

**Mahatma Gandhi University  
of  
Medical Sciences & Technology  
Jaipur**

**Syllabus**

**M.Sc. Yoga Therapy  
(2 Years Degree Course)**

Edition : 2020-21

## **Notice**

1. Amendments made by the University in Rules / Regulations of the Courses shall automatically apply.
2. The University reserves the right to make changes in the syllabus/books/ guidelines, fee structure or any other information at any time without prior notice. The decision of the University shall be binding on all.
3. The Jurisdiction of all court cases shall be Jaipur Bench of Hon'ble Rajasthan High Court only.

## **Rules & Regulations**

### **1. TITLE OF THE COURSE**

The title of the course shall be “M.Sc. Yoga Therapy”.

### **2. DURATION OF COURSE/TRAINING**

The course shall be of two years duration from the date of commencement of academic session.

### **3. MEDIUM OF INSTRUCTION**

English shall be the medium of instruction

### **4. ELIGIBILITY FOR ADMISSION:**

Candidate should have passed the Bachelor's Degree in Science with Yoga Therapy as one of the main subjects.

### **5. CRITERIA FOR ADMISSION**

Selection shall be done by an Admission Board of the University strictly on merit. It will consist of two-step process –Written Entrance Examination followed by Counseling/Personal Interview (PI).

### **6. RESERVATION POLICY**

Reservation shall be applicable as per policy of the State Government.

### **7. ENROLMENT**

Every candidate who is admitted to M.Sc. Course in Mahatma Gandhi Medical College & Hospital shall be required to get himself/herself enrolled with the Mahatma Gandhi University of Medical Sciences & Technology after paying the prescribed eligibility and enrolment fees.

A candidate shall deposit enrolment fees along with tuition fees at the time of his/her admission to the course. Such a candidate who fails to submit, through the college Principal, duly filled enrolment form along with original documents including migration certificate required for enrolment within two months of his/her admission or up to November 30 of the year of admission whichever is later, he/she will have to pay late fee prescribed by the University

### **8. MIGRATION RULES**

No student, once admitted to the course and enrolled by the University, will be permitted to migrate to any other Course/ University.

No student will be admitted to the Course on migration from any other Course/ University.

### **9. ATTENDANCE**

Minimum 75% attendance in each year, both for theory and practical classes separately. Student with deficient attendance will not be permitted to appear in University examination.

### **10. TRAINING:**

1. The period of training for M.Sc. shall be of two years from the date of admission.
2. Part – I and Part – II of the course shall be of one-year duration each.
3. The candidate will undertake the post graduate training as a full time post graduate in the department concerned.
4. The students will be required to complete the prescribed period of study and fulfill the requirement of attendance before they are allowed to appear in the University examination.

### **11. EXAMINATION AND ASSESSMENT**

1. The examination of Part I shall consists of six theory papers and internal assessment and practical & viva-voce examination.

2. The examination of Part II shall consist of six theory papers & internal assessment and practical in the opted specialization.
3. A candidate shall be permitted a maximum of 4 years from the year of admission to complete the course and pass the examination failing which, the candidate will have to leave the course.
4. Only those candidates will be allowed to appear at Part II examination, who have passed Part –I examination completely.
5. Degree of M.Sc. Yoga Therapy will be awarded to a candidate.

## 12. CONDUCTION OF THE UNIVERSITY EXAMINATION:

University examination shall be conducted twice in a year; that is Main and Supplementary Examination. Supplementary examination shall be conducted after 2-4 months of the main examination.

## 13. SCHEME OF EXAMINATION

The Examination in Part-I shall consist of:

<b>Paper</b>	<b>Theory</b>	<b>I.A. Theory</b>	<b>Total</b>
<b>Theory</b>			
Paper I - Yoga Philosophy	70	30	100 Marks
Paper II - Research Methodology	70	30	100 Marks
Paper III - Anatomy	70	30	100 Marks
Paper IV -Physiology	70	30	100 Marks
Paper V -Yoga for prevention and promotion of health	70	30	100 Marks
Paper VI - Sanskrit Bhasha Vijnanam	70	30	100 Marks
<b>Total Theory :</b>	<b>420</b>	<b>180</b>	<b>600 Marks</b>
<b>Practical</b>	<b>Practical</b>	<b>I.A. Practical</b>	<b>Total</b>
Yoga Practice for prevention and promotion of health	140	60	200 Marks
<b>Total Marks</b>	<b>140</b>	<b>60</b>	<b>200 Marks</b>
<b>Grand Total :</b>	<b>560</b>	<b>240</b>	<b>800 Marks</b>

**Notes:**

1. Each theory paper shall be of 3 hours duration.
2. Each paper will be set by the External Examiner of the subject concerned and will be assessed by the internal examiner of the subject concerned.

Pattern of questions to be set and answered shall be as follows:

<b>Paper</b>	<b>No. of questions to be set</b>	<b>No. of questions to be answered</b>
Paper-I	8	8
Paper-II	8	8
Paper-III	8	8
Paper-IV	8	8
Paper-V	8	8
Paper-VI	8	8

3. In order to pass the University Examination, the candidate must secure a minimum of 50% marks in each theory paper including internal assessment and 50% marks in practical and viva-voce examination separately.
4. A candidate who has failed in one or more theory paper of Part-I Examination must appear in that theory paper in supplementary examination which will be conducted by university within 2 – 4 months.

**The Examination in of Part-II shall consist of:**

<b>Paper</b>	<b>Theory</b>	<b>I.A. Theory</b>	<b>Total</b>
<b>Theory</b>			
Paper I - Patanjali Yoga Sutra	70	30	100 Marks
Paper II - Integrative Medicine	70	30	100 Marks
Paper III - Hatha Yoga Pradipika	70	30	100 Marks
Paper IV - Evidence based Yoga Therapy – I	70	30	100 Marks
Paper V - Evidence based Yoga Therapy – II	70	30	100 Marks
Paper VI - Yogic Counselling	70	30	100 Marks
<b>Total :</b>	<b>420</b>	<b>180</b>	<b>600 Marks</b>
<b>Practical</b>	<b>Practical</b>	<b>I.A. Practical</b>	<b>Total</b>
Advanced Yoga Techniques	70	30	100 Marks
Dissertation	70	30	100 Marks
<b>Total Marks</b>	<b>140</b>	<b>60</b>	<b>200 Marks</b>
<b>Grand Total :</b>	<b>560</b>	<b>240</b>	<b>800 Marks</b>

**Notes:**

1. Each theory paper shall be of 3 hours duration.
2. All papers shall be set by the External Examiners.
3. Paper I will be assessed by the External Examiner and Paper II will be assessed by the Internal Examiner viz. Head of the Department of subject concerned. Paper III will be assessed by Professor / Associate professor / Assistant professor

Pattern of questions to be set and answered shall be as follows:

<b>Paper</b>	<b>No. of questions to be set</b>	<b>No. of questions to be answered</b>
Paper-I	8	8
Paper-II	8	8
Paper-III	8	8
Paper-IV	8	8
Paper-V	8	8
Paper-VI	8	8

4. Practical examination shall be conducted by one Internal, one External Examiner which will be appointed by the university.
5. In order to pass the examination the candidate must secure a minimum of 50% marks in Theory papers including internal assessment and 50% marks in practical and viva-voce examination separately.
6. In case a student passes either in Theory or in Practical only, the student shall be considered to fail in the whole examination and he will have to appear in both the Theory and Practical in the subsequent examination.

**14. APPOINTMENT OF EXAMINER AND PAPER SETTERS**

- a) All the examiners, paper setters, theory examination answer books evaluators, Internal and External Examiners for Practical examinations shall be appointed by the President of the University.
- b) Qualification of the Paper setter / Examiner: Assistant Professor and above.
- c) Paper setter can be an examiner

**15. GRACE MARKS**

No grace marks will be provided in M.Sc. Examination

**16. REVALUATION / SCRUTINY**

No Revaluation of answer books shall be permitted in M.Sc. Examination. However, the candidate can apply for scrutiny of marks as per University Rules.

## Curriculum Outline

### Distribution of Teaching hours

#### 1<sup>st</sup> Year M.Sc. Yoga Therapy

Course Title	Hours
Yoga Philosophy	100
Research Methodology	100
Anatomy	120
Physiology	120
Yoga for prevention and promotion of health	100
Sanskrit Bhasha Vijnanam	100
<b>Practical</b>	
Yoga Practice for prevention and promotion of health	200
Total Theory Hours	640
Total Practical Hours	200
Total Hours	840

#### 2<sup>nd</sup> Year M.Sc. Yoga Therapy

Course Title	Hours
Patanjali Yoga Sutra	100
Integrative Medicine Model	100
Hatha Yoga Pradipika	100
Evidence based Yoga Therapy – I	100
Evidence based Yoga Therapy – II	100
Yogic Counselling	100
<b>Practical</b>	
Advanced Yoga Techniques	150
Dissertation	150
Total Theory Hours	600
Practical	300
<b>Total Hours :</b>	<b>900</b>

# SYLLABUS

## M.Sc. Yoga Therapy ( ) (2 Years Degree Course)

### INSTITUTIONAL GOALS:

After the completion of post-graduation program in yoga therapy, the students must:

1. Be able to design a Yoga Module based on the severity of the condition with consultation with medical doctors.
2. Be proficient in the Yoga Therapy Techniques he/ she prescribes for health issues.
3. Develop a humane attitude towards the patients and never give burden to a patient in terms of financial affordability.
4. Enjoy an urge for self-improvement, directed towards advanced expertise or research in the field of yoga
5. Be able to give spiritual counselling and explain the manifestation of a disease in the context of yogic scriptures and spiritual lures.
6. Explore and understand the cause of his / her problem for which the patient has been suffering
7. Be able to work successfully in a variety of health care settings
8. Develop integrity, responsibility, reliability, dependability and compassion which are characteristics required for successful professional life.
9. Develop leadership and communication skills to work as leading therapist in health care teams.

### OBJECTIVES OF THE PROGRAM:

The post-graduation program in Yoga Therapy has been designed with the following objectives

1. To train students in Yoga Therapy so as to enable the students to become well versed in Yoga Therapy.
2. To integrate Yoga Therapy with other systems of medicine to speed up the process of recovery
3. To explore the possibilities of promoting Yoga Therapy integrating medical practice at conventional medical facilities attached to the institute.
4. To produce Yoga Therapists with in-depth understanding of basic sciences and mechanism of action of every technique prescribed for a disease.
5. To bring all round personality development of the students at all levels of their personality.
6. To produce the therapists of high calibre who could work efficiently as a yoga therapist in the hospitals, spa, wellness centre, start their yoga centre and join the yoga department of the universities as an assistant professor.



**Part-I**  
**Paper - I**  
**Yoga Philosophy**

**Goal and Objectives**

**Goal:**

The goal of teaching Yoga Philosophy to postgraduate students is to give comprehensive knowledge about therapeutic basis of yoga as mentioned in ancient literature including Vedās, Upanishads, Bhagavadgita and shat darshanas etc.

**Objectives Knowledge:**

After the completion of this subject, students should be able to

- Explain the hidden concepts available in the ancient yogic texts
- Understand the yogic principles of Yoga therapy
- Appreciate the contributions of the Yogis
- Understand the fold of afflictions and means to overcome them

**Skill:**

After the completion of this subject, students should be able to

- Explain about the contributions of ancient Yogis to the society
- Understand the underlying principles and apply it in therapy
- Make people aware about their Gunās and how does Guna play an important role in the manifestation of a disease
- Explain the essence of Vedas and Upaniñads

**Study outcome:**

The essence of Vedas and Upanishads will be understood. Will be in a position to appreciate the Yogic way of living. Can adopt that as their life style and will be prepared to teach others the benefits of such lifestyle.

**Unit1: Introduction to Vedas and Upanishads: Pedagogy - Oral talk with Q & A**

**Session**

1. Historical facts about Vedas
  - Dating and Authoring of Vedas
  - Content of Vedas
2. Vedas in brief
  - Jnana Kanda – Prasthanatraya – Upanishads and Vedanta Texts (Taittiriya, Katha, Mandukya, Yoga Vasistha)

- Karma Kanda - Types of Karma, Performance of Karma, Results of Karma, Theory of Karma

3. Upanishad Prakriyas( 10 upanishads teaching techniques ) in brief

## **Unit 2: Yoga Philosophy in Upanishads:**

**Pedagogy - Oral talk with Q & A Session, PPT, Students may be asked to prepare and enact dramas on the topics such as PanchakoshaViveka, AnandaMimamsa and four wives story, stories of 10 Principle Upanishads.**

Main Human quests

- Who am I ( PanchakoshaViveka ) –Understanding Consciousness through Indian Philosophy
- AnandaMimamsa – Happiness Analysis and MeasuringAnanda
- Energy Model

## **Unit 3: Yoga Philosophy in Upanishads:**

**Pedagogy- Oral talk with Q & A Session, PPT, Students may be asked to prepare and enact dramas on the topics of related to dharma sandigda**

Concept of Dharma –

- Literal Meaning of Dharma
- Nyaya vs Dharma
- Varna and Ashrama Dharma – Social Dharma and Life journey
- Varna and AshramaDharma – Possible conflicts of Dharma and answers

## **Unit 4: Darshnas:**

**Pedagogy - Oral talk with Q & A Session, PPT.**

1. Astika Darshanas
  - Sankhya, Yoga
  - Nyaya, Veishesika
  - Mimamsa, Vedanta – Yoga Vasista
  - Narada Bhakti Sutras
2. NastikaDarshanas
  - Charvaka, Jaina, Boudha

## **Unit 5: Bhagawadgita:**

**Pedagogy -Oral talk with Q & A Session, PPT, and Students may be encouraged to give presentation with PPT on Gunas**

- Concept of Guna
- Concept of Yajna
- Concept of Atma

### **Reference books**

1. The Vedas - by Chandrasekharendra Saraswati (2014), Bhavan's Publication Bhagavadgita
2. Yoga its basis and applications - by H.R. Nagendra – SVYP
3. Let Go – Discover lasting happiness – Prof A. Satyanarayana Sastry - SVYP
4. Integrated Approach of Yoga Therapy for Positive Health – Dr R Nagaratna and Dr H R Nagendra – SVYP
5. Bhagawat Gita
6. Shatdarshana – Sw Sukhabodhananda – RK mat publications
7. Narada Bhakti Sutras – Sw Harshananda – RK Mat publications

**Part - I**  
**Paper - II**  
**Research methodology**

**Goal and objectives**

**Goal:**

The primary goal of research methodology course is to expose the students to the basic theoretical concepts of conducting scientific research and motivate them to pursue higher research.

**Objectives:**

- To understand the methodology of research
- To understand relevant statistical concepts
- To apply the above two to design experiments in yoga

**Knowledge:**

The students will acquire

- Basic understanding of Research methodology
- Knowledge of various statistical procedures
- Knowledge of tools employed to conduct research
- Ability to address the contemporary problems in scientific way

**Skills:**

- Successfully completing the course, the students will acquire
- Skill to apply the research methodology concepts for practical applications
- Skill to design, conduct and evaluate scientific experiments
- Skill for scientific communication

**Study outcome:**

After undergoing this course, a student will be having an in-depth knowledge of

- basic concepts of research methodology
- process of research
- designing a scientific study
- basic statistical concepts
- Specific statistical tests for analysis.

## **Unit I. Research Methodology Concepts –I**

**Pedagogy- Oral talk with Chalk with Q & A Session, PPT: students can be asked to bring two references each for different allotted topics, problem solving and short answer exams may be conducted on Scales of measurements till every one's understanding is clear**

- Introduction to research methodology – definition of research, types of research, need for Yoga research
- The research process
- Literature review – Purpose, Process, digital source: PubMed, etc., presentation of literature review
- Ethics of research– Laboratory ethics, Publication ethics, Ethical bodies – IEC & IRB, Guidelines for good clinical practice
- Scales of measurement – nominal, ordinal, interval, ratio

## **Unit II. Research Methodology Concepts -II**

**Pedagogy- Oral talk with Chalk with Q & A Session, PPT: Every two days one short test to test their conceptual understanding to be given : Students may be sent for field work to collect some data to nearby villages and as they come back elaborate explanation about how a sample like this represents the population may be given; students should be given different research papers and asked to identify the sample, population, sampling method used, what is the possible bias, how is it controlled, which are all the different variables.**

- Data collection methods: Observation, Interview, psychological tests, questionnaire, physiological tests, and archive
- Sampling methods - Population and Sample; Simple Random Sampling, Systematic Sampling, Stratified Sampling, Cluster Sampling
- Methods of controlling biases - Randomization
- Types of variables – Independent , dependent, confounding variable

## **Unit III. Research Methodology Concepts -III**

**Pedagogy -Oral talk with Chalk with Q & A Session, PPT: Students should be asked to identify the type of design that are used in different research works. Should be made to practice to calculate Validity and reliability etc**

- Types of research design – Experimental designs, cross sectional design, Case study, Survey
- Reliability: Test-Retest Reliability, Internal Consistency, Inter rater Reliability
- Validity: Construct Validity, Face Validity, Content Validity, Criterion Validity, Convergent and Discriminant Validity
- Issues of bias and confounding
  - Selection bias, Recall bias, Observer or measurement bias, Publication bias
  - Randomization, Matching, Crossover design, Restriction (or blocking), Stratification, Blinding

## **Unit IV. Statistical Concepts –I**

### **Pedagogy - Oral talk with Chalk with Q & A Session, PPT**

- Descriptive statistics
- Inferential statistics
- Null Hypothesis Significance Testing: hypothesis and null hypothesis
- Statistics and Parameters
- Sample and Population
- Generalization
- One tailed, two tailed hypothesis
- Types of Errors and its control
- Central Limit Theorem

## **Unit V. Statistical Concepts - II**

**Pedagogy - A work shop need to be conducted where in one day the teacher has to take a simple problem and show them how a synopsis is written to that research problem; Next day all students should be asked to take a simple topic and define the problem and write hypothesis and null hypothesis; next session they should be made to write the literature survey; next session finalizing the sampling methodology, next session finalizing the design, next session data collection.**

- Point estimate and interval estimate
- Power analysis: Effect size, sample size
- p-value
- Confidence interval
- Statistical tests and design
- Assumptions of tests
- Statistical tests for various designs: Correlation, proportions, paired-sample and independent sample t-tests, Chi-Square tests, ANOVA, Repeated Measures ANOVA, parametric and non-parametric tests.

### **Reference Books**

1. C R Kothari. (2009). Research Methodology: Methods and Techniques. New Age International (P) Ltd. New delhi.
2. R. L. Bijlani. (2008). Medical Research: All You Wanted to Know But Did Not Know Who to Ask. Jaypee Brothers Medical Publishers Pvt. Ltd. New delhi
3. Zar, J. H., & Zar. (1999). Biostatistical Analysis. Pearson Education. New Delhi

**Part - I**  
**Paper - III**  
**Anatomy**

**Goal and Objectives**

**Goal:**

It aims at giving inclusive knowledge of the gross structure of human body to provide a basis for enhancing the knowledge of body's structure.

**Objectives**

**Knowledge:**

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

- Understand normal gross structure of the human body and their functions in detail
- Recognize basic structures and their connections with central nervous system,

**Skills:**

- After completion of the program, the student must be able to:
- Locate and identify body structures including topography of living body
- Conduct experiments designed to study physiological phenomena
- Interpret experimental/investigative data

**Study outcome:**

Students get familiarized with the structure of the different systems in the human body. Complete knowledge of Human anatomy makes it easier to understand physiology properly and both put together gives a clear picture of what happens when we do yoga? What happens when we get stressed up?

**Unit-1: Cell & Muscular-skeletal system**

**Pedagogy -Oral talk with Chalks with Q & A Session, PPT: video; Students may be taken to lab to show the different bones, joints and their alignment; students may be asked to prepare charts, models to show the mechanism of muscle contraction.**

- i. Cell organelles –Mitochondria, Golgi body, ER, Lysosome, Peroxisome, Centrosome
- ii. Plasma membrane, cytoplasm,
- iii. Nucleus-Nuclear membrane, chromosome, nucleolus
- iv. DNA & RNA
- v. Anatomy of the Skeleton
- vi. Classification of bones-Axial bones and appendicular bones
- vii. Types of joint –Synovial joints and Fibrous joint
- viii. Structure of synovial joints
- ix. Types of synovial joints
- x. Types of Muscle in the body (striate, Smooth muscle, Cardiac muscle)
- xi. Mechanism of muscle contraction
- xii. Neuromuscular junction

## **Unit-2: Cardiovascular &Respiratory system**

**Pedagogy - Oral talk with Chalk with Q & A Session, PPT: video; students should be made to prepare charts of drawings of different systems.**

- i. Anatomy of heart
- ii. Functional anatomy of blood vessels
- iii. Respiratory system of human-Nose, nasal cavity, pharynx,
- iv. trachea,
- v. larynx, bronchiole,
- vi. lungs

## **Unit-3: Digestive system &Endocrine system**

**Pedagogy - Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare charts depicting the anatomy of different systems.**

- i. Digestive system of human-Mouth, buccal cavity, pharynx, oesophagus, stomach, large intestine, small intestine, anus
- ii. Associated glands-Liver, Pancreas, salivary glands, gall bladder
- iii. Structure important of endocrine gland
- iv. Structure of Pituitary
- v. Structure of Adrenal
- vi. Structure of Thyroid &Parathyroid
- vii. Structure of Pancreas

## **Unit-4: Nervous system &Special senses**

**Pedagogy - Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare charts depicting the anatomy of different systems.**

- i. Introduction to nervous system,
- ii. Classification of nerve fibres,
- iii. Cerebellum
- iv. Basal ganglia
- v. Motor cortex
- vi. Limbic system
- vii. Autonomic Nervous system
- viii. Structure of Eye, Receptors &neural functions of retina
- ix. Structural and functions of external, middle and inner ear,
- x. Taste buds, Perception of taste.

## **Unit 5: Excretory system**

**Pedagogy - Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare charts depicting the anatomy of different systems.**

- i. Excretory system of human-Kidney
- ii. Ureter
- iii. urinary bladder,



iv. urethra

v. Structure of nephron

**Recommended books:**

1. Brizlani – Anatomy and Physiology for Nurses
2. Ross and Wilson – Anatomy and Physiology
3. ElanieNicponMarieb- Human anatomy and physiology

**Reference books:**

1. C. C. Chattarjee- Human physiology
2. Choudhary- Medical physiology

**Part - I**  
**Paper - IV**  
**Physiology**

**Goal and Objectives**

**Goal:**

It aims at giving inclusive knowledge of development of human body to provide a basis for enhancing the knowledge of bodily functions.

**Objectives Knowledge:**

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

- Understand normal functions of the human body
- Understand their regulation and integration of various organs.
- Explicate the normal functioning of all the organ systems and their interactions for well-coordinated body functions.
- Explain the physiological aspects of normal growth and development

**Skills:**

- After completion of the program, the student must be able to
- List physiological principles underlying pathogenesis and disease management.

**Study outcome:**

Students get familiarized with the functions of the different systems in the human body. Complete knowledge of Human physiology makes it easier to understand a clear picture of what happens when we do yoga? What happens when we get stressed up?

**Unit-1: Cell & Tissues**

- i. Homeostasis
- ii. Transport across cell membrane
- iii. Cell cycle and its regulation
- iv. Cell differentiation and proliferation
- v. Structure and function of epithelial -simple and compound
- vi. Connective -connective tissue proper, skeletal and vascular
- vii. Muscular -Skeletal, involuntary and cardiac
- viii. Nervous tissues-Myelinated neuron and Non myelinated neuron

**Unit-2: Digestive system, Nutrients and their metabolism**

**Pedagogy -Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare working models of different systems like digestive system.**

- i. Physical digestion-Mastication, swallowing, peristalsis
- ii. Chemical digestion-Digestion of carbohydrate, protein and lipid
- iii. Absorption of carbohydrate, fats and protein
- iv. Fats
- v. Protein
- vi. Carbohydrates
- vii. Minerals
- viii. Vitamins

### **Unit-3: Respiratory system & Cardiovascular system**

**Pedagogy -Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare working models of different systems like Respiratory, Cardiovascular etc**

- i. Pulmonary ventilation
- ii. Mechanism of breathing(Expiration and inspiration)
- iii. Transport of respiratory gases(transport of oxygen and transport of carbondioxide)
- iv. Regulation of respiration
- v. Composition and function of blood –Plasma, RBC, WBC and Platelet
- vi. Function of haemoglobin
- vii. Types of WBC
- viii. Blood groups and their importance
- ix. Mechanism of blood clotting
- x. Organisation of systemic and pulmonary circulation
- xi. Cardiac output and cardiac cycle
- xii. Blood pressure and regulation of blood pressure

### **Unit-4: Endocrine system and excretory system**

**Pedagogy- Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare working models of different systems like excretory.**

- i. Function of important of endocrine gland (Pituitary, Adrenal, Thyroid, Parathyroid, Pancreas)
- ii. Function of GI tract hormones
- iii. Mechanism of hormone action
- iv. Mechanism of urine formation- Ultra-filtration, selective re-absorption, tubularsecretion
- v. Micturition

### **Unit-5: Nervous system &Special senses**

**Pedagogy: Oral talk with Chalk with Q & A Session, PPT: video; students should be encouraged to prepare working models of different systems like ear, eye etc**

- i. Introduction to nervous system,
- ii. Classification of nerve fibres,
- iii. Nerve conduction synaptic transmission,
- iv. Receptors &neural functions of retina,
- v. Colour vision, Visual pathways,
- vi. Auditory pathways
- vii. Primary taste sensations, Taste buds, Perception of taste,
- viii. Peripheral olfactory mechanisms,

ix. Olfactory pathways, Olfactory perception

**Recommended books:**

1. Brizlani – Anatomy and Physiology for Nurses
2. Ross and Wilson – Anatomy and Physiology
3. ElanieNicponMarieb- Human anatomy and physiology

**Reference books:**

1. C. C. Chattarjee- Human physiology
2. Choudhary- Medical physiology

## **Part - I**

### **Paper - V**

#### **Yoga for prevention and promotion of health**

##### **Goal and Objectives**

###### **Goal**

**It aims at giving knowledge about the prevention of health problems by promoting positive health through Yoga practices.**

###### **Objectives**

###### **Knowledge:**

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

- Understand normal gross structure of the organ/system connected with the specific function and its functions in detail
- Recognize basic structures and their connections with central nervous system, understand their regulation and integration of various organs.
- Explicate the normal functioning of all the organ systems and their interactions for well-coordinated body functions.
- Understand the different disorders due to problems in the system or problems in the functioning of the system.
- To understand the role of Yoga
- To understand which practices of Yoga are good and which need to be avoided in such cases
- To understand the underlying mechanisms of such yoga practices

###### **Skills:**

- After completion of the program, the student must be able to:
- Locate and identify body structures including topography of living body
- Conduct experiments designed to study physiological phenomena
- Interpret experimental/investigative data
- To understand the role of Yoga

###### **Subject outcome:**

The student will be able to explicate the normal functioning of all the organ systems and their interactions for well-coordinated body functions. Student will be able to understand how to strengthen the different systems using Yoga to prevent health problems and promote health.

###### **Unit -1: Introduction**

(Talk with PPT: Students should be asked to correlate their experiences of practical to find out how they are improving their stamina and eye sight . Students having sight problems should be encouraged to follow the procedure to correct their refractive error. Students should be encouraged to watch the video made by MGUMST on these topics)

Importance of prevention of health problems and promotion of positive health. Identification of different systems of body to strengthen to prevent personality hazards and to promote positive personality.

- Yoga for Stamina building

Introduction, Body systems in improving physical stamina, Physiology of muscle action, Physical stamina according to yoga, Yoga practices for physical stamina development.

- Yoga for Eye Sight improvement

Introduction, Structure and function of eye, problems of eye where Yoga can help, Yoga for refractive errors, Eye problems and their yogic solution, Eye sight improvement and the total insight, Yoga practices for eye sight improvement.

## Unit – 2:

- Yoga for IQ Development

Introduction, Intelligence and Intelligence quotient (IQ), Concept of Development of intelligence according to Yoga, Concept of Intelligence quotient and Intelligence according to Yoga, Development of Intelligence, Using intelligence in the right direction for the growth, Yoga practices for IQ development.

- Yoga for Voice Culture

Introduction, Anatomy and Physiology of the vocal system, Causes of injury to the vocal system, vocal disorders and voice disorders, Voice culturing, developing musical talents, Voice culture for developing oration, Yoga practices for voice culture.

## Unit –3:

**Pedagogy -Talk with PPT: Students should be asked to correlate their experiences of practical to find out how they are improving their Relaxation levels and creativity. Students having stress/lacking creativity problems should be encouraged to follow the procedure and correct. Students should be encouraged to watch the video made by MGUMST on these topics. Stress scores can be measured at the beginning and end of the semester.**

- Yoga for Stress Management

Introduction, Understanding stress, Physiological changes due to stress, Stress management, Yoga practices for stress management.

- *Yoga for Creativity Development*

Creativity and intelligence, silence the source of creativity, Creativity development – Yogic approach, Layers of silence and the siddhis, How to use the sidhis? , Yoga practices for creativity development.

## Unit – 4:

**Pedagogy - Talk with PPT: Students should be asked to correlate their experiences of practical to find out how they are improving their Relaxation levels and creativity. Students having stress/lacking creativity problems should be encouraged to follow the procedure and correct. Students should be encouraged to watch the video made by MGUMST on these topics. Students can be asked to mark their anger levels on an analogue scale at the beginning and end of the semester. Students can be asked to mark their Ego levels on an analogue scale at the beginning and end of the semester.**

- Yoga for Anger Management

Introduction, steps in anger management, bodily reactions with anger, Yoga for anger management - a move from limbic brain to cerebral cortex, how yoga works for anger management, Yoga practices for anger management.

- ***Yoga for Ego and Greed Management***

Introduction, psychologists view about ego, Ego according to Yoga, Culturing of ego for building social harmony, the right direction, Yoga practices for Ego and Greed management.

### **Unit – 5:**

**Pedagogy - Talk with PPT: Students should be asked to correlate their experiences of practical to find out how they are improving their Relaxation levels and creativity. Students having less memory/lacking concentration problems should be encouraged to follow the procedure and correct. Memory and concentration levels of all the students can be measured at the beginning and end of the semester. Students should be encouraged to watch the video made by MGUMST on these topics. Stress scores can be measured at the beginning and end of the semester.**

- **Yoga for Memory Development**

What is memory? Which memories to be maintained? Memory development not merely memory enhancement; Antarindriyas; Patanjalis def of smriti (memory), Types of memory, Improving Good memories, erasing memories about calamities, Problems /diseases related memory

- ***Yoga for concentration development***

Ekagrata(concentration) Vs Chanchalata (randomness), role of concentration in day to day activity, neural correlates of concentration, problems of concentration, yoga for improvement of concentration and Yoga for removing problems of concentrations.

### **References:**

1. Sampoorna Yoga videos - SVYP
2. Sampoorna Yoga Lecture notes.

## Part - I

### Paper - VI

#### Sanskrit Bhasha Vijnanam

##### Goals and Objectives

###### Goal:

The goal of teaching *Sanskrit* and English to postgraduate students is to provide a comprehensive knowledge of *Sanskrit* and English in order to be able to study, understand, comprehend and utilize the knowledge contained in Indian traditional texts in their professional practice, especially in the field of *Yoga*.

###### Objectives Knowledge:

After the completion of the course, the student shall be able to:

- Demonstrate knowledge of complete *Sanskrit* script;
- Describe kinds of nouns, verbs, pronouns, etc. with examples;
- Illustrate kinds of gender, number, and declensions employed in *Sanskrit*;
- Demonstrate skill in pronunciation of different kinds of *Sanskrit* words, phrases and sentences.

###### Skills:

After the completion of the course, the student shall be able to

- Read and understand *Sanskrit* with respect to script and basic grammar.
- Familiarize themselves with various texts and compositions such as *Madhurashtakam*, *Vaidyakeeyasubhashitasahityam*, etc.
- Speak fluently in *Sanskrit* after having learnt the various peculiar pronunciations.

###### Study outcome:

Comprehensive knowledge of Samskrtam and English in order to be able to study, understand, comprehend and utilize the knowledge contained in Indian traditional texts in their professional practice, especially in the field of *Yoga* and *Vedanta*. Describe kinds of nouns, verbs, pronouns, etc. with examples; Illustrate kinds of gender, number, and declensions employed in *Sanskrit*, and demonstrate skill in pronunciation of different kinds of *Sanskrit* words, phrases and sentences. The subject of Samskrtam would make students to read and understand *Sanskrit* with respect to script and basic grammar. Speaking fluently in *Sanskrit* after having learnt the various peculiar pronunciations. Study would prepare students to understand Sanskrit verses without anyone's help and to make students capable of converse in simple Sanskrit.

##### Unit-1: Introduction to Language

###### Pedagogi:

- i. Introduction to Language and subject
- ii. *Devanāgarī* script - Alphabets, i.e. vowels, consonants, vowels & consonants combination
- iii. Two consonant combinations, special conjunct consonants and their pronunciation associated with their articulation. Formation of writing.
- iv. Introduction to *Saṅskṛta* Grammar, Story of *Pāṇini* and his works.
- v. Concept of place of Letters & Mechanism of birth of each letter.
- vi. Basic rules for recognition of Nouns and Collection of *Saṅskṛta* words in genders.



## Unit-2:

**Pedagogy:** Introduction to Genders – Masculine, Feminine and Neuter genders.

- i. 24 forms of a noun in all genders and its declensions; practice of other similar declensions. Usage of the 24 forms of all nouns.
- ii. Verb roots with meaning. Nine forms of verbs for three persons and three numbers. Practice all the verb roots and their forms for correct pronunciation. Usage of prefixes and how they change the meaning of the verb root and how to find them in the dictionary.
- iii. Pronouns: Introduction to pronouns; declensions of pronouns; corresponding translations of pronouns into English; forming sentences with pronouns; Different aspects of pronouns being used as demonstrative pronouns and as interrogative pronouns and details of distance specification.
- iv. Questioning words with its 24 declensions in all genders and practice of all of them with Nouns and Pronouns.
- v. Introduction to write a simple sentence. Sentences in singular, dual and plural. Practice of question and answers.

## Unit- 3:

**Pedagogy:**

- i. Prepositions and its meaning with usage in sentence, asking question and answers.
- ii. Introduction to time and its all variations.
- iii. Practice of Numbers 1-100 with writing practice with *Saàskâta* symbols.
- iv. Days in *Saàskâtam* with question and answers.
- v. Introduction to Tense – Present, Past and Future tenses. Practice of conversion of one tense into another tense.
- vi. Introduction to cases and its meaning with questions. Practice of cases.

## Unit- 4:

**Pedagogy:** Students will be encouraged to take up a topic each and write an essay( at least 10 sentences) on that. Every student will be made to biheart at least 10shubhashita, students will be encouraged to enact simple dramas in samskritam )

- i. Paragraph writing on specific topic. Using all nouns, pronouns, prepositions, time, days,number etc.
- ii. Introduction of *Saàskâta* literature and its vastness. Specialty and beauty of *Saàskâta* language with respect to some verses from different Poetry, prose and dramas.
- iii. Glimpse of Science in *Saàskâtam* with reference to *Vimânika Çästra*, *Gaëita Çästra* etc.
- iv. Reading and writing practice with the help of stories and very basic texts in *Saàskâtam*.

## Unit- 5: ACTIVE AND PASSIVE VOICE

**Pedagogy: (Chalk and talk and PPT)**

- i. The Two Voices
- ii. Rules regarding Active and Passive Voice
- iii. Change of Voice in Tenses
- iv. Change of Voice in Affirmative, Negative and Interrogative sentences

## Recommended Books:

1. Samskrita Bharati published books & Flash cards.
2. Sarala book published by Samskrita Bharati, Bangalore.
3. Sugama book published by Samskrita Bharati, Bangalore.
4. Sukhada book published by Samskrita Bharati, Bangalore

## **Part-I : Practicle -: prevention and promotion of health**

### **Goal and Objectives**

#### **Goals:**

The goal of teaching Yoga for Prevention and Promotion of health is

#### **Knowledge:**

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

- Independently handle a patient and administer yoga therapy;
- Appreciate the relative contribution of each organ system to the homeostasis;
- Explain the pathological aspects of disease;
- Illustrate the physiological response and adaptations to environmental stresses;
- List physiological principles underlying pathogenesis and disease management.

#### **Skills:**

After the completion of the programs, the students should be able to:

- Teach Yoga Therapy;
- Interpret experimental/investigative data;
- Take medical, psychological and yogic assessments
- Effectively treat the patient with various psychosomatic ailments.

#### **Study outcome:**

Over all personality development. Experiential knowledge to give Yoga practices for Prevention and Promotion of health.

#### **Unit 1:**

**Pedagogy - 8 step method. Students will be asked to go to the nearby village school and teach these to the children in the school)**

Yoga practices for Stamina Building: [6Hours]Sithilikarana Vyayama

- Simple Jogging ---Mukha Dhouti
- Forward jogging
- Backward jogging
- Side Jogging
- Twisting
- Rotation of arms
- Forward & backward bending
- Tiger Stretch
- Pavana Muktäasana
- Back stretch
- Side Bending
- Neck Movement

#### **Breathing Practices**

- Hands in and out breathing
- Hand stretch Breathing
- Ankle stretch Breathing
- Dog breathing
- Rabbit breathing
- Tiger Stretch
- Tiger Breathing
- Shavasana

Surya Namaskara 12 steps  
Surya Namaskara 10 steps

## **Asanas**

- Ekapadasana
- Utthita hasta padangusthasana
- Merudandasana
- Santolanasana

## **Kriyas**

- Agnisāra
- Kapalabhati
- Both nostril
- Alternate Nostril

## **Pranayama**

Sūrya Anuloma Viloma

## **Meditation**

- Sun
- Hanuman
- **Yoga for Eye sight improvement:**  
**Preparatory eye exercises:**

Up and Down movements of the eye ball

Right and left

Diagonal ( right up-leftdown, Left up- right down)

## **Asana:**

PadahasthasanaArdhacakrasana

## **Eye Relaxation Techniques:**

Palming – 3 stages of palmingHand cup palming –hold

Press and release palming – 5 timesPalming with Bhramari – 3 rounds **Cleansing Techniques**

## **(Kriyas):**

Eye cup Washing – 1 Massaging, tear sac massagingBlinking, Jalaneti

Washing using the palm

## **Pranayama:**

Relax in QRT – abdominal breathingNadi suddhi

Bhramari for head relaxation

## **Trataka:**

Nasagra – ( straight finger )- Palming 1Urdhvamukha – Palming 1

Adhomukha – (horizontal Finger) – Palming 1Vama Jatru – Palming 1

Dakshina Jatru trataka – Palming 1

Bhrumadhya trataka – (Bent Index Finger ) – Palming 1Jyothi trataka:

Jyothi Trataka 1 eye at a time – palming 1Both eyes trataka – three steps

1. Multiple flames – merge them into one flame –concentrate on the sharpness of the margins of the flame
2. Brightest part of the flame – Recognise the gradation in the intensity of the light
3. Wick of the candle
4. Blue centre of the flame
5. Aura of the flame

Antar Dharana Trataka – Imagine jyothi in the centre of the skull focussing the eyeball inside skull

Surya Trataka: Sunraise and sunset – Never look at white light

Moon trataka and star trataka Dharana on Jyothi and meditation

Relaxed eyes in action – relax the frown on the fore head; Keep a smile on the face always  
Neck muscle relaxation – neck back bending  
Action in Relaxation  
Interactions in calmness

## **Unit 2:**

**Pedagogy - 8 step method Students will be encouraged to conduct classes for nearby village school children**

### **Yoga Practices for IQ Development Loosening Exercises**

- Spinal stretch
- Pada Sanjalana
- Situps from standing (2 Types)
- Uthita Ardha Sirasasana Breathing
- Butterfly Stretch
- Prasaritha Padahasthasana Stretch

### **Breathing Exercises**

- Baddhakonasana Breathing
- Setubandhasana Breathing
- Navasana breathing
- Eka Padahasthasana breathing
- Prasaritha Padahasthasana breathing

### **Yogasanas**

- Parsava Konasana (both sides)
- Gomukhasana
- Sarvangasana
- Ardha Sirasasana
- Baddhakonasana
- Parsavavouttanhasana

### **Kriyas**

- Kapala Bhati (Right Nostril)

Pranayama

Sūrya Anuloma Viloma

### **Meditation**

Search inside the root of thoughts

### **Yoga Practices for Voice Culture: Asana**

- Janusirsasana
- Prasarita pascimatanasana
- Vakrasana
- Ardhamatsyendraasana
- Matsyasana
- Prasartia halasana

### **Kriya**

- Gargling
- Ushāh Pāna
- Jalāneti
- Kapālabhāti alternate nostril,
- Kapālabhāti both nostrial
- Vaman Dhouti

## **Pranayama**

- Bhastrika
- Ujjayi,
- Sitikāri
- Sadanta
- Bhrāmari in shanmukhi mudra
- Bhramara

## **Breathing Exercises:** Tiger stretch **Shakti Vikasaka:** Karana Shakti Vikasaka **Relaxation:**

- Instant Relaxation Technique (IRT)
- Quick Relaxation Technique (QRT)
- QRT with chanting
- Neck Relaxation with bhramari
- Simha mudra

## **Namavalis: Speech:** Intonations

## **Voice Special Practices:**

- Matching the Voice to ‘OM’
- Tongue massage
- Blowing cheeks
- Twisting the lip

## **Unit 3:**

**Pedagogy - 8 step method. Students will be asked to teach the practices they learnt to children in the nearby village school.**

## **Yoga practices for Stress management:**

Step 1: Starting prayer

Step 2(A): Instant Relaxation Technique (IRT) Step 2 (B): Linear awareness

Step 3: Centering Step 4: Standing Asana Ardhakati cakrasana

## **Step 5: Quick Relaxation Technique (QRT)**

Phase I - Observing the abdominal movements Phase II - Associate with breathing

Phase III - Breathing with feeling Step 6: Sitting Asanas Vajrasana

Sashankasana Ustrasana

Step 7 : Deep Relaxation Technique

## **Yoga for creativity development**

### **Loosening Exercises**

- Alternate Leg Rising in Standing
- Padasancalana
- Tiger Stretch (Prabheda)
- Baby Walk
- Makarasana Cycling
- Clap Jumping

### **Yogasanans**

- Veerasana
- Ardha chandrasana
- Yoga Mudra
- Karnapidasana

- Dhanurasana
- Cakrasana

### **Breathing Exercises**

- Sectional breathing - Abdominal
- Sectional breathing – (Thoracic)
- Sectional breathing – (Clavicular)
- Sectional breathing – (Full Yogic breathing)äyama
- Nādi Suddhi
- Sitali
- citkari

### **Unit 4:**

**Pedagogy - 8 step method. Students will be asked to teach the practices they learnt to children in the nearby village school.**

### **Yoga practices for Anger Management**

#### **Shakti vikasaka**

- Anguli Shakthi Vikasaha
- Bhujabhanda Shakthi Vikasaha
- Jangha Shakthi Vikasaha
- Pindalini Shakthi Vikasaha
- Bhujaiḡāsana and parvathasana
- Kaponi Shakthi Vikasaka
- Trikoḡāsana
- Virabhathrasana I
- Virabhathrasana II
- Vrabhathrasana III
- Makarāsana
- Veerasana

#### **Breathing Exercises**

- Dog breathing
- Rabbit breathing
- Candra anuloma viloma
- Nādi Suddhi
- Stitali
- Nadi sudhi with kumbhaka
- Candra anuloma viloma
- Kapala Bhati – left nostril

#### **Bandhas and Mudras**

- Uttiyāna Bandha
- Sāstānga Namaskāra Mudrā
- Agnisara
- Janusirasasana with jalantharbhanda

### **MEDITATION**

(Examine the raise and growth of emotions)

#### **Yoga for Ego and Greed management Loosening Exercises**

- Back stretch
- Back Stretch (Sidewise)
- Namaste rotation

- Sit ups from Supine Posture

### **Breathing Exercises**

- Hamsasana Breathing
- Eka Pada Halasana Breathing

### **Yogāsanas**

- Viparitarani
- Ardha Sirasana
- Maricyasana
- Hamsasana
- Prasaritha Sarvangasana
- Matsyasana

### **Kriyās**

- Kapalabhati (Left nostril)

### **Pranayayama**

- Sitkari
- Sadanta
- Nadishudhi

### **Unit 5:**

**Pedagogy - 8 step method. Students will be asked to teach the practices they learnt to children in the nearby village school.**

### **Yoga Practices for Memory Development: Asanas:**

Padmasana Ustrasana Yoga Mudra Halasana Vajrasana

**Breathing Exercises:** Hands Stretch Breathing Ankle Stretch Breathing Bhujangasana Breathing SLR Breathing Alternate legs

**Pranayama:** Bramari **Kriyas:**

Kapalabhati (Kb)

Alternate and Both nostril Kb Meditation:

Silencing the mind with slow breathing Memory songs

Memory Games

### **Yoga for Concentration improvement**

#### **Breathing Exercises:**

1. Hands stretch breathing
2. Straight leg raising breathing
3. Sashankasana breathing

Pawana Muktasana kriya

IRT

#### **Yogasana:**

Vrikshasana Garudasana Padahastasana Ardha Chakrasana Paschimottanasana Supta virasana

Viparita Karani Matsyasana

QRT

Pranayama:

Right nostril Kapalabhati (Kb) Both nostril Kb

Nadi Shudhi

**Ref:** Sampurna Yoga Video CDs - SVYP Sampurna Yoga Teachers notes for practical.

## Part-II Paper-I : Pantanjali Yoga Sutra

### Goal and Objectives

#### Goal:

The goal of teaching Patañjali Yoga Sutrās and Ānāhāraṇas to postgraduate students is to provide them with knowledge of Patañjali's contribution to the field of Yoga and six systems of philosophy.

#### Objectives Knowledge:

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

- Understand human's psychology as Patañjali had explained
- Imbibe knowledge on the insights available in six systems of philosophy
- Well verse with the yogic principles and its meaning mentioned in Patañjali Yoga Sutra
- Learn effective way of communication in Saṅkātam

#### Skills:

After the completion of the course, the student shall be able to:

- Explain the concept and insight quoted in the form of sūtrās
- Illustrate the yogic insight's in six systems of philosophy
- Differentiate Antaraṅga Yoga and Bahiraṅga Yoga of Ānāhāraṇa Yoga
- Explain how Patañjali Yoga sūtrās is different from other yogic texts.

#### Study Outcome:

Students know the Patanjali Yoga sutras in detail. The goal of teaching Patanjali Yoga Sutras is to provide them with knowledge of basic psychological aspects of Patanjali's contribution to the field of Yoga. After the completion of this course, the students shall be able to understand human's psychology as Patanjali had explained. Raja Yoga is the path of will. Mastery on oneself is the key aspect of Raja Yoga through Abhyasa (practice) and Vairagya (mastery over all types of desires). Eight limbs of Raja Yoga facilitate any seeker to reach the goal; Yama (social conduct), Niyama (individual discipline), Asanas (Yoga postures), Pranayama (regulating the breath), Pratyahara (restraining senses from respective objects), Dharana (focusing mind towards one object), Dhyana (expanding and defocusing) and Samadhi (merging with the object). These steps bring out extraordinary abilities of human inner potentials called Siddhis. Patanjali, the promotor of Yoga systematised in four chapters in 196 aphorisms.

#### Unit-1: SamādhiPāda

**Pedagogi:** (Talk with PPT; Sloka chanting Lead and follow twice; students will be encouraged to rehearse the slokas and also draw pictures for meaning of slokas; also will be encouraged to practice what is given)

- i. What is Yoga?
- ii. Culmination of Yoga
- iii. *Vātti* and its classifications
- iv. Necessity of Abhyāsa & Vairāgya
- v. Foundation of Abhyāsa
- vi. Lower & higher form of Vairagya
- vii. Definition of Samprajñā and Asamprajñā Samādhi
- viii. Definition & attribute of Iṣvara
- ix. Praëava and Sādhana for Iṣvara
- x. Result of Sādhana



xi. Obstacles in the path of Yoga

## **Unit-2: Sādhana pāda**

**Pedagogy-Talk with PPT; Sloka chanting Lead and follow twice; students will be encouraged to biheart the slokas and also draw pictures for meaning of slokas; also will be encouraged to practice what is given.**

- i. Discipline for Sādhana
- ii. Kleñās – Avidya, Asmita, Rāga, Dveṣa and Abhiniveṣa
- iii. Modification of the Kleñās
  - a. Meditation
- iv. Karmāçaya and its fruits
- v. Pleasure and Pains are both painful
- vi. Four stages of Guḗās
- vii. Puruṇa and Prakāti
- viii. Definition of Hāna - Stages of enlightenment
- ix. Necessity of YogaPractice
- x. Bahiraiga Yoga

## **Unit-3: Vibhūti**

**Pedagogy-Talk with PPT; Sloka chanting Lead and follow twice; students will be encouraged to biheart the slokas and also draw pictures for meaning of slokas; also will be encouraged to practice what is given. Will be clearly explained how vibhūtis should be used only for benefit of the society and self growth and not get lured.**

- i. Antaraiga Yoga kaivalya siddhis
- ii. Saāyamaand its results, applications
- iii. Pariḗāma(9-13) –Siddhis
- iv. Attainment of Kaivalya
- v. Sources of Siddhis
- vi. Influence of Karma

## **Unit -4: Kaivalya**

**Pedagogy-Talk with PPT; Sloka chanting Lead and follow twice; students will be encouraged to remember the slokas and also draw pictures for meaning of slokas; also will be encouraged to practice what is given.**

- ii. Manifestation, Source and disappearance of Vāsanās
- iii. Theory of perception (15)
- iv. Mind and its manifestation (16-23)
- v. Heading to Kaivalya (27-34)

### **Recommended books:**

1. Science of Yoga- Taimini
2. Four Chapters on Freedom – Sw. Satyananda Saraswati
3. Patanjali's Yoga Sutras – Dr H R Nagendra, SVYP

## **Part-II Paper-II : Fundamentals of Integrative medicine**

### **Goal and Objectives**

#### **Goal:**

The goal of teaching Yoga and rehabilitation subject to postgraduate students is to provide them with knowledge about the principles of Integrative medicine such as Ayurveda and Naturopathy that are compatible to Yoga therapy.

#### **Objectives Knowledge:**

The student shall be able to:

- Understand the science of Ayurveda
- Get comprehensive knowledge about ancient wisdom.
- Get knowledge about fundamentals of Ayurveda
- Learn the concept of auto healing and principles of Naturopathy
- Imbibe the ancient knowledge of Naturopathy based on the concept of Panchamahabhuta

#### **Skills:**

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

- Integrate Ayurveda with Yoga for the better and quick recovery of a disease.
- Integrate Naturopathy with Yoga for recovering from a disease sooner.
- Understand and prescribe the line of treatments employed for relieving the common disease conditions.
- Explain the principles behind the treatment of Ayurveda and Naturopathy

#### **Study Outcome:**

The study of basics of AYUSH system in the MSc curriculum aims in making the best yoga therapists with the confidence in the application of preventive and curative power of Yoga Therapy. By making use of non-invasive, lesser/ nil side effects, well prognosis and most economical treatments of AYUSH compared with the surgical and drug therapy approaches which is inappropriate in many of the NCDs.

#### **Unit – 1: Pedagogy - Talk with PPT**

##### **(A) Definition of Ayurveda**

- i. Definition of Vedas – Introduction of division of Vedas.
- ii. Definition of Ayurveda – Different types of Ayu and chronology of Ayurveda.

##### **(B) Concept of Doshas, Dhatus, Malas and Agni**

- i. Concept of doshas – Vata, Pitta and Kapha
- ii. Concept of dhatus and malas
- iii. Concept of agni – Types of agni and concept of Ama.

#### **Unit-2:**

##### **Pedagogy -Talk with PPT**

##### **(A) Concept of Chikitsa**

- i. Shishyaguna – Concept of Chikitsachatushpada,
- ii. Qualities of royal physician.

iii. Dinacharya, rutucharya and rutosandhi- features and significance.

**(B) Concept of health and disease**

- i. Concept of health according to sushruta.
- ii. Concept of disease and its classification.
- iii. Concept of agryasangrahas

**(C) Concept of drugs in Ayurveda and its formulation**

- i. Concept of drugs in ayurveda, different types of formulations and concept of treatments
- ii. in ayurveda.
- iii. Panchakarma and its procedures.

**Unit – 3:**

**Pedagogy-Talk with PPT. Students will be taken to treatment centre and made to observe and practice the techniques.**

**(A) Basis of Naturopathy**

- i. Definition of Nature Cure
- ii. History of Naturopathy
- iii. Principles of Naturopathy

**(B) Diet and Fasting**

- i. Basis of Diet and its type
- ii. Fasting Therapy
- iii. Type of Fasting
- iv. Importance of Fasting
- v. Precaution to be taken
- vi. Indications
- vii. Contraindications

**(C) Hydrotherapy and Mud Therapy**

- i. Definition Mud Therapy
- ii. Types of Mud
- iii. Preparation and Method of Application
- iv. Benefits
- v. Indication and Contraindication
- vi. Introduction to Hydrotherapy

**Unit-4:**

- i. Physiological and Therapeutic Properties
- ii. Hydrotherapy Interventions: Hip Bath, Steam Bath, Enema, Packs, Compress, Fomentation.

**Pedagogy- Students will be taken to treatment centre and made to observe and practice the techniques.**

**(A) Manipulative Therapy**

- i. Introduction to Manipulative Therapy
- ii. Types of movement
- iii. Benefits
- iv. Indication and Contraindication

**(B) Chromo and Magneto Therapy**

- i. Introduction to Chromo therapy
- ii. Physiological and Psychological Effect of Color
- iii. Introduction to magneto therapy
- iv. Physiological and Psychological Effect of magnet

**(C) Aroma Therapy and Acupressure**

- i. Introduction to Aromatherapy
- ii. Modes of Application
- iii. Indication and Contraindication
- iv. Basis of acupressure and reflexology

**Recommended books:**

1. Introduction to Ayurveda and Yoga by David Frawley.
2. AshtangaSangraha by Vagbhata.
3. Principles of Naturopathy- Dr. Bhakru

## **Part-II Paper-III : Hatha Yoga Pradipika**

### **Goal and Objectives Goal:**

The goal of teaching Hatha yoga text subject to postgraduate students is to provide them with knowledge of the Yogic practices quoted in Hatha Yoga texts and their values and benefits for human being.

### **Objectives Knowledge:**

The student shall be able to:

- Learn the misconceptions about Yoga practices
- About Nath sects and their contributions
- Code of conduct and other related benefits
- Practices and their details mentioned

### **Skills:**

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

- Explain about the practices in details
- Appreciate the real values of Yogic practices as mentioned in Hatha Yoga texts
- Indicate and contraindicate the practices
- Explain the food conducive to health and good for Sadhana

## **Unit-1: Hatha Yoga its Philosophy and Practices**

- i. Hatha Yoga, its meaning, definition, aims & objectives, misconceptions, obstacles(vighna) and helps (sahāyaka) in Haöha Yoga as in Hatha Yoga Pradépikā.
- ii. The Origin of Hatha Yoga, Hatha Yogic Literature, Hatha Yogic Practices as explained in Hatha Yoga Pradépika (HYP).
- iii. Concept of Mata, Rules & Regulations to be followed by the Hatha Yoga Practitioner, concept of Mitāhāra, Pathya and Apathya.
- iv. Hatha Yogic Paramparā. Brief introduction to Great Hatha Yogés of Nātha Cult and their contributions to Yoga. Relationship between Hatha Yoga & Rāja Yoga.

## **Unit-2: Hatha Yoga Practices: Shodhana-Kriyās and Āsanas**

**Pedagogy-Talk with PPT; slokas lead and follow twice; practice and experience every technique as and when learnt.**

- i. Shodhana-kriyās, Shodhana-kriyās in Hatha Yoga Pradépika & in herandaSamhitā and their techniques, benefits and precautions.
- ii. Role of Shodhana-kriyās in Yoga Sādhanā and their importance in Modern daylife.
- iii. Yogāsana: its definition, salient features and importance in Haöha Yoga Sādhanā.
- iv. Āsanas in Hatha Yoga Pradépikā and GherandaSamhitā: their techniques, benefits, precautions and importance.

## **Unit-3: Hatha Yogic Practices: Prānāyāma, Bandhas and Mudrās**

**Pedagogy- Talk with PPT; slokas lead and follow twice; Biheart slokas; practice and experience every technique as and when learnt.**

- i. Prānāyāma– Mechanism of correct breathing, Yogic deep breathing, Concept of Pūraka, Kumbhaka and Recaka.
- ii. The concept of Prāna, Kinds of Prana and Upa-prānas, Prānāyāma and its importance in Hatha

Yoga Sādhanā, Nādi shodhana Prānāyama, its technique and importance, Pre-requisites of Prānāyāma.

- iii. Prānāyāma practices in Hatha Yoga pradépikā and Gheranda Samhitā, their techniques, benefits and precautions, Hatha Siddhi Lakñanam.
- iv. Bandhas and role of Bandhatrayas in Yoga Sādhanā.
- v. Fundamental Mudrās in HYP. and G.S, their techniques, benefits and precautions.

#### **Unit-4: Hathayoga Practices: Pratyāhāra, Nādānusandhāna**

**Pedagogy- Talk with PPT; slokas lead and follow twice; Biheart slokas; practice and experience every technique as and when learnt.**

- i. Concept of Pratyāhāra, Dhāraēā and Dhyāna in GheraëòSamhitā and their techniques & benefits.
- ii. Concept of Samādhi in HaöhayogaPradépikā, Samādhi Lakñaëam and HaöhaYoga Siddhi Lakñaëam.
- iii. The concept of Nāda, Four Avasthās (stages) of Nādānusandhāna, and its Siddhis.
- iv. Svāra, Importance of Svārodaya-jīāna in Yoga Sādhanā with special reference to JīānaSvārodaya and ÇivaSvārodaya.

#### **Recommended books:**

1. Swami SatyanandaSaraswati, Hatha Yoga Pub: BSY Munger

## **Part-II Paper-IV : Evidence based Yoga Therapy – I**

### **Goal and Objectives**

#### **Goals:**

The goal of teaching Yoga Therapy for Common Ailments to students is aimed at giving the student comprehensive medical knowledge of the disease and its Yogic Management of the organ systems of the body to facilitate comprehension of the physiological basis of health and disease and Hospital training and hands on training to handle patients.

#### **Knowledge:**

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

- Independently handle a patient and administer yoga therapy;
- Appreciate the relative contribution of each organ system to the homeostasis;
- Explain the pathological aspects of disease;
- Illustrate the physiological response and adaptations to environmental stresses;
- List physiological principles underlying pathogenesis and disease management.

#### **Skills:**

After the completion of the programs, the students should be able to:

- Teach Yoga Therapy;
- Interpret experimental/investigative data;
- Take medical, psychological and yogic assessments
- Effectively treat the patient with various psychosomatic ailments.

#### **Study outcome:**

All the diseases connected with different systems, students get knowledge of sign, symptoms, prevalence and their pathophysiology, medical management and total rehabilitation with Integrated approach of Yoga therapy.

#### **Unit-1: Introduction to common ailments**

##### **Pedagogy:**

- i. Introduction to stress
- ii. Physiology of stress
- iii. Psychosomatic ailments
- iv. Introduction to Yoga therapy – Adhija Vyadhi concept, IAYT

#### **Unit-2: Respiratory Disorders**

##### **Pedagogy:**

- i. Introduction to Respiratory disorders
  - a. Brief classification – Obstructive, Restrictive, infectious and inflammatory
  - b. Introduction to Pulmonary function tests and their principles
- ii. Bronchial Asthma
  - a. Definition, Pathophysiology, Classification, Clinical Features,
  - b. Medical Management
  - c. Yogic Management
- iii. Allergic Rhinitis & Sinusitis
  - a. Definition, Pathophysiology, Classification, Clinical Features,
  - b. Medical Management
  - c. Yogic Management
- iv. COPD
  - a. Chronic Bronchitis

- a) Definition, Pathophysiology, Classification, Clinical Features,
- b) Medical Management
- c) Yogic Management
- b. Emphysema
  - a) Definition, Pathophysiology, Classification, Clinical Features,
  - b) Medical Management
  - c) Yogic Management
- v. Infectious Disorders
  - a. Tuberculosis
    - a) Definition, Pathophysiology, Classification, Clinical Features,
    - b) Medical Management
    - c) Yogic Management
  - b. Pneumonia
    - a) Definition, Pathophysiology, Classification, Clinical Features,
    - b) Medical Management
    - c) Yogic Management
  - c. Interstitial Lung Disease / Idiopathic pulmonary fibrosis
    - a) Definition, Pathophysiology, Classification, Clinical Features
    - b) Medical Management
    - c) Yogic Management
  - d. Evidence based Yoga therapy for respiratory disorders

### **Unit-3: Cardiovascular Disorders**

#### **Pedagogy:**

- i. Introduction to Cardiovascular disorders
- ii. Hypertension
  - a. Definition, Pathophysiology, Classification, Clinical Feature
  - b. Medical Management
  - c. Yogic Management
- iii. Atherosclerosis / Coronary artery disease
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- iv. Ischemic Heart disease – Angina pectoris / Myocardial Infarction/ Post CABG rehab
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- v. Congestive Cardiac Failure / Cardiomyopathy
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- vi. Cardiac asthma
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- vii. Evidence based Yoga therapy for problems of Cardiovascular system



#### **Unit-4: Endocrinal and Metabolic Disorder Pedagogy:**

- i. Diabetes Mellitus (I&II)
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- ii. Hypo and Hyper- thyroidism
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- iii. Obesity
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- iv. Metabolic Syndrome
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- v. Evidence based Yoga therapy for Endocrinal and Metabolic disorders

#### **Unit-5:Excretory System**

##### **Pedagogy:**

- i. Chronic renal failure
  - a. Causes, clinical features
  - b. Medical management
  - c. Yogic Management
- ii. Renal stones
  - a. Medical management
  - b. Yogic Management
- iii. Irritable bladder
  - a. Medical management
  - b. Yogic Management
- iv. Stress incontinence
  - a. Medical management
  - b. Yogic Management
- v. Evidence based Yoga therapy for problems of excretory system

##### **Recommended books:**

1. Yoga for Bronchial Asthma – Dr H R Nagendra, R Nagaratna, SVYP
2. Yoga for Hypertension and Heart Diseases – Dr H R Nagendra, R Nagaratna, SVYP
3. Yoga for Diabetes – Dr H R Nagendra, R Nagaratna, SVYP
4. Yoga for Obesity – Dr H R Nagendra, R Nagaratna, SVYP
5. Integrated approach of yoga therapy for positive health-Dr. R Nagaratha, Dr. H RNagendra

##### **Reference books:**

1. Yoga for common disorders- Swami Koormananda Saraswati

**Assignments:**

The learners shall prepare an assignment on

- i. Compilation of Evidence base for management of any two pathologies with Yoga as a therapeutic measure
- ii. They shall prepare a power point presentation of a scientific paper suggested by the teaching faculty.

**Recommended website:**

1. Research publications in Yoga on all concerned topics from peer reviewed journals.
2. <http://www.ncbi.nlm.nih.gov/pubmed/>

## **Part-II Paper-V : Evidence based Yoga Therapy – II**

### **Goal and Objectives**

#### **Goals:**

The goal of teaching Yoga Therapy for Common Ailments to students is aimed at giving the student comprehensive medical knowledge of the disease and its Yogic Management of the organ systems of the body to facilitate comprehension of the physiological basis of health and disease and Hospital training and hands on training to handle patients.

#### **Knowledge:**

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

- Independently handle a patient and administer yoga therapy;
- Appreciate the relative contribution of each organ system to the homeostasis;
- Explain the pathological aspects of disease;
- Illustrate the physiological response and adaptations to environmental stresses;
- List physiological principles underlying pathogenesis and disease management.

#### **Skills:**

After the completion of the programs, the students should be able to:

- Teach Yoga Therapy;
- Interpret experimental/investigative data;
- Take medical, psychological and yogic assessments
- Effectively treat the patient with various psychosomatic ailments.

#### **Study outcome:**

All the diseases connected with different systems, students get knowledge of sign, symptoms, prevalence and their pathophysiology, medical management and total rehabilitation with Integrated approach of Yoga therapy

### **Unit- 1: Obstetrics and Gynaecological Disorders**

#### **Pedagogy:**

- i. Menstrual disorders: Dysmenorrhea, Oligomenorrhea, Menorrhagia
  - a. Definitions, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- ii. Premenstrual Syndrome
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- iii. Yoga for Pregnancy and Childbirth
  - a. Introduction to pregnancy, Complicated pregnancies: PIH, GestationalDM
  - b. Ante-natal care
  - c. Post-natal care
- iv. Infertility-male and female PCOS
  - a. Definition, Pathophysiology, Classification, Clinical Features

- b. Medical Management
- c. Yogic Management
- v. Evidence based Yoga therapy for Obstetrics and Gynaecological Disorders

## **Unit-2: Gastro Intestinal Disorders**

### **Pedagogy:**

- i. APD
  - a. Introduction to APD: Gastritis –Acute & Chronic, Dyspepsia, PepticUlcers
  - b. Clinical Features
  - c. Medical Management
  - d. Yogic Management
- ii. Constipation and Diarrhea
  - a. Definition, Pathophysiology, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- iii. Irritable Bowel Syndrome
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- iv. Inflammatory Bowel Disease
- v. Ulcerative colitis
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
  - c. Yogic Management
- vi. Crohn’s diseases
  - a. Definition, Pathophysiology, Classification, Clinical Features
  - b. Medical Management
- vii. Evidence based Yoga therapy for Gastro Intestinal Disorders

## **Unit-3: Musculo-Skeletal Disorders**

### **Pedagogy:**

- i. Back Pain
  - a. Classification of back pain: organic and functional
    - a) Lumbar Spondylosis
    - b) Intervertebral disc prolapse (IVDP)
    - c) Spondylolisthesis
    - d) Spondylitis
    - e) Psychogenic- Lumbago
  - b. Medical Management
  - c. Yogic Management
- ii. Neck pain
  - a. Classification
    - a) Cervical Spondylosis, radulopathy
    - b) Functional neck pain
    - c) Whiplash injury
  - b. Medical Management
  - c. Yogic Management
- iii. All forms of Arthritis
  - a. Rheumatoid Arthritis

- b. Osteoarthritis
- c. Psoriatic Arthritis
- d. Gout
- e. Medical Management
- f. Yogic Management
- iv. Muscular dystrophy
  - a. Medical Management
  - b. Yogic Management
- v. Evidence based Yoga therapy for Musculo-Skeletal Disorders

#### **Unit-4: Psychological Disorders**

##### **Pedagogy:**

##### **(A) Neurological Disorders:**

- i. Headaches
    - a. Migraine
      - a) Causes, Classification, clinical features
      - b) Medical management
      - c) Yogic Management
    - b. Tension headache
      - a) Medical management
      - b) Yogic Management
  - ii. Cerebro vascular accidents
    - a. Causes, clinical features
    - b. Medical management
    - c. Yogic Management
  - iii. Epilepsy; pain; Autonomic dysfunctions
    - a. Causes, clinical features
- Medical management
- i. Parkinson's disease
    - a. Causes, clinical features
    - b. Medical management
    - c. Yogic Management
  - ii. Multiple sclerosis
    - a. Causes, clinical features
    - b. Medical management
    - c. Yogic Management
  - iii. Errors of vision of refraction.
    - a. Causes, clinical features
    - b. Medical management
    - c. Yogic Management
  - iii. Hearing impairment
    - a. Causes, clinical features
    - d. Medical management
    - e. Yogic Management
  - iv. Evidence based Yoga therapy for Neurological Disorders

##### **(B) Psychiatric disorders**

Introduction to psychiatric disorders, classification – Neurosis, Psychosis

- i. Neurosis
  - a. Anxiety disorders

- a) Generalised anxiety disorder
- b) Panic Anxiety
- c) Obsessive Compulsive Disorder
- d) Post-traumatic stress disorder
- e) Phobias
- f) Medical Management
- g) Yogic Management
- b. Depression
  - a) Dysthymia
  - b) Major depression
  - c) Medical Management
  - d) Yogic Management
- ii. Psychosis
  - a. Schizophrenia
  - b. Bipolar affective disorder
  - c. Medical Management
  - d. Yogic Management
- iii. Mental retardation
  - a. Autism
  - b. Attention Deficit Hyperactivity Disorders
  - c. Medical Management
  - d. Yogic Management
- iv. Substance abuse – alcohol, tobacco, cannabis abuse
  - a. Medical Management
  - b. Yogic Management
- v. Evidence based Yoga therapy for Psychiatric disorders

### **Unit-5: Cancer, HIV and Anaemia**

#### **Pedagogy:**

- i. HIV - AIDS
  - a. Cause, Pathophysiology, Clinical Features
  - b. Medical management
  - c. Yogic Management
- ii. Autoimmune disorders
  - a. Causes, clinical features, various autoimmune disorders
  - b. Medical management
  - c. Yogic Management
- iii. Cancer
  - a. Causes, clinical features,
  - b. Side effects of Chemotherapy, radiotherapy
  - c. Medical management
  - d. Yogic Management
- a. Anemia
  - a. Classification of anemia
  - b. Medical management
  - c. Yogic management
- iv. Evidence based Yoga therapy for Cancer, HIV and Anaemia

#### **Recommended books:**

1. Yoga for Pregnancy – Dr H R Nagendra, R Nagaratna, Dr Shamanthakamani, SVYP

2. Yoga for Digestive Disorders – Dr H R Nagendra, R Nagaratna, SVYP
3. Yoga for Arthritis – Dr H R Nagendra, R Nagaratna, SVYP
4. Yoga for Back Pain – Dr H R Nagendra, R Nagaratna, SVYP
5. Yoga for Depression - Dr H R Nagendra, R Nagaratna, SVYP
6. Yoga practices for Anxiety and Depression – Dr H R Nagendra, R Nagaratna, SVYP
7. Yoga for Cancer – Dr H R Nagendra, R Nagaratna, SVYP
8. Integrated approach of yoga therapy for positive health-Dr. R Nagaratha, Dr. H RNagendra - SVYP

**Reference books:**

1. Yoga for common disorders- Swami KoormanandaSaraswati

**Assignments:**

The learners shall prepare an assignment on

- i. Compilation of Evidence base for management of any two pathologies with Yoga as a therapeutic measure
- ii. They shall prepare a power point presentation of a scientific paper suggested by the teaching faculty.

**Recommended website:**

- i. Research publications in Yoga on all concerned topics from peer reviewed journals.
- ii. <http://www.ncbi.nlm.nih.gov/pubmed/>

## **Part-II Paper-VI : Yogic Counselling**

### **Goal and Objectives**

#### **Goals:**

The goal of teaching Yogic Counseling to students is to make them get familiarized with the counseling. The do's and don'ts of counseling. To know the importance of counseling in Yoga therapy. To know the technique of counseling.

#### **Knowledge:**

After the completion of the program, the students should be able to know what is counseling, how to do it? What is its requirement and importance in Yoga Therapy.

#### **Skills:**

After the completion of the programs, the students should be able to:

- Counsel the Yoga Therapy Participant
- Effectively treat the patient with various psychosomatic ailments.

#### **Study outcome:**

Student will be thorough with the dos and don'ts of counseling. He will learn to be empathetic. He will be able to throw the light of yoga and higher goals to the participant so that in light of these one can choose their own ways. The therapy participant he counsels will get rid of the inner turmoil and will find a positive goal for life.

### **Unit 1 Introduction to Psychology and Cognitive psychology**

**Pedagogi: ( Talk with PPT. Students should present the benefits and limitations of eachone of the theories)**

Definition of mind according to modern science and yoga; comparative understanding of the process of perception, learning, Intelligence, Creativity, memory and emotions according to modern psychology and yoga psychology; A brief understanding of conventional methods of psychotherapy Existential/Humanistic Therapy; Biological Approaches; Psychodynamic Therapy; Behavioural Therapy; Cognitive Therapy.

**Unit 2: Yoga for personality development Pedagogi: (Talk with PPT.)**

Theories of personality - Behavioral Theories; Biological Theories; Psychodynamic Theories; Superego; Psychoticism; Neuroticism/Emotional Stability; The Five-Factor Theory of Personality; Humanist Theories; Eysenck's Three Dimensions of Personality;

Role of Shuddhi Prakriyas in treatment of illnesses , prevention and promotion of positive Health; concepts of Karma Shuddhi (Yama, Niyama), Ghata Shuddhi (Shat-karma), Snayu Shuddhi (Asana), Prana Shuddhi (Pranayama), Indriya and Mano Shuddhi (Pratyahara), Chitta Shuddhi (Dharana, Dhyana and Samadhi)

### **Unit 4: Principles and techniques of counselling**

**Pedagogi: ( Talk with PPT. Each student will be made to attend at least one counselling session with a senior counsellor. Latter Q&A with the counsellor)**

Qualities of a counselor; Principles of what to speak, how to listen, speak , how to behave, expressions during counseling; what not do while counseling

Role of catharsis as understood by modern psychology and counseling ; Yogic understanding of recognizable and unrecognizable stresses as karma, samskaras ; methods recommended for cleansing (chitta shuddhi ) in healing,

Yoga techniques to be used during counselling to cope with hyper sensitive mind, excessive



speed of mind, problems of perfectionist personality, hereditary and congenital problems, psychological conflicts, calamities/ life events (present, past , concerns about future distressing events), ageing etc

**Reference books:**

1. MST 204 Yoga Psychology and Counselling teaching Notes
2. Raja Yoga – Dr H R Nagendra – SVYP
3. The Secret of Action – Dr H R Nagendra – SVYP
4. The Science of Emotions Culture – Dr H R Nagendra – SVYP

## **Part-II Practicle - Aadvanced Yoga Techniques**

### **Goal and Objectives**

#### **Goal:**

The goal of teaching Yoga Therapy techniques to postgraduate students is to provide them with practical knowledge about advanced meditation techniques and concept of Panchakosa.

#### **Objectives**

##### **Knowledge:**

After the completion of this course, the student shall be able to:

- i. About Foundation of Advance Meditation Techniques
- ii. Aim of Advanced Meditation Techniques and Concept of Panchakosa
- iii. Understanding the role of Prana and Mind on the body and correcting and strengthening body, Prana and Mind.
- iv. Self personality enhancement to grow as a Integrated personality
- v. Understand and feel the connectivity of individual and the Universe.
- vi. Experience silence
- vii. Experience Expansion
- viii. Experience the power of Sankalpa and enhance positive thinking.
- ix. To understand and experience: About Foundation of Advance Meditation Techniques.
- x. Go Deeper And Deeper Levels Of Silence.

##### **Skills:**

After the completion of the course, the student shall be able to:

- Enhance the growth of personality as an Integrated personality
- Present a technique effectively based on the condition of a patient
- Explain the significance of advanced technique for a particular condition
- Learn the skill of delivering instructions

##### **Study Outcome:**

Strengthening of Manomaya, Vijnanamaya, Anandamaya Kosas. Also students learn to give these techniques to participants on requirement.

### **Unit – 1: Introduction to advanced techniques:**

#### **Pedagogy -**

- i. Meditation.
- ii. Advancement in Meditation.
- iii. Concept of Païca Koça.
- iv. Advanced techniques.
- v. Personality development.
- vi. Concept of Vyaçõi and Samaçõi.
- vii. Relaxation, awareness and expansion of awareness.
- viii. Role of mind, intellect etc.,
- ix. Different Layers of Silence.
- x. Methods to go to deeper levels of silence.

### **Unit - 2: Mind Imagery Technique**

Pedagogy - Mind mapping; Talk with PPT; Practicing with computerized pictures; Practice with instructions; experience and understand.

- i. Introduction to the technique

- ii. Where does this work?
- iii. How to reach deeper layers of silence?
- iv. How Focusing followed by defocusing helps to go deeper?
- v. Observation of Neutral and Active imageries or thoughts.
- vi. Observing OM/God/Sun/Yantra in increasing and decreasing size.
- vii. Visualizing OM/God/Sun/Yantra in increasing and Decreasing Size.
- viii. Observing OM/God/Sun/Yantra flickering with uniform speed.
- ix. Observing OM/ God/ Sun/ Yantra flickering with increasing and decreasing speed.
- x. Observing powerful rays burning unwanted cells.
- xi. Visualizing powerful rays burning unwanted cells.
- xii. Observing soothing rays energizing all cells.
- xiii. Visualizing soothing rays energizing all cells.
- xiv. Full Practice.
- xv. Practice given by the students.

### **Unit - 3: Mastering Emotions Technique:**

Pedagogy - Mind mapping; Practice with instructions; experience and understand.

- i. Thinking and feeling of emotion.
- ii. Types of emotions as softer, stronger, positive and negative.
- iii. Invoking, intensifying and diffusing the emotions
- iv. Pairs of opposites at the physical and emotional levels.
- v. Silence and Sankalpa.
- vi. Full practice.
- vii. Practice given by the students.

### **Unit - 4: Vijñāna Sādhana Kauçala: Pedagogy-Talk with PPT; Practice with instructions; experience and understand.**

**Happiness analysis to be experimented by students.**

- i. Explaining about Vijñānamaya Koça.
- ii. Happiness analysis.
- iii. Fear analysis.
- iv. Tamas, Rajas, Sattwa, and Gunātita.
- v. Çreyas and Preyas.
- vi. Recollect the incidences of highest happiness and also incidences of highest fear.
- vii. Analyse each incident of happiness and fear analysis and write.
- viii. List Çreyas activities and Preyas activities in your present life.
- ix. Practice to move from Çreyas to Preyas.
- x. List of Tāmasic, Rājasic and Sātvic activities.
- xi. Practice to move from Tamas to Rajas to Sattva to Gunātita.
- xii. Full practice.
- xiii. Practice given by the students.

### **Unit- 5: Ānanda Amrita Sinchana: Pedagogy - Talk with PPT; Practice with instructions; Observe the mind.**

- i. Importance of pairs of opposites.
- ii. List different pairs of opposites that occur in life.
- iii. Practice to experience them as pairs and observe the changes in the personality.
- iv. List out incidences when bliss is experienced in activity.
- v. List out incidences when bliss is experienced in non-activity.
- vi. List of varieties of people, varieties of places, varieties of incidences and practice to maintain the bliss in all circumstances.
- vii. Carefully observe and start to do every activity with bliss.
- viii. Allow love and bliss to spread all around.

- ix. Full practice.
- x. Practice given by students.
- xi. Experience writing.

**References:**

1. Yoga for Cancer by Dr Nagarathna R and Dr Nagendra H R.
2. Taittiriya Upaniṣad– Brahmānanda Valli
3. Wisdom from Upaniṣad. Patheya Series. Vivekananda Kendra Publication.
4. Patañjali Yoga Sutrās – Dr H R Nagendra, SVYP

## **Part-II : Dissertation**

### **Goal and objectives**

#### **Goal:**

The primary goal of dissertation writing for post graduate students is to expose them in research and motivate them to conduct scientific research and pursue higher research.

#### **Objectives Knowledge:**

The students will

- Get to know about the style of dissertation writing
- Understand various scientific experiments design, sampling techniques etc.
- Analyze data using various statistical tests
- Understand various problems experienced by a researcher while undertaking a project

#### **Skills:**

The students will be able to

- Interpret the data and draw a conclusion from it
- Develop the skill of writing and communicating to scientific world
- Establish the underlying mechanism of the findings
- Disseminate research findings

**Note:** Please note that during this time each student is expected to write the dissertation under the supervision of a qualified guide and get ready for presentation. It is mandatory for all candidates to present their research work in the presence of an external expert. Details about the format of dissertation is enclosed in Enclosure-1.

## MODEL PAPER

M.Sc. Yoga Ther.– I

Yoga Ther.-I

**M.Sc. Yoga Therapy**  
**Part-I (Main) Examination month year**  
**Paper I**

**Yoga Philosophy**

**Time: Three Hours**

**Maximum Marks: 70**

*Students shall be allowed to take only one supplementary copy long with one main answer book.  
All the parts of one question should be answered at one place. Different parts of one question  
should not be answer at different places in the answer book*

**Attempt all Questions.**

### **Long Answer Type**

**15x3 = 45**

1. Describe happiness analysis as postulated in Upanishads
2. Search for reality – How does and Modern Science and Upanishads approach –describe
3. Explain prana model leading to Yoga and Bhoga way of life.

### **Short Notes**

**5x5=25**

1. Dharma forms the foundation of Religions. Explain
2. What is Nitya Karma and its relation to Yoga?
3. Write one sloka (verse) from Gita connected to Yoga and explain it briefly
4. Write the Significance of OM
5. Mention Triguna and explain them briefly

**M.Sc. Yoga Therapy  
Part-I (Main) Examination month year  
Paper II**

**Research Methodology**

**Time: Three Hours**

**Maximum Marks: 70**

*Students shall be allowed to take only one supplementary copy long with one main answer book.*

*All the parts of one question should be answered at one place. Different parts of one question should not be answer at different places in the answer book*

**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Differentiate between the descriptive and analytic research methods.
2. What is research problem? Define the main issues which should receive the attention of the researcher in formulating the research problem. Give suitable examples.
3. Data collection is the back bone of research. Discuss about the various methods used for data collection.

**Short Notes**

**5x5=25**

1. Describe various interview methods for collection of data
2. Write the difference between questionnaires and schedules
3. Explain the alternative hypothesis
4. What is the role and features of research hypothesis. How is research hypothesis formulated?
5. Discuss the role of institutional review board.

**M.Sc. Yoga Therapy**  
**Part-I (Main) Examination month year**  
**Paper III**

**Anatomy**

**Time: Three Hours**

**Maximum Marks: 70**

*Students shall be allowed to take only one supplementary copy long with one main answer book.  
All the parts of one question should be answered at one place. Different parts of one question  
should not be answer at different places in the answer book*

**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Describe in detail about the structure and function of heart
2. Explain in detail about cell and its organelles
3. Describe in detail about the structural and functional anatomy of female reproductivesystem.

**Short Notes**

**5x5=25**

1. Describe the structure and function of eye
2. Explain the structural anatomy of stomach
3. Describe the structure of synovial joint
4. Write in detail about pituitary Gland
5. Describe the anatomy of lung



**M.Sc. Yoga Therapy**  
**Part-I (Main) Examination month year**  
**Paper IV**

**Physiology**

**Time: Three Hours**

**Maximum Marks: 70**

*Students shall be allowed to take only one supplementary copy along with one main answer book.*

*All the parts of one question should be answered at one place. Different parts of one question should not be answer at different places in the answer book*

**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Draw and label a diagram of the neuromuscular junction. List out the steps involved in neuromuscular transmission
2. Describe the function of kidney and add a note on how urine is produced inside the kidney?
3. Describe the function of Human ear.

**Short Notes**

**5x5=25**

2. Explain short term regulation of blood pressure
3. Explain with the help of a diagram different stages of erythropoiesis
4. Discuss the functions of Insulin.
5. Describe the functions of ADH. What happens if ADH is deficient?
6. Explain auditory pathway.

**M.Sc. Yoga Therapy**  
**Part-I (Main) Examination month year**  
**Paper - V**  
**Yoga for Prevention and Promotion of Health**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Explain the terms Ego and super Ego. Explain the role of ManomayaKosa in ego and one practice for the same.
2. Explain the IAYT practice for creativity development.
3. Explain the steps in anger management.

**Short Notes**

**5x5=25**

1. Write about effect of stress on physical health
2. Describe about yoga practices for development of memory.
3. Describe yoga practices for voice culture
4. How Trataka helps in glaucoma
5. Define different types of memory

**M.Sc. Yoga Therapy**  
**Part-I (Main) Examination month year**  
**Paper - VI**

**Sanskrit Bhasha Vijnanam**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Describe sandhi in detail.
2. Describe vachan in detail.
3. Describe utpatti sthan in detail.

**Short Notes**

**5x5=25**

1. Swar
2. Vyanjan
3. Counting 23 to 33.
4. Counting 60 to 80.
5. Timing 2.30, 6.15, 9.45, 10.40 in Sanskrit.

**M.Sc. Yoga Therapy**  
**Part-II (Main) Examination month year**  
**Paper - I**

**Patanjali Yoga Sutras**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 =45**

1. Write about the nature of Prakruti and Purusha.
2. Explain the chittabhoomis
3. Explain Heya, Heyahetu

**Short Notes**

**5x5=25**

1. Explain Purusha and Prakruti.
2. hat happens to Vritti in the state of Kaivalya?
3. When the vasanas start disappearing?
4. What are the obstacles for progress in the path of Yoga according to Patanjali?
5. What is the nature of the knower or pure consciousness?

**M.Sc. Yoga Therapy**  
**Part-II (Main) Examination month year**  
**Paper - II**

**Integrative Medicine**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Explain principles of Naturopathy and write about the modalities of treatment used in Naturopathy
2. Explain how acupuncture works
3. What are three doshas? Describe their manifestation in the body.

**Short Notes**

**5x5=25**

1. Difference between starving and fasting
2. Hydro Therapy
3. Difference between Ayurveda and Naturopathy massage
4. Physiological significance of mud therapy.
5. Panchakarma.

**M.Sc. Yoga Therapy**  
**Part-II (Main) Examination month year**  
**Paper - III**

**Hatha Yoga Pradipika**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Explain with reference the relationship between Vata and chitta
2. Nadansandhana leads to Laya –Explain
3. What are the sequences of Hatha Yoga sadhana?

**Short Notes**

**5x5=25**

1. Explain any one satkarma in detail with reference
2. What are kumbhakas
3. What are the curative effects of Mayurasana
4. Why Hatha Yoga sadhana should be kept secret?
5. Write about progressive stages of Samadhi.

**M.Sc. Yoga Therapy**  
**Part-II (Main) Examination month year**  
**Paper - IV**

**Evidence based Yoga Therapy – I**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Describe the procedure of kapalabhati and mention its physiological effects and indications and contra-indications in various health conditions.
2. Describe Bronchial Asthma in detail and add a note on its yogic management
3. Describe Coronary Artery Disease in detail and add a note on its yogic management

**Short Notes**

**5x5=25**

1. Ashwini mudra in vipareetkarini
2. Chair breathing technique and its role in asthma management
3. Yogic management of Tuberculosis
4. Atherosclerosis
5. Mention evidence based practices for Hypertension.

**M.Sc. Yoga Therapy**  
**Part-II (Main) Examination month year**  
**Paper - V**

**Evidence based Yoga Therapy – II**

**Time: Three Hours**

**Maximum Marks: 70**

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**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Mention any 5 neurological disorders and explain multiple sclerosis along with its yogic management
2. What do you mean by PCOS? Explain in detail along with yogic management
3. What is APD? Explain about Ulcerative colitis along with notes on its YogicManagement

**Short Notes**

**5x5=25**

1. Epilepsy yogic management
2. Parkinson's disease
3. IAYT for refractive errors
4. Crohn's disease
5. Head rolling



**M.Sc. Yoga Therapy**  
**Part-II (Main) Examination month year**  
**Paper - VI**

**Yogic Counselling**  
**Time: Three Hours**  
**Maximum Marks: 70**

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All the parts of one question should be answered at one place. Different parts of one question  
should not be answer at different places in the answer book*

**Attempt all Questions.**

**Long Answer Type**

**15x3 = 45**

1. Mention the different causes of psychological problems according to yoga and give yogic management for problems due to perfectionist attitude.
2. Write the qualities of a Yoga counselor
3. Describe panchakosa concept in light of Yogic counseling.

**Short Notes**

**5x5=25**

1. Write about the challenges in counseling
2. What are the different personality traits according to Bhagavadgita?
3. Notional correction
4. Hyper sensitivity – Yogic management
5. Excess speed of mind – yogic management