

Central University of Panjab Bathinda



Syllabus of Post-Graduation Diploma in Yogic Science (P.G.D.Y.S)

Session 2025-26
Department of Physical Education

Preamble of Course:

Yoga is an invaluable gift of ancient Indian Tradition. Yoga is essentially a spiritual discipline based on an extremely subtle science, which focuses on bringing harmony between mind and body, thought and action, restraint and fulfillment, harmony between man and nature, and a holistic approach to health and wellbeing. Yoga has attracted global attention in recent years. The awareness about Yoga practice is increasing among people from different walks of life, not only for the preservation and promotion of health but also for the management of various diseases.

The Central University of Punjab is conducting various educational and training courses and programmes for the promotion and development of Yoga. Recently the ministry of AYUSH has established a Yoga Certification Board for certification of Yoga Professional and Accreditation of Yoga Institutions under the aegis of Central University of Punjab.

About the Course:

Diploma course in Yoga education has been designed to impart Yoga education and significance of corrective exercises fostering a healthy natural life. During this course, the students will be taught the Yogic concept which will lead to developing their skills, self-realization, and setting goals in life. It will also help the students to be focused on their goals and make them physically, mentally, and spiritually strong to face different challenges in life. Pursuing this course will develop leadership qualities in the students along with their personality development.

Objective of Programme:

This Diploma Course in post-graduation in Yoga science (PGDYS) The Department of Physical Education, Central University of Punjab, Bathinda offers a twelve-month post-graduation in Yoga science (PGDYS). This course aims to give them basic to advanced knowledge of Indian Yoga philosophies and wellness, Yoga texts relevant to Yoga theory, the human body, and Yoga practice to help them gain a basic to advanced theoretical and scientific perspective on Yoga. Promoting positive health in the student through Yoga and enabling and imparting skills so that they can apply Yoga to achieve holistic health. It will also allow Yoga for total personality development and spiritual evolution.

This diploma course in post-graduation in Yoga science (PGDYS) has been designed to impart Yoga education and the significance of corrective exercises for fostering a healthy, natural life. During this course, the student will be taught the Yogic concepts, which will lead to developing their skills in self-realization and setting goals in life. It will also help the to be focused on their goal and make them physically, mentally, and spiritually strong to face different challenges in life. Pursuing this course will develop leadership qualities in the students along with their personality development.

Credit Breakup for Post-Graduation Diploma in Yoga Science

Semester	Compulsory Foundation	Core Course	Skill Based	Total	Exit
I st	06	08	6	20	Post Graduate Diploma in Yogic Science (One year)
II nd	06	08	6	20	
Total Credits				40	

Examination Pattern

Core and Compulsory Foundation Courses			Skill Development Courses	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (70%) Objective (30%)
End-semester exam (ESE)	50	Descriptive (70%) Objective (30%)	50	Descriptive (70%) Objective (30%)

Note:

1. The objective type evaluation will include one-word answers, 6 fill-in-the-blank, sentence completion, true/false, MCQs, matching, and analogies. The number of questions and the weightage to each question will be decided by the department only.
2. The subjective type evaluation will include a very short answer (1-2 lines), a short answer (one paragraph), an essay type with the restricted response, and an extended response. The number of questions and the weightage to each question will be decided by the department only.
3. Internal Assessment Methods: Surprise Tests, in-depth interview, unstructured interview, Think-Pair-Share, Students Teams Achievement Division (STAD), case-based evaluation, video-based evaluation, directed paraphrasing, one-sentence summary, student-generated questions, case analysis, simulated problem solving, classroom assignments, home assignments, term paper.

Semester -I

S.N.	Course Code	Course Title	Course Type	Number of hours			Total Credits	Total Marks
				L	T	P		
1		Fundamentals of Yoga	Compulsory Foundation	3	0	0	3	100
2		Introduction to Hatha Yogic Text	Compulsory Foundation	3	0	0	3	100
3		Bhagwat Gita	Core course	4	0	0	4	100
4		Introductory Human Biology	Core course	4	0	0	4	100
5		Basic Yogic Practices	Skill Based	0	0	6	3	100
6		Moderate Yogic Practices	Skill Based	0	0	6	3	100
Total				09	0	20	20	600

Semester – II

S.N.	Course Code	Course Title	Course Type	Number of hours			Total Credits	Total Marks
				L	T	P		
1		Patanjali Yoga Sutra	Compulsory Foundation	3	0	0	3	100
2		Introduction to the Upanishad	Compulsory Foundation	3	0	0	3	100
3		Health and Wellness	Core Course	4	0	0	4	100
4		Yoga Therapy	Core Course	4	0	0	4	100
5		Advance Yogic Practices	Skill Based		0	6	3	100
6		Lesson Plan	Skill Based	0	0	6	3	100
Total				10	0	20	20	600

Semester-I

Course Name: Fundamentals of Yoga

Course Code: xxx

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Recall the definitions, origin, and historical development of Yoga and its various traditions.

CLO2: Explain the nature and concepts of Yoga as presented in Vedas, Upanishads, Bhagavad Gita, and Yoga Vasistha.

CLO3: Demonstrate understanding by categorizing various methods of Yoga and relating them to their philosophical basis.

CLO4: Analyze the distinctions between Yogic exercises and conventional physical exercises.

CLO5: Evaluate the contributions of ancient and modern Yogis to the development and spread of Yoga.

CLO6: Create a comparative chart or project highlighting major Yoga institutions in India and their unique contributions.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10.hours	General Introduction to Yoga <ul style="list-style-type: none"> • General introduction, Meaning, and Definition • Origin and history of Yoga • Traditions of Yoga • Significance and Scope of Yoga • Difference between Yoga exercises and physical exercises 	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10. hours	Nature of Yoga in Various Scriptures <ul style="list-style-type: none"> • Yoga in Veda • Yoga in Upanishads • Yoga in Bhagavad Geeta • Yoga in Yoga Vasistha 	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. hour	Various Methods of Yoga <ul style="list-style-type: none"> • Mantra Yoga • Hatha Yoga • Raja Yoga • Jnana Yoga • Bhakti Yoga • Karma Yog 	CLO3
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15 hours	Introduction to Yogis and Their Practices <ul style="list-style-type: none"> • Ancient Period: Maharshi Patanjali, Guru Gorakhnath; • Contemporary Period: Swami Vivekananda, Sri Aurobindo, Maharshi Dayanand Saraswati, Swami Sivananda Saraswati, Swami Rama, Swami Satyananda Saraswati, Swami Kuvalayananda, Pt. Shri Ram Sharma Acharya. 	CLO4,5&6
	Brief Introduction to Major Yoga Institutes in India <ul style="list-style-type: none"> • Kaivalyadhama Lonavala 	

	<ul style="list-style-type: none"> • Bihar Yoga Bharati Munger • Morarji Desai National Institute of Yoga, New Delhi • Swami Vivekananda Yoga Anusandhana Samsthana Bengaluru • Patanjali Yogpeeth Haridwar • Dev Sanskriti Vishwavidyalay Haridwar 	
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings:

- Saraswati, S. V. (1998). Yoga Vijnana. Yoga Vinetan Trust.
- Pandey, R. (2008). Various dimensions of Indian yoga tradition. Radha Prakashan.
- Vivekananda, S. (2000). Jnana-Bhakti-Karma-Yoga and Rajyoga. Advaita Ashram..
- Gita Press. (2002). Kalyan (Yoga Volume). Gita Press.
- Gita Press. (1991). Kalyan (Yoga Tattvavang). Gita Press.
- Tiwari, O. P. (1998). Asana, pranayama, mudra, bandha. Kaivalyadhama Yoga Institute.
- Satyananda Saraswati, S. (2002). Asana, pranayama, mudra, bandha. Bihar School of Yoga.
- Vivekananda, S. (2011). Raja Yoga. Advaita Ashrama. (Original work published 1896)
- Iyengar, B. K. S. (2005). Light on yoga. HarperCollins.
- Bhavanani, A. B. (2013). A primer of yoga theory. Dhivyananda Creations.
- Nagendra, H. R. (2008). Yoga in education. Swami Vivekananda Yoga Prakashana.
- Kuvalayananda, S. (2006). Pranayama. Kaivalyadhama Yoga Institute. (Original work published 1931)
- Joshi, K. S. (1999). Speaking of yoga and nature-cure therapy. Sterling Publishers.
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Course Name: Introduction to Hatha Yogic Text
Course Code: xxx
Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcome: -

On completion of this course, students shall be able to:

- CLO1: Recall the definitions, aims, and objectives of Hatha Yoga and its associated concepts.
CLO2: Explain the significance of Badhaka Tattva and Sadhaka Tattva in Hatha Yoga practice.
CLO3: Demonstrate the correct methods of Shatkarmas as described in classical texts.
CLO4: Differentiate between the descriptions of Asanas, Pranayama, Mudras, and Bandhas in Hatha Pradipika and Gheranda Samhita.
CLO5: Assess the benefits and contraindications of various Hatha Yogic practices for different individuals.
CLO6: Develop a basic Hatha Yoga routine incorporating Asana, Pranayama, Mudra, and Shatkarma, aligned with traditional texts.³

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10.hours	Introduction: <ul style="list-style-type: none"> ▪ Hatha Yoga: Meaning, Definition, Aim, Objectives ▪ Badhaka Tattva (Obstacles) Sadhaka Tattva 	CLO1

	(Facilitatory factors) in Hatha Yoga; <ul style="list-style-type: none"> ▪ Concepts of Matha, Mitahara, Pathya, and Apathya ▪ Symptoms of Hathasiddhi 	
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10.hours	Method and benefits of Shatkarma described in Hatha Pradipika and Gherand Samhita <ul style="list-style-type: none"> ▪ Dhauti ▪ Vasti ▪ Neti ▪ Nauli ▪ Trataka ▪ Kapalbhathi 	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. hour	Asan & Pranayam described in Hatha Pradipika and Gherand Samhita <ul style="list-style-type: none"> ▪ Number of Asan & Pranayam ▪ Method and benefits ▪ Contraindications 	CLO3
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15 hours	Mudra & Bandh described in Hatha Pradipika and Gherand Samhita <ul style="list-style-type: none"> ▪ Number of Mudra & Bandh ▪ Method and benefits ▪ Contraindications Introduction to Hath Yogic Texts <ul style="list-style-type: none"> ▪ Hatha Pradipika ▪ Gheranda Samhita ▪ Shiva Samhita ▪ Siddha Siddhanta Paddhati 	CLO4,5&6
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings:

- Satyananda Saraswati, S. (2001). Hatha Yoga Pradipika. Bihar School of Yoga.
- Muktibodhananda, S. (2006). Hatha Yoga Pradipika: Light on Hatha Yoga. Bihar School of Yoga.
- Gharote, M. L. (2004). Hathapradipika of Svatomarama: With translation and critical notes. Lonavla Yoga Institute.
- Kuvalayananda, S., & Vinekar, S. L. (1963). Yoga Mimamsa: Journal of Yoga. Kaivalyadhama S.M.Y.M. Samiti.
- Tiwari, O. P. (1998). Asana, pranayama, mudra, bandha. Kaivalyadhama Yoga Institute.
- Bhavanani, A. B. (2013). Understanding Hatha Yoga: A Scientific Approach. Dhivyananda Creations.
- Joshi, K. S. (2005). Hatha Yoga: The science of health and spirituality. Sterling Publishers.

Course Name: Bhagwat Gita

Course Code: xxx

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Recall the definitions and classifications of Yoga as described in the Bhagavad Gita.

CLO2: Explain the core teachings of different Yoga paths like Samkhya, Dhyana, Bhakti, and Karma Yoga.

CLO3: Apply the principles of mind control and meditation from Dhyana Yoga to personal practice or real-life scenarios.

CLO4: Analyze the characteristics of a Sthithaprajna and Jivanmukta and compare them with modern psychological traits like equanimity or emotional intelligence.

CLO5: Evaluate the influence of the three Gunas on human behavior and spiritual progress .

CLO6: Construct a reflective or analytical essay on the concept of Tyag and Karma with Bhakt.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	Introduction to Bhagavad Gita <ul style="list-style-type: none">• Definition of Yoga in Bhagavad Gita (2/48,2/50)• Classification of Yoga in Bhagavad Gita.	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10.Hours	Chapter II: Samkhya Yoga <ul style="list-style-type: none">• Description of Atma (2/17-25),• the doctrine of Nishkama Karma (2/40-53),• characteristics of Sthithprajna (2/54-72).	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	Chapter VI: Dhyana Yoga <ul style="list-style-type: none">• characteristics of a yogi of self-conquest (6/1-9)• method of Meditation• inquiry into the mind control (6/10- 32) Chapter XII: Bhakti Yoga <ul style="list-style-type: none">• Qualities of Bhakta (12/13-20)	CLO3
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

<p style="text-align: center;">IV 15. Hours</p>	<p>Mudra & Bandh described in Hatha Pradipika and Gherand Samhita:</p> <ul style="list-style-type: none"> ▪ Number of Mudra & Bandh ▪ Method and benefits ▪ Contraindications <p>Introduction to Hath Yogic Texts:</p> <ul style="list-style-type: none"> ▪ Hatha Pradipika ▪ Gheranda Samhita ▪ Shiva Samhita ▪ Siddha Siddhanta Paddhati 	<p style="text-align: center;">CLO4,5&6</p>
	<p>Learning Activities: Peer Discussion, Brain:-stroming and Problem</p>	

Suggested Readings:

- Anantharaman, T. R. (2000). Ancient yoga and modern science (Yoga of Bhagavad Gita – Chapter 7). Munsiram Manoharlal Pvt. Ltd.
- Eswaran, E. (1997). The Bhagavad Gita for daily living. Jaico Books.
- Vidya Prakashananda, S. (1980). Gita Makaranda. Sri Sukha Brahma Ashram.
- Gambhirananda, S. (2000). Bhagavad Gita: With the commentary of Sri Shankaracharya. Advaita Ashrama.
- Chinmayananda, S. (1996). The Holy Geeta: Commentary by Swami Chinmayananda. Central Chinmaya Mission Trust.
- Easwaran, E. (2007). The Bhagavad Gita for daily living (Vols. 1–3). Jaico Publishing House.
- Prabhupada, A. C. Bhaktivedanta Swami. (2008). Bhagavad Gita as it is (Revised ed.). Bhaktivedanta Book Trust.
- Radhakrishnan, S. (1993). The Bhagavadgita: With an introductory essay, Sanskrit text, English translation and notes. HarperCollins Publishers India.
- Chidbhanananda, S. (2001). Bhagavad Gita: With translation and commentary. Sri Ramakrishna Tapovanam.
- Bhaktivedanta Narayana Gosvami Maharaja. (2000). Bhagavad Gita: With the commentary of Visvanatha Cakravarti Thakura. Gaudiya Vedanta Publications.

Course Name Introductory Human Biology

Course Code: xxx

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Recall the definitions and basic structures of human body systems and components such as cells, tissues, and organs.

CLO2: Describe the structure and functions of major systems such as the digestive, skeletal, muscular, circulatory, and respiratory systems

CLO3: Apply anatomical and physiological knowledge to identify and describe key bones, muscles, and organs in the human body.

CLO4: Differentiate between types of tissues, types of bones, and various physiological parameters such as blood pressure, pulse rate, and respiratory volumes.

CLO5: Evaluate how physiological processes such as respiration, circulation, and digestion contribute to homeostasis in the body

CLO6: Create anatomical diagrams or models to demonstrate understanding of the human body's systems and their interrelations.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	<ul style="list-style-type: none">• Definition of the body; main divisions of the human body• Concepts of cells, tissues, and organs, and basic information about them	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10.Hours	Digestive System: <ul style="list-style-type: none">• Definition, structure, organs, and functions of the digestive system. Skeletal System: <ul style="list-style-type: none">• Definition of Skeletal System, types of bones, number of bones, structure, and functions of bones.	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	Muscular System: <ul style="list-style-type: none">• Introduction to muscles, types, structure, and number of muscles• Brief description of all major muscles of the body, including those of the head, neck, upper, and lower limbs. Circulatory System: <ul style="list-style-type: none">• Definition of blood, structure of blood, functions of blood• Differences between arteries and veins; structure and functions of the heart, cardiac cycle,• Concept, and types of blood pressure; heart rate and pulse rate	CLO3&O4
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

IV 15. Hours	Respiratory System: <ul style="list-style-type: none"> Definition, structure, and functions of the respiratory system Types of respiration, respiratory rate, and various types of respiratory volumes and capacities. 	CLO5&O6
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings:

- Chatterjee, C. C. (2018). Human physiology (Vols. 1–2) (13th ed.). CBS Publishers & Distributors.
- Marieb, E. N., & Mallatt, J. (Adapted by K. Sembulingam). (2010). Human anatomy and physiology (Indian adaptation). Pearson Education India.
- Sembulingam, K., & Sembulingam, P. (2019). Essentials of medical physiology (8th ed.). Jaypee Brothers Medical Publishers.
- Singh, I. (2011). Human histology (6th ed.). Jaypee Brothers Medical Publishers.
- Ross, M. H., & Pawlina, W. (Adapted by A. K. Datta). (2013). Histology: A text and atlas with correlated cell and molecular biology (6th ed., Indian adaptation). Wolters Kluwer India.
- Tortora, G. J., & Derrickson, B. (Adapted by S. R. Sharma). (2017). Principles of anatomy and physiology (Indian adaptation). Wiley India.

L	T	P	C
3	0	0	3

Course Name: Basic Yogic Practices

Course Code: xxx

Total Hours: 45

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO 1: Recall and recite the key mantras and prayers associated with Bhakti Yoga and identify the fundamental techniques of Shodhan Kriya, Asanas, Pranayama, Mudras, and Bandhas.

CLO 2 : Explain the spiritual and physiological significance of Bhakti Yoga mantras and the purpose of different yogic practices in Hath Yoga.

CLO 3: Demonstrate the correct technique of selected Shodhan Kriyas, Asanas, and Pranayamas, incorporating the corresponding mantras and breathing patterns.

CLO 4: Differentiate between various types of Asanas and analyze their specific benefits on body systems and mental well-being.

CLO 5: Evaluate the impact of daily Bhakti Yoga practices, such as mantra chanting and prayer, on stress management and emotional health.

CLO 6: Design a personalized daily yoga practice plan that integrates Bhakti Yoga with Hath Yoga techniques .

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	BHAKTI YOGA: MANTRA- Mahamrityunjay mantra, Gurumantra, Om Sahanababatu mantra, Asto maa sadgamay mantra, Om sarve bhavantu sukhinah mantra, Yogen Chittasya mantra, Om Purnamadha Upnisad Santi Mantra. PRARTHNA- Hey Sharde maa prayer, Om stavan, Amar Aatma Sachchitananda mai hun, Gurudev daya karke, Baj Radhe- Radhe Govind, Naam jap, Itni Sakti hume dena data, Ab Soap diya is Jeevan ka, Bhaj govindam.	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10.Hours	HATH YOGA: SHODHAN KRIYA Neti (Jala, Rabar,), Trataka, Kapalbhati, ASANAS:	CLO2

	<p>(Pawanamuktasana, Suryanamaskar with mantra and breathing. Standing Aasana- (Tadasana, Tiryak tadasana, Katichakrasana, Padhastasana, Samkonasana, Trikonasana, (Vrikshasana, Garudasana, Utkatasana) Sitting Aasana- (Janusirasana, Merubakrasana, Bhunamanasan, Gomukhasana, Veerasana, Marjari aasana, Ardhustrasana, Lolasana),(Singhasana, Pashchiimottan),(Bhadrasana) Lying Aasana- (Bhujangasana, Dhanurasana), Ardhshalabhasana Supine Aasana- (Porbhalasana, Setubandhasana, Supt Pawanmuktasana, Noukasana) Meditative Aasana- (Muktasana, Siddhasana, Padmasana, Vajrasana, Swastikasana) Relaxative Aasana- (Shvasana,Makarasana, Matsyakridasan)</p>	
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	<p>PRANAYAMA: Yogicbreathing (chest,abdomen,clavicle),Anulom-vilom,Nadishodhana,Bhramari pranayama.</p>	CLO3
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15. Hours	<p>MUDRA: Hasta mudra- Gyan, Chin, Hridaya, Prana, Bharav, Devdarshani, Bharav mudra, Bharavi Mudra, Yoni mudra. Head Mudra- Shanmukhi, Nasikagradrishti, khechari mudra. Kaya (postural mudra) – Vipareeta karani mudra, Pran mudra, Yoga mudra. BANDH-Tribandh (Mahabandh) - Jalandhar, Uddiyan, Mula</p>	CLO4,5&6
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings:

- Iyengar, B. K. S. (2001). Light on yoga. HarperCollins.
- Satyananda Saraswati, S. (1996). Asana pranayama mudra bandha (4th ed.). Bihar School of Yoga.
- Vivekananda, S. (2003). Raja Yoga. Advaita Ashrama. (Original work published 1896)
- Tiwari, O. P. (2002). Asana: Why and how. Kaivalyadhama Yoga Institute.
- Nagendra, H. R., & Nagarathna, R. (2008). Yoga for promotion of positive health. Swami Vivekananda Yoga Prakashana.
- Bhavanani, A. B. (2007). Yoga: The science of holistic living. Dhivyananda Creations.

Course Name: Moderate Yogic Practices

Course Code: xxx

Total Hours: 45

Course Learning Outcome: -

L	T	P	C
0	0	6	3

On completion of this course, students shall be able to:

CLO1: Apply the learned techniques such as Yoga Nidra, Ajapa Japa, or Gram Seva in daily life or classroom activities

CLO2 : Explain the significance and objectives of Karma Yoga, Bhakti Yoga, Pratyahar, Dharana, and Dhyana practices.

CLO3: Recall the names and basic techniques of selected Yogic practices such as Mantra, Japa, Yoga Nidra, and

CLO4: Evaluate the depth of meditative absorption achieved through sukshma dhyan using self-assessment techniques.

CLO5: Analyze the psychological and emotional effects of Bhakti and Pratyahar practices through reflection and group discussion.

CLO6: Design a simple self-practice or group session plan that integrates elements of Karma, Bhakti, and Dhyana Yoga.

Suggested Readings:

- Satyananda Saraswati, S. (2012). Ajapa japa evam chidakash dharna. Yoga Publication Trust.
- Vivekananda, S. (2014). Karma Yog. Ramakrishna Math.
- Vivekananda, S. (2014). Bhakti Yog. Ramakrishna Math.
- Niranjanananda Saraswati, S. (2001). Dharna Darshan. Yoga Publication Trust.

Criteria of Continuous Assessment (Total Marks: 50)

- Attainment of Specific Fitness -10 marks
- Demonstration of Skill - 30 Marks
- Marking and Measurements -10 marks

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	Karma Yoga <ul style="list-style-type: none"> ▪ Gram Seva ▪ Yoga Sala Cleaning ▪ Yogic Management 	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10.Hours	Bhakti Yoga <ul style="list-style-type: none"> ▪ Mantra ▪ Prarthana ▪ Bhajan/Kirtan 	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	Pratyahar <ul style="list-style-type: none"> ▪ Yoga Nidra level- 1 ▪ Antar Mouna ▪ Japa ▪ Ajapa 	CLO3&O4
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15. Hours	Dharna <ul style="list-style-type: none"> ▪ Chidakash Dharna ▪ Five Elements Dharana Dhyana <ul style="list-style-type: none"> ▪ Sthol Dhyana ▪ Jyoti Dhyana ▪ Sukshma Dhyana 	CLO5&O6
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Criteria of Term End Assessment (Total Marks: 50)

- Theory Exam : 25 Marks
- Demonstration of Skills: 15 Marks
- Viva Voce : 05Marks
- Attendance : 05 Marks

SEMESTER-II

Course Name: Patanjali Yog Sutra

Course Code: xxx

Total Hours: 45

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Recall the historical background and key terms from the Yoga Sutras of Patanjali.

CLO2 : Explain the meaning and philosophical significance of foundational concepts such as Astanga Yoga, Kleshas, Kriya Yoga, and Samadhi.

CLO3: Apply the concept of Kriya Yoga and Pancha Klesha to real-life scenarios involving emotional and mental challenges.

CLO4: Analyze the interrelation of core concepts such as Citta Bhumi, Drasta–Drisya, and Pancha Klesha in the context of Yoga psychology.

CLO5: Recall the definitions of key concepts such as Ashtanga Yoga, Sanskar, Karma, Pratibha, and Kaivalya.

CL06: Evaluate the significance of Dharmamegha Samadhi and Kaivalya as the culmination of the Yogic path.

L	T	P	C
3	0	0	3

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	Introduction	CLO1

	<ul style="list-style-type: none"> • Brief Historical outlines of the Yoga system of Patanjali • Brief Introduction to the subject matter of the Yoga Sutras • Ancient Commentaries on Patanjali Yoga Sutra 	
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10. Hours	Terms defined in the Yoga Sutras I <ul style="list-style-type: none"> • Citta, Chitta Bhumi, Chitta Vritties • Abhyasa, Vairagya, Iswar and Iswar Pranidhan, • Yogantaraya, Ektatvabyasa. 	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	Terms defined in the Yoga Sutras II <ul style="list-style-type: none"> • Samprajnata Samadhi and Samapatti, • Ritambhara Prajna Nirbija Samadhi • Dukha, Kriya Yoga, Pancha Klesha, Drasta and Drisya. 	CLO3&04
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15. Hours	Terms defined in the Yoga Sutras III <ul style="list-style-type: none"> • Astanga Yoga. • Karma • Vivek Gyana Terms defined in the Yoga Sutras IV <ul style="list-style-type: none"> • Dharmamedha Samadhi • Yoga Vibhuties • Kaivalya, 	CL05,&06
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings: -

- Bryant, E. F. (2009). The Yoga Sūtras of Patañjali: A new edition, translation, and commentary. North Point Press.
- Iyengar, B. K. S. (1996). Light on the Yoga Sūtras of Patañjali. HarperCollins.
- Saraswati, S. S. (2002). Four chapters on freedom: Commentary on the Yoga Sūtras of Patañjali. Bihar School of Yoga.
- Taimni, I. K. (1961). The Science of Yoga: The Yoga-Sutras of Patanjali in Sanskrit with transliteration, translation and commentary. The Theosophical Publishing House.
- Vivekananda, S. (1972). Raja Yoga: Conquering the internal nature. Advaita Ashrama. (Original work published in 1896)
- Woods, J. H. (1914). The Yoga-System of Patañjali: Or the ancient Hindu doctrine of concentration of mind. Harvard University Press.
- Feuerstein, G. (1989). The Yoga-Sūtra of Patañjali: A new translation and commentary. Inner Traditions.

Course Name: Introduction to the Upanishad

Course Code: xxx

Total Hours: 45

L	T	P	C
3	0	0	3

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Recall the names and fundamental teachings of key Principal and Yoga Upanishads.

CLO2 : Explain the philosophical themes such as Atman, Brahman, OM, and Self-realization found across the Principal Upanishads.

CL03 : Apply concepts like OM meditation, self-inquiry, and Kundalini awakening from the Upanishads to understand yogic practices.

CLO4: Compare and contrast the metaphysical focus of Principal Upanishads with the practical yogic guidance of Yoga Upanishads.

CLO5: Evaluate the relevance of Mahavakyas and other Upanishadic insights in guiding ethical and spiritual development.

CLO6: Construct a comparative chart or conceptual framework linking teachings across various Upanishads and their application in yogic life.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	Introduction to the Principal Upanishad-I <ul style="list-style-type: none">▪ Isha Upnishad▪ Kenoeanishad	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10.Hours	Introduction to the Principal Upanishad-II <ul style="list-style-type: none">▪ Kath Upnishad▪ Prashnopnishad	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	Introduction to the Principal Upanishad-III <ul style="list-style-type: none">▪ Mundak Upnishad▪ Mandukya Upanishad	CLO3&04
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15. Hours	Introduction to the Yoga Upanishad-I <ul style="list-style-type: none">▪ Yog Tattvopnishad▪ Yoga Kundalyopanishad▪ Unit 5: Introduction to the Yoga Upanishad- II <ul style="list-style-type: none">▪ Mahavakya▪ Darshnopnishad	CLO5&06

Suggested Readings:

- Radhakrishnan, S. (1992). The principal Upanishads. Harper Collins Publishers India. (Original work published in 1953)
- Gambhirananda, S. (2006). Eight Upanishads with the commentary of Sankaracharya (Vols. 1–2). Advaita Ashrama.
- Chinmayananda, S. (2018). Kenopanishad. Central Chinmaya Mission Trust.
- Tapasyananda, S. (2003). Isha, Kena, and Mandukya Upanishads. Ramakrishna Math.
- Tirtha, S. (1998). The holy Upanishads: Translation and commentary. Bharatiya Vidya Bhavan.
- Parthasarathy, A. (2015). The Eternities: Vedanta treatise on the Upanishads. A. Parthasarathy.
- Madhavananda, S. (2000). The Mandukya Upanishad with Gaudapada's Karika and Sankara's Commentary. Advaita Ashrama.
- Satprakashananda, S. (2006). The goal and the way: The teachings of the Upanishads. Vedanta Society of St. Louis..
- Sriram Sharma Acharya. (1998). Upanishad – Brahm, Jnan, Sadhana Khand. Akhand Jyoti, Mathura.

Course Name: Health and Wellness

Course Code: xxx

Total Hours: 45

L	T	P	C
4	0	0	4

Course Learning Outcome:

On completion of this course, students shall be able to:

CLO1: Define key concepts of health and wellness in the context of WHO, Ayurveda, and Yoga.

CLO2 : Describe the fundamental Ayurvedic concepts like Dosha-Dhatu-Mala, Dinacharya, and Ritucharya, and their impact on well-being.

CL03 : Apply yogic and Ayurvedic principles to interpret physical and mental health conditions, including common disorders like anxiety and depression.

CLO4: Analyze the classification of diseases (Adhidaivika, Adhyatmika, Adhibhautika) and their roots in the Ayurvedic framework.

CLO5: Evaluate the relevance and effectiveness of Ayurveda and Yogic practices in modern health and wellness management.

CLO6: Develop a personalized wellness plan integrating Ayurvedic routines and Yogic purification techniques to support physical and mental well-being.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	<ul style="list-style-type: none">▪ Definition of Mental Health & Total Health.▪ Definition of health according to WHO▪ health and wellness according to Ayurveda,▪ Yoga for health and wellness	CLO1
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10. Hours	<ul style="list-style-type: none">▪ Fundamental concepts of Ayurveda - Dosha-Dhatu-Mala theory.▪ Definition of health (Swasthavritta), definition of good conduct (Sadvritta).▪ daily routine (Dinacharya),▪ seasonal routine (Ritucharya)	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	<ul style="list-style-type: none">▪ Definition and classification of disease - Adhidaivika (Divine causes), Adhyatmika (Spiritual causes), Adhibhautika (Physical causes).▪ Ayurvedic treatment methods,▪ Relevance of Ayurveda in modern times	CLO3&04
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15. Hours	<ul style="list-style-type: none">▪ Mental Health: Meaning and definition of mental health; Positive mental Health; Causes and Consequences of Conflicts and frustrations,▪ Introduction to Common mental disorder; Generalized Anxiety disorders; Depression▪ Shuddhi Prakriyas in Yoga: Role of Shuddhi Prakriyas in preventive and curative Health, Karma Shuddhi (Yama, Niyama), Ghata Shuddhi (Shat-karma), Snayu Shuddhi (Asana), Prana Shuddhi (Pranayama), Indriya and Mano Shuddhi (Pratyahara), (Mana, Buddhi,	CLO5&06

	Ahamkara) Chitta Shuddhi (Dharana, Dhyana and Samadhi).	
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings:

- Tiwari, S. (2011). Ayurveda: A way of life. Lotus Press.
- Bhavanani, A. B. (2013). Understanding the principles of yoga therapy. Dhivyananda Creations.
- Nagendra, H. R. (2008). Yoga for health and wellness. Swami Vivekananda Yoga Prakashana.
- Dwivedi, R. S. (2002). Health and wellness: Ancient Indian perspectives. Chowkhamba Sanskrit Series.
- Sharma, R. K., & Dash, B. (2007). Charaka Samhita: Text with English translation and critical exposition based on Cakrapani Datta's Ayurveda Dipika (Vol. 1–4). Chowkhamba Sanskrit Series Office.
- Joshi, K. L. (2003). Ayurveda and health management. Gyan Publishing House.
- Swami Kuvalayananda. (2006). Yoga Mimamsa: Yoga for wellness. Kaivalyadhama Yoga Institute. (Original work published earlier; latest edition referenced)
- Vishwas, M. (2015). Yoga and total health. Divine Life Society.

Course Name: Yoga Therapy

Course Code: xxx

Total Hours: 45

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Define Yoga Therapy and its core principles, including its scope, limitations, and the role of lifestyle and diet.

CLO2 : Explain the therapeutic application of Yoga across different populations such as children, women, elderly, and corporate individuals..

CL03 : Apply yogic principles to create condition-specific therapeutic approaches for musculoskeletal issues like arthritis, backache, and sciatica.

CLO4: Analyze the effectiveness of Yoga in managing metabolic and endocrine disorders such as obesity, diabetes, and thyroid issues.

CLO5: Evaluate the holistic impact of Yoga Therapy in managing psychosomatic and cardiovascular disorders like asthma, hypertension, and heart disease.

CLO6: Design individualized Yoga Therapy modules for specific health conditions by integrating appropriate postures, breathing, lifestyle, and dietary recommendations.

L	T	P	C
4	0	0	4

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	Introduction <ul style="list-style-type: none"> ▪ Yoga Therapy: Meaning ▪ Principles and discipline of Yoga Therapy ▪ Scope and Limitations of Yoga Therapy ▪ Role of lifestyle and diet in Yoga therapy ▪ Approach of Yoga toward holistic health. 	CLO1

	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
II 10. Hours	Yoga for Healthcare of <ul style="list-style-type: none"> ▪ Children and Adolescence ▪ Adult ▪ Women ▪ Elderly ▪ Corporate person ▪ Sportsperson 	CLO2
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
III 10. Hours	Introduction to Yogic Management of <ul style="list-style-type: none"> ▪ Arthritis ▪ Spondylitis ▪ Backache ▪ Sciatica ▪ Hernia ▪ Muscle fatigue 	CLO3&04
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	
IV 15. Hours	Introduction to Yogic Management of <ul style="list-style-type: none"> ▪ Kidney disorder ▪ Hyperthyroidism and Hypothyroidism ▪ Obesity ▪ Liver disorder ▪ Diabetes Introduction to Yogic Management of <ul style="list-style-type: none"> ▪ Hyperacidity ▪ Constipation ▪ Asthma ▪ Hypertension ▪ Heart disease (Coronary artery disease, Rheumatic heart disease) 	CLO5&06
	Learning Activities: Peer Discussion, Brain:-stroming and Problem	

Suggested Readings:

- Bhavanani, A. B. (2013). Understanding the principles of yoga therapy. Dhivyananda Creations.
- Nagendra, H. R., & Telles, S. (2004). Integrated approach of yoga therapy for positive health. Swami Vivekananda Yoga Prakashana.
- Kuvalayananda, S. (2006). Asanas. Kaivalyadhama Yoga Institute. (Original work published 1931)
- Satyananda Saraswati, S. (2001). Yoga therapy: Principles and practices. Bihar School of Yoga.
- Saraswati, S. S. (1996). Yoga and Cardiovascular Management. Bihar School of Yoga.
- Joshi, K. S. (1997). Yoga and personality. Sterling Publishers.
- Swami Vivekananda Yoga Anusandhana Samsthana (SVYASA). (2012). Yoga therapy manual: For common diseases. Swami Vivekananda Yoga Prakashana.
- Tiwari, O. P. (2006). Asana, pranayama, mudra, bandha: Yoga therapy texts and practices. Kaivalyadhama Yoga Institute. Shivanda Saraswati, Srimat Swami. (1978). Yogic therapy. Umachal Yogashram.
- Sriram Sharma Acharya. (1998). Chikitsa upcharke vividh ayam. Akhand Jyoti Mathura.

- Sri Ram Sharma Acharya. (1998). Asan pranayama se adhi vyadhi nivanan. Brahmvarchas Shodha Sansthan.
- Swamy Kuvalyananda. (n.d.). Principles of yoga therapy. SMYM Samiti, Kaivalyadhama.
- Swamy Kuvalyananda. (1985). Rationale of yogic poses and other articles. I.C. Yogic Health Centre, Kaivalyadhama.

Course Name: Advance Yogic Practices

Course Code: xxx

Total Hours: 45

L	T	P	C
0	0	6	3

Course Learning Outcome: -

On completion of this course, students shall be able to:

CLO1: Recall the names and sequences of advanced Shatkarmas, Asanas, Pranayamas, Mudras, Bandhas, and Mantras.

CLO2 : Describe the meaning, significance, and physiological effects of each yogic practice including Mantras and Mudras.

CLO3 : Demonstrate correct techniques and apply the practices of Shatkarma, Asana, Pranayama, and Mudra in a structured yoga session.

CLO4: Compare and analyze the effects of specific practices on different bodily systems (digestive, respiratory, nervous).

CLO5: Evaluate the therapeutic utility and contraindications of selected Asanas, Pranayamas, and Shatkarmas.

CLO6: Design a holistic yoga practice session incorporating Shatkarma, Asana, Pranayama, Mudra, and Mantra, suited for different age groups or health needs.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10. Hours	Shatkarma Sutraneti, Agnisara, Dhauti (Dand/Kunjali), Sheetkram and Vyutkram (Inverse)	CLO1
	Learning Activities: Peer Discussion, Brain:-storming and Problem	
II 10. Hours	Aasana Utkatasan, Paschimottan, Chakrasana, Vrishabhasan, Natarajasan, Kukkutasana, Kurmasana, Vakrasana, Hasta Padangushtha, Parvatasana Akaranadhanurasan Bhunamansan BaddhaPadmasana, Konasana, Ashtavakra, Vayatanasana, Tulsan, Vyaghrasana, GuptaPadam, Garbhaasana, Tiryak bhujangasana, Sarpasana, Ardha Chandrasana, Parivritta Janushirasana, Sankat aasana	CLO2
	Learning Activities: Peer Discussion, Brain:-storming and Problem	
III 10. Hours	Pranayama <ul style="list-style-type: none"> ▪ Suryabhedhi ▪ Chandrabhed ▪ Ujjayi ▪ Bahyavritti ▪ Aabhyantar Vritti Pratyahar <ul style="list-style-type: none"> ▪ Yoga Nidra Level-2 	CLO3&04
	Learning Activities: Peer Discussion, Brain:-storming and Problem	

<p style="text-align: center;">IV 15. Hours</p>	<p>Mudra and Bandha</p> <ul style="list-style-type: none"> ▪ Shambhavi ▪ Tadagi ▪ Kaki Mudra ▪ Mahabandha ▪ Prana ▪ Apana mudra <p>Mantra and Meditation Devyajna Mantras- Meaning, Memorization and Recitation</p>	<p style="text-align: center;">CLO5&06</p>
	<p>Learning Activities: Peer Discussion, Brain:-stroming and Problem</p>	

Suggested Readings:

- Barnwal, S. (2002). Mansik swasthya avm yoga. New Bhartiya Book Corporation.
- Prof. M. Venkata Reddy. (2008). Scientific studies on yoga. A.P Yoga dhyayana Parishad.
- Prof. Venkata Reddy, M., Dr. Murthy, K. J. R., Dr. Sahay, B. K., & Dr. Prasad, B. N. (2005).
- Shivanda Saraswati, Srimat Swami. (1978). Yogic therapy. Umachal Yogashram.
- Sriram Sharma Acharya. (1998). Chikitsa upcharke vividh ayam. Akhand Jyoti Mathura.
- Sri Ram Sharma Acharya. (1998). Asan pranayama se adhi vyadhi nivanan. Brahmvarchas Shodha Sansthan.
- Swamy Kuvalyananda. (1985). Rationale of yogic poses and other articles. I.C. Yogic Health Centre, Kaivalyadhama.

Course Name: Coaching Proficiency in Yogic Science

Course Code: xxx

Total Hours: 45

Course Learning Outcome: -

L	T	P	C
0	0	6	3

On completion of this course, students shall be able to:

CLO1: Identify the essential components and structure of a yoga lesson plan

CLO2 : Describe the importance and objectives of lesson planning in yoga education.

CLO3 : Apply pedagogical principles to prepare a basic lesson plan for a specific yoga session or group.

CLO4: Analyze different types of lesson plans based on learner needs, age groups, and session goals.

CLO5: Evaluate sample lesson plans and projects based on clarity, coherence, appropriateness, and outcome alignment.

Content

The students of PGDYS II Semester need to develop proficiency in taking coaching lesson of different yogic practices. Students will learn how to develop the competency in taking lesson plan and delivering content in class. In view of this, the students shall be provided sufficient teaching exposure. The duration of the lesson shall be 45 minutes. Each student will take minimum 05 lessons and lesson will be supervised by concern faculty member.

Criteria of Continuous Assessment (Total Marks: 50)

- Five Theory Lesson - 50 marks

Criteria of Term End Assessment (Total Marks: 50)

- Final Theory Lesson - 50 Marks