



RAIPUR | INDIA

# KALINGA UNIVERSITY

SCHEME & SYLLABUS FOR

# Bachelor of Vocational Studies (B.Voc.) Yoga



Kalinga University, Naya Raipur, Chhattisgarh

# B.VOC IN YOGA

Semester-I								
Paper Code	Subjects	Credits	L	T	P	Internal Marks	External Marks	Total
BVY101	Communication Skills	3	3	0	0	30	70	100
BVY102	Fundamentals of Information Technology	3	3	0	0	30	70	100
BVY103	Foundations of Yoga-I	3	3	0	0	30	70	100
BVY104	Basics of Yogic Anatomy	3	3	0	0	30	70	100
BVY105P	<b>Industrial Training/On Job Training/Workshop</b>	18	0	0	36	50	150	200
<b>Total</b>		<b>30</b>	<b>12</b>	<b>0</b>	<b>36</b>	<b>170</b>	<b>430</b>	<b>600</b>

Semester-II								
Paper Code	Subjects	Credits	L	T	P	Internal Marks	External Marks	Total
BVY201	Foundations of Yoga-II	3	3	0	0	30	70	100
BVY202	Environmental Studies	3	3	0	0	30	70	100
BVY203	Foundations and Practices of Hatha Yoga-II	3	3	0	0	30	70	100
BVY204	Basics of Yogic Physiology	3	3	0	0	30	70	100
BVY205P	<b>Industrial Training/On Job Training/Workshop</b>	18	0	0	36	50	150	200
<b>Total</b>		<b>30</b>	<b>12</b>	<b>0</b>	<b>36</b>	<b>170</b>	<b>430</b>	<b>600</b>



Semester-III								
Paper Code	Subjects	Credits	L	T	P	Internal Marks	External Marks	Total
BVY301	Patanajali Yoga Darshana-I	4	4	0	0	30	70	100
BVY302	Yoga Education	4	4	0	0	30	70	100
BVY303	Yoga and Psychology	4	4	0	0	30	70	100
BVY304P	<b>Industrial Training/On Job Training/Workshop</b>	18	0	0	36	50	150	200
<b>Total</b>		<b>30</b>	<b>12</b>	<b>0</b>	<b>36</b>	<b>140</b>	<b>360</b>	<b>500</b>

Semester-IV								
Paper Code	Subjects	Credits	L	T	P	Internal Marks	External Marks	Total
BVY401	Patanajali Yoga Darshana- II	4	4	0	0	30	70	100
BVY402	Methods of Teaching in Yoga	4	4	0	0	30	70	100
BVY403	Dietetics & Nutrition (Modern & Yogic Concept)	4	4	0	0	30	70	100
BVY404P	<b>Industrial Training/On Job Training/Workshop</b>	18	0	0	36	50	150	200
<b>Total</b>		<b>30</b>	<b>12</b>	<b>0</b>	<b>36</b>	<b>140</b>	<b>360</b>	<b>500</b>





Semester-V								
Paper Code	Subjects	Credits	L	T	P	Internal Marks	External Marks	Total
BVY501	Yoga and Mental Health	4	4	0	0	30	70	100
BVY502	Yogic Principles & Practices of Healthy Living	4	4	0	0	30	70	100
BVY503	Fundamentals of Ayurveda	4	4	0	0	30	70	100
BVY504P	<b>Industrial Training/On Job Training/Workshop</b>	18	0	0	36	50	150	200
<b>Total</b>		<b>30</b>	<b>12</b>	<b>0</b>	<b>36</b>	<b>140</b>	<b>360</b>	<b>500</b>

Semester-VI								
Paper Code	Subjects	Credits	L	T	P	Internal Marks	External Marks	Total
BVY601	Human Values and Professional Ethics	4	4	0	0	30	70	100
BVY602	Yoga in Different Setups	4	4	0	0	30	70	100
BVY603	Fundamentals of Naturopathy	4	4	0	0	30	70	100
BVY604P	<b>Industrial Training/On Job Training/Workshop</b>	18	0	0	36	50	150	200
<b>Total</b>		<b>30</b>	<b>12</b>	<b>0</b>	<b>36</b>	<b>140</b>	<b>360</b>	<b>500</b>



# SEMESTER-I

# COMMUNICATION SKILLS

## BVY101

**Course Objective** The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

**Course outcome:**

1. The purpose of this course is to introduce students to the theory, fundamentals and tools of communication
2. To develop vital communication skills which should be integral to personal, social and professional interactions.
3. One of the critical links between human beings.
4. An important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal.
5. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

**CONTENTS**

**Unit I: Introduction:**

Theory of Communication, Types and modes of Communication, Mediums and channels of communication, barriers to communication, English as a Global language, the Lingua Franca, Social influences on English

**Unit II: Language of Communication:**

Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication, Varieties of English, Language, Accent, Dialect, Colloquialism, Historical influences on English

**Unit III: Speaking Skills:**

Monologue Dialogue Group Discussion Effective Communication/ Mis- Communication Interview Public Speech, Regional influences on English, Convergence and divergence, Linguistic Imperialism,



#### **Unit IV: Reading and Understanding-**

Close Reading, Reading analysis of a text - Audience and purpose, Content and theme, Tone and Mood, stylistic devices, structure Comprehension- Analysis and Interpretation Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts

#### **Unit V: Writing Skills**

Documenting Report Writing Making notes Letter writing, Writing tabloids, diary entry, open letters, essays, newsletter and magazine articles, skits, short stories, impersonating characters.

It will enhance Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note taking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

#### **Recommended Readings:**

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, DrRanjanaKaul, Dr Brati Biswas



# FUNDAMENTALS OF INFORMATION TECHNOLOGY

## BVY102

### Unit-I

**Computer characteristics:** Speed, storage, accuracy, diligence; Digital signals, Binary System, ASCII; Historic Evolution of Computers; Classification of computers: Microcomputer, Minicomputer, mainframes, Supercomputers; Personal computers: Desktop, Laptops, Palmtop, Tablet; Hardware & Software; Von Neumann model.

### Unit-II

**Hardware:** CPU, Memory, Input devices, output devices. Memory units: RAM (SDRAM, DDR RAM, RDRAM etc. feature wise comparison only); ROM-different types: Flash memory; Auxiliary storage: Magnetic devices, Optical Devices; Floppy, Hard disk, Memory stick, CD, DVD, CD/DVD-Writer; Input devices - keyboard, mouse, scanner, speech input devices, digital camera, Touch screen Voice Input, Joystick, Optical readers, bar code reader; Output devices: Display device, size and resolution; CRT, LCD, LED; Printers: Dot-matrix, Inkjet, Laser; Plotters, Sound cards & speaker.

### Unit-III

**Software:** System software, Application software; concepts of files and folders, Introduction to Operating systems, Different types of operating systems: single user, multitasking, time-sharing multi-user; Booting, POST; Basic features of two GUI operating systems: Windows & Linux (Basic desk top management); Programming Languages, Compiler, Interpreter, Databases; Application software: Generic Features of Word processors, Spread sheets and Presentation software; Generic Introduction to Latex for scientific typesetting; Utilities and their use; Computer Viruses & Protection, Free software, open source.

### Unit-IV

**Computer Networks and Internet:** Connecting computers, Requirements for a network: Server, Workstation, switch, router, network operating systems; Internet: brief history, World Wide Web, Websites, URL, browsers, search engines, search tips; Internet connections: ISP, Dial-up, cable modem, WLL, DSL, leased line Wireless and Wi-Fi connectivity ; email, email software features (send receive, filter, attach, forward, copy, blind copy); characteristics of web-based systems, Web pages, Web Programming Languages.

## Unit-V

**Information Technology And Society:** Indian IT Act, Intellectual Property Rights, issues. Application of information Technology in Railways, Airlines, Banking, Insurance, Inventory Control, Financial systems, Hotel management, Education, Video games, Telephone exchanges, Mobile phones, Information kiosks, special effects in Movies.

**Programming Concepts & Techniques:** Program Concept, Characteristics of Programme, Stages in Program Development, Tips for Program Designing, Programming Aids, Algorithms, Pseudo code, Notations, Design, Flowcharts, Symbols, Rules, compiler & Interpreter. Introduction to programming techniques, Top-down & Bottom-up approach, Unstructured, & Modular programming, Cohesion, Coupling, Debugging, Syntax & Logical Errors, Linking and Loading, Testing and Debugging, Documentation.

### Reference Books:

1. Programming in C, R.S. Salaria, Khanna Publishing House
2. Computer Concepts and Programming in C, R.S. Salaria, Khanna Publishing House
3. *Handbook of Computer Fundamentals*, N.S. Gill, Khanna Publishing House

# FOUNDATIONS OF YOGA – I

## BVY103

### **UNIT – I: GENERAL INTRODUCTION TO YOGA**

- 1.1. Brief introduction to origin of Yoga, Psychological aspects leading to origin of Yoga, Hindu Mythological concepts about origin of Yoga
- 1.2. History and Development of Yoga
- 1.3. Etymology and Definitions of Yoga, Aim and Objectives of Yoga, Misconceptions about Yoga, True Nature of Yoga
- 1.4. General Introduction to Schools of Yoga
- 1.5. Principles of Yoga, Yoga Practices for Health and Harmony

### **UNIT – II: GENERAL INTRODUCTION TO INDIAN PHILOSOPHY**

- 2.1. Philosophy: Its meaning, definitions and scope
- 2.2. Branches of Philosophy, Philosophy: Its distinction from Religion and Science
- 2.3. Indian Philosophy: Salient features of Indian Philosophy, Branches of Indian Philosophy (Astika and Nastika Darshanas)
- 2.4. General introduction to Prasthanatrayee and Purushartha Chatushtaya
- 2.5. Two-way relationship between Yoga and Indian Philosophy

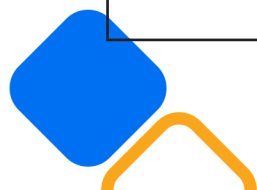
### **UNIT – III: BRIEF SURVEY OF YOGA TRADITIONS – I**

- 3.1. Yoga in early Vedic period, Yoga in Vedic period, Yoga in Ayurveda
- 3.2. General Introduction to Upanishads, Yoga in Principle Upanishads, Yoga in Yogopanishad
- 3.3. Introduction to Epics (Ramayana, Mahabharata), Yoga in Ramayana, The nature of Yoga in Adhyatma Ramayana
- 3.4. Yoga in Mahabharata, General introduction to Bhagavadgita, Yoga in Bhagavadgita
- 3.5. Yoga in Yoga Vasishtha, Yoga in Medieval Literature, Bhakti Yoga of Medieval Saints, Yoga in Narada Bhakti Sutra


**UNIT-IV: BRIEF SURVEY OF YOGA TRADITIONS – II**

- 4.1 Introduction to Smritis and Yoga in Smritis
- 4.2 Introduction to Puranas, Nature of Yoga in Bhagavat Purana
- 4.3 General introduction to Shad-darshan, Yoga in Samkhya and Yoga Darshana, Yoga in Vedanta with special reference to Shankara, Ramanuja, Madhva and Vallabha
- 4.4 General introduction to Agamas, Tantras and classification of Tantras, Concept of Shiva and Shakti, Yoga of Shaiva Siddhanta
- 4.5 Yoga in Shakta Tantra: Concepts of Nadi and Prana in Tantra, Kundalini, effects of Kundalini and Shatchakra Sadhana

<b>BOOKS FOR REFERENCE</b>	
Patanjali	Yoga Darshana
Singh S. P	History of Yoga, PHISPC, Centre for Studies in Civilization Ist, 2010
Singh S. P & Yogi Mukesh	Foundation of Yoga, Standard Publication, New Delhi, 2010
Agarwal M M	Six systems of Indian Philosophy, Chowkhambha Vidya Bhawan, varanai, 2010
Swami Bhuteshananda	Nararad Bhakti Sutra, Advaita Ashrama Publication- Dept. Kolkata, II Edition, 2009
Hiriyanna M	Essentials of Indian Philosophy, Motilal Banarsidas, Delhi, 2008.
Radhakrishnan S	Indian Philosophy, Oxford University, UK (Vol. I & II) II Edition, 2008
Padhi Bibhu & Minakshi	Indian Philosophy and Religion, DK Printword, New Delhi, 2007
Swami Prabhavananda	Spiritual Heritage of India (English). Sri Ramkrishna Math, Madras, 2004
Swami Vivekananda	Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja Yoga. Advaita Ashrama, Calcutta, 2000
Karel Werner	Yoga and Indian Philosophy, Motilal Banarasidas, Delhi, 1979
Pandit, M. P.	Introduction to Upanishads: Theosophical Society of India, Adyar, Madras, 1976



# BASICS OF YOGIC ANATOMY

## BVY104

### UNIT I: GENERAL ANATOMY

- 1.1 General Introduction to Anatomy, its significance, nomenclature & terminology
- 1.2 Introduction to Musculo-skeletal system
- 1.3 Introduction to types of Bones and Joints,

### UNIT II: HEAD AND NECK

- 2.1 Face – facial muscles, functions of facial muscles
- 2.2 Eyelids, Lachrymal Apparatus, Nose, Nasal Cavity, Sinuses
- 2.3 Oral cavity and Pharynx,
- 2.4 Bones , Joints and muscles of head and neck.

### UNIT III: THORAX AND ABDOMEN

- 3.1 Bones Joints and muscles of thorax and abdomen
- 3.2 Structure of heart ,lungs and other systems relevant to yoga as per textbook of yogic anatomy and physiology

### UNIT IV: UPPER & LOWER EXTREMITIES

- 4.1 Skeleton, position and joints of upper and lower extremities
- 4.2 Muscles and muscle groups, of upper and lower extremities
- 4.3 Applied anatomy and surface markings of limbs

BOOKS FOR REFERENCE	
Thatte DG -	Sharir rachna vigyan , textbook of human anatomy
Priyanka N -	Yoga and sharir rachna
MM Gore Kavalyadhama,	Lonawala,Pune - Anatomy and physiology of Yogic Practices

# **ON JOB TRAINING/INTERNSHIP/WORKSHOP**

## **BVY105P**

## **SEMESTER-II**

# FOUNDATIONS OF YOGA-II

## BVY201

### Course Outcomes:

**CO1:** Students will gain a comprehensive understanding of the historical development of yoga traditions, including its origins, evolution, and key figures who contributed to its growth.

**CO2:** Students will explore and compare various yoga paths such as Hatha Yoga, Raja Yoga, Bhakti Yoga, Karma Yoga, and Jnana Yoga, gaining insights into their philosophies and practices.

**CO3:** Students will have the opportunity to engage in practical yoga exercises and techniques, allowing them to experience firsthand the

physical, mental, and spiritual benefits of yoga.

**CO4:** Students will delve into the philosophical and cultural aspects of yoga, including the study of texts like the Yoga Sutras of Patanjali, the Bhagavad Gita, and other relevant scriptures.

**CO5:** Through discussions, assignments, and assessments, students will develop critical thinking skills and the ability to analyze and evaluate the different yoga traditions, their teachings, and their relevance in contemporary society.

### UNIT – I: BRIEF SURVEY OF YOGA TRADITIONS – III

1.1 Concept of Maha Yoga, Hatha Yoga Traditions and Sadhana, Development of Hatha Yoga in Modern Times

1.2 Yoga in Modern Times: Yogic Traditions of Ramakrishna and Swami Vivekananda

1.3 Yoga of Maharishi Raman, Integral Yoga of Shri Aurobindo.

1.4 Brief Introduction to Yoga Paramparas in Contemporary Times: Yoga Parampara of Sri T. Krishnamacharya, Yoga Parampara of Swami Shivanada, Contribution of Sri Yogendraji, Swami Kuvalyananda,

1.5 Contributions of Swami Satyananda Saraswati, Swami Dharendra Bhramhachari and Yogacharya B.K.S. Iyengar, Maharsi Mahesh Yogi in the promotion of Yoga.



## **UNIT - II: BRIEF SURVEY OF YOGA TRADITIONS – IV**

- 2.1 General Introduction to Non-Vedic Schools of Indian Philosophy: Jainism, Buddhism, Sufism, Sikhism etc.
- 2.2 Introduction to Jainism, Anekantavada (Syadvada), Concept of Tri-ratnas, Concept of Kayotsarga (Preksha-dhyana).
- 2.3 Introduction to Buddhism: Introduction to Buddhism, Skandha-vada, Concept of Arya-satya or Four Noble Truths, Arya-astangika-marga or Noble-eight-fold-path (Bouddha-Yoga).
- 2.4 Introduction to Sufism: Meaning and Characteristic features of Sufism, Elements of Yoga in Sufism, Sufi Meditation Techniques.
- 2.5 Concepts and practices of Yoga in other religions.

## **UNIT - III: CLASSICAL SCHOOLS OF YOGA - I**

- 3.1 **General Introduction to Schools of Yoga:** Schools with Vedantic Tradition, Schools with Samkhya-Yoga Tradition and Schools with Tantric Tradition
- 3.2 **Jnana Yoga:** Meaning of Jñāna and Jñāna-Yoga, Sadhana-chatushtaya, Means of Jñāna-Yoga.
- 3.3 **Bhakti Yoga:** Meaning of Bhakti and Bhakti-Yoga, Stages of Bhakti, Types of Bhakti, Means of Bhakti-Yoga.
- 3.4 **Karma Yoga:** Meaning of Karma and Karma-Yoga, Concept of Nishkama Karma, Means of Karma Yoga
- 3.5 Inter-relationship between Bhakti-Yoga and Karma-Yoga, Theory of Karma and Rebirth (Reincarnation).

## **UNIT - IV: CLASSICAL SCHOOLS OF YOGA – II**

- 4.1 **Patanjala Yoga:** Philosophical Foundations of Patanjala Yoga, Ashtanga Yoga of Patanjali, Relevance of Patanjala Yoga in day-to-day life.
- 4.2 **Hatha Yoga:** Philosophical Foundations of Hatha Yoga, Hatha Yoga Sadhana, Chaduranga Yoga and Saptanga Yoga, Relevance of Hatha Yoga in day-to-day life.
- 4.3 **Inter Relationship** between Patanjala Yoga and Hatha Yoga and their inter-dependance
- 4.4 **Kundalini Yoga:** Philosophical Foundations and Practices of Kundalini Yoga
- 4.5 Other auxiliary Schools of Yoga and their relevance in present days



### **BOOKS FOR REFERENCE**

- A Critical Survey of Indian Philosophy. Motilal Banarasidas, Delhi, 13<sup>th</sup> Edition, 2013
- History of Yoga, PHISPC, Centre for Studies in Civilization Ist, 2010
- Foundation of Yoga, Standard Publication, New Delhi, 2010
- The Serpent Power, Sivalik Prakashan, New Delhi, 2009
- Nararad Bhakti Sutra, Advaita Ashrama Publication-Dept. Kolkata, II Edition, 2009
- Indian Philosophy, Oxford University, UK (Vol. I & II) II Edition, 2008
- The Yoga Book. Motilal Banarsidass, Delhi, 2004
- The Yoga Tradition: It's History, Literature, Philosophy practice, Bhavana Books and Prints, 2002
- The Yoga Tradition, MLBD, New Delhi, 2002
- Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja Yoga. Advaita Ashrama, Calcutta, 2000
- Yoga and Indian Philosophy, Motilal Banarasidas, Delhi, 1979
- Philosophy of Yoga. Sri Ramakrishna Ashrama, Mysore.

# ENVIRONMENTAL STUDIES

## BVY202

### Unit 1 : Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

#### Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### Unit 2 : Natural Resources : Renewable and Non--renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over--exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter--state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### Unit 3 : Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega--biodiversity nation; Endangered and endemic species of India

- Threats to biodiversity : Habitat loss, poaching of wildlife, man--wildlife conflicts, biological invasions; Conservation of biodiversity : In--situ and Ex--situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

#### **Unit 4 : Environmental Pollution**

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

#### **Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

#### **Unit 5 : Human Communities and the Environment**

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

### **Suggested Readings:**

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36--37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29--64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzuhl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

# FOUNDATIONS AND PRACTICES OF HATHA

## YOGA-II

### BVY203

#### Course Outcomes :

**CO1:** Students will gain a deep understanding of the philosophy and history of Hatha Yoga, including its roots in classical yoga texts like the Hatha Yoga Pradipika and the Yoga Sutras of Patanjali.

**CO2:** Students will learn and practice a variety of Hatha Yoga asanas (postures) with a focus on proper alignment, breathing techniques, and the therapeutic benefits of each pose.

**CO3:** Students will develop proficiency in various pranayama techniques, which involve controlled breathing exercises aimed at enhancing vitality, calming the mind, and balancing energy.

**CO4:** Students will be introduced to meditation and relaxation practices that complement Hatha Yoga, fostering mental clarity, inner peace, and stress reduction.

**CO5:** The course will emphasize the holistic approach of Hatha Yoga, promoting physical, mental, and emotional well-being. Students will learn how to integrate Hatha Yoga principles into their daily lives to enhance overall health and balance.

#### UNIT - I: HATHA YOGA PRACTICES: SHODHANAKRIYAS

- 1.1 Concept of Ghata, Ghatashuddhi, concept and importance of Shodana in Hatha Yoga
- 1.2 Shodhana kriyas in Hatha Pradeepika
- 1.3 Shodhana kriyas in Gheranda Samhita and Hatha Ratnavali
- 1.4 Health benefits, precautions, and contraindications of Shodana kriyas
- 1.5 Importance of Shodhana kriyas in health and disease.

#### UNIT - II: HATHA YOGA PRACTICES: YOGASANAS

- 2.1 Definition, pre requisits and special features of Yoga-asana.
- 2.2 Asanas in Hatha Pradeepika and Hatha Ratnavali
- 2.3 Asanas in Gheranda Samhita

2.4 Health benefits, precautions, and contraindications of different Asanas

2.5 Importance of Asana in health and disease.

### **UNIT-III: HATHA YOGA PRACTICES: PRANAYAMA, BANDHA AND MUDRA**

3.1 Concept and definition of Prana and Pranayama; its importance in Nadi shuddi; Pre-requisites of Pranayama, Nadishodhana Pranayama

3.2 Importance of Pranayama in Hatha Yoga Sadhana and its phases and stages

3.3 Pranayama in Hatha Pradeepika, Hatha Ratnavali & Gheranda Samhita, their health benefits, precautions and contraindications.

3.4 Concept, definition of Bandha and Mudra, their importance in Hatha Yoga;

Bandhatraya in Hatha Yoga Sadhana, Mudras in Hatha Pradeepika, Hatha Ratnavali and

Gheranda Samhita

3.5 Health benefits, precautions and contraindications of Bandha and Mudra.

### **UNIT-IV: HATHA YOGA PRACTICES: PRATYAHARA, DHARANA, DHYANA AND NADANUSANDHANA**

3.5 Concept of Manas (mind) and Kanda in Hatha Yoga

3.6 Concept and definition of Pratyahara, Dharana and Dhyana in Gheranda Samhita.

3.7 Techniques and benefits of Pratyahara, Dharana and Dhyana in Gheranda Samhita.

3.8 Concept and benefits of Nada and Nadanusandhana in Hatha Pradeepika, four avasthas (stages) of Nadanusandhana.

3.9 Relationship between Hatha Yoga and Raja Yoga; Goal of Hatha Yoga

#### **Course Objectives:**

1. One of the primary objectives of this course is to provide students with a comprehensive understanding of the foundational principles of Hatha Yoga. This includes learning about the historical and philosophical roots of Hatha Yoga, its purpose, and its place within the broader context of yoga traditions.
2. Another key objective is to equip students with the practical skills necessary to engage in Hatha Yoga practices. This may involve learning and mastering specific asanas (yoga postures), pranayama (breath control), and relaxation techniques.
3. Hatha Yoga emphasizes the connection between the mind and body. An objective of the course is to help students deepen their awareness of this connection and understand how various yoga practices can promote physical and mental well-being.
4. Ultimately, the course aims to empower students to develop and maintain a personal Hatha Yoga practice. This includes setting realistic goals, creating a regular practice schedule, and integrating yoga into their daily lives. By the end of the course, students should be able to design their own Hatha Yoga routines tailored to their individual needs and goals.

**BOOKS FOR REFERENCE**

Sahay G. S	Hatha Yoga Pradeepika, MDNIY, New Delhi, 2013
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Gharote M L	Therapeutic references in Traditional Yoga Texts, The Lonavla Institute, Lonavla, 2010.
Swami Kuvalyananda & Shukla, S.A.	The Lonavala Yoha Institute, Lonavala, Pune, II nd Edition, 2009
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Swami Digambaraji and Pt: Raghunatha Shastri	The Original Yoga Munshiram Manoharlal, New Delhi, 1999
Swami Muktibodhananda	Shiva Samhita Kaivalyadhama, S.M.Y.M. Samiti, Lonavla,1999
Saraswati	Hatha Pradeepika of Svatmarama Kaivalyadhama, S.M.Y.M.Samiti, Lonavla, 1998
Swami Digambarji & Gharote	Hatha Yoga Pradeepika : The light on HathaYoga Bihar School of Yoga, Munger, 1985
M.L.	Gheranda Samhita Kaivalyadhama, Lonavla,1978.
Mr. Dvivedi	Nath Sampradaya of Hatha Yoga Dvivedi Publications, Hindustani Academy, Allahabad, Uttar Pradesh, 1950.
Swatmaramaji	Hathapradipika (Jyotsana- tika), Adyar Library, Madras.
Bharati, Swami Veda	Philosophy of Hatha Yoga (English), Himalayan, Pennsylvania.

# BASICS OF YOGIC PHYSIOLOGY

## BVY204

### Course Outcomes:

**CO1:** One of the fundamental concepts in physiology is homeostasis, which refers to the body's ability to maintain a stable internal environment despite external changes. Students should learn how different physiological systems work together to regulate variables like temperature, pH, and blood glucose levels.

**CO2:** Physiology courses often delve into cellular physiology, exploring how cells function, communicate, and perform essential processes such as metabolism, transport, and signaling. This may include topics like cell membrane transport, enzyme kinetics, and cell-to-cell communication.

**CO3:** Students typically study various organ systems in detail, including the cardiovascular system, respiratory system, nervous system, digestive system, and more. Learning about the structure and function of these systems is a crucial part of physiology education.

**CO4:** Physiology is not just about understanding individual systems; it's also about appreciating how these systems interact and coordinate to maintain overall health. Students may be expected to integrate knowledge from different areas of physiology to analyze complex physiological processes.

**CO5:** Many physiology courses emphasize the clinical relevance of the subject matter. This involves understanding how physiological principles relate to medical conditions and diseases. Students may learn to apply their knowledge to diagnose and treat various health issues or understand the effects of medications and therapies on physiological processes.

### All Units Carry equal hours of teaching and excluding teachers continuous evaluation

#### UNIT I: INTRODUCTION TO GENERAL PHYSIOLOGY

1.1 Introduction to Human Physiology, Basic Physiological terms; Cell: Functions, different Cell Organelles and their functions.

1.2 Tissues and Organization of human system; Introduction of different body Systems,

#### UNIT II: SYSTEMIC PHYSIOLOGY

2.1 Functions of the Skeletal Muscles, Smooth Muscles and Cardiac Muscles; Concept of Muscle Tone and types of Muscle Contraction

2.2 General introduction to Physiology of Special Senses and systems as per the text book of yogic anatomy and physiology.



### **UNIT III: APPLIED PHYSIOLOGY**

- 3.1 Introduction to Exercise Physiology and its relevance in Yoga practice
- 3.2 Physiological basis of Yogic kriyas and asanas

#### **Course Objectives:**

1. One of the primary objectives of a physiology course is to help students understand the concept of homeostasis.. Students should learn how various physiological systems work together to regulate factors like body temperature, blood pressure, and pH levels.
2. Physiology courses aim to teach students how different physiological processes occur at the cellular, tissue, organ, and system levels. This includes topics such as muscle contraction, nerve signaling, digestion, respiration, and circulation. Students should be able to describe these processes, identify key components, and explain how they contribute to overall bodily functions.
3. Another important objective is to enable students to apply their knowledge of physiology to understand health and disease. This involves learning how physiological dysfunction can lead to various medical conditions and how medical interventions, such as medications or therapies, can help restore normal physiological function.
4. Physiology courses often emphasize critical thinking skills and problem-solving abilities. Students should be able to analyze complex physiological scenarios, diagnose problems, and propose solutions.



# **ON JOB TRAINING/INTERNSHIP/WORKSHOP**

## **BVY205P**

# SEMESTER-III

## PATANAJALA YOGA DARSHANA-I

### BVY301

#### Course outcomes:

##### CO1:

The practice of Yama and Niyama leads to moral and ethical refinement, inner harmony, and a peaceful lifestyles.

##### CO2:

Regular asana practice leads to a healthy and strong body, improved posture, and increased awareness of the body-mind connection.

##### CO3:

Pranayama enhances respiratory health, increases vitality, calms the mind, and prepares the practitioner for meditation.

##### CO4:

Developing concentration through Dharana leads to improved mental clarity, heightened awareness, and increased control over one's thoughts.

##### CO5:

Regular meditation practice leads to inner peace, self-realization, and a deeper understanding of the self and the nature of reality.

#### UNIT – I: INTRODUCTION TO SAMKYA DARSHANA, YOGA DARSHANA OF PATANJALI & ITS TRADITIONAL COMMENTARIES

- 1.1 Introduction to Samkhya and Yoga Darshana, History and development of Samkhya and Yoga Darshana.
- 1.2 Theory of Evolution and Meta-physics of Samkhya
- 1.3 Concept of Triguna, Prakriti, Purusha and Apavarga (Moksha) according to Samkhya Darshan.



- 1.4 Brief Introduction to Maharshi Patanjali and Patanjala Yoga Sutra (P.Y.S.)
- 1.5 Brief Introduction to traditional commentators and commentaries of Patanjala Yoga Sutra (Vyasa Bhasya, Tatvavaisharadi, Bhoja Vritti and Yoga-vartika).

**UNIT – II: CONCEPT OF CHITTA. CHITTA-BHOOMIS, CHITTA-VRITTIES AND CHITTA-VRITTI NIRODHOPAYA**

- 2.1 Concept of Mana, Bhudhi, Ahankar and Chitta.
- 2.2 Concept of Chitta Bhoomis (Kshipta, Mood, Vikshipta, Ekagra, Nirudha).
- 2.3 Concept of Chitta-Vritties and their classification, Chitta-Vritti Nirodhopaya (Abhyasa and Vairagya).
- 2.4 Concept of Ishwar and Ishwar Pranidhana, Qualities of Ishwar, Concept of Samprajnata
- 2.5 Chitta-Vikshepas (Antarayas), Concept of Citta-prasadanam, Relevance of Citta-prasadanam in Yoga Sadhana.

**UNIT – III: SAMADHI PADA**

- 3.1 Concept of Yoganushasanam, Yoga Lakshanam and its results.
- 3.2 Types of Samadhi (Samprajnatah and Asamprajnatah Samadhi).
- 3.3 Types of Samprajnatah Samadhi (Vitarka, Vichara, Anand and Ashmita)
- 3.4 Concept of Samapatti and kinds of Samapatti (Savitraka and Nirvitraka, Savichara and Nirvichara).
- 3.5 Types of Asamprajnatah Samadhi (Bhavapratyaya and Upayapratyaya).

**UNIT – IV: SAMADHI PADA AND ITS APPLICATIONS**

- 4.1 Application of Samprajnatah Samadhi.
- 4.2 Application of Samapatti.
- 4.3 Application of Shradha, Virya, Smriti, Samadhi and Prajah in Yoga Sadhana.
- 4.4 Relevance of concept of Ishwar and Ishwar pranidhana in Yoga Sadhana,.
- 4.5 Ritambhara-prajna and Adhyatma-prasadanam.

**Course Objectives:**

1. The ultimate objective of Patanjali's Yoga Sutras is to attain Samadhi, which represents a state of deep meditation, concentration, and spiritual absorption. It is the highest form of realization and represents the union of the individual soul (Atman) with the universal consciousness (Brahman).
2. One of the primary objectives of Patanjali's Yoga Sutras is to help individuals gain control over the fluctuations and modifications of the mind (chitta).



3. The Yoga Sutras emphasize that yoga is a systematic path to liberation from the cycle of birth and death (samsara).
4. Patanjali's Yoga Sutras also highlight the importance of ethical and moral principles in the practice of yoga. The yamas (restraints) and niyamas (observances) outlined in the Sutras provide a moral and ethical framework for practitioners.

Swami Digambara Ji and others Swami Virupaksananda	Glossary of the Samkhakarika, Kaivalyadhama, Lonavala, 2012 Samkhyakarika of I svarakrisna (with tattva Kamudia of Vachapati Mishra), Sri Ram Krishana Matha Madras, 1995
K.D. Prithvipaul	The Yogasurta of Patanjali M.L.B.D. New Delhi
Swami Ved Bharti	Yogasutra of Patanjali (with the Exposition of Vyasa) M.L.B.D. New Delhi, 2004, Vol I & II
Ram Prasada	The Patanjalis Yogasutras, Munshiram Manohar Lal New Delhi, India, 2005
B.K.S. Iyengar Swami Satyprakash Sarswati	Patanjal Yogasutras Parichya M.D.N.I.Y New Delhi, 2011 Patanjali Raj Yoga, S. Chand & Co. (Pvt.) Ltd. Ram Nagar, New Delhi
B.K.S. Iyengar	Core of the Yogasutras (The Definitive guide to the Philosophy of Yoga) ,Harper Collin Publisher, London, 2013
Karambelakar P. V. Swami Sarvagatananda	Patanjala Yogasutra, Kaivalyadhama, Lonavala, 2005 Meditation as Spiritual, Culmination Yoha Aphorisma of Patanjali, Advaita Ashrama, Kolkata, 2008

# YOGA EDUCATION

## BVY302

### Course Outcomes:

**CO1:** Students learn to perform various yoga poses and stretches that gradually increase their flexibility, promoting better joint mobility.

**CO2:** Yoga education emphasizes balance and proper posture, which can lead to better body alignment and reduced musculoskeletal issues.

**CO3:** Yoga incorporates relaxation techniques, deep breathing, and meditation to reduce stress levels and promote mental calmness.

**CO4:** Yoga education helps individuals manage their emotions and respond to challenging situations with greater resilience and equanimity.

**CO5:** Through self-reflection and mindfulness practices, students may gain a deeper understanding of themselves and their inner processes.

### UNIT – I: FUNDAMENTALS OF EDUCATION

1.1 Education: Meaning, Definition, Aim and Importance; Related Terms: Instruction, Teaching and Training

1.2 Components of Education: Teacher, Student and Curriculum; Forms of Education; Agencies of Education

1.3 Education in Indian and Western Perspective; Trends in Modern Education: Emphasis on Learning

1.4 Outcomes, Emphasis on Activity, Recognizing the Student as an Individual, Emphasis on Developing

1.5 Holistic Personality; Philosophical, Psychological, Sociological and Scientific Approaches of Education

1.6 Communication: Role of Language, Voice, Fluency, Clarity and Body Language in Teaching; Audio - Visual Aids in Teaching



- 1.7 Evaluation: Meaning, Purpose and Importance of Evaluation; Evaluation Devices:
- 1.8 Examination, Interview, Group Discussion, Questionnaire; Evaluation of Students, Evaluation of Teacher and Evaluation of Programme

## **UNIT – II: YOGA AND VALUE-BASED EDUCATION**

- 2.1 Yoga Education: Salient Features; Factors of Yoga Education: Teacher, Student and Teaching, Role of a Yoga Teacher
- 2.2 Value oriented Education; Guru-Shishya Parampara and its importance in Yoga Education; Concepts of Para and Aparā Vidya
- 2.3 Value-based Education: Meaning and Definition; Need and Aim of Value-based Education; Human Excellence through Value-based Education
- 2.4 Values: Meaning and Definition; Types of Values; Significance of Values; Kohlberg's Moral Judgment Theory
- 2.5 Process of Value Determination: Raths, Hermin & Simon Theory; Contribution of Yoga towards Development of Values

## **UNIT – III: YOGA AND SOCIAL EDUCATION**

- 3.1 Applied Aspects of Yoga Education
- 3.2 Nature and Meaning of Society; Civic Sense; Contribution of Yoga Education towards Social Transformation
- 3.3 Nature and Meaning of National Integration; Patriotic urge; Role of Yoga Education in National Integration
- 3.4 Concepts of Social Education in Yoga and relevance in bringing socially healthy citizens
- 3.5 Human and Universal Perspective of Yoga

## **UNIT-IV: YOGA IN PHYSICAL EDUCATION**

- 4.1 Physical Education: Meaning and Objectives; Fitness and Physical Education
- 4.2 Indicators of Physical Fitness: Strength, Endurance and Flexibility; Indicators of Mental Fitness: Concentration, Will-Power and Mental Toughness
- 4.3 Yoga for Physical and Mental Fitness: Asana, Pranayama, Bandha, Mudra and Meditation,
- 4.4 Relationship between Yoga Education and Physical Education
- 4.5 Role of Yoga in Sports and Physical Education



**Course Objectives:**

1. Understand the origins and history of yoga, including its evolution from ancient to modern practices.
2. Learn and practice a wide range of yoga asanas, including proper alignment and modifications.
3. Cultivate mindfulness and self-awareness through meditation and pranayama (breath control) techniques.
4. Gain the knowledge and skills necessary to teach yoga to others, including class planning and sequencing.



ML Gharote Yoga and physical education	The Principles and Methods of Teaching, Doaba House, Delhi, 2000.
Bhatia, Kamala & B. D.	Nagendra, H. R. & Others
Duggal, Satyapal	Lonavla, 2001
Gavande, E. N.	Yoga Applied to Physical Education, Kaivalyadhama, Lonavla.
Gharote M.L.& others	Basic Guidelines for Teachers of Yoga; Yoga, Ramamani Iyengar Memorial Yoga Institute, Pune, 2003
Iyengar, B.K.S. & others	Yoga in Education; V. K. Yogas, Bangalore, 1994
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Value Oriented Education: Vision for Better Living	Value Education, Ramakrishna Mission, New Delhi, 2002.
Sarup & Sons, New Delhi. 2002. Teaching Methods for Yogic Practices, Kaivalyadhama, Srikrishna	Education in Values, Vivekananda Kendra Prakashana Trust, Madras, 2003.
Ramkrishna Mission Subrahmanyam, K. Saxena, N.R. Swaroop	Philosophical and Sociological Foundation of education, R. Lall Book Depot, Meerut, 2011.



# YOGA AND PSYCHOLOGY

## BVY303

### Course Outcomes:

**CO1:** Students should gain a comprehensive understanding of the fundamental concepts and principles of Yogic psychology. This includes an exploration of the various psychological models and frameworks within Yoga, such as the five layers of the self (Pancha Koshas) and the concept of the mind (Manas), intellect (Buddhi), and ego (Ahamkara).

**CO2:** Students should be able to apply Yogic practices to enhance mental health and well-being. This includes learning and practicing meditation techniques, mindfulness, pranayama (breath control), and asanas (physical postures) to promote psychological balance and inner peace.

**CO3:** Students should learn how to use Yoga psychology principles and practices to manage stress effectively and regulate their emotions. This includes techniques for managing anxiety, depression, and other common psychological challenges.

**CO4:** Students should develop the ability to engage in self-reflection and self-inquiry, which are essential components of Yogic psychology. This outcome involves exploring one's own thoughts, emotions, and beliefs to gain insight into the nature of the self and the mind.

**CO5 :** Students should integrate the philosophical aspects of Yoga, such as the Yamas and Niyamas (ethical guidelines), into their daily lives. This includes understanding how these principles relate to mental and emotional well-being and how they can be applied in various life situations.

### UNIT- I: PSYCHOLOGY: A SCIENCE OF BEHAVIOUR

- 1.1 Psychology: Definition of Psychology; Psychology as a Science of Behaviour; Definition of Behaviour
- 1.2 Cognitive process, higher mental process, Feelings, emotions
- 1.3 Mental abilities

### UNIT- II: PERSONALITY AND ITS DEVELOPMENT

- 4.1 Personality: Nature and Types of Personality;
- 4.2 Yoga and Personality: Yogic View of Personality; Personality Development with special emphasis on *Panchakosha* and *Ashtanga Yoga*



<b>BOOKS FOR REFERENCE</b>	
Bhatia, Hans Raj	General Psychology. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd, 2005
Singh, A. K.	Saral Samanya Manovijnana. Delhi: Motilal Banarasidas Publications, 2007
Srivastava, D.N.	General Psychology. Agra: Vinod Pustak Mandir, 2007
Vivekananda, Swami	Raja Yoga. Nagpur: Ramakrishna Math.

**Course Objectives:**

1. Discover how the principles of yoga psychology can be applied to manage stress, anxiety, and other common mental health challenges.
2. Explore the role of yoga in promoting overall well-being, including improved emotional resilience, concentration, and interpersonal relationships.
3. Investigate the intricate relationship between mental and physical well-being through the lens of yoga psychology.



# **ON JOB TRAINING/INTERNSHIP/WORKSHOP**

## **BVY304P**

# SEMESTER-IV

## PATANAJALA YOGA DARSHANA-II

### BVY401

#### Course outcomes:

##### CO1:

The practice of Yama and Niyama leads to moral and ethical refinement, inner harmony, and a peaceful lifestyles.

##### CO2:

Regular asana practice leads to a healthy and strong body, improved posture, and increased awareness of the body-mind connection.

##### CO3:

Pranayama enhances respiratory health, increases vitality, calms the mind, and prepares the practitioner for meditation.

##### CO4:

Developing concentration through Dharana leads to improved mental clarity, heightened awareness, and increased control over one's thoughts.

##### CO5:

Regular meditation practice leads to inner peace, self-realization, and a deeper understanding of the self and the nature of reality.

#### UNIT – I: SADHANA PADA

- 1.1 Concept of Kriya Yoga of Patanjali, theory of Kleshes (Avidya, Ashmita, Raga, Dewesh, Abhinevesh).
- 1.2 Concept of Dukhavada (Heya, Hetu, Hana, Hanopaya) Drishta and Drisha-nirupanam (Prakriti), Drastunirupanama (Purusha), PrakritiPurushaSamYoga.
- 1.3 Brief Introduction to Ashtanga Yoga.
- 1.4 Concept of Asana and Pranayama and their Siddhis.
- 1.5 Concept of Pratyahara and its Siddhis.

**UNIT – II: SADHANA PADA AND ITS APPLICATION**

- 2.1 Application of Kriya Yoga.
- 2.2 Application of Yama, Niyama and Asana.
- 2.3 Application of Pranayama and Pratyahara.
- 2.4 Application of Dukhavada (through knowledge of Drishta and Drisha-nirupanam).
- 2.5 Theory of Karmasya and principle of Karma-phala and its relevance in Yoga Sadhana.

**UNIT – III: VIBHUTI PADA AND ITS APPLICATION**

- 3.1 Introduction of Dharana, Dhyana and Samadhi, Samyama and its Siddhis.
- 3.2 Three types of Chitta Parinamah.
- 3.3 Bhoota jaya, Indriya jaya and their Siddhis, Satvapurushanyatakhyati and its Siddhis.
- 3.4 VivekJnanaNirupanam, KaivalyaNirvachana.
- 3.5 Role of Dharana, Dhyana, Samadhi and its application.

**UNIT – IV: KAIVALYA PADA AND ITS APPLICATION**

- 4.1 Five Types of Siddhis and Jatyantar Parinamh.
- 4.2 Concept of Nirman Chitta and four types of Karmas.
- 4.3 Concept of Vasana and concept of Bahya Pradartha (external element) and its abilities.
- 4.4 Non-self-illumination of Buddhi and its function, Dharmamegha Samadhi and infinite knowledge.
- 4.5 Mutation of Guna, Karma, Pratiprasavah and Kaivalya.

**Course Objectives:**

1. The ultimate objective of Patanjali's Yoga Sutras is to attain Samadhi, which represents a state of deep meditation, concentration, and spiritual absorption. It is the highest form of realization and represents the union of the individual soul (Atman) with the universal consciousness (Brahman).
2. One of the primary objectives of Patanjali's Yoga Sutras is to help individuals gain control over the fluctuations and modifications of the mind (chitta).
3. The Yoga Sutras emphasize that yoga is a systematic path to liberation from the cycle of birth and death (samsara).
4. Patanjali's Yoga Sutras also highlight the importance of ethical and moral principles in the practice of yoga. The yamas (restraints) and niyamas (observances) outlined in the Sutras provide a moral and ethical framework for practitioners.

## BOOKS FOR REFERENCE

Patanjali yoga darshana by Achar sahaitya prachar trust Khari baoli Delhi 6 Ashtang yoga by Swami Dev-Vrata (Arsha yog sanathan, Mirzapura, Haryana)

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K.D. Prithvipaul	The Yogasurta of Patanjali M.L.B.D. New Delhi Yogasutra of Patanjali (with the Exposition of Vyasa)
Swami Ved Bharti	M.L.B.D. New Delhi
Ram Prasada	The Patanjalis Yogasutras Divine Books Delhi, India
Ram Prasada	The Yogasutras of Patanjali (stray thoughts of) The Yoga Institute Santa Kunj, Mumbai
Jayadeva Yogendra and Hansaji	Patanjal Yogasutras Parichya M.D.N.I.Y New Delhi
B.K.S. Iyengar	Patanjal Raj Yoga
Swami Satyprakash Sarswati	S. Chand & Co. (Pvt.) Ltd. Ram Nagar, New Delhi
B.K.S. Iyengar	Core of the Yogasutras (The Definitive guide to the Philosophy of Yoga), Thomson Press India Ltd.
Shyam Ranganathan	Patanjalis Yogasutras Penguin Books India Pvt. Ltd., New Delhi
Karambelakar P. V. Swami Sarvagatananda	Patanjala Yogasutra, Kaivalyadhama, Lonavala Meditation as Spiritual, Culmination Yoha Aphorisma of Patanjali, Advaita Ashrama, Kolkata, 2008

# METHODS OF TEACHING IN YOGA

## BVY402

### Course Outcomes:

**CO1:** Participants should gain a comprehensive understanding of the philosophy and history of yoga, including its origins, key texts (such as the Yoga Sutras), and the various paths of yoga (e.g., Hatha, Bhakti, Karma, Jnana).

**CO2:** Students should be able to demonstrate and teach a wide range of yoga asanas with proper alignment, modifications, and variations to accommodate different body types and skill levels.

**CO3:** Mastery of pranayama techniques and the ability to guide students in breath control exercises to enhance physical and mental well-being.

**CO4:** Develop the skills to create well-structured yoga class sequences that promote balance, flexibility, strength, and relaxation.

**CO5:** Understand effective teaching techniques, including verbal cues, hands-on adjustments, and the use of props to enhance students' practice and ensure their safety.

### UNIT I: PRINCIPLES AND METHODS OF TEACHING YOGA

- 1.1 Teaching and Learning : Concepts and Relationship between the two.
- 1.2 Principles of Teaching: Levels and Phases of Teaching, Quality of perfect Yoga Guru;  
Yogic levels of learning, Vidyarthi, Shishya, Mumuksha.
- 1.3 Meaning and scope of Teaching methods, and factors influencing them.
- 1.4 Sources of Teaching methods
- 1.5 Role of Yoga Teachers and Teacher training

### UNIT II: BASICS OF YOGA CLASS MANAGEMENT

- 2.1 Practice of Yoga at different levels (Beginners, Advanced, School Children, Youth, Women and Special attention group)
- 2.2 Techniques of mass instructions
- 2.3 Techniques of Individualised teaching
- 2.4 Techniques of group teaching
- 2.5 Organisation of teaching (Time Management, Discipline etc.)

### UNIT III: LESSON PLANNING IN YOGA

- 3.1 Essentials of Good Lesson Plan: concepts, needs, planning of teaching Yoga (Shatkriya, Asana, Mudra, Pranayama & Meditation)
- 3.2 Models of Lesson Plan
- 3.3 Action Research of Yoga: Meaning, Roles, Steps in action research in Yoga Teaching
- 3.4 Effective use of Library and other resources
- 3.5 Lesson Plan and its Practical applications

### UNIT IV: EDUCATIONAL TOOLS OF YOGA TEACHING

- 4.1 Yoga classroom: Essential features, Area, Sitting arrangement in Yoga class etc.
- 4.2 Class room problems: Types and Solutions, Characteristics and essentials of good Yoga teaching
- 4.3 Time table: Need, Types, Principles of Time table construction; Time Table for Yoga teaching.
- 4.4 Meaning, Importance and Types of Educational technology
- 4.5 Role of Educational Technology in Yoga

#### Course Objectives:

1. Gain a comprehensive understanding of the philosophy and history of yoga, including its roots in ancient India and the evolution of different yoga traditions.
2. Explore key philosophical concepts such as the eight limbs of yoga, the Yoga Sutras of Patanjali, and the Bhagavad Gita.
3. Learn how to perform and instruct a wide range of yoga asanas (postures) with proper alignment, adjustment techniques, and modifications.
4. Develop effective teaching methodologies, including class sequencing, cueing, and pacing, to create well-rounded and safe yoga classes.
5. Explore different teaching styles, such as Hatha, Vinyasa, Yin, and Restorative yoga, and understand when and how to apply them.

<b>BOOKS FOR REFERENCE</b>	
Dr. Gharote M L	Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007
Dr. Shri Krishna	Notes on basic principles & methods of teaching as applied to yogic practices and a ready reckoner of yogic practices, Kaivalyadhama, Lonavala, 2009.
Dr. Raj Kumar	Principles & methods of Teaching, Printo graphics, Delhi,
Saket Raman Tiwari & others	Teaching of Yoga, DPH Publishing Corporation, Delhi, 2007

# DIETETICS & NUTRITION

## MODERN & YOGIC CONCEPT

### BVY403

#### **Course Outcomes:**

##### **CO1:**

Students should be able to assess an individual's dietary needs and design personalized nutrition plans based on modern nutritional science and the principles of yogic nutrition.

##### **CO2:**

Graduates should be proficient in integrating yogic dietary principles into modern nutrition plans. This involves understanding the Sattvic, Rajasic, and Tamasic aspects of food, as well as the importance of mindfulness, balance, and moderation in diet and lifestyle choices.

##### **CO3:**

Students should be able to develop nutrition therapy plans for individuals with various health conditions, incorporating both modern medical knowledge and yogic practices like pranayama (breath control) and asanas (postures) to promote healing and well-being.

##### **CO4:**

Graduates should be capable of promoting holistic health and wellness by educating clients and the community about the importance of nutrition, mindful eating, and lifestyle choices in achieving physical, mental, and spiritual well-being.

#### **UNIT – I: YOGIC CONCEPT OF DIET & NUTRITION**

- 4.1 General Introduction of Ahara (Diet), concept of Mitahara
- 4.2 Definition and Classification in Yogic diet according to traditional Yoga texts
- 4.3 Concepts of Diet according to Gheranda Samhita, Hatha Pradeepika and Bhagavadgeeta
- 4.4 Pathya and Apathya in diet according to Yogic texts; Guna and Ahara
- 4.5 Importance of Yogic Diet in Yog Sadhana; Yogic Diet and its role in healthy living

## **UNIT – II: Dietetics in Yoga**

Classification according to triguna- vegetarian vs non-vegetarian, panchabhuta relationships, rasa virya, Guna, Vipaka of shali, Yava, Godhuma, Mugda, Masha, Chanaka, patola, Surana, Mana, Kakkola, Shukashuka, Karkat, rambha, Balaramba, Mulak, Vartaki, Ridhi, Kalashaka, Vatraka, Himocika, avanita, Ghrta, Kshira, Sita, Aikshwam, Gudum, Pakvaramba, Varikellalm, Draksham, Lawali, Dhatri, Ela, Jati, Lavanga, Panasa, Jambu, Haritaki, Khajura, Madhu, Shunthi.

## **UNIT – III: Nutrition-basics**

Nutrients, proximate principles of diet, balanced diet concept

Carbohydrates, proteins, fats –sources, nutritive values, importance

Minerals-calcium, iron, phosphorus etc.

Vitamins –sources, roles, requirements

### **Course Objectives:**

1. Teach students the fundamental principles of yogic nutrition, including concepts such as Sattvic, Rajasic, and Tamasic foods, and how they relate to physical and mental well-being. Help students understand the importance of choosing food that promotes balance and harmony within the body and mind.
2. Explore how diet and nutrition impact one's yoga practice. This objective may involve discussing the types of foods that enhance energy, flexibility, and overall physical health, as well as foods that may hinder progress in yoga.
3. Encourage students to develop a mindful approach to eating. Teach techniques and practices that help individuals become more aware of their eating habits, including the importance of eating slowly, savoring each bite, and recognizing the body's hunger and fullness cues.
4. Guide students in creating personalized yogic diet plans that align with their individual constitution, lifestyle, and yoga goals. This may involve assessing each student's unique needs and preferences and providing recommendations for food choices, meal timing, and portion sizes.



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Dennis Thompson	The Ayurvedic Diet, New age books, New Delhi, 2001
Randolph Stone	A Purifying Diet, Lilawati Bhargav Charitable Trust, Delhi, Revised Edition
Swami Digamber Ji & Others	Gheranda Samhita, Lonavala Institute, 1978
Gharote M L & others	Hatha Pradipika, The Lonavala Yoga Institute, Lonavala, 2006
Swami Mangalteertham	Synthetic approach to Diet & Nutrition, Deogarh Nutan Publication, Deogarh, 2005
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# **ON JOB TRAINING/INTERNSHIP/WORKSHOP**

## **(BVY404P)**

# SEMESTER-V

## YOGA AND MENTAL HEALTH

### BVY501

#### Course Outcomes:

**CO1:** Participants should gain a solid understanding of the relationship between yoga practices and mental health. They should be able to explain how yoga can positively impact mental well-being, including reducing stress, anxiety, and depression.

**CO2:** Students should acquire the practical skills and proficiency in various yoga techniques, such as asanas (yoga postures), pranayama (breath control), meditation, and mindfulness. These skills should be taught and practiced to enhance mental clarity and emotional stability.

**CO3:** Participants should be able to recognize how different yoga practices can have varying effects on individuals with different mental health conditions. They should learn how to tailor yoga practices to meet the specific needs of individuals dealing with conditions like PTSD, bipolar disorder, or addiction.

**CO4:** The course should emphasize the holistic approach of yoga to well-being, encompassing physical, mental, and emotional aspects. Students should be able to integrate yoga principles into their daily lives to promote overall health, including self-care practices and stress management techniques.

#### UNIT-I: MENTAL HEALTH

Mental Health: Meaning and Importance; Yogic Perspective of Mental Health Yoga nidra, Kuntha, samayojan, stress, emotions, feelings, adjustments

#### UNIT- II: YOGA FOR MENTAL HEALTH

Yogic Concepts and Techniques in *Patanjala Yoga Sutra* and *Bhagwadgita* for Promoting Mental Health; Need of Spiritual Growth for Mental Health

Specific Yogic Practices for Promotion of Mental Health: Memory ,Intelligence, Breath Awareness, *Shavasana*, *Yoganidra*, *Pranayama* and Meditation; Yogic Life-style

#### Course Objectives:

1. Develop a comprehensive understanding of the intricate relationship between mental and physical health, exploring how yoga practices can positively impact mental well-being. This objective can involve studying the physiological and psychological mechanisms behind yoga's effects on mental health.
2. Equip students with a range of yoga techniques and practices that can be applied to promote mental health. These may include mindfulness meditation, breathing exercises (pranayama), asanas (postures), and relaxation techniques, with an emphasis on safe and effective instruction.
3. Explore how yoga can help individuals build emotional resilience and manage stress, anxiety, depression, and other mental health challenges. This objective can involve teaching students how to adapt yoga practices to address specific emotional and psychological needs.
4. Foster an awareness of the ethical and cultural dimensions of teaching yoga in the context of mental health. This objective may involve discussing issues related to cultural sensitivity, inclusivity, and ethical boundaries when working with individuals facing mental health issues.

<b>BOOKS FOR REFERENCE</b>	
Singh, A. K.	Saral Samanya Manovijnana. Delhi: Motilal Banarasidas Publications, 2007
Tilak, B. G.	Srimad Bhagwadgita Rahasya. Poona: Tilak Mandir.
Udapa, K.N.	Stress and Its Management by Yoga. Delhi: Motilal Banarasidas, 2007
Vivekananda, Swami	Raja Yoga. Nagpur: Ramakrishna Math.

# YOGIC PRINCIPLES & PRACTICES OF HEALTHY LIVING

## BVY502

### Course Outcomes:

**CO1:** Through the regular practice of yoga postures (asanas) and breathing exercises (pranayama), individuals can experience improved flexibility, strength, balance, and overall physical fitness. This can lead to reduced risk of chronic illnesses, better immune function, and increased vitality.

**CO2:** Yogic practices emphasize mindfulness, meditation, and relaxation techniques that help individuals manage stress effectively. As a result, students may experience reduced anxiety, improved mental clarity, and better emotional well-being. They may also learn how to cultivate a calm and focused mind.

**CO3:** Yogic principles often advocate for a balanced and sattvic (pure) diet that includes whole foods, fresh fruits and vegetables, and moderation in eating. Students may develop a heightened awareness of their dietary choices and their impact on overall health, leading to better nutritional habits.

**CO4:** Yoga encourages self-reflection and self-awareness through practices such as meditation and pranayama. As a course outcome, individuals may gain a deeper understanding of their emotions, triggers, and thought patterns, leading to greater emotional stability and resilience.

**CO5:** The principles of yoga, such as compassion, non-violence (ahimsa), and empathy, can improve interpersonal relationships. Students may learn to relate to others with greater understanding, patience, and empathy, leading to healthier and more harmonious interactions with family, friends, and colleagues.

### UNIT I: YOGIC CONCEPTS OF HEALTH AND MIND.

**1.1 Definition & Importance of Health According to WHO;** Dimensions of Health: Physical, Mental, Social and Spiritual

**1.2 Concept of Health in Indian Systems of Medicine** i.e. Ayurveda, Naturopathy and Siddha Systems of Medicine, Utility and Limitations of these systems in health .

**1.3 Yogic Concept of Health:** Meaning and definitions, Concept of Adhi and Vyadhi, Yogic concept of Health, role of Yoga in preventive health care - Heyamdukhamanagatam

**1.4 Potential causes of Ill-health:** Tapatrayas and Kleshas,: Vyadhi, Alasya, Angamejayatva and Svasa-prashvasa. Mental and Emotional ill Health: Styana, Samshaya, Pramada, Avirati, Duhkha, Daurmanasya, Bhranti-darsana, Alabdha-bhumikatva and Anavasthitatva

**1.5 Shuddhi Prakriyas in Yoga :** Role of Shuddhi Prakriyas in preventive -Health, Karma Shuddhi(Yama, Niyama), Ghata Shuddhi (Shat-karma), Snayu Shuddhi (Asana), Prana Shuddhi (Pranayama), Indriya and Mano Shuddhi (Pratyahara), Mana, Buddhi, Ahamkar and Chitta Shuddhi (Dharana, Dhyana and Samadhi)

## **UNIT II: YOGIC CONCEPTS FOR HEALTH AND HEALING**

- 2.1 Concepts of Trigunas, Pancha-mahabhutas, Pancha-prana and their role in Health and Healing
- 2.2 Cocept of Pancha-koshas & Shat-chakra and their role in Health and Healing
- 2.3 Concept of Abhyas and Vairagya, Chitta and Chitta Prasadana, Kriya-yoga, Ashtanga Yoga of Patanjali for Health and Healing.
- 2.4 Concept of Cleansing (Shuddi), its role and importance in Health and Healing
- 2.5 Concept of Swara Yoga and its efficacy in Health and Healing

## **UNIT-III: YOGIC PRINCIPLES AND PRACTICES OF HEALTHY LIVING**

- 3.1 Yogic Principles of Healthy Living: Aahara, Vihara, Aachara and Vichara
- 3.2 Role of Yogic Positive Attitudes (Maitri, Karuna, Mudita and Upeksha) for Healthy Living, Concept of Bhavas and Bhavanas with its relevance in Health and well-being
- 3.3 Yogic principles of Lifestyle management and its role in prevention of disease and health promotion
- 3.4 Yogic Principles of Diet and its role in Healthy living.
- 3.5 Yogic Practices of Healthy living : i.e. Yama, Niyama, Shat-karma,Asana, Mudra & Bandha Pranayama, Pratyahara, Dharna and Dhyana, and their role in Healthy living.

## **UNIT IV: HEALTH BENEFITS OF YOGIC PRACTICES**

- 4.1 Health promotion benefits of Yogasana
- 4.2 Preventive benefits of Pranayama
- 4.3 Preventive Effects of Shatkarma
- 4.4 Preventive benefits of Bandha and Mudra
- 4.5 Preventive health benefits of Meditation

### **Course Objectives:**

- 1. To introduce students to the foundational principles of yoga, including its history, philosophy, and its role in promoting holistic health.

2. To explore the origins of yoga, including its roots in ancient Indian philosophy and spirituality.
3. To examine the different paths of yoga, such as Hatha, Bhakti, Jnana, and Karma yoga, and their significance in the pursuit of a balanced and healthy life.
4. To teach students a range of yogic asanas (postures) and pranayama (breathing exercises) that enhance physical strength, flexibility, and vitality.

<b>BOOKS FOR REFERENCE</b>	
Preeti Goel and Rita Jain	Spectrum of Health (Sports Publications, New Delhi, 2003)
M. M. Gore	Anatomy and Physiology of Yogic Practices (New Age Books, New Delhi, 2008)
Dr. K. Krishna Bhat	The power of Yoga
Dr. R. S. Bhogal	Yoga Psychology, Kaivalyadhama Publication
T.S. Rukmani	Patanajala Yoga Sutra
Sahay, G. S.	Hatha Yoga Pradeepika, MDNIY Publication, 2013
Kdham	Gheranda Samhita, Kaivalyadhama, Lonavla,
M. V. Reddy	Hatha Rathnavali
B.K.S. Iyenger	Astadul Yogamaala
Dr. Krishna Raman & others	Yoga & Medical Science, East West Books (Madras) Pvt. Ltd India, 2003
Desikachar T.K.V.	Nathamuni's Yoga Rahasya, Krishnamacharya Yoga Mandiram, 2008
Dr. D. R. Vaze	Swadhyaya & Yoga Therapy, Kaivalyadhama, Lonavla, 2009
Dr. D. R. Vaze	Paravidya & Positive Lifestyle, Kaivalyadhama, Lonavla, 2009
Yogiraj Behramji	Yogasana For Health, Himalayan Yoga Institute, 1989
Lajpat, Rai	Discovering Human Potential Energy, Anubhava Rai Publications, Gurgaon, 1999
Nagendra, H. R.	Yoga for Positive Health, Swami Vivekananda Yoga Prakashana, Bangalore, 2000
Nagendra H. R	New Perspective in Stress Management, VK Yoga Publication, Bangalore
K. N. Udupa	Stress and its Management by Yoga, MLBD, New Delhi, 2007
Prof. RH Singh	The Foundation of Contemporary Yoga & Yoga Therapy, Chaukambha Sanskrit Prathishthan, Delhi, 2009
Swami Shantidharmanada	The Holistic Yoga, Srikunj Sadbhavana Manch, New Delhi, 2006
Saraswati R. S. Bhogal	Yoga & Mental Health, Kaivalyadhama, Lonavla, 2010

# FUNDAMENTALS OF AYURVEDA

## BVY503

### Course Outcomes:

**CO1:** Students should gain a comprehensive understanding of the fundamental principles of Ayurveda, including the concepts of Doshas (Vata, Pitta, Kapha), Dhatus (tissues), and Malas (waste products), as well as the Tridosha theory and the concept of Prakriti (individual constitution).

**CO2:** Students should be able to explain the historical development of Ayurveda, its philosophical foundations, and its place within the broader context of Indian traditional medicine.

**CO3:** Students should be able to apply basic diagnostic techniques used in Ayurveda, such as pulse diagnosis (Nadi Pariksha), tongue examination (Jihva Pariksha), and examination of the eyes (Netra Pariksha).

**CO4:** Students should learn about the importance of lifestyle and diet in Ayurveda and how these factors can influence one's health. This includes knowledge of suitable diets and daily routines (Dinacharya) for different constitutional types.

**CO5:** Treatment Modalities: Students should be introduced to various Ayurvedic treatment modalities, including herbal medicine, Panchakarma (detoxification therapies), Yoga, and Pranayama (breathing exercises).

### UNIT I: GENERAL INTRODUCTION TO AYURVEDA

- 1.1 General introduction to Ayurveda
- 1.2 Definition, aim of Ayurveda, its origin, history and propagation
- 1.3 Basic introduction to main Ayurvedic texts like Charaka Samhita, Sushruta Samhita and Ashtanga Samghra.
- 1.4 Ashtanga Ayurveda and its significance.
- 1.5 Concept of Health according to Ayurveda and its utility in health promotion and prevention

### UNIT II: SWASTHAVRITTA, DINACHARYA, RITUCHARYA, RATRICHARYA, SADVRITTA & ACAHARARASAYANA

- 2.1 Basic principles of Ayurveda – Tridosha, Saptadhatu, Trimala, Pancha Mahabhuta, Prakruti & Manas
- 2.2 Concept and importance of Swasthavrita, Dincharya, Ritucharya

- 2.3 Concept of Sadvrita and Achara Rasayana
- 2.4 Concept of Agni, Srotas and Ama, Concept of Dharniya and Adharniya Vega in Ayurveda
- 2.5 Introduction to Dravya, Guna, Karma, Virya, Vipaka and Prabhava

### **UNIT III: UPASTHAMBAS WITH SPECIAL EMPHASIS ON AHARA**

- 3.1 Concept of Upasthambha
- 3.2 Concept of Ahara, Ahara pachana, Pathya & Apathya in Ayurveda
- 3.3 Introduction to Shariraposhana (nourishment)
- 3.4 Concept of Oja in Ayurveda
- 3.5 Role of Ayurvedic diet in health and prevention

### **UNIT IV: INTRODUCTION TO PANCHAKARMA**

- 4.1 Role of Poorva and Paschat Karma in Panchakarma
- 4.2 Significance of Panchakarma in Ayurveda and Shatkarma in Yoga
- 4.3 Approach of Ayurveda and Yoga as whole in relation to total health/well-being

### **Course Objectives:**

1. Gain a comprehensive understanding of the fundamental principles and concepts of Ayurveda, including the concepts of doshas (Vata, Pitta, Kapha), dhatus (tissues), and malas (waste products).
2. Learn about the Tridosha theory and how imbalances in the doshas can lead to health issues.
3. Explore the concept of Prakriti (individual constitution) and its role in determining one's health and lifestyle.
4. Develop the skills and knowledge required for assessing a patient's Ayurvedic constitution, including the use of techniques like pulse diagnosis (Nadi Pariksha) and tongue examination.

# **ON JOB TRAINING/INTERNSHIP/WORKSHOP**

## **BVY504P**

# SEMESTER-VI

## HUMAN VALUES AND PROFESSIONAL ETHICS

### BVY601

#### Course Outcomes:

##### CO1:

Students should be able to demonstrate the ability to make ethical decisions in professional and personal contexts. This involves analyzing ethical dilemmas, considering various perspectives, and choosing courses of action that align with ethical principles.

##### CO2:

Students should gain a fundamental understanding of various ethical theories and frameworks, such as utilitarianism, deontology, virtue ethics, and relativism. They should be able to apply these theories to real-world situations and evaluate their implications.

##### CO3:

This outcome focuses on students' awareness of their professional responsibilities and obligations. They should understand the ethical standards and codes of conduct specific to their chosen profession and be prepared to adhere to them.

##### CO4:

Students should develop critical thinking skills that enable them to analyze complex ethical issues and engage in moral reasoning. This includes evaluating the consequences of actions, recognizing ethical dilemmas, and proposing ethically sound solutions.

##### CO5:

The course often emphasizes personal character development and the cultivation of ethical values such as integrity, honesty, empathy, and respect. Students should reflect on their own values and work towards aligning them with their professional and personal lives.



### **Unit I: Harmony in Human Being and in Myself**

- 1.1 Concept of Human Being as 'I' & Body
- 1.2 Characteristics & activities of 'I' & Harmony in 'I'
- 1.3 Understanding the Harmony of 'I' with the Body: Sanyam and Swasthya , correct appraisal of body needs and meaning of prosperity in detail
- 1.4 Role of Yoga in developing Harmony within the self
- 1.5 Understanding the body as an instrument of 'I'

### **Unit II: Harmony in Family and Society - Harmony in Human – Human relationship**

- 2.1 Values in Family, Harmony in family; the basic unit of human interaction
- 2.2 Values in Human; Human relationship, Yogic concept of Human relationship – Maitri, Karuna, Mudita and Upeksha
- 2.3 Harmony in the Society – Concept of Vasudeva Kutumbakam
- 2.4 Concept of Universal Harmonious order in society; undivided society (Akhand Samaj), Universal order (Sarvabhaum Vyawastha)
- 2.5 Concept of Samman (Respect), difference between respect and differentiation, the other silent values in relationships

### **Unit III: Concept of Human values: Moral Education**

- 3.1 Definition and types of moral education, meaning and scope of morality
- 3.2 Role of Yoga in development of ethics and ethical decision making
- 3.3 Values, Yoga, Reality & their inter-relationship
- 3.4 Relevance of ethics and values in Yoga, Qualities of teacher and students
- 3.5 Ethics in Professional Practices, methods of teaching human values, Student – teacher relationship

### **Unit IV: Social Responsibility and Yoga**

- 4.1 Moral Principles of SR; overview of SR
- 4.2 SR & health maintenance of employees through Yoga
- 4.3 Challenges of Environment; Principles of Environmental Ethics
- 4.4 Concepts of Civil Society and its types
- 4.5 Relationship between Democracy, Civil Society and Social Capital; Efficient use of Yoga in them



### Course Objectives:

1. The course aims to equip students with the knowledge and tools to make ethical decisions in their personal and professional lives. It should help them understand various ethical frameworks and apply them to real-world situations, fostering a capacity for ethical reasoning.
2. This objective involves raising students' awareness of the moral dilemmas and ethical challenges that they may encounter in their careers. The course should encourage critical reflection on personal values and ethical principles, helping students recognize ethical issues in different contexts.
3. Beyond professional ethics, this course should emphasize the importance of ethical behavior in society. It should encourage students to become responsible citizens who contribute positively to their communities and uphold values like honesty, integrity, and respect for diversity.
4. Effective communication and collaboration are essential for ethical behavior in any profession. This objective focuses on improving students' interpersonal skills and their ability to navigate ethical discussions and conflicts in the workplace or other settings.

<b>BOOKS FOR REFERENCE</b>	
Singh M S	Value Education, Adhyayan Publishers & Distributors, New Delhi, 2007
Chand Jagdish	Value Education, Anshah Publishing House, Delhi, 2007
Gawande E N	Value Oriented Education: Vision for better living, Sarup & Sons Publishers, New Delhi, 2008
Panda Sanjay Kumar	Corporate Social Responsibility in India: Past, Present & Future, The ICFAI University press, Hyderabad, 2008
Kesari Vedanta	Values: The Key to a meaningful life; Sri Ramakrishna Math, Chennai, 2005
Prasad Rajendra	Varnadharm, Niskhana Karma & Practical Morality: A Critical essay on applied ethics, DK Print world Pvt. Ltd, Delhi, 1999
Radhakrishnan S	Indian Philosophy, Vol. 2, Oxford University, Delhi, 2008
Swami Ranganathananda	The Message of Upanishad, Bhartiya Vidya Bhawan, Delhi, 2001

# YOGA IN DIFFERENT SETUPS

## BVY602

### Course Outcomes:

#### CO1:

Students will develop better focus and concentration through yoga practice, leading to enhanced academic performance and cognitive abilities.

#### CO2:

Pain Management: Patients will learn pain-relief techniques through yoga, helping them cope with chronic pain conditions and reduce their reliance on pain medications.

#### CO3:

Stress Reduction: Students will acquire stress management skills, reducing anxiety and promoting emotional well-being, which can contribute to a more positive and harmonious learning environment.

#### CO4:

Yoga will aid in the recovery process by improving flexibility, strength, and overall physical health, allowing patients to regain their strength and vitality.

### UNIT I: YOGA IN SCHOOL

- 1.1 General Introduction to School Health, components of school health
- 1.2 Parent-Teacher-Student relationship in a School Health; Role of social interaction in a School Health
- 1.3 Role of Yoga in establishment of values in School going children; Personality Development: New Dimensions of Personality through Yoga

## **UNIT II: YOGA FOR SPORTS**

- 2.1 General introduction to Physical Education and Sports; Difference between Physical Education & Sports; Relevance of Integration of Yoga in Physical Education & Sports
- 2.2 Yoga for Physical, Mental Stamina and other faculties / skills in a sports Personnel
- 2.3 Application of Yogic lifestyle in improving efficacy in sports personnels; Relationship between Yoga and sports activities

## **UNIT III: YOGA FOR STRESS**

- 3.1 Introduction to stress, its causes
- 3.2 Role of Yoga in prevention of stress

## **UNIT IV: YOGA FOR ELDERLY POPULATION**

- 4.1 General introduction to Geriatrics
- 2.4 Application of Yoga in promotion of general wellbeing of Geriatric population

### **Course Objectives:**

1. To improve participants' physical health by enhancing flexibility, strength, and balance through various yoga postures and sequences.
2. To reduce physical strain and stress-related ailments among employees by teaching them yoga poses and techniques for relaxation and posture improvement.
3. To equip students with tools to reduce anxiety and improve focus, which can positively impact their academic performance.
4. To promote overall well-being by integrating physical postures, breathwork, meditation, and nutrition education, providing a holistic approach to health.

**BOOKS FOR REFERENCE**

Basavaraddi I V	Yoga in School Health, MDNIY New Delhi, 2009
Iyenger B K S	Astadala Yogamala 1 to 7 volumes, Allied Publishers Pvt. Ltd, 2009
Jayadev H J	Growing with Yoga, The Yoga Institute, Santacruz, Mumbai, 2004
Liz Lark	Yoga for Kids, Carlton Books Ltd., London, 2003
Swati & Rajiv Chanchani	Yoga for Children: A complete illustrated guide to Yoga, UBS Publishes Distributors Pvt. Ltd, 2008
Iyenger B K S	The Path to Holistic Health, A Dorling Kindersley Book, Great Britain, 2001
Dr. Goel Aruna	Yoga Education: Philosophy and Practice, Deep & Deep Publications Pvt. Ltd, 2007
Dr. H Kumar Kaul	Yoga and Healthy Ageing, BR Publishing Corporation, Delhi, 2006

# FUNDAMENTALS OF NATUROPATHY

## BVY603

### Course Outcomes:

**CO1:** Students should gain a solid understanding of the fundamental principles of naturopathy, which typically include principles such as the healing power of nature, identifying and treating the root causes of illness, and supporting the body's innate ability to heal itself.

**CO2:** Students should be familiar with a range of natural therapies commonly used in naturopathic practice. This may include herbal medicine, nutrition, hydrotherapy, and other holistic modalities.

**CO3:** Students should learn how to assess and diagnose health conditions from a naturopathic perspective. This may involve understanding the importance of patient history, physical examination, and the use of diagnostic tools within the naturopathic scope of practice.

**CO4:** Students should be able to create individualized treatment plans for patients based on their assessment and diagnosis. This includes prescribing natural remedies, lifestyle modifications, and dietary recommendations tailored to each patient's unique needs.

**CO5:** A course in fundamentals of naturopathy should also cover the ethical and legal aspects of naturopathic practice. This may include discussions on patient consent, scope of practice, and professional responsibilities.

### UNIT - I: INTRODUCTION TO NATUROPATHY

- 1.1 General introduction to Naturopathy
- 1.2 Naturopathy – its definition, meaning, scope and limitations
- 1.3 History of Naturopathy – Indian and Western
- 1.4 Comparative study of the Naturopathy with other systems of Medicine
- 1.5 Catechism of Nature cure

### UNIT - II: PRINCIPLES AND CONCEPTS OF NATUROPATHY

- 2.1 Composition of the human body according to Naturopathy, Laws of Nature: Pancha-Mahabhootas, Shareera Dharmas – Ahara, Nidra, Bhaya, Maithuna
- 2.2 Fundamental principles of Naturopathy

2.3 Natural rejuvenation and vitality, how to acquire natural immunity; importance of Physical & Mental Hygiene and prevention of diseases;

### **UNIT - III: NATUROPATHY**

3.1 **Hydrotherapy** :Introduction, definition, scope, history, principles; role of hydrotherapy in prevention of diseases

3.2 **Upavasa (Fasting)**: Introduction, definition, scope, history, principles and types; its role in disease prevention, health promotion; concept of de-toxification

3.3 **Diet**: Introduction, definition, scope, types and its principles; role of Naturopathy diet in disease prevention and , health promotion

3.4 **Massage**: Introduction, definition, scope, history, its principles and manipulative techniques; Different types of Massages and their role in in disease prevention, and health promotion

#### **Course Objectives:**

1. Provide students with a solid foundation in the core principles of naturopathy, including the vital force, the healing power of nature, and the importance of treating the root causes of illness rather than just symptoms.
2. Introduce students to a range of natural therapies and modalities commonly used in naturopathic practice, such as herbal medicine, nutrition, hydrotherapy, acupuncture, and homeopathy. Explain the principles and applications of each modality.
3. Educate students about the significance of diet, nutrition, and lifestyle choices in maintaining health and preventing illness. Teach them how to assess an individual's dietary habits and provide personalized recommendations for improved well-being.
4. Equip students with practical skills for conducting patient assessments, developing treatment plans, and monitoring progress. Emphasize the importance of a patient-centered approach and effective communication with clients.



<b>BOOKS FOR REFERENCE</b>	
S. D. Dwivedi	Naturopathy for perfect health, Kalpaz Publication Delhi, 2002
Pravesh Handa	Naturopathy and Yoga, Kalpaz Publication Delhi, 2006
S.J.Singh.	My Nature Cure or Practical Naturopathy
M.K.Gandhi	The story of my experiment with truth
R.K.Garde	Ayurvedic for Health and Long life
Harry Benjamin	Everybody's Guide to Nature Cure
M.K.Gandhi	My Nature Cure



# **ON JOB TRAINING/INTERNSHIP/WORKSHOP**

## **BVY604P**



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