarana, and Karnavedha) in nurturing cognitive and physical well-being.	
	CLO ₃	Evaluate the educational paradigms, intellectual initiation, and ethical disciplines of Educational Sacraments (Vidyarambha, Upanayana, Vedarambha, Keshanta, and Samavartana) in fostering self-regulation, Brahmacharya, and academic excellence.	
	CLO ₄	Synthesize the socio-spiritual philosophy of Householder, Marital, and Post-Mortem Sacraments (Vivaha Sanskar, Ashta Vivahas, Saptapadi, Vanaprastha/Sannyasa entry, and Antyeshti Sanskar), assessing their contemporary psychotherapeutic and societal relevance.	
	Theory	Tutorial	Total







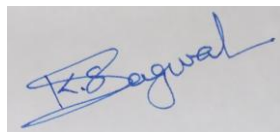
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

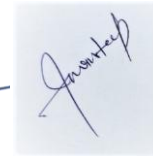
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

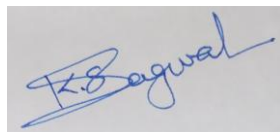
Unit	Topics	CLO/s Attempt	Contact Hours
I	- Garbhadhaan Sanskar - Punsavan Sanskar - Simantonayan Sanskar - Jatkarma Sanskar	CLO ₁	15
II	- Naamkaran Sanskar - Nishkramana Sanskar - Annaprashan Sanskar - Mundan/ Chudakaran Sanskar	CLO ₂	15
III	- Karnavedh Sanskar - Upanayan/ Yagyopaveet Sanskar - Vedarambh Sanskar - Samavartan Sanskar	CLO ₃	15
IV	- Vivah Sanskar - Vanprastha Sanskar - Sannyas Sanskar	CLO ₄	15



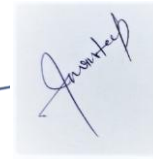




	• Antyeshti Sanskar		
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Pandey, Rajbali (2013). <i>Hindu Samskaras: Socio-Religious Study of the Hindu Sacraments</i> . 2nd ed., Motilal Banarsidass Publishers, Delhi.			
2. Prabhu, P. H. (2016). <i>Hindu Social Organization: A Study in Socio-Psychological and Ideological Foundations</i> . Popular Prakashan, Mumbai.			
3. Swami Dayananda Saraswati (2015). <i>Sanskar Vidhi (Hindi & Sanskrit Text with Exposition)</i> . Arsha Sahitya Prachar Trust, Delhi.			
4. Kane, P. V. (2010). <i>History of Dharmasastra (Vol. II, Part I - Samskaras)</i> . Bhandarkar Oriental Research Institute (BORI), Pune.			
5. Sharma, S. R. (2019). <i>Shodash Sanskar Evam Unka Manovaigyanik Mahatva (Hindi)</i> . Sports Publications, New Delhi.			
6. Mishra, J. P. (2020). <i>Bharatiya Sanskar Evam Jeevan Mulya (Hindi)</i> . Chowkhamba Sanskrit Series Office, Varanasi.			
7. Pandey, R. S. (2018). <i>Pracheen Bharatiya Shiksha Evam Samskara (Hindi)</i> . Vinod Pustak Mandir, Agra.			
8. Brahmavarchas (2015). <i>Shodash Sanskar Vidhan Evam Prayoga (Hindi)</i> . Yug Nirman Yojana Vistar Trust, Shantikunj, Haridwar.			







9. Radhakrishnan, S. (2014). *The Hindu View of Life*. HarperCollins Publishers India, New Delhi.
10. National Council of Educational Research and Training (NCERT) (2023). *Indian Knowledge Systems & Cultural Traditions*. NCERT Publications, New Delhi.
11. Indira Gandhi National Centre for the Arts (IGNCA) (2024). *Digital Archives on Vedic Grihya Sutras & Shodash Sanskars*. Ministry of Culture, Govt. of India. Available at: <http://ignca.gov.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Indian Knowledge Systems, Samskaras & Life-Span Developmental Psychology MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

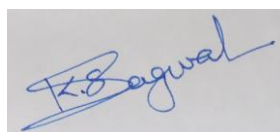
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

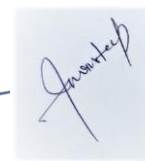
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

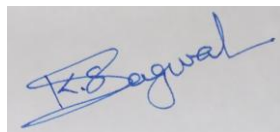
Thrust Area	Content Alignment & Integration
Employability	Prepares students for career pathways as Cultural Heritage Consultants, Garbha Sanskar Counselors, Value-Education Mentors, Socio-Psychological Advisors, and Researchers in Indian Knowledge Systems and Vedic ritual studies.
Entrepreneurship	Equips learners to establish Garbha Sanskar prenatal counseling centers, Vedic lifecycle transition studios, cultural parenting academies, and traditional ritual-wellness trusts.



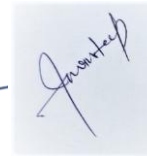




Skill Enhancement	Imparts practical competencies in lifecycle stage psychological counseling, prenatal maternal wellness techniques (Garbha Sanskar), pediatric habit-formation strategies, and structuring value-based educational ceremonies.
Communication Development	Trains students in articulating the deep scientific, psychological, and sociological rationale behind classical Indian rites of passage to contemporary audiences and family systems.
Indian Knowledge System (IKS)	Direct immersion in India's classical socio-spiritual framework—Grihya Sutras, Smriti literature, Shodash Sanskars, and the holistic Vedic life-span developmental model.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being: maternal, pediatric & psychological health) and SDG 4 (Quality & Value-Based Education) through holistic lifestyle milestones.
Current Issues & Social Awareness	Addresses modern family fragmentation, high divorce rates, adolescent alienation, prenatal maternal stress, and generational identity disconnect by reviving the purposeful, bonding milestones of the Sanskar system.
Gender Issues	Examines the sacred, elevated status and psychophysiological care of pregnant women (Simantonnayana/Garbhadhana), mutual fidelity in Vivaha (Saptapadi), and gender-inclusive values in Indian family life.
Public Policies	Aligns directly with National Education Policy (NEP 2020) mandates on mainstreaming Indian Knowledge Systems (IKS), ethical value-building, cultural literacy, and family-integrated wellness.







Part A-Introduction		
Name of Subject	Meditative Techniques	
Semester	4 th	
Nature of Course	Theory (Theory + Tutorial)	
Nomenclature of the Course	Meditative Techniques	
Course Code	26L6.5-YOG-409	
Course Level	500-599	
Course Type	DEC-6	
Pre-requisite for the course (if any)	Patanjal Yoga Sutra (YOG-201) / Yoga Upanishads or equivalent	
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the philosophical, psychological, and neurophysiological foundations of meditation (Dhyana), tracing its classical evolution across Vedas, Upanishads, Bhagavad Gita, and Patanjala Yoga Sutras while evaluating structural shifts between Dharana, Dhyana, and Samadhi.
	CLO₂	Analyze classical scriptural meditative modalities—including Vedic Omkara/Udgitha Upasana, Buddhist Vipassana and Samatha (Satipatthana), Jain Preksha Dhyana, Sravana-Manana-Nididhyasana in Advaita Vedanta, and Atma-Vichara of Ramana Maharshi.
	CLO₃	Evaluate Tantric, Hatha, and Kundalini-based meditative practices (Nadanusandhana, Ajapa Japa, Trataka, Chakra Shuddhi Dhyana, Yoni Mudra, and Prana Dharana), mastering internal sonic and bio-energetic stillness.
	CLO₄	Critically assess evidence-based contemporary meditative systems (Cyclic Meditation, Transcendental Meditation, Mindful Breathing, Yoga Nidra, Dynamic Meditations) and design tailored contemplative interventions for cognitive enhancement, emotional regulation, and

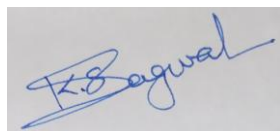
		clinical stress reversal.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

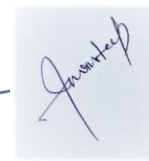
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

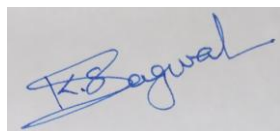
Unit	Topics	CLO/s Attempt	Contact Hours
I	Introduction to Yoga and Meditation • Historical backround of Yoga • Meaning Definitions of Meditation • Asanas for Meditation • Pranayama and Meditation • Mudra and Medidtation • Prayer for Meditation • Dharana Dhyan and Samadhi	CLO₁	15
II	Meditation in Hinduism • Om Meditation • Soham Meditation • Meditation in Bhagwad Geeta • Meditation In Gherand Samhita	CLO₂	15



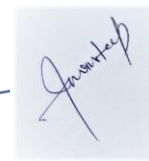




	• Cyclic Meditation		
III	Meditation in Buddhism and Jainism • Meditation in Buddhism • Meditation in Buddhism and Jainism • Preksha Meditation • Vipasana Meditation	CLO ₃	15
IV	Benefits of Meditation • Spiritual Benefits of Meditation • Scientific Benefits of Meditation • Concentration and Meditation • Meditation for Self and Society • Meditation for World Peace	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Swami Satyananda Saraswati (2013). <i>Meditations from the Tantras</i> . 4th ed., Yoga Publications Trust, Munger, Bihar.			
2. Swami Satyananda Saraswati (2012). <i>Yoga Nidra</i> . 6th ed., Yoga Publications Trust, Munger, Bihar.			
3. Swami Vivekananda (2019). <i>Raja Yoga & Meditation</i> . Advaita Ashrama, Kolkata.			
4. Nagendra, H. R. (2012). <i>Cyclic Meditation: A Technique for Deep Relaxation & Mind-Mastery</i> . Swami Vivekananda Yoga Prakashana, Bengaluru.			





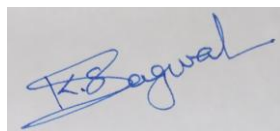


5. Goenka, S. N. (2015). *The Art of Living: Vipassana Meditation as Taught by S. N. Goenka*. Vipassana Research Institute, Igatpuri.
6. Mahapragya, Acharya (2010). *Preksha Dhyana: Theory and Practice*. Jain Vishva Bharati, Ladnun, Rajasthan.
7. Maharishi Mahesh Yogi (2011). *Science of Being and Art of Living: Transcendental Meditation*. Plume / Penguin Books, New York.
8. Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Bantam Books, New York.
9. Sharma, S. R. (2019). *Dhyana Vigyan Evam Dhyana Paddhati (Hindi)*. Sports Publications, New Delhi.
10. Mishra, J. P. (2020). *Dhyana Yoga: Siddhanta Evam Prayoga (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
11. National Institute of Mental Health and Neurosciences (NIMHANS) (2023). *Neurobiology and Clinical Protocols in Meditation*. NIMHANS Integrated Centre for Yoga, Bengaluru.
12. SWAYAM / NPTEL / UGC-CEC (2024). *Science of Meditation, Mindfulness & Contemplative Traditions MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

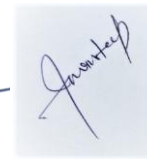
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

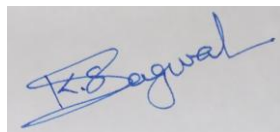




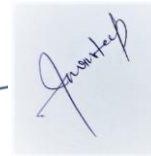


Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares students for specialized career opportunities as Certified Meditation Instructors, Mindfulness Facilitators, Corporate Stress-Management Trainers, Cognitive Well-Being Mentors, and Contemplative Researchers in universities, healthcare institutions, and corporate organizations.
Entrepreneurship	Equips learners with the pedagogical and clinical foundations to establish meditation studios, mindfulness retreat centers, digital meditation app platforms, and holistic mental wellness consultancy academies.
Skill Enhancement	Imparts practical mastery in guiding diverse meditative modalities—Vedic Omkara Upasana, Vipassana mindfulness, Preksha Dhyana, Nadanusandhana, Yoga Nidra, Cyclic Meditation, and biofeedback monitoring.
Communication Development	Cultivates compassionate, hypnotic, and gentle voice modulation, clear meditative cueing, non-judgmental guidance, and articulating the subtle neuroscience of meditation to diverse audiences.
Indian Knowledge System (IKS)	Deep integration of ancient Indian contemplative traditions—Vedic Upasanas, Patanjali's Sanyama, Tantric Kundalini Dhyana, Buddhist Vipassana, Jain Preksha Dhyana, and Advaita Nididhyasana.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) through non-invasive, drugless mental hygiene, emotional serenity, and inner ecological harmony.
Current Issues & Social Awareness	Provides profound non-pharmacological remedies for modern psychological crises, including chronic attention deficit, digital addiction, anxiety, insomnia, panic disorders, and existential burnout.
Gender Issues	Fosters an egalitarian, non-sectarian contemplative space where consciousness transcends all gender divisions, offering tailored meditation practices for hormonal and emotional balance across life stages.
Public Policies	Fully aligned with National Education Policy (NEP 2020) mandates on mental well-being, experiential contemplative learning, Tele-MANAS mental health initiatives, and Ministry of Ayush guidelines.







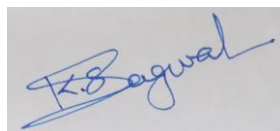
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

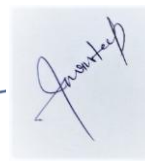
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

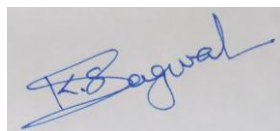
Unit	Topics	CLO/s Attempt	Contact Hours
I	Introduction of Research • Meaning, definition, nature and types of Research. • Scope and importance of Research in Yoga. • Research problems- its meaning and characteristics. • Hypothesis- meaning, nature and types.	CLO ₁	15
II	Research Variables, Sample and Sampling • Meaning and nature of Variable. • Types of Variables and factors affecting the Variables. • Sample, Sample Size and its calculation. • Need of Sample size, calculation and factors affecting sample size. • Meaning, nature, and types of Sampling.	CLO ₂	15
III	Research Design and Methods • Characteristics of Research. • Research methods and their types.	CLO ₃	15



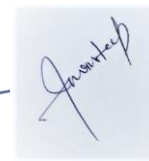




	• Characteristics of Research Design. • Types of Research Design.		
IV	Statistics and its Applications • Concept and Significance of statistics; • Types of research data, • Measures of Central Tendency (Arithmetic Mean, Median and Mode).	CLO ₄	15
	Total Contact hours		60
Evaluation Methods			
Internal Assessment:30 Marks		End Term Examination:70 Marks	
Class Participation:	5	Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10		
Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):			
1. Kothari, C. R., & Garg, G. (2019). <i>Research Methodology: Methods and Techniques</i> . 4th ed., New Age International Publishers, New Delhi.			
2. Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> . 5th ed., SAGE Publications, Los Angeles.			
3. Garrett, H. E. (2014). <i>Statistics in Psychology and Education</i> . 6th ed., Vakils, Feffer and Simons Pvt. Ltd., Mumbai.			
4. Ahuja, Ram (2011). <i>Research Methods</i> . Rawat Publications, Jaipur.			
5. Singh, A. K. (2018). <i>Manovigyan, Shiksha Evam Anya Samajik Vigyano Mein Anusandhan Vidhiyan (Hindi)</i> . Motilal Banarsidass Publishers, Delhi.			
6. Verma, J. P. (2013). <i>Statistical Methods for Sports and Physical Education (Includes Clinical & Yoga Applications)</i> . Tata			







McGraw-Hill Education, New Delhi.

7. Kuvalayananda, Swami (2010). *Scientific Survey of Yogic Poses and Pranayama (Research Foundations in Kaivalyadhama)*. Kaivalyadhama, Lonavla.
8. Sharma, S. R. (2020). *Yoga Anusandhan Vidhiyaan Evam Sankhyiki (Hindi)*. Sports Publications, New Delhi.
9. Mishra, J. P. (2021). *Shodh Pravidhi Evam Sankhyikiya Vishleshan (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
10. American Psychological Association (APA) (2020). *Publication Manual of the American Psychological Association*. 7th ed., APA, Washington, DC.
11. Indian Council of Medical Research (ICMR) (2017). *National Ethical Guidelines for Biomedical and Health Research Involving Human Participants*. ICMR, New Delhi. Available at: <https://www.icmr.gov.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Research Methodology & Biostatistics for Health Sciences MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

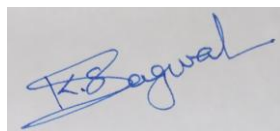
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	2	3	3	3	3	3	3

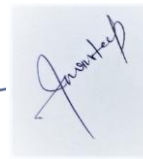
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

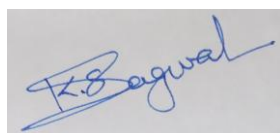
Thrust Area	Content Alignment & Integration
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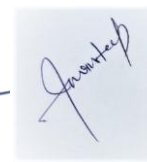




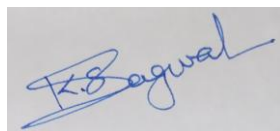
Employability	Directly prepares graduates for professional careers as Clinical Research Coordinators, Yoga Research Associates, Biostatistical Analysts, Evidence-Based Yoga Project Managers, and Scientific Research Fellows in AYUSH institutes, universities, and pharmaceutical R&D units.
Entrepreneurship	Equips students with the technical and methodological competence to establish independent research consultancies, scientific wellness audit firms, clinical trial monitoring agencies, and evidence-based yoga publishing platforms.
Skill Enhancement	Imparts practical mastery in designing Randomized Controlled Trials (RCTs), executing parametric/non-parametric statistical analyses, operating statistical software (SPSS/R/Jamovi), writing funded grant proposals (DST-SATYAM, ICMR, Ayush), and publishing in peer-reviewed journals.
Communication Development	Cultivates rigorous scientific report writing, academic manuscript drafting, evidence-based presentations at national/international conferences, and precise articulation of clinical research findings.
Indian Knowledge System (IKS)	Bridges ancient Indian epistemology (Pramana-Mimamsa: Pratyaksha, Anumana, Agama) with modern empirical research methodologies, advancing scientific validation of classical Yogic and Ayurvedic treatises.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality & Higher Education) by advancing rigorous, evidence-based research in preventive, non-pharmacological healthcare systems.
Current Issues & Social Awareness	Addresses contemporary clinical challenges, including methodology flaws in complementary medicine, reproducibility crises, research misconduct, and predatory publishing through robust training in bioethics and research integrity.
Gender Issues	Promotes gender-sensitive research methodologies, ensuring equitable gender representation in clinical trial sampling, and addressing female-specific psychophysiological health parameters in yogic clinical trials.
Public Policies	Fully aligned with National Education Policy (NEP 2020) mandates on fostering research and innovation (National Research Foundation - NRF), DST-SATYAM initiatives, and ICMR/Ayush clinical trial standards.



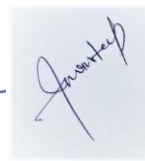




Part A-Introduction			
Name of Subject	Introduction to Yogasana Sports		
Semester	4 th		
Nature of Course	Theory (Theory + Tutorial)		
Nomenclature of the Course	Introduction to Yogasana Sports		
Course Code	26L6.5-YOG-411		
Course Level	500-599		
Course Type	DEC-6		
Pre-requisite for the course (if any)	Basics of Asanas & Human Anatomy or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁	Explicate the evolution, history, official recognition, and administrative framework of Yogasana as an organized competitive sport at national and international levels (World Yogasana, Yogasana Bharat, Khelo India, National Games).	
	CLO₂	Analyze the official competition rules, age group classifications, judging criteria, penalty structures, and performance evaluation metrics across Traditional, Artistic, and Rhythmic Yogasana events.	
	CLO₃	Evaluate the biomechanical principles, stability dynamics, flexibility requirements, and holding-time endurance parameters associated with competitive asana categories (Forward Bends, Back Bends, Twisting, Leg Balances, Hand Balances).	
	CLO₄	Design structured training regimens, conditioning workouts, injury prevention strategies, and sports psychology conditioning programs for competitive Yogasana athletes.	
	Theory	Tutorial	Total
Credits	4	0	4
Teaching Hours per week	4	0	4







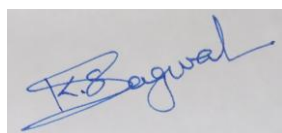
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	3		

Part B-Contents of the Course

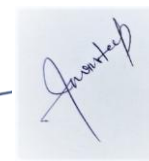
Instructions for Paper- Setter:

The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.

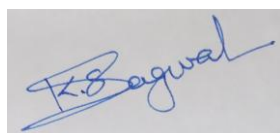
Unit	Topics	CLO/s Attempt	Contact Hours
I	Yoga and Sports • Introduction to Yogasana • History of Yogasana Sports • Career and Scope • Qualities of Yoga coach/ Teacher • Discipline and Body Structure	CLO ₁	15
II	Rule and Regulation • Yogasana Age Groups • Warm up and Cooling Down • Diet and Dress • Flexibility and Streching • Introduction to Basics Asanas and Benefits	CLO ₂	15
III	Marking System for Yogasana Championship • Design performa for marking • Micro marking system • Judges and Refrees • Scorer and Timekeeper	CLO ₃	15



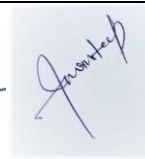




IV	Various Yogasana Championships • School Yogasana Championship • College Yogasana Championship • Inter university Yogasana Championship • Federation yogasana Championship • Para Yogasana Championship		CLO ₄	15		
	Total Contact hours					
	Evaluation Methods					
	Internal Assessment:30 Marks				End Term Examination:70 Marks	
	Class Participation:	5			Written Examination:70	
Seminar/presentation/assignment/quiz/class test etc.:	10					
Mid-Term Exam:	15					
Part C-Learning Resources						
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS): 1. World Yogasana (2026). <i>Official Rulebook and Technical Regulations for Yogasana Sports Championships</i>. World Yogasana Secretariat, Ahmedabad / New Delhi. 2. Yogasana Bharat (2024). <i>National Yogasana Competition Guidelines, Syllabus and Judging Criteria</i>. Yogasana Bharat (National Sports Federation), New Delhi. 3. School Games Federation of India (SGFI) (2025). <i>Rules and Regulations for National School Yogasana Championships</i>. SGFI Sports Directorate, New Delhi. 4. Hamill, J., Knutzen, K. M., & Derrick, T. R. (2021). <i>Biomechanical Basis of Human Movement</i>. 5th ed., Wolters Kluwer / Lippincott Williams & Wilkins. 5. Bompa, T. O., & Haff, G. G. (2019). <i>Periodization: Theory and Methodology of Training</i>. 6th ed., Human Kinetics Publishers. 6. Kamath, M. K. (2020). <i>Competitive Yogasana: Training, Rules and Judging</i>. Sports Publications, New Delhi.						







7. Sharma, S. R. (2021). *Yogasan Spardha: Niyam Evam Sanchalan (Hindi)*. Sports Publications, New Delhi.
8. Kaminoff, L., & Matthews, A. (2021). *Yoga Anatomy: Your Illustrated Guide to Postures, Movements, and Breathing*. 3rd ed., Human Kinetics Publishers.
9. Sports Authority of India (SAI) (2023). *Guidelines for Indigenous Sports Promotion and Athlete Development*. SAI Sports Science Directorate, New Delhi.
10. International Yoga Sports Federation (IYSF) (2022). *International Yoga Sports Rules and Code of Points*. IYSF Publications.
11. Ministry of Youth Affairs and Sports (MYAS) (2024). *National Sports Development Code and Recognition Guidelines for Yogasana*. Govt. of India. Available at: <https://yas.nic.in>
12. SWAYAM / NPTEL / UGC-CEC (2024). *Sports Science, Biomechanics & Competitive Sports Officiating MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

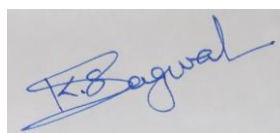
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	2	3	3	3	3	3	3

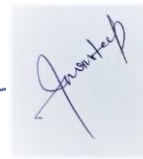
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

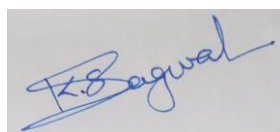
Thrust Area	Content Alignment & Integration
Employability	Prepares graduates for career opportunities as Professional Yogasana Sports Coaches, Athletic Trainers,



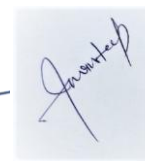




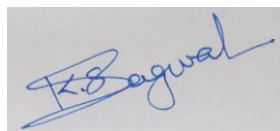
	National/International Judges, Sports Science Evaluators, and Fitness Directors in sports academies, universities, and Khelo India training centers.
Entrepreneurship	Equips students to establish professional Yogasana sports academies, competitive training camps, athletic conditioning studios, and sports officiating consultancies.
Skill Enhancement	Imparts high-level mastery over competitive asana execution, biomechanical alignment, flexibility conditioning, judging code of points, and sports psychology coping strategies.
Communication Development	Fosters articulate sports communication, judges' panel communication, athlete motivation, tactical briefing, and sports event management coordination.
Indian Knowledge System (IKS)	Bridges ancient traditional Yogasanas with modern sports science, competitive officiating, athletic periodization, and the global recognition of indigenous Indian sports.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being), SDG 4 (Quality & Sports Education), and SDG 8 (Decent Work & Economic Growth in the sports economy) through active athletic conditioning.
Current Issues & Social Awareness	Promotes indigenous sports development, youth fitness culture, drug-free athletic competition, and structured physical education pathways in alignment with Fit India and Khelo India missions.
Gender Issues	Ensures equal competitive opportunities, gender-balanced championship categories, and inclusive sports participation across sub-junior, junior, senior, and master divisions.
Public Policies	Fully aligns with the Ministry of Youth Affairs and Sports (MYAS) guidelines, National Sports Development Code, Khelo India initiative, and NEP-2020 vocational and sports education integration mandates.



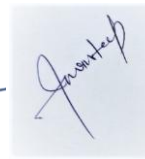




Part A–Introduction			
Name of the Programme	Yoga Practical-IV		
Semester	4 th		
Nature of Course/Course Composition	Practical		
Nomenclature of the Course	Yoga Practical-IV		
Course Code	26L6.5-YOG-412		
Course Level	500-599		
Course Type	PC-4/SEC		
Pre-requisite for the course (if any)	Yoga Practical I, II & III (Sem I, II, III) or equivalent		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Demonstrate comprehensive mastery and flawless execution of all accumulated Yogic practices, Shatkarmas, Asanas, Pranayamas, Bandhas, Mudras, and Meditations taught across the first three semesters.	
	CLO ₂	Plan, organize, execute, and document a 5-Day Community Yoga Camp, demonstrating leadership, public communication, camp management, and grassroots wellness promotion.	
	CLO ₃	Complete a 15-Day Professional Internship at a reputed Yoga and Naturopathy hospital or institute, acquiring real-world clinical exposure, patient handling skills, and therapeutic protocol administration.	
	CLO ₄	Participate in or organize Yogasana Sports competitions, compile detailed technical reports, and articulate professional practical competencies during comprehensive viva-voce examinations.	
	Theory	Practical	Total
Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)	0	04	

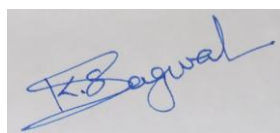




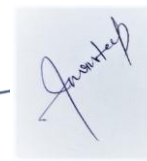


Internal Assessment: 30		End Term Examination: 70	
Class Participation:	5	Lab record	10
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce	20
Mid-Term Exam:	15	Write-up and execution of the practical	40
Part C-Learning Resources			
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS): 1. Swami Satyananda Saraswati (2013). <i>Asana Pranayama Mudra Bandha</i>. 4th ed., Yoga Publications Trust, Munger, Bihar. 2. Nagarathna, R., & Nagendra, H. R. (2015). <i>Integrated Approach of Yoga Therapy for Common Ailments</i>. Swami Vivekananda Yoga Prakashana, Bengaluru. 3. World Yogasana (2026). <i>Official Rulebook and Technical Regulations for Yogasana Sports Championships</i>. World Yogasana Secretariat, New Delhi. 4. National Institute of Naturopathy (NIN) (2023). <i>Clinical Protocols and Hospital Internship Guidelines</i>. Ministry of Ayush, Govt. of India, Pune. 5. Morarji Desai National Institute of Yoga (MDNIY) (2024). <i>Standard Operative Procedures for Yoga Camps and Clinical Training</i>. Ministry of Ayush, Govt. of India, New Delhi. 6. Sharma, S. R. (2020). <i>Yoga Shivir, Internship Evam Spardha Sanchalan (Hindi)</i>. Sports Publications, New Delhi. 7. Ministry of Ayush (2023). <i>Guidelines for Organizing Community Yoga Camps and Health Awareness Drives</i>. Govt. of India, New Delhi. Available at: https://ayush.gov.in 8. SWAYAM / NPTEL / UGC-CEC (2024). <i>Clinical Training, Field Internship & Practical Yoga Teaching MOOCs</i>. MHRD / Govt. of India. Available at: https://swayam.gov.in			

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs





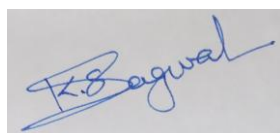


CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	2	3	3	3	3	3	3

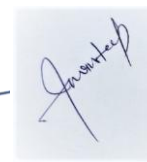
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

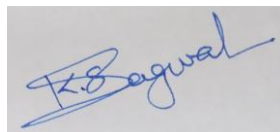
Thrust Area	Content Alignment & Integration
Employability	Provides direct professional internship and field experience in AYUSH hospitals and wellness centers, ensuring students graduate with immediate clinical and instructional employability.
Entrepreneurship	Equips students with community camp management and institutional networking skills required to launch independent wellness ventures, yoga therapy clinics, and health camps.
Skill Enhancement	Fulfills the experiential learning mandate of NEP-2020 through 15-day clinical internships, 5-day community camps, and Yogasana sports officiating.
Communication Development	Intensive community engagement through yoga camps, patient counseling during hospital internships, and professional viva-voce defense.
Indian Knowledge System (IKS)	Integrates traditional Yogic and Naturopathic healing modalities in clinical hospital settings and grassroots community camps.
Environmental Awareness / SDGs	Supports UN SDG 3 (Good Health and Well-Being) by delivering preventive healthcare and wellness camps to communities.
Current Issues & Social Awareness	Bridges healthcare access gaps by organizing community camps and providing preventative lifestyle education for NCDs.
Gender Issues	Ensures inclusive healthcare delivery and community participation across all demographics during camps



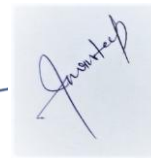




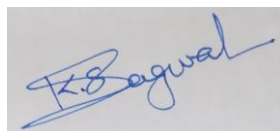
	and hospital internships.
Public Policies	Fully aligns with National Education Policy (NEP 2020) experiential learning mandates, National Ayush Mission (NAM), and National Health Policy (NHP) clinical training standards.



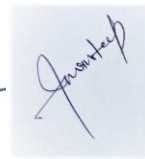




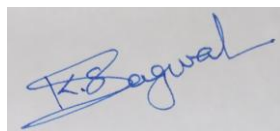
Part A-Introduction			
Name of Programme	Employability Skills in Yoga		
Semester	4 th		
Nature of Course/Course Composition	Theory (Theory + Tutorial)		
Nomenclature of the Course	Employability Skills in Yoga		
Course Code	26L6.5-YOG-413		
Course Level	500-599		
Course Type	EEC		
Pre-requisite for the course (if any)	Foundational Yogic Sciences & Communication Basics		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO ₁	Explicate the employment landscape in the global wellness economy, identifying career pathways, professional competencies, and Ministry of Ayush / Yoga Certification Board (YCB) standards for Yoga professionals.	
	CLO ₂	Develop advanced interpersonal communication, client consultation, digital literacy, and professional networking skills required for modern Yoga instruction and corporate wellness management.	
	CLO ₃	Formulate entrepreneurial blueprints, studio management plans, financial budgeting, and digital marketing strategies for launching and sustaining independent Yoga ventures and wellness consultancies.	
	CLO ₄	Demonstrate workplace ethics, emotional intelligence, leadership acumen, interview readiness, resume building, and continuous professional development (CPD) tailored to the fitness and wellness industry.	
	Theory	Tutorial	Total
Credits	2	0	2
Teaching Hours per week	2	0	2



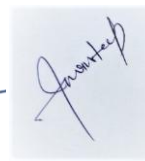




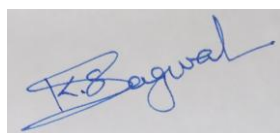
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Duration (in Hours)	02	0	
Part B-Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 5 questions selecting two questions from each of the two units with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question comprising 07 short answer type questions carrying one mark each (total 07 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt three questions: the compulsory question no. 1 and 1 question from the each of the two units.			
Unit	Topics		Contact Hours
I	Introduction to Employability in the Field of Yoga • Employability and scope of Yoga; • Teaching of Yoga in Schools, Colleges, Universities and other Institutions; • Personal and Group classes for Corporate Sector; • Clinical and Therapeutical Yoga for the management of Various diseases/disorders; • Yoga Consultant and Yoga Professionals; • Yoga Entrepreneur. Life Skills and Self Management • The Ashram and Purushartha Chatusthaya; • Bhavana Chatushtaya; • Personality Development and Yoga; • Development of Consciousness/self awareness; • Self Management and Yogic Practices- Asana, Pranayama, Mudra, Bandha, Shatkarma, Meditation etc.		15
II	Teaching and ICT Skills • Communication Skills; • Various Yogic Teaching Techniques- Demonstration method, lecture, projector,		15



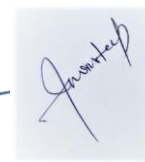




	lesson plan etc.; • Technical Aspects of Yoga; • Adjustment and Harmony; Employability Skills of Yoga • Specialization in the various fields of Yoga; • Field Experience of Yoga; • Yogic Life Style and Creativity; • Ethics and Legal Responsibility; • Social Responsibility and World Peace.	
	Total Contact hours	30
Evaluation Methods		
Internal Assessment: 15 Marks		End Term Examination: 35 Marks
Class Participation:	5	Written Examination:35
Seminar/presentation/assignment/quiz/class test etc.:	5	
Mid-Term Exam:	5	
Part C-Learning Resources		
Recommended Books/Journals/ e-resources/Learning Management Systems (LMS):		
1. Ministry of Ayush (2023). <i>Yoga Certification Board (YCB) Guidelines and Syllabus for Instructors and Teachers</i> . Govt. of India, New Delhi.		
2. National Skill Development Corporation (NSDC) (2023). <i>National Occupational Standards (NOS) for Wellness and Yoga Sector</i> . Skill India, New Delhi.		
3. Stokes, R. (2018). <i>Business Planning for Yoga Studios and Wellness Entrepreneurs</i> . Wellness Business Press, London.		
4. Goleman, Daniel (2020). <i>Emotional Intelligence: Why It Can Matter More Than IQ</i> . Bantam Books, New York.		
5. Sharma, S. R. (2020). <i>Yogic Employability & Professional Skills (Hindi)</i> . Sports Publications, New Delhi.		







6. Mishra, J. P. (2021). *Yoga Udyamita Evam Kaushal Vikas (Hindi)*. Chowkhamba Sanskrit Series Office, Varanasi.
7. Morarji Desai National Institute of Yoga (MDNIY) (2024). *Employability and Professional Development Guidelines for Yoga Graduates*. Ministry of Ayush, Govt. of India. Available at: <http://www.yogamdniy.nic.in>
8. SWAYAM / NPTEL / UGC-CEC (2024). *Soft Skills, Employability Enhancement & Entrepreneurship MOOCs*. MHRD / Govt. of India. Available at: <https://swayam.gov.in>

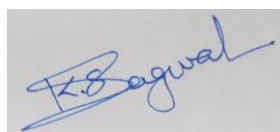
MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	2	3	3	3	3	3	3

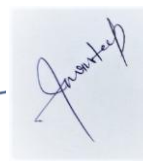
Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

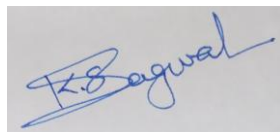
Thrust Area	Content Alignment & Integration
Employability	Directly bridges academic training with industry demands, equipping Yoga graduates with professional career pathways, YCB certifications, resume building, interview mastery, and workplace readiness.
Entrepreneurship	Fosters a strong startup mindset by teaching yoga studio setup, business planning, financial literacy, revenue diversification, and digital branding for independent wellness ventures.
Skill Enhancement	Fulfills the core mandate of Skill Enhancement Courses (SEC) under NEP-2020 by imparting soft skills, digital literacy, client consultation, emotional intelligence, and studio management.
Communication	Intensive training in professional verbal/non-verbal communication, empathetic client interviewing, active



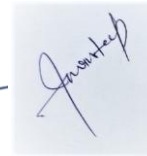




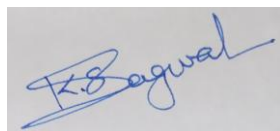
Development	listening, conflict resolution, and digital networking.
Indian Knowledge System (IKS)	Integrates traditional workplace ethics from Yoga (Yama-Niyama applied in professional conduct) with modern corporate wellness frameworks.
Environmental Awareness / SDGs	Supports UN SDG 8 (Decent Work and Economic Growth) and SDG 3 (Good Health and Well-Being) by fostering sustainable career opportunities in the global wellness economy.
Current Issues & Social Awareness	Addresses graduate unemployment, lack of professional preparedness, and corporate burnout by creating skilled wellness professionals capable of meeting surging mental health demands.
Gender Issues	Promotes equitable employment and entrepreneurial opportunities for all genders in the wellness sector, fostering safe, empowering, and inclusive professional environments.
Public Policies	Fully aligns with NEP-2020 vocational skill integration, Skill India Mission (NSDC), National Ayush Mission (NAM), and Yoga Certification Board (YCB) employment frameworks.



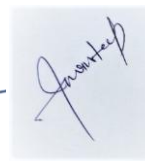




Part A–Introduction	
Name of the Programme	Dissertation
Semester	4 th
Nature of Course	Dissertation/Project Work
Name of the Course	Dissertation
Course Code	26L6.5-YOG-414
Course Level	500-599
Course Type	Dissertation
Pre-requisite for the course (if any)	Research Methodology & Statistics in Yoga (YOG-410) or equivalent
Course Outcomes (COs) After completing this course, the learner will be able to:	CO1/CLO1- Formulate original research problems, conduct rigorous literature reviews, identify distinct research gaps, and design empirical, clinical, textual, or survey-based investigations in Yogic sciences. CO2/CLO2- Execute primary or secondary data collection, apply appropriate quantitative/qualitative research methodologies, and utilize statistical or hermeneutic tools for data analysis. CO3/CLO3- Synthesize research findings, critically discuss results in the light of existing scientific literature and classical Yogic philosophy, and draw evidence-based conclusions and actionable recommendations. CO4/CLO4- Draft a comprehensive academic dissertation adhering to institutional formatting and APA reference standards, and effectively defend the research outcomes in an open viva-voce defense.
TotalCredits	12
Max. Marks	300 (Report of dissertation- 200 marks + Open Viva Voce- 100)
Part B–Guidelines for the Dissertation Work/Project Work	
As Per PG Ordinance	
Tentative format of Dissertation/Project Work • General Introduction to the Study and Theoretical Framework • Review of Literature • Research Gap	







- Statement of the problem
- Significance of the Study
- Formulation of Research Questions /Issues
- Research objectives
- Hypotheses
- Data source (Primary/Secondary)
- Methodology
- Analysis of Data
- Discussion of the Results
- Major findings, Summary, Recommendations (if any) and Conclusion
- Bibliography /References & Webliography
- Appendices

MAPPING OF COURSE OUTCOMES (CLOs) TO POs & PSOs

CLOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CLO ₁	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	2	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	2	3	3	3	3	3	3

Mapping scale: 1 = Low, 2 = Moderate, 3 = High

Content Mapping with NEP-2020 Thrust Areas

Thrust Area	Content Alignment & Integration
Employability	Prepares post-graduate students for advanced research careers, Ph.D. pathways, R&D scientist positions in AYUSH and biomedical research institutions, and clinical trial coordination roles.
Entrepreneurship	Encourages evidence-based innovation, enabling students to develop patentable wellness tools, diagnostic protocols, and evidence-backed wellness enterprises.

K.S. Bagwal

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Inventory

Skill Enhancement	Fulfills the core capstone research mandate of NEP-2020 by imparting high-level analytical, empirical investigation, data interpretation, and academic writing competencies.
Communication Development	Intensive practice in scholarly writing, thesis structuring, defending research findings in open viva-voce forums, and publishing research articles.
Indian Knowledge System (IKS)	Bridges ancient Yogic and Ayurvedic traditions with modern empirical science through rigorous textual, clinical, and experimental investigations.
Environmental Awareness / SDGs	Directly supports UN SDG 3 (Good Health and Well-Being) and SDG 4 (Quality & Higher Education) by advancing empirical research in preventive healthcare.
Current Issues & Social Awareness	Investigates pressing public health challenges, lifestyle disease burdens, and mental health epidemics through scientific research studies.
Gender Issues	Facilitates specialized empirical studies addressing women's health, reproductive wellness, and gender-inclusive healthcare access through Yoga.
Public Policies	Strongly aligns with National Education Policy (NEP-2020) and National Research Foundation (NRF) mandates on fostering a robust research and innovation culture in higher education.

