

SCHEME & SYLLABI for **Post Graduate Diploma** In **Yoga Science and** **Naturopathy**

(w.e.f. session 2026-2027)

(As per NEP 2020)
(Choice Based Credit System)



COMMUNITY COLLEGE OF SKILL DEVELOPMENT

J. C. BOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY, YMCA, FARIDABAD
SECTOR-6, FARIDABAD, HARYANA-121006

J. C. Bose University of Science and Technology, YMCA, Faridabad

(formerly YMCA University of Science and Technology)

A State Govt. University established vide State Legislative Act No. 21 of 2009

SECTOR-6, FARIDABAD, HARYANA-121006

VISION

“J.C. Bose University of Science and Technology, YMCA, Faridabad aspires to be a nationally and internationally acclaimed leader in technical and higher education in all spheres which transforms the life of students through integration of teaching, research and character building.”

MISSION

- To contribute to the development of science and technology by synthesizing teaching, research and creative activities.
- To provide an enviable research environment and state-of-the-art technological exposure to its scholars.
- To develop human potential to its fullest extent and make them emerge as world class leaders in their professions and enthuse them towards their social responsibilities.

Community College of Skill Development (CCSD)

VISION

“To be a centre of excellence in vocational and skill-based higher education that produces competent, self-reliant and industry-ready professionals with sound technical skills, ethical values and a spirit of innovation and lifelong learning.”

MISSION

- To impart quality vocational education integrating theory, hands-on practice and on-the-job training aligned with NSQF/NCrF and industry standards.
- To strengthen employability and entrepreneurship through competency-based, outcome-oriented and skill-intensive curricula.
- To foster multiple entry and exit pathways that empower learners to progress seamlessly across academic and vocational qualifications.

ABOUT THE COMMUNITY COLLEGE OF SKILL DEVELOPMENT (CCSD)

The Community College of Skill Development (CCSD) at J.C. Bose University of Science and Technology, YMCA, Faridabad, was established to advance the national skill development agenda through industry-aligned, competency-based vocational education under the National Skills Qualifications Framework (NSQF) and the National Credit Framework (NCrF). CCSD offers Bachelor of Vocation (B.Voc.), Diploma and Post-Graduate Diploma programmes that blend academic rigour with extensive practical training, laboratory work, projects, internships and on-the-job training (OJT) in partnership with industry and Sector Skill Councils.

ABOUT THE PROGRAMME

The PG Diploma in Yoga science and Naturopathy programme is designed in accordance with NEP 2020 and the UGC Curriculum and Credit Framework for Postgraduate Programmes (CCFPP), incorporating a flexible choice-based credit system. The program is covering all the major aspects of the study of Yoga. The prominence of Yoga has been on an increase across the globe, with more and more people knowing its benefits on health both in terms of physical and mental health. Along with becoming a medium of leading a healthy lifestyle, yoga has also turned to be a mode of a profession, with people opting for a career in this field. The program of PG Diploma in Yoga envisages to provide the required training to the aspirants who wish to undertake the further career in this field. The syllabus of PG Diploma in Yoga and Naturopathy comprises theory and practical method of teaching.

TABLE 1 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO1	Apply the principles of Yoga and Naturopathy to promote holistic health, wellness, disease prevention, and healthy lifestyles in individuals and communities.
PEO2	Demonstrate professional competence in teaching, practicing, and promoting yogic techniques, naturopathic therapies, and health education.
PEO3	Integrate scientific knowledge with traditional wellness practices through an understanding of anatomy, physiology, yogic philosophy, dietetics, and natural healing methods.
PEO4	Exhibit ethical values, communication skills, and leadership qualities in professional and community healthcare settings.
PEO5	Engage in lifelong learning and self-development to contribute to personal well-being and the advancement of Yoga and Naturopathy practices.

TABLE 2 PROGRAMME OUTCOMES (POs)

PO1	Foundational Knowledge of Yoga: Develop comprehensive knowledge of the philosophy, principles, history, and practices of Yoga, integrating traditional wisdom with contemporary scientific understanding.
PO2	Human Health and Biological Sciences: Demonstrate an understanding of human anatomy, physiology, and body systems to apply safe and effective yoga and naturopathy practices.
PO3	Health Promotion and Disease Prevention: Apply the principles of yogic diet, nutrition, naturopathy, and healthy lifestyle practices to promote holistic health and prevent lifestyle-related disorders.
PO4	Practical Competence in Yoga: Perform and teach Hatha Yoga practices, including asanas, pranayama, kriyas, mudras, bandhas, meditation, and relaxation techniques with proper alignment and safety.
PO5	Therapeutic and Naturopathic Skills: Utilize natural healing methods and alternative therapies to support physical, mental, and emotional well-being while complementing conventional healthcare.
PO6	Teaching, Communication, and Professional Ethics: Demonstrate effective teaching pedagogy, communication skills, leadership qualities, ethical values, and professionalism in educational and wellness settings.
PO7	Critical Thinking and Research Orientation: Analyze health-related issues using scientific reasoning, yogic principles, and evidence-based approaches to solve problems and improve wellness outcomes.

PO8	Lifelong Learning and Social Responsibility: Promote lifelong learning, community health awareness, environmental sustainability, and social responsibility through the practice and dissemination of Yoga and Naturopathy.
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TABLE 3 PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1	Demonstrate proficiency in the theory and practical applications of Yoga, including Hatha Yoga, Patanjali Yoga Sutra, meditation, and therapeutic yoga practices for health promotion.
PSO2	Apply knowledge of anatomy, physiology, yogic diet, nature cure, naturopathy, and alternative therapies to design holistic wellness and preventive healthcare programs
PSO3	Plan, conduct, and evaluate Yoga classes using appropriate teaching pedagogy, communication skills, and value-based education while maintaining professional ethics and safety standards.
PSO4	Assess individual health needs and recommend suitable Yoga and Naturopathy interventions to enhance physical fitness, mental well-being, stress management, and overall quality of life.

TABLE 4 SUSTAINABLE DEVELOPMENT GOALS (SDGs) ADDRESSED

SDG 3	Good Health and Well-being— ensuring healthy lives and promoting well-being for all at all ages.
SDG 4	Quality Education— inclusive, equitable quality education and lifelong learning opportunities for all.
SDG 11	Sustainable Cities and Communities — making cities and communities inclusive, safe, resilient, and sustainable.
SDG 12	Responsible Consumption and Production— ensuring sustainable consumption and production patterns.
SDG 13	Climate Action — taking urgent action to combat climate change and its impacts.

TABLE 5 COURSE CODES AND DEFINITIONS (UGC CCFUP CATEGORIES)

L	Lecture
T	Tutorial
P	Practical
DSC	Discipline Specific Course (core vocational/technical)
DSC Lab	Discipline Specific Laboratory / Workshop
MDC	Multidisciplinary Course
AEC	Ability Enhancement Course (language & communication)
VAC	Value Added Course
SEC	Skill Enhancement Course
OJT	On-Job Training / Industrial Training
Project	Project / Field Work
MOOC	Massive Open Online Course (SWAYAM/NPTEL)

J. C. BOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY, YMCA, FARIDABAD
COMMUNITY COLLEGE OF SKILL DEVELOPMENT (CCSD)
SCHEME OF STUDIES & EXAMINATIONS
ONE-YEAR POST GRADUATION (PG) DIPLOMA IN
Yoga Science and Naturopathy
SEMESTER I – II (w.e.f. Session 2026-27) (As per NEP 2020 & UGC CCFUP)

TABLE 6 Post Graduation (PG) Credit Structure

Semester	DSC	AEC	MDC	VAC	SEC	Project	Total
I	17		3				
II	17	3					
Total Credits	34	3	3				40

Note:

- a) A student has to earn at least 3 credits during the duration of the degree by passing at least one MOOC course of a minimum 12-week duration (carrying at least 3 credits) through the SWAYAM / NPTEL platform.
- b) A student has to earn 1 credit for the Tree Plantation Activity.

MANDATORY INDUCTION PROGRAMME

When new students enter the institution, they come with diverse thoughts, backgrounds and preparations. It is important to help them adjust to the new environment and inculcate in them the ethos of the institution with a sense of larger purpose. A mandatory Induction Programme for the B.Voc. students entering the institution shall be conducted right at the start. Normal classes will begin only after the Induction Programme is over. There is no fixed time limit prescribed for the programme; its duration may be decided by the College/Department as appropriate. Its purpose is to make students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding within the batch as well as between faculty and students, and develop awareness, sensitivity and understanding of the self, the people around them, society at large, and nature.

Tentative activities which may be planned in this Induction Programme are as follows:

- Physical Activity
- Creative Arts
- Universal Human Values
- Literary Activities
- Proficiency Modules
- Lectures by Eminent People
- Visits to Local Area / Industry
- Familiarization to the College / Trade & Innovations

GUIDELINES FOR TREE PLANTATION AND CARE

As approved in the Academic Council, Tree Plantation is a mandatory activity for every student admitted to J. C. Bose University of Science and Technology, YMCA, Faridabad.

Instructions for Students:

1. **Tree Plantation:** Each admitted student is required to plant at least 2-5 tree saplings during his/her first or second semester at any place of their choice at/near their home (e.g., parks, grounds, etc.). The student must capture geo-tagged photographs of the planted saplings (with the student present in the photo) and take proper care of their growth.
2. **Submission of Documents:** The student has to submit geo-tagged photographs of the planted saplings on the University ERP platform in the prescribed format, including name of plant, date of plantation and any additional information.
3. **Ongoing Care and Monitoring:** After plantation, every student will take care of these plants and submit updated geo-tagged photos for subsequent years. The plantation document will be submitted once every year for (N-1) times, where N is the total duration of the programme. For example, a student of a 3-year B.Voc. programme has to submit the plantation document for two consecutive years, i.e., up to the pre-final year, indicating the growth and survival of the sapling.
4. **Tree Survival:** The student must ensure the successful survival of at least one tree out of the 2-5 initially planted, to be eligible for the degree.
5. **Verification of Documents:** Verification will be done by the respective teacher-coordinator at each successive year during Practical Examinations towards the end of the semester, as per the notified academic calendar.
6. **Certificate of Achievement:** The certificate for an eligible student will be auto-generated and may be downloaded from the ERP platform after due verification, fulfilling the requirement for degree conferral.

NSQF JOB-ROLE & NATIONAL OCCUPATIONAL STANDARDS (NOS) ALIGNMENT

This section maps each year-end NSQF exit point of the PG Diploma Yoga science and Naturopathy programme to the appropriate Qualification Pack (QP) / Job Role and aligns the relevant National Occupational Standards (NOS) to specific subjects of the scheme, with brief justifications. Year 1 NSQF 5.5.

TABLE 7 EXIT OPTION DETAILS

Exit Year	NSQF Level	Job Role	QP Code / NQR	Sector / Council	NOS Aligned
1 st Year	5.5	Senior Yoga Instructor (B&W)	BWS/Q2205	Beauty & Wellness Sector Skill Council	8 NOS

YEAR 1 EXIT — NSQF Level 5.5 (Semesters I & II)

Job Role:
QP Code: BWS/Q2205
NQR / Ref: QG-5.5-BW-00441-2025-V2-BWSSC
Occupation: Senior Yoga Instructor (B&W)
Sector: Beauty & Wellness Sector Skill Council

NOS — Course Alignment

NOS Code	NOS Title	Aligned Subject(s)	Justification (Brief)
BWS/N9001	Prepare and maintain work area	Hathyoga Practical; Yoga practicals; Naturopathy Practical	Prepare the equipment's/ tools/ products/machinery (if required any) and work area ahead of service/ session delivery to ensure the efficiently and effectiveness of conducting treatments/ sessions considering the standards of operation of the organization.
BWS/N2207	Conduct the advanced yoga sessions for holistic wellness and train the yoga instructors/trainers	Hathyoga Practical; Yoga practicals, Teaching Pedagogy & value education, Behaviour & communication skill	Work with groups and individuals, combining poses, breathing and meditation exercises to conduct advanced yoga sessions as well as conduct extensive training sessions and research in the field of yoga
BWS/N2205	Conduct advanced hatha yoga sessions and train the yoga instructors/trainers	Hathyoga Practical	Work with groups and individuals, combining poses, breathing and exercises for Advanced Hatha Yoga as well as conduct extensive training sessions and research in the field of yoga.
BWS/N2222	Corporate yoga sessions for holistic well-being	Hathyoga Practical; Yoga practicals, Teaching Pedagogy & value education; Anatomy & physiology; Fundamentals of yoga; Patanjali yog sutra, Alternative therapy; Yogic Diet & Health, Behaviour & communication skill	This unit equips senior yoga trainers with the knowledge and skills required to conduct corporate yoga sessions effectively. The focus is on designing, organizing, and leading yoga practices tailored to the corporate environment, addressing workplace-related stress, posture correction, mental well-being, and productivity enhancement. The unit also emphasizes adapting traditional yoga techniques to meet corporate professionals' needs, ensuring inclusivity, accessibility, and effectiveness in a structured work setting.
BWS/N2224	Implement meditation and mindful eating practice	Hathyoga Practical; Yoga practicals, Teaching Pedagogy & value education; Anatomy & physiology; Fundamentals of yoga; Patanjali yog sutra, Alternative therapy; Yogic Diet & Health; Behaviour & communication skill	This unit equips senior yoga trainers with the knowledge and skills to teach meditation practices and mindful eating as essential tools for mental clarity, stress reduction, emotional balance, and holistic health

J. C. BOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY, YMCA, FARIDABAD
Community College of Skill Development (CCSD)
PG Diploma Yoga science and Naturopathy
[NSQF Level 5.5, PG Regular]

TABLE 8
SCHEME FOR SEMESTER – I

Course Code	Course Title	Teaching Schedule				Marks for Sessional	Marks for End Term Examination		Total Marks	Credits	Course Type
		L	T	P	Total		Theory	Practical			
YNP-103-V1	Fundamentals of Yoga	4			4	40	60		100	4	DSC
YNP-101-V1	Anatomy and Physiology	4			4	40	60		100	4	DSC
YNP-107-V1	Yogic diet and Health	4			4	40	60		100	4	DSC
YNP-105-V1	Teaching pedagogy and value education	3			3	40	60		100	3	MDC
YNP-109-V1	Hathayoga Practical			6	6	25		25	50	3	DSC LAB
YNP-111-V1	Yoga Practical			4	4	25		25	50	2	DSC LAB
Total		15		10	25	210	240	50	500	20	

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TABLE 9
SCHEME FOR SEMESTER – II

Course Code	Course Title	Teaching Schedule				Marks for Sessional	Marks for End Term Examination		Total Marks	Credits	Course Type
		L	T	P	Total		Theory	Practical			
YNP-108-V1	Patanjali Yoga Sutra	4			4	40	60		100	4	DSC
YNP-106-V1	Nature cure	4			4	40	60		100	4	DSC
YNP-102-V1	Alternative Therapy	4			4	40	60		100	4	DSC
YNP-104-V1	Behaviour and Communication skill	3			3		60		100	3	AEC
YNP-110-V1	Naturopathy Practical			4	4	25		25	50	2	DSC LAB
YNP-112-V1	Yoga Practical-II			6	6	25		25	50	3	DSC LAB
Total		15		10	25	210	240	50	500	20	

DETAILED SYLLABI

FUNDAMENTAL OF YOGA YNP-103-V1

No of Credits: 4

Sessional: 40

Marks

L T P Total

Theory: 60

Marks

4 0 0 4

Total: 100 Marks

Course Objective:

- To introduce the core etymology, classical definitions, historical aims, and foundational purpose of Yoga within the broader framework of Indian philosophy.
- To familiarize students with the scriptural roots of Yoga across Vedic, Upanishadic, Buddhist, Jain, and Bhagavad Gita traditions, alongside classical frameworks like Ashtanga and Hatha Yoga.
- To analyze the distinct traditional paths of Yoga (such as Raja, Jnana, Bhakti, and Karma Yoga) and their practical application to lifestyle, disease prevention, and modern career opportunities.
- To inspire and educate students through the study of seminal yoga scriptures and the biographical contributions of historical and contemporary Yoga Masters.

Course Outcomes (COs): At the end of the course, the student shall be able to:**CO1:** Articulate the classical definitions, aims, and methods of Yoga, and locate them within the structural outline of Indian philosophical systems.**CO2:** Compare and contrast scriptural philosophies of Yoga as presented in the Vedas, Upanishads, Bhagavad Gita, Yoga Sutras, Hatha texts, and heterodox traditions (Buddhism and Jainism)**CO3:** Formulate yogic lifestyle protocols for wellness and disease prevention, and identify emerging career pathways within Yoga and Naturopathy.**CO4:** Evaluate the structural philosophy of the *Patanjali Yoga Sutras* and *Shrimad Bhagavad Gita*, and synthesize the historical contributions of major Yoga Masters toward modern yoga revival.**CO-PO Mapping:**

Course Outcomes (COs)	PO1 (Core knowledge)	PO2 (Human Health and Biological Sciences):	PO3 (Health Promotion and Disease Prevention)	PO4 (Practical Competence in Yoga):	PO5 (Therapeutic and Naturopathic Skills):	PO6 (Teaching, Communication, and Professional Ethics):	PO7 (Critical Thinking and Research Orientation):	PO8 (Lifelong Learning and Social Responsibility)
CO1: Foundations & Philosophy	3	1	1	1	-	1	2	2
CO2: Scriptural Foundations	3	-	1	1	-	1	3	2
CO3: Applied Yoga Science & Careers	2	2	3	2	2	2	2	3
CO4: Biographies & Core Texts	3	-	1	1	-	2	3	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “-” = No correlation.

CO-PSO Mapping:

Course Outcomes (COs)	PSO1 (Wellness Translation)	PSO2 (Professional Mastery)
CO1: Foundations & Philosophy	2	3
CO2: Scriptural Foundations	2	3
CO3: Applied Yoga Science & Careers	3	3
CO4: Biographies & Core Texts	2	3

Course Contents:**Unit 1: Foundations and Philosophy of Yoga**

Meaning of yoga, different Definition of yoga, Aim and Purpose of yoga, Introduction of different Method of Yogic Practices, personality of yogi, outline of Indian philosophy.

Unit 2: Scriptural Foundations and Philosophical Schools of Yoga

Yoga concepts in early Indian scriptures (Upanishad and veda), The synthesis of Yoga paths in the *Shrimad Bhagavad Gita*, Ashtanga Yoga according to the *Yoga Sutras* and the practices of *Hatha Yoga*, The approach and integration of Yoga within Buddhism and Jainism.

Unit 3: Applied Yoga Science: From Traditional Paths to Modern Careers

- A) Method of yoga- Rajyog, Gyanyog, bhaktiyog, karmayog, ashtangyog, hathyog, mantrayog and layyog.
- B) Yogic Lifestyle, Wellness, and Career Paths- Benefits of Yogic lifestyle, Importance of yoga in prevention & cure, Career in yoga & naturopathy.

Unit 4: Biographies of Yoga Masters and Introduction to Yoga Texts

- A) Introduction of different yogi Maharshi patanjali, Gorakhnath, Maharshi Dayanand, Swami Vivekanand, Maharshi Raman, Shri Aurobindo, Maharshi MaheshYogi, Swami Kuvalayananda, Dayananda Saraswati.
- B) Introduction of yoga scriptures- Patanjali yoga sutra, Shrimad bhagwatGeeta.

Textbooks & References:

1. Upanishad in yoga—PRO. Ishwar Bharadwaj.
2. Yoga Mahavigyan – Dr.Kamakhaya kumar.
3. Geeta press Gorakhpur- patanjali yog sutra
4. Mukti ke char sopana – swami satyananda saraswati
5. SWAYAM / NPTEL Yoga Course: "Introduction to Yoga and Applications of Yoga:".

Suggested Tutorial / Sessional Assignments:

1. **Comparative Definition Analysis:** Compile at least five classical definitions of Yoga from different traditional texts (e.g., *Patanjali Yoga Sutras*, *Bhagavad Gita*, *Katha Upanishad*). Write an analytical essay (800–1,000 words) comparing their core focuses, aims, and ultimate purposes.
2. **The Silhouette of a Yogi:** Draft a comprehensive profile detailing the behavioral, psychological, and spiritual traits of an ideal Yogi as described in traditional literature.
3. **Indian Philosophy Timeline:** Create a structural mind map or conceptual flowchart illustrating the *Shad-Darshanas* (six orthodox schools of Indian philosophy) alongside the *Nastika* (heterodox) schools, highlighting where Yoga fits within this cosmic framework.
4. **Vedic & Upanishadic Yoga Concepts:** Select three major Upanishads and extract their core teachings regarding *Prana*, *Atman*, and early meditative practices.
5. **The Gita Synthesis Matrix:** Construct a detailed comparative chart tracking how the *Shrimad Bhagavad Gita* synthesizes *Karma Yoga*, *Gyan Yoga*, and *Bhakti Yoga* into a unified path for self-realization.
6. **Heterodox Perspectives:** Write a research paper analyzing how early Buddhism (e.g., the Noble Eightfold Path) and Jainism (e.g., *Triratna* and *Mahavratas*) parallel or differ from Maharshi Patanjali's *Ashtanga Yoga*.
7. **The Paths of Yoga (Presentation):** Prepare a seminar presentation detailing the operational mechanics and target audiences for the distinct paths: *Raja*, *Gyana*, *Bhakti*, *Karma*, *Ashtanga*, *Hatha*, *Mantra*, and *Laya Yoga*.

8. **Yogic Lifestyle Prescription:** Design a comprehensive 7-day "Yogic Lifestyle and Wellness Protocol" for a modern working professional suffering from sedentary stress. Base your protocol on traditional concepts of *Mitahara* (balanced diet), *Achar* (conduct), *Vichar* (thought), and *Vihar* (recreation).
9. **Market & Career Mapping:** Conduct a market survey or create a strategic career map identifying emerging professional opportunities for a certified professional in Yoga and Naturopathy within public healthcare, corporate wellness, and academic research.
10. **The Yoga Revival Case Study:** Choose two of the modern Yoga Masters listed in your syllabus (e.g., Swami Vivekananda, Swami Kuvalayananda, or Sri Aurobindo). Write a comparative case study analyzing how their specific life missions helped transition yoga from a reclusive practice into a global, scientifically validated movement.
11. **Textual Exegesis - Patanjali Yoga Sutras:** Select any three crucial sutras from the *Samadhi* or *Sadhana Pada*. Provide their literal translation, philosophical commentary, and practical relevance to a modern practitioner.
12. **Gita Chapter Synopsis:** Draft a structural summary of either Chapter 2 (*Sankhya Yoga*) or Chapter 6 (*Dhyana Yoga*) of the *Shrimad Bhagavad Gita*, highlighting its psychological tools for managing mental conflict.

ANATOMY AND PHYSIOLOGY YNP-101-V1

No of Credits: 4**Sessional: 40****Marks****L T P Total****Theory: 60****Marks****4 0 0 4****Total: 100 Marks****Course Objective:**

- To provide a foundational understanding of the structural organization and physiological functions of the human body, focusing on cells, tissues, bones, and muscles.
- To familiarize students with the anatomy and clinical mechanics of the cardiovascular, respiratory, digestive, excretory, and endocrine systems.
- To bridge classical Hatha yogic practices with modern medical physiology.
- To scientifically explain how *Asanas*, *Pranayama*, *Mudras*, *Bandhas*, *Shatkarmas*, and *Dhyan* influence various internal biological systems to promote holistic health and naturopathic healing.

Course Outcomes (COs): At the end of the course, the student shall be able to:**CO1:** Identify and explain the structural levels of the human body, including cell functions, tissue types, and the nomenclature/numbering of the skeletal and muscular systems.**CO2:** Describe the physiological processes of the cardiovascular and respiratory systems, including cardiac cycles, blood typing, blood pressure mechanics, and gas exchange.**CO3:** Outline the anatomical structures and metabolic/regulatory functions of the digestive, excretory, and endocrine organs.**CO4:** Evaluate and scientifically articulate the physiological impacts of specific yogic postures, breathing techniques, purification locks, and meditation on internal organ systems and circulation.**CO–PO Mapping:**

Course Outcomes (COs)	PO1 (core knowledge)	PO2 (Practical competence)	PO3 (Research/Critical)	PO4 (Health & Ethics)
CO1: Anatomy Foundations	3	2	1	2
CO2: Cardio & Respiratory	3	2	2	2
CO3: Internal Organs	3	1	2	2
CO4: Physiological Effects	3	3	3	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “–” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1 (Therapeutic Protocol Design)	PSO2 (Practical Precision & Teaching)
CO1: Anatomy Foundations	2	3
CO2: Cardio & Respiratory	3	2
CO3: Internal Organs	3	1
CO4: Physiological Effects	3	3

Course Contents:**Unit 1: Foundations of Human Anatomy: Cells, Tissues, Bones, and Muscles**

Introduction of human body structure and function, structure and function of cell and tissue, structure and function of skeleton system and muscle system, name and number of skeleton and muscles in human body.

Unit 2: Anatomy and Physiology of the Cardiovascular and Respiratory Systems

Process of blood circulation, structure of heart and its functions, blood group, define blood pressure, structure of respiratory system.

Unit 3: Internal Organs and Regulatory Systems

Structure and function of digestive system, structure and function of excretory system, structure and function of endocrine system.

Unit 4: Physiological Effects of Yogic Practices

Effect of different Asana, Pranayama, Mudra, Bandha, Shatkaram and Dhyana on the system of Cell, Tissues, Bones, Digestion, Endocrine, Nervous system and Blood– Circulation.

Textbooks & References:

1. Yoga therapy- Swami Shivanand]
2. Human Anatomy and Physiology-Dr. Anant Prakesh Gupta
3. Rog aur yog bihar school of yoga

Suggested Tutorial / Sessional Assignments:

1. **Cellular & Tissue Blueprint:** Draw, label, and contrast the structures of epithelial, connective, muscular, and nervous tissues. Write a 1,000-word essay on how cellular metabolism shifts during sustained isometric muscular contractions.
2. **Skeletal Nomenclature Workbook:** Create an exhaustive reference table listing all 206 bones of the human body, classified by region (Axial vs. Appendicular). Include their major functions and articulatory partner bones.
3. **Muscular Mechanics Mapping:** Identify the origin, insertion, and primary action of the major superficial muscle groups utilized in core yogic postures (e.g., *Rectus abdominis*, *Erector spinae*, *Gastrocnemius*, and *Quadriceps*)
4. **Cardiac Cycle Flowchart:** Construct a highly detailed, step-by-step flowchart tracking a single drop of blood through pulmonary and systemic circulation circuits. Highlight valve openings, pressures, and oxygenation status.
4. **Respiratory Mechanics Analysis:** Write a research-based paper detailing the mechanics of active vs. passive breathing, including the exact role of the diaphragm and intercostal muscles during standard respiration.
5. **Gastrointestinal Path Tracking:** Map out the anatomical path of food from the oral cavity to elimination. Detail the mechanical and chemical digestive enzymes active at each stage.
6. **The Endocrine Orchestra:** Create a comprehensive comparative matrix listing the primary endocrine glands (Pituitary, Thyroid, Adrenals, Pancreas), their target organs, the hormones they secrete, and their feedback loops.
8. **Asana Biomechanics Presentation:** Select three distinct categories of Asanas (Inversions, Twists, and Forward Bends). Conduct a structural analysis mapping the exact load distribution across the skeletal system and the specific muscle groups stretched or strengthened.
9. **Pranayama & Autonomic Regulation Lab:** Design a comparative study protocol measuring the heart rate and respiratory rate of a subject before, during, and after 10 minutes of *Nadi Shodhana* (Alternate Nostril Breathing) vs. *Kapalabhati*. Explain the physiological role of the vagus nerve in your findings.
10. **Shatkarma Case Report:** Document a step-by-step physiological defense of a specific Shatkarma (such as *Jala Neti* or *Nauli*). Explain how these physical purification actions stimulate the mucous membranes, target local blood circulation, or activate visceral peristalsis.
11. **Mudras, Bandhas, and Internal Pressure:** Write a clinical assignment explaining the physical mechanics of *Mula Bandha* and *Jalandhara Bandha*. Focus on how these physical "locks" alter intra-abdominal and intra-thoracic pressures, and how they reflexively influence the endocrine and central nervous systems.
12. **Neurobiology of Dhyana (Meditation):** Compile a comprehensive literature review summarizing modern fMRI and EEG research on how *Dhyana* alters gray matter density in the brain, balances cortisol production, and shifts autonomic tone toward parasympathetic dominance.

YOGIC DIET AND HEALTH YNP-107-V1

No of Credits: 4**Sessional: 40****Marks****L T P Total****Theory: 60****Marks****4 0 0 4****Total: 100 Marks****Course Objective:**

- To introduce the comprehensive concepts of health and wellness by integrating modern global standards (WHO) with classical Ayurvedic frameworks (*Dincharya*, *Raatricharya*, *Ritucharya*, and *Trayopastambha*).
- To impart critical knowledge on the yogic pathology (*Adhi to Vyadhi*), symptoms, and therapeutic solutions for common musculoskeletal, respiratory, and metabolic disorders.
- To cultivate a deep understanding of traditional yogic dietetics, including the principles of moderation (*Mitahara*) and the psychological impacts of the *Tri-Guna* classification.
- To bridge modern nutritional science (macronutrients, micronutrients, and life-stage dietetics) with practical yogic applications for therapeutic health and pregnancy.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Analyze and apply classical Ayurvedic daily, nightly, and seasonal health regimens alongside the three pillars of health (*Trayopastambha*) to establish a preventative lifestyle.**CO2:** Evaluate the psychosomatic origins, physiological symptoms, and targeted yogic therapy solutions for common conditions like hypertension, asthma, backache, and gastrointestinal issues.**CO3:** Structure a balanced yogic dietary plan using the concepts of *Mitahara* (moderation) and classify foods based on their *Gunic* effects (*Satvik*, *Rajsik*, *Tamsik*) on human consciousness.**CO 4:** Design tailored modern nutritional regimens for different life stages (infancy to old age), physiological states (pregnancy), and therapeutic needs based on macro and micronutrient requirements.**CO–PO Mapping:**

Course Outcomes (COs)	PO1 (core knowledge)	PO2 (Clinical competence)	PO3 (Critical Thinking)	PO4 (Ethics & Wellness)
CO1: Yogic & Ayurvedic Frameworks	3	2	2	3
CO2: Therapeutic Applications	3	3	3	2
CO3: Yogic Diet & Gunas	3	2	1	3
CO4: Modern Nutritional Science	3	3	2	2

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “–” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1 (Lifestyle Protocol Translation)	PSO2 (Professional Mastery/Consulting)
CO1: Yogic & Ayurvedic Frameworks	3	3
CO2: Therapeutic Applications	3	3
CO3: Yogic Diet & Gunas	3	2
CO4: Modern Nutritional Science	3	3

Course Contents:**Unit 1: Yogic and Ayurvedic Health Frameworks**

Meaning and definition of yoga according to WHO, definition of health according to Sushrut Acharya and Charak Muni, Dincharya, Raatricharya and Ritucharya, base pillar of health (diet, celibacy, sleep).

Unit 2: Therapeutic Applications of Yoga Science

Concept of disease, cause of disease, Symptoms and solution according to yoga (Constipation, backache, Cold and cough, Hyper-tension, low blood pressure, Asthma).

Unit 3: Concepts of Balanced, Moderate, and Tri-Guna Yogic Diets

Meaning and definition of diet, the purpose of diet, balance diet, moderate diet, description of yogic diet (tamsik, rajsik, satvik).

Unit 4: Foundations and Application of Nutritional Science in Yoga

Definition and meaning of nutrition of important factor of nutrition (carbohydrate, vitamin, minerals, protein) nutrition according to age and disease, nutrition diet for pregnant women.

Textbooks & References:

1. Yog and yogic therapy—Pro. Ramharsh singh|
2. Yogic therapy- swami kulvlayanand|
3. Yog and rog— swami satyanand sarswati|
4. Sharir kirya and yogaabhyas- Dr. M.M. Gora|

Suggested Tutorial / Sessional Assignments:

1. **The Biological Clock Workbook:** Draft an exhaustive 24-hour timeline mapping out your personal execution of *Dincharya* (Daily Regimen) and *Raatricharya* (Night Regimen). Justify each habit (e.g., *Brahma Muhurta Utthana*, *Abhyanga*) using its underlying physiological and doshic benefit.
2. **Seasonal Transition Blueprint (*Ritucharya*):** Create a seasonal calendar analyzing the shifting dominance of *Vata*, *Pitta*, and *Kapha* across the six traditional seasons. Detail the specific dietary (*Ahara*) and behavioral alterations required to prevent seasonal bio-energy accumulation.
3. **Trayopastambha Literature Review:** Write a 1,200-word academic paper on the "Three Pillars of Health" (*Ahara*, *Nidra*, *Brahmacharya*). Contrast how classical Ayurveda views these three elements as a defensive shield against disease compared to modern preventive medicine.
4. **Psychosomatic Pathology Chart:** Create a highly detailed conceptual flowchart illustrating the *Adhi to Vyadhi* mechanism (from emotional/mental agitation to physical tissue disease) as described in the *Yoga Vasistha*.
5. **Cardiovascular Regulation Analysis:** Write a comparative study analyzing the contrasting yogic etiologies behind *Hypertension* versus *Hypotension*. Outlining why vitalizing practices are indicated for low blood pressure while cooling, parasympathetic-driven practices are mandatory for high blood pressure.
6. **Mitahara Math Presentation:** Prepare a visual presentation explaining the mathematical distribution of gastric volume according to *Mitahara* (50% solids, 25% liquids, 25% empty space). Discuss how overeating impairs the movement of *Samana Vayu* and dampens *Agni* (digestive fire).
7. **The Guna Kitchen Diary:** For three consecutive days, track everything you consume and classify it into *Satvik*, *Rajsik*, or *Tamsik* categories. Document a self-analysis explaining how your mental clarity, focus, and energy levels (*Prana*) shifted within four hours of each meal type.
8. **Clinical Nutritional Matrix:** Build a comprehensive reference table matching the four major macronutrients/micronutrients discussed in class (Carbohydrates, Proteins, Vitamins, Minerals) with their primary *Satvik* plant-based sources, their cellular functions, and their traditional yogic equivalents.
9. **Prenatal Satvik Meal Planning:** Design a complete 7-day therapeutic diet plan for a woman in her second trimester of pregnancy. The diet must simultaneously meet modern clinical metrics (increased calories, high folic acid, iron, and calcium) while staying strictly within *Satvik* and *Mitahara* frameworks.
10. **Therapeutic Case Protocols:** Choose one condition from the following paired categories and draft a dual-action therapeutic intervention (Yogic Solution + Modern Nutritional Strategy):
 - **Pair A: Chronic Constipation** (Asana/Shatkarma protocol + High-fiber/Hydration diet)
 - **Pair B: Bronchial Asthma** (Pranayama/Kunjal protocol + Anti-inflammatory/Mucus-reducing warming diet)

TEACHING PEDAGOGY AND VALUE EDUCATION YNP-105-V1

No of Credits: 3**Sessional: 40****Marks****L T P Total****Theory: 60****Marks****3 0 0 3****Total: 100 Marks****Course Objective:**

- Provide a comprehensive understanding of foundational pedagogical theories and modern classroom delivery models.
- Equip educators with the practical skills required to design scientific lesson plans, instructional materials, and digital learning environments.
- Cultivate a deep philosophical and practical understanding of universal human values, ethics, and constitutional morality.
- Enable teachers to seamlessly integrate value education into mainstream academic curricula and design holistic assessment tools.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Analyze and apply foundational educational psychology and learning theories to cater to diverse classroom environments.**CO2:** Design, execute, and evaluate structured instructional plans and assessment tools utilizing modern EdTech and Bloom's Taxonomy.**CO3:** Articulate the socio-philosophical foundations of human values and evaluate the factors influencing a student's moral development.**CO4:** Formulate strategies to integrate value-based education into core subjects and evaluate student growth across the affective domain.**CO-PO Mapping:**

Course Outcomes (COs)	PO1 (Pedagogical knowledge)	PO2 (Professional Skills)	PO3 (Ethical Reasoning)	PO4 (Reflective Learning)
CO1: Apply Learning Theories	3	2	1	2
CO2: Design Instructional Plans	3	3	-	2
CO3: Articulate Value Systems	1	-	3	3
CO4: Integrate Values & Assess	2	3	3	3

*Correlation levels: 1 = Low, 2 = Medium, 3 = High; "-" = No correlation.***CO-PSO Mapping:**

Course Outcomes (COs)	PSO1 (Holistic Learning Ecosystems)	PSO2 (Behavioral & Affective Assessment)
CO1: Apply Learning Theories	2	1
CO2: Design Instructional Plans	3	1
CO3: Articulate Value Systems	2	2
CO4: Integrate Values & Assess	3	3

Course Contents:**Unit 1: Foundations of Yoga Pedagogy & Learning Theories**

Bridges ancient yogic teaching traditions with modern educational psychology to understand how practitioners absorb knowledge. It explores the historical evolution of instructional practices, contrasting the traditional *Guru-Shishya Parampara* (lineage-based teaching) with modern institutionalized Yoga education, and emphasizes a shift from teacher-centric instruction to student-centric facilitation. This unit applies classic Western learning theories to the specialized environment of a Yoga studio, examining how behaviorism aids in habit formation, discipline (*Dina Charya*), and verbal posture corrections, while cognitivism and constructivism explain how practitioners develop mind-body awareness and internalize somatic movements. Furthermore, student-teachers learn to manage learner diversity by understanding individual physical limitations, designing age-specific modifications for children or geriatric practitioners, identifying distinct learning styles through a kinesthetic VARK model framework, and implementing the core principles of inclusive education to create safe, welcoming Yoga spaces.

Unit 2: Instructional Design & Lesson Planning for Yoga

Focuses entirely on the practical toolkit required to structure, plan, and execute impactful physical and meditative sessions. It details the core principles of sequencing (*Vinyasa Krama*), teaching educators how to seamlessly arrange preparatory movements, peak poses, counter-poses, and deep relaxation while efficiently managing time across a standard 60-to-90-minute session. The curriculum adapts Bloom's Taxonomy specifically for Yoga instruction to formulate multi-dimensional learning outcomes, targeting the cognitive domain through anatomy and contraindication knowledge, the psychomotor domain via the physical execution of *Asanas*, *Pranayama*, and *Kriyas*, and the affective domain by cultivating mindfulness and mental stillness. Additionally, this unit explores diverse teaching methodologies—contrasting direct commands with silent demonstration—and refines cueing techniques across verbal, visual, and physical adjustments, while incorporating modern educational technology (EdTech) through audio-visual tools and virtual platforms for online Yoga instruction.

Unit 3: Yogic Philosophy and Value Education

Explores the ethical backbone of Yoga philosophy, analyzing how spiritual texts function as foundational frameworks for universal value education. Central to this unit is the practical study of the Yamas (social restraints like Ahimsa and Satya) and Niyamas (personal observances like Saucha and Santosha), positioning them as the ultimate baseline for moral and character education. The curriculum draws profound value frameworks from classical scriptural texts, emphasizing the Bhagavad Gita's concepts of Nishkama Karma (selfless action), Sthitaprajna (mental equanimity), and emotional regulation, alongside Hatha Yoga principles regarding mental discipline, moderation in diet (Mitahara), and perseverance. Finally, it connects yogic paths of self-realization with Western models of moral growth, such as Kohlberg's stages of moral reasoning, to help educators cultivate universal ethics, deep empathy, and a sense of cosmic responsibility within their students.

Unit 4: Methods of Value Integration and Holistic Assessment

Demonstrates how to successfully weave deeper yogic values into everyday physical practice and systematically measure a student's holistic progress beyond mere physical flexibility. It outlines actionable strategies for integrating values directly on the mat, guiding teachers to move past standard "exercise" coaching by actively fostering compassion, patience, and non-competitiveness during challenging physical sequences. Embracing a whole-person approach, this unit teaches educators how to build a value-centric studio environment, use the Yoga teacher's lifestyle as an ethical role model, and design specialized co-curricular programs such as corporate wellness modules, community service (Seva) initiatives, and nature retreats. The course concludes with comprehensive evaluation and assessment methodologies, pairing traditional formative and summative alignment checks for physical posture progress with qualitative affective tools—including reflective journaling, mindfulness self-assessments, and anecdotal behavioral records—to monitor subjective stress reduction and emotional maturity.

Textbooks & References:

1. "Yoga Sequencing: Designing Transformative Yoga Classes" by Mark Stephens
2. "Science of Education and the Psychology of the Child" by Jean Piaget
3. "The Yoga Sutras of Patanjali" (Commentary by Swami Satchidananda or B.K.S. Iyengar)
4. "Asana Pranayama Mudra Bandha" by Swami Satyananda Saraswati (Bihar School of Yoga)
5. The Bhagavad Gita" (Commentary by Swami Chidbhavananda or Eknath Easwaran)
6. Value Education" by Dr. N. Venkataiah

7. "Educating Hearts and Minds: Reflections on Moral Education" by Edward De Roche and Mary Williams

Suggested Tutorial / Sessional Assignments:

- 1: Learner Profile & Adaptation Case Study- **Task:** Select or simulate two distinct learner profiles (e.g., an elderly practitioner with osteoarthritis who is a visual learner, and a hyperactive teenager who is a kinesthetic learner). Write a comparative analysis detailing how you will modify your teaching pace, safety adjustments, and instructional cues for each profile based on the VARK model.
- 2: Behaviorist vs. Constructivist Class Management Report- **Task:** Attend or watch two different yoga sessions. Identify and document instances where the instructor used **Behaviorist principles** (e.g., verbal praise, strict structural alignment commands, habit conditioning) versus **Constructivist principles** (e.g., encouraging self-awareness, allowing students to explore their own range of motion, peer feedback).
- 3: Lesson Plan Construction (Micro-Teaching Blueprint) - **Task:** Design a complete, 60-minute lesson plan for a specific target audience (e.g., corporate professionals managing stress, or athletes focusing on hamstring flexibility). The plan must explicitly state:
 - One Cognitive, one Psychomotor, and one Affective learning objective.
 - A clear timeline detailing warm-ups, peak poses, counter-poses, *Pranayama*, and *Savasana*.
 - Specific verbal cues and safety contraindications for the peak poses.
- 4: Peer Micro-Teaching & Tech-Integration Sessional - **Task:** Deliver a 15-minute micro-teaching session to your peer group acting as your class. You must record this session or conduct it via a virtual platform (like Zoom or Teams) demonstrating proper camera angles, lighting, and clear audio delivery. Self-critique your verbal adjustment cues and structural pacing in a 500-word reflective summary.
- 5: The "Yama-Niyama" Journaling Project - **Task:** Maintain a daily diary over a two-week period focusing on the practical application of one specific *Yama* (e.g., *Ahimsa* - non-violence in thought/speech) and one *Niyama* (e.g., *Santosha* - contentment) in your daily life. Write a sessional essay analyzing how this subjective experience connects to Kohlberg's stages of moral reasoning.
- 6: Scriptural Analysis for Contemporary Problems - **Task:** Choose a chapter or selection of verses from the *Bhagavad Gita* (focusing on *Sthitaprajna* or *Nishkama Karma*). Write a presentation script explaining how a yoga teacher can use these concepts to guide a modern student experiencing intense professional burnout or performance anxiety.
- 7: Philosophy-on-the-Mat Scripting Task - **Task:** Write a verbatim script for a 10-minute segment of a yoga class. The script must demonstrate how you would weave a philosophical value (e.g., practicing non-competitiveness/detachment—*Aparigraha*) into instructions while students are holding a physically challenging posture like *Virabhadrasana* (Warrior Pose).
- 8: Designing a Holistic Affective Assessment Toolkit - **Task:** Create an original "Holistic Progress Card" for a 3-month yoga camp. Design a rubric that measures student growth across non-physical domains. Your toolkit must include:
 - An **Anecdotal Record Template** for observing behavioral changes.
 - A **Self-Reflection Journal Prompt guide** for the student.
 - A **3-point qualitative rubric** to measure changes in a student's mindfulness, patience, and stress resilience.

Hathyoga Practical YNP-109-V1

No of Credits: 2**Sessional: 25****Marks****L T P Total****Practical: 25****Marks****0 0 4 4****Total: 50 Marks****Course Objective:**

- To introduce students to the philosophical foundations, principles, and significance of Hatha Yoga.
- To develop understanding of appropriate conditions, dietary practices, and disciplines necessary for successful yoga practice.
- To impart theoretical and practical knowledge of Shatkarma techniques and their therapeutic applications.
- To develop proficiency in the practice and application of Pranayama, Asanas, and Bandhas as described in classical Hatha Yoga texts.
- To enable students to understand the health benefits, precautions, and disease-management applications of Hatha Yoga practices.

Course Outcomes (COs): At the end of the course, the student shall be able to:**CO1:** Explain the concept, objectives, characteristics, and fundamental principles of Hatha Yoga, including suitable conditions for practice and yogic dietary regulations.**CO2:** Identify and analyze the seeker-supporting elements, obstacles in yoga practice, and characteristics of Hatha Siddhi as described in classical Hatha Yoga literature.**CO3:** Demonstrate and explain the procedures, benefits, and precautions of Shatkarma techniques such as Dhauti, Basti, Neti, Nauli, Trataka, and Kapalabhati.**CO4:** Demonstrate knowledge of Pranayama, its formation according to Hatha Pradipika and Gheranda Samhita, and evaluate its role in health promotion and disease management.**CO5:** Demonstrate and interpret various Asanas and Bandhas described in Hatha Pradipika and Gheranda Samhita, including their practical applications and benefits.**CO–PO Mapping:**

Course Outcomes (COs)	PO1 (Knowledge)	PO2 (Analysis)	PO3 (Application)	PO4 (Research)	PO5 (Modern Tools)	PO6 (Society)	PO7 (Environment)	PO8 (Ethics)
CO1:	3	3	2	–	1	–	–	2
CO2:	3	3	2	–	1	–	–	2
CO3:	3	2	3	1	1	–	–	2
CO4:	2	3	3	2	2	1	1	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; "–" = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1	PSO2
CO1:	3	2
CO2:	3	2
CO3:	2	3
CO4:	2	3

Course Contents:**Topics to be discussed:**

- Introduction and Meaning of Hatha Yoga
- Suitable time and place for practice
- Diet of Hatha Yogi
- Seeker elements and obstructing elements in yoga practice
- Characteristics of Hatha Sidhi.

Practical content:

- **Shatkarma-** according to Hathpadeepika (Process, Benefits and caution) Dhauti, Basti, Neti, Nauli, Trataka & Kapalabhati
- **Pranayama-** Introduction and Meaning of Pranayama, Formation of pranayama according to Hatha Pradipika, Formation of Pranayama according to Gheranda Samhita, Role of pranayama in different diseases, Benefits of pranayama
- **Asanas and bandhas-** Introduction and meaning of Asana, Formation of Asana in Hatha Pradipika, formation of Asana according to Gheranda samhita, Description of Bandh in Hathapradipika, Description of Bandh in Gherand Samhita.

Textbooks & References:

1. Hatha Yoga Pradipika- Swami Annant Bharti
2. Gheranda Samhita- Dr. Raghvendra Sharma Raghav

Yoga Practical-I YNP-111-V1

No of Credits: 3

L T P Total

Marks

0 0 6 6

Sessional: 25 Marks

Practical: 25

Total: 50 Marks

Course Objective:

- To develop practical proficiency in the cleansing techniques (Shat Karma) for maintaining physical and mental health.
- To provide systematic training in yogic postures (Asanas) for improving flexibility, strength, balance, and overall well-being.
- To impart practical knowledge and skills in Pranayama for enhancing respiratory efficiency and mental concentration.
- To train students in the application of Mudras, Bandhas, and Surya Namaskar with Mantras for holistic yogic development.
- To enable students to understand the therapeutic benefits, precautions, and correct execution of various yogic practices.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Demonstrate various Shat Karma techniques including Jal Neti, Rubber Neti, Vaman Kriya, Vat karma, Vyutkarma, Sheetkarma, Kapalbhathi, and Nauli with proper procedure, precautions, and benefits.**CO2:** Perform and explain the techniques, alignment, benefits, and contraindications of major yogic Asanas for physical fitness and health promotion.**CO3:** Demonstrate proficiency in Yogic Breathing and Pranayama practices such as Bhastrika, Nadi Shodhana, Bhramari, and Ujjayi to improve respiratory and mental health.**CO4:** Apply various Mudras and Bandhas including Gyan Mudra, Yoga Mudra, Viparitarani Mudra, Jalandhara Bandha, Moola Bandha, Uddiyana Bandha, and Maha Bandha for enhancing yogic practices.**CO5:** Perform Surya Namaskar with Mantras and integrate Shat Karma, Asana, Pranayama, Mudra, and Bandha practices for holistic health and wellness.**CO–PO Mapping:**

Course Outcomes (COs)	PO1 (Knowledge)	PO2 (Analysis)	PO3 (Application)	PO4 (Research)	PO5 (Modern Tools)	PO6 (Society)	PO7 (Environment)	PO8 (Ethics)
CO1:	2	2	3	1	-	2	2	2
CO2:	3	2	3	-	1	-	2	2
CO3:	3	2	3	1	1	-	2	2
CO4:	2	2	3	-	2	1	2	3
CO5:	3	2	3	1	-	2	3	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “-” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1	PSO2	PSO3
CO1:	2	3	2
CO2:	3	3	2
CO3:	2	3	3
CO4:	2	3	2
CO5:	3	3	3

Course Contents:

- Shat Karma (Cleansing Process)- Jalneti (Nostile Cleansing), Rubber Neti, Vamankirya/ Kujankirya, Vat karm, Viyutkaram, Sheetkaram, Kapalbhathi, Nauli(BOYS)
- Asana:** sukhshama kriya, Padmasana (Lotus Pose), Vajarasana (Thunderbolt Pose),

Gomukhasana (Cow's Face Pose), Ardh matsyendra (Spinal Twist Pose), Paschimottanasana (Back Stretching Pose), Ustrasana (Camel Pose), Halasana (Plowpose), Sarvangasana (Shoulder stand pose), Uttanpadasana (Standing Forward Bend), Matsyanasana (Fish Pose), Chakraasana (Wheel Pose), Markatasana (Monkey Twist Pose) Setubandh (Bridge Pose), Dhanurasana (Bow Pose), Tadasana (Mountain Pose), Sirshasana (Head Stand), Mayurasana (Peacock Pose), Salabhasana (Locust Pose), Savasana (Corpse Pose).

- C. **Pranayam:** Yogic breathing, Bhastrika, Nadi Shodhana, Bhramri, Ujjayi.
- D. **Mudra- Bhandh:** Gyan Mudra, Yog Mudra, Vipritkarni Mudra, Jalandhar Bhandh, Mool Bhandh, Mahabhandh, Uddyanbhandh.
- E. Sun Salutation with Mantras

Textbooks & References:

1. Satyananda Saraswati, S. (2008). *Asana Pranayama Mudra Bandha*. Munger: Yoga Publications Trust.
2. Muktibodhananda, S. (Trans.). *Hatha Yoga Pradipika*. Munger: Yoga Publications Trust
3. Yoga and Health by Swami Kuvalayananda.
4. Yoga Therapy by Dr. Nagendra H. R.
5. Essentials of Yoga Practice and Philosophy by K. Karunakaran

Patanjali Yoga Sutra YNP-108-V1

No of Credits: 4**Sessional: 40****Marks****L T P Total****Theory: 60****Marks****4 0 0 4****Total: 100 Marks****Course Objective:**

- To provide a comprehensive understanding of the fundamental concepts of Yoga Philosophy, including Ishvara, Prakriti, Purusha, Chitta, and Chitta Vrittis.
- To develop knowledge of the psychological and philosophical foundations of Yoga as described in Patanjali Yoga Sutras.
- To familiarize students with the concepts of Samadhi, Kriya Yoga, Kleshas, and the process of attaining higher states of consciousness.
- To impart detailed knowledge of Ashtanga Yoga and its role in personal, ethical, mental, and spiritual development.
- To develop an understanding of Samyama, Vibhuti, and Kaivalya as the ultimate goals of Yoga.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Explain the concepts of Ishvara, Prakriti, Purusha, Chittabhumi, Chittavritti, Abhyasa, Vairagya, Yogantaraya, and Chittaprasadanam in the context of Yoga Philosophy.**CO2:** Analyze the various forms of Samadhi, Ritambhara Prajna, Kriya Yoga, Panchakleshas, and the causes of Sukha and Dukha as described in Patanjali Yoga Darshan.**CO3:** Interpret the concept of Viveka-Khyati and Saptadha Prajna and evaluate their significance in the process of self-realization.**CO4:** Describe and evaluate the principles, practices, and benefits of the eight limbs of Ashtanga Yoga, including Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, and Dhyana.**CO5:** Explain the concepts of Antaranga Yoga, Samyama, Vibhuti, Kaivalya, and the methods prescribed in Yoga Philosophy for attaining liberation.**CO–PO Mapping:**

Course Outcomes (COs)	PO1 (Knowledge)	PO2 (Analysis)	PO3 (Application)	PO4 (Research)	PO5 (Modern Tools)	PO6 (Society)	PO7 (Environment)	PO8 (Ethics)
CO1:	3	2	1	1	-	-	1	-
CO2:	3	3	1	2	-	-	1	-
CO3:	3	3	2	2	-	1	-	2
CO4:	3	2	3	1	-	2	1	2

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “-” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1	PSO2	PSO3
CO1:	3	2	1
CO2:	3	2	2
CO3:	3	2	3
CO4:	2	3	2

Course Contents:**Unit 1: Fundamental Concepts of Yoga Philosophy: Ishvara, Prakriti, Purusha and Chitta**

Concept and formation of ishvara, prakruti and purush, definition and meaning in yoga, chittabhumiya and chittavritti, assiduousness (Abhyasa) and imperturbability (vairagya), yogantaraya (obstacles), chittaprasadanam (helpful elements).

Unit 2: Samadhi, Kriya Yoga and the Psychology of Human Suffering

Type of Samadhi → Sampragyat and asampragyat, ritambhara pragra, kriyayog, punchkleshe, formation of sukh or dukh, vivek- khyatir saptadhaprajna(pragra).

Unit 3: Ashtanga Yoga: The Eightfold Path to Self-Development

Asthangyog (Eight-Fold Path)- Formation and benefits of Yama, formation and benefits of Niyama, formation and benefits of asana, formation and benefits of pranayama, formation and benefits of pratyahara, formation and benefits of Dharana, formation and benefits of dhyana.

Unit 4: Antaranga Yoga, Samyama, Vibhuti and Kaivalya

Formation of antarang and samyamah, description of vibhuti, concept of kevalya, method to achieve kevalya.

Textbooks & References:

1. Patanjali yog dhrasanam– Dr. Devisahya Pandyydeep|
2. Patanjali yog Pardeep – Geeta Press Gorakhpur|
3. Mukti ke char sopana – bihar school of yoga

Suggested Tutorial / Sessional Assignments:

- Create a detailed comparative matrix between *Hatha Pradipika* and *Gheranda Samhita* focusing on the methodology, count, and alignment principles of **Asanas** and **Pranayama**.
- Document your dietary intake for 7 days. Evaluate it against the criteria of *Pathya* (conducive food) and *Apathya* (forbidden food) for a Hatha Yogi as outlined in classical texts. Suggest modifications for an individual transitioning to intensive yoga sadhana.
- Design a specific 4-week Pranayama intervention protocol (incorporating variations from both texts) for a person suffering from one of the following: *Hypertension*, *Chronic Anxiety*, or *Type-2 Diabetes*. Justify your selection of techniques using classical benefits and modern physiological reasoning.
- Create a detailed instructional presentation demonstrating the physical mechanics and energetic significance of *Jalandhara*, *Uddiyana*, and *Mula Bandha*. Explain how they modify internal pressure systems during prolonged breath retention (*Kumbhaka*).
- Write an analytical essay on the **Six Obstructing Elements (*Badhaka Tattva*)** and **Six Facilitating Elements (*Sadhaka Tattva*)**. Provide modern, real-world examples of how these elements manifest in a contemporary practitioner's life and how to overcome/cultivate them.
- Draft an instructional manual featuring:
 - Required equipment and preparation.
 - Precise execution steps.
 - Anatomical/physiological benefits.
 - **Crucial contraindications (cautions)** for specific medical conditions (e.g., high blood pressure, ulcers, hernia).

Nature cure YNP-106-V1

No of Credits: 4

Sessional: 40

Marks

L T P Total

Theory: 60

Marks

4 0 0 4

Total: 100 Marks

Course Objective:

- **To Introduce Fundamentals:** Provide a foundational understanding of the history, basic principles, and philosophy of Naturopathy.
- **To Clinical Differentiate:** Enable students to distinguish between acute and chronic diseases and formulate basic therapeutic diagnostic approaches using natural methods.
- **To Train in Material Therapies:** Impart detailed theoretical and practical knowledge regarding Mud, Air, and Sun therapies, including their physiological effects and precautionary measures.
- **To Master Detoxification Techniques:** Teach the scientific and classical methodologies of Fasting and Massage (Ayurvedic and scientific) for holistic wellness and rejuvenation.
- **To Expertise in Hydrotherapy:** Develop proficient skills in applying water-based treatments (Hydrotherapy) at varying temperatures for targeted disease management.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: (Cognitive - Understand): Explain the core philosophy, historical evolution, and fundamental principles of Naturopathy, differentiating between acute and chronic disease manifestations.

CO2: (Apply/Analyze): Apply the therapeutic concepts of Mud, Air, and Sun baths safely while adapting to individual patient requirements and safety precautions.

CO3: (Evaluate/Create): Formulate customized Fasting regimens and select appropriate scientific or Ayurvedic Massage manipulations based on client wellness goals.

CO4: (Apply/Analyze): Execute various Hydrotherapy modalities (such as Kati bath, Steam bath, and Spine bath) considering temperature dynamics and safety measures for specific ailments.

CO–PO Mapping:

Course Outcomes (COs)	PO1 (Knowledge)	PO2 (Practical Skills)	PO3 (Critical Thinking)	PO4 (Ethics & safety)
CO1:	3	1	2	1
CO2:	2	3	2	3
CO3:	3	3	3	2
CO4:	2	3	3	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “–” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1 (Yoga & Naturopathy)	PSO2 (Lifestyle Disorder Management)
CO1:	3	2
CO2:	2	2
CO3:	3	3
CO4:	2	3

Course Contents:**Unit 1: Introduction**

Meaning and definition of naturopathy, history of naturopathy, importance and basic principle of naturopathy, Acute and Chronic Disease-Symptoms, diagnosis and naturopathy treatment.

Unit 2: Mud, Air and Sun therapy

Importance of mud, type and effect of mud therapy on body, types of mud, mud bath uses in treatment ways, importance and treatment uses of sun light, method of Sun bath, tie and precaution, benefits of air bath, method of treatment by air and its precautions.

Unit3: Fast & Massage therapy

A) Fast→Definition and meaning of fast and basic principle of fast, type of fasting-long, short, ful, water fasting, juice fasting, fruit fasting, rules of fasting, fasting for wellness.

B) Massage→ Definition, meaning of massage, principle of message, type(scientific and ayurvedic), different method of massage-normal, friction, slap, tap, pinch etc, treatment method and precaution of massage.

Unit4: Water treatment

Definition and meaning of water treatment, purpose and importance of water, quality effect of different temperature on body, normal bath, natural bath, friction bath, kati bath, mehan bath, steam bath, spine bath, foot bath, Enema method, benefit and precaution, benefit of water in health wellness, water treatment used in different disease.

Textbooks & References:

1. History and philosophy of Naturopathy– Dr.S.j. Singh
2. Nature Cure– Dr. H. K. Bakhru]
3. The Practice of Nature Cure –Dr. Henry Lindlahar

Suggested Tutorial / Sessional Assignments:

- Write an analytical report differentiating between **Acute** and **Chronic** diseases. Detail how symptoms serve as the body's natural defense mechanism, and outline how a naturopathic diagnostic approach differs from conventional medicine.
- Create a detailed comparative chart mapping **Mud, Air, and Sun therapies**. For each therapy, specify:
 - Primary physiological effects on the human body.
 - Standard application methods (e.g., Mud packs vs. Mud baths; Sun bath durations).
 - Essential environmental conditions required for maximum therapeutic benefit.
- Design a comprehensive 3-stage fasting program (Preparation, Fasting, and Breaking the Fast) for a healthy individual seeking general wellness. Include a schedule choosing between *Juice fasting* or *Fruit fasting*, and document the critical safety rules and indicators for terminating a fast early.
- Develop a step-by-step technical manual for three core hydrotherapy treatments: **Kati Bath (Hip Bath)**, **Spine Bath**, and **Steam Bath**. For each modality, your manual must include:
 - Target temperature ranges (Cold, Neutral, Hot) and their corresponding effect on blood circulation.
 - Indication criteria (which diseases benefit from it).
 - **Strict contraindications and precautions** to prevent thermal shock or injury.
- Create an illustrated instruction log demonstrating the execution of at least four major massage manipulations (*Friction, Slap, Tap, and Pinch*). Contrast the application principles of **Scientific Massage** (anatomical/physiological tracking) with **Ayurvedic Massage** (marma points/dosha balancing).

Alternative Therapy YNP-102-V1

No of Credits: 4

Sessional: 40

Marks

L T P Total

Theory: 60

Marks

4 0 0 4

Total: 100 Marks

Course Objective:

- **To Conceptualize Holistic Health:** Provide a baseline understanding of health and disease from physical, mental, and spiritual viewpoints, alongside the origins of alternative medicine.
- **To Train in Reflex Methodologies:** Impart comprehensive knowledge of Acupressure points, tools, application methodologies, and strict clinical protocols.
- **To Master Energy & Wave Modalities:** Teach the principles, applications, and limiting factors of Magnet, Colour, and Reiki therapies as non-invasive treatment mechanisms.
- **To Introduce Vedic and Subtle Healing Systems:** Educate students on the traditional mechanism of Yagya therapy (environmental and mental purification) and the fundamentals of Pranic Healing.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Classify diseases according to their physical, mental, and spiritual symptoms, and explain the core philosophy behind various alternative therapies.

CO2: Demonstrate the precise use of Acupressure tools and pressure methods while analyzing patient conditions to apply correct clinical precautions.

CO3: Design integrated treatment protocols using Magnet, Colour, and Reiki therapies based on a critical evaluation of their benefits and structural limitations.

CO4: Explain the therapeutic mechanisms of Yagya and Pranic healing, and apply them as complementary techniques for mental wellness and energy balancing.

CO–PO Mapping:

Course Outcomes (COs)	PO1 (knowledge)	PO2 (Practical Skills)	PO3 (Critical Diagnostics)	PO4 (Ethics & safety)
CO1:	3	1	2	1
CO2:	2	3	3	3
CO3:	3	3	2	2
CO4:	3	2	2	1

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “–” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1 (Therapeutic Synthesis)	PSO2 (Lifestyle Disorder Management)
CO1: Foundations & Philosophy	2	2
CO2: Scriptural Foundations	3	3
CO3: Applied Yoga Science & Careers	3	2
CO4: Biographies & Core Texts	2	3

Course Contents:**Unit 1: Introduction**

Meaning of disease, definition, cause and type of disease, symptoms of physically, mentally and spiritually sick person and healthy person, origin of alternative therapies, concept of alternative therapies, importance and types of alternative therapies.

Unit 2: Acupressure

History of acupressure, meaning and definition of acupressure, type of acupressure, principle and rules of acupressure, method of acupressure, tools of acupressure quality and treatment of acupressure, precaution in acupressure.

Unit 3: Magnet & Colour therapy

- A. History of magnet therapy, meaning of magnet and magnet field, quality of magnet, type of magnet, type of magnet therapy, method of magnet therapy, principle and precaution of magnet therapy, benefit and effect of magnet therapy.
- B. Colour therapy: Meaning and concept of colour therapy, Application of colour therapy, limitation.

Unit 4: Reki & Yagya Therapy, Pranic Healing

- A) Reki Therapy - History of Reki therapy, meaning and concept of Reki therapy, rules of Reki therapy, helping tools of Reki therapy, method of Reki treatments, benefit and limitations of Reki therapy.
- B) Yagya Therapy - Introduction & Meaning of Yagya, advantages of yagya therapy, yagya therapy for mental treatment, yagya as disinfect, Mechanism of yagya therapy in Vedic literature.
- C) Pranic Healing - Introduction & Meaning of Pranic Healing, uses of Pranic

Textbooks & References:

1. Alternative therapy– Dr.R.H. Vivak
2. Alternative therapy Method- Dr. RajkumarPuruthi
3. Acupresser Naturopathy therapy– Dr. Attar Singh
4. Magnet Therapy– Dr. Hiralal Bansal

Suggested Tutorial / Sessional Assignments:

- Write an analytical essay defining the characteristics, behavioral traits, and energy indicators of a person who is physically, mentally, and spiritually healthy versus one who is sick. Detail how alternative therapies address the spiritual root causes of physical illness.
- Create a comprehensive comparative matrix analyzing **Reiki, Pranic Healing, and Colour Therapy**. For each modality, define:
 - The core source of healing energy used (e.g., universal life force vs. specific color wavelengths vs. bioplasmic breath).
 - Primary transmission methods (hands-on/distance vs. color application vs. sweeping/projecting).
 - Specific clinical limitations where these therapies should not be used as standalone treatments.
- Design a step-by-step practical manual for treating chronic tension headaches or digestive sluggishness using Acupressure. Your protocol must include:
 - Identification and diagrammatic location of key reflex points.
 - Choice of acupressure tools (e.g., probes, rollers) and pressure rules (duration, intensity).
 - A comprehensive list of **strict clinical precautions** (e.g., avoiding specific points during pregnancy, high blood pressure constraints).
- Develop a therapeutic guide explaining the distinct biological properties of the **North Pole** (cooling, sedating) versus the **South Pole** (warming, stimulating) of a magnet. Draft a clinical case study detailing the application method, magnet type, session duration, and safety precautions for a patient suffering from localized joint inflammation.
- Based on the mechanism of **Yagya Therapy** found in Vedic literature, write a research proposal evaluating its dual role as an environmental disinfectant and a treatment for psychological stress. Outline the medicinal properties of the specific herbs (*Havan Samagri*) used and how inhalation of these substances impacts neural pathways.

Behavior and communication Skill

YNP-104-V1

No of Credits: 3**Sessional: 40****Marks****L T P Total****Theory: 60****Marks****3 0 0 3****Total: 100 Marks****Course Objective:**

- **To Analyze Human Dynamics:** Develop a foundational understanding of human behavior, personality traits, and emotional intelligence variables that influence individual actions.
- **To Master Communication Mechanics:** Train students in the core processes, channels, and active listening frameworks necessary to overcome communication barriers and project polished body language.
- **To Cultivate Team Synergy:** Build strong interpersonal relationship skills, empathy, and collaborative conflict-resolution strategies essential for high-performing teams.
- **To Secure Corporate Readiness:** Equip students with execution-level employability skills, including high-impact resume writing, interview/group discussion strategies, public speaking confidence, and time-management techniques.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Deconstruct the factors influencing human behavior and apply emotional intelligence models to enhance self-management and self-awareness.

CO2: Use diverse communication channels (verbal, non-verbal, visual) effectively while diagnosing and neutralizing communication barriers through active listening.

CO3: Evaluate interpersonal conflicts within team settings to implement collaborative negotiation strategies rooted in workplace ethics.

CO4: Construct industry-standard professional resumes, demonstrate competitive interview/group discussion techniques, and deliver structured public presentations.

CO–PO Mapping:

Course Outcomes (COs)	PO1 (Awareness)	PO2 (Communication)	PO3 (Leadership/ Team)	PO4 (Ethics & Readiness)
CO1:	3	1	2	1
CO2:	2	3	2	1
CO3:	3	2	3	2
CO4:	1	3	2	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “–” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1 (Human Capital Management)	PSO2 (Executive Career Growth)
CO1: Human Behaviour & Personality	3	2
CO2: Fundamentals of Communication	2	2
CO3: Interpersonal & Teamwork Skills	3	2
CO4: Professional & Employability	2	3

Course Contents:**Unit 1: Understanding Human Behaviour and Personality**

Meaning and nature of human behaviour, Factors influencing behaviour, Personality development and self-awareness, Attitudes, values, and beliefs, Emotional intelligence and self-management.

Unit 2: Fundamentals of Communication

Meaning, Process, and importance of communication, Types of communication: verbal, non- verbal, Written and visual, Communication barriers and ways to overcome them, Active listening and feedback, Body Language and etiquette.

unit 3: Interpersonal and Teamwork Skills

Interpersonal relationships, Empathy and respect in communication, Team Building and collaboration, conflict resolution and negotiation skills, Professional behaviour and workplace ethics.

Unit4: Professional and Employability Skills

Professional communication and workplace interaction, Resume/CV writing, Interview and group discussion skills, Presentation and public speaking skills; Leadership, time management, and career development

Textbooks & References:

- 1 Communication Skills – *Sanjay Kumar & Pushp Lata*
- 2 Soft Skills: Enhancing Employability – *M. S. Rao*
- 3 Personality Development and Soft Skills – *Barun K. Mitra*

Suggested Tutorial / Sessional Assignments:

- **The Emotional Intelligence & Self-Awareness Journal**
 - **Task:** Students complete a standardized professional personality or behavioral assessment (such as a Big Five or DISC questionnaire). Write a 1,500-word self-reflective analysis mapping their core attitudes, values, and behavioral drivers.
 - **Deliverable:** A structured personal development roadmap identifying two areas of emotional intelligence (e.g., empathy, self-regulation) to actively improve.
- **The "Locus of Control" Case Analysis**
 - **Task:** Provide students with a written workplace scenario where a team member reacts poorly to unexpected project changes. In small groups, students must analyze the factors influencing that individual's behavior (internal vs. external drivers) and present a 5-minute solution demonstrating strong self-management.
- **Deconstructing Corporate Communication Barriers**
 - **Task:** Select a real-world corporate blunder caused by poor communication (e.g., a mismanaged public relations crisis or a catastrophic internal email misunderstanding). Write an analytical report identifying the specific barriers involved (semantic, psychological, or organizational) and how they could have been neutralized.
- **The Silent Pitch & Active Listening Drill**
 - **Task:** Divide the class into pairs.
 - *Part A (Non-Verbal):* Student A must pitch a simple business idea to Student B using *only* visual aids and non-verbal body language for 2 minutes.
 - *Part B (Active Listening):* Student B must repeat back the core idea, demonstrating active listening techniques, and give structured feedback on Student A's physical posture and etiquette.
- **Conflict Resolution Strategy Paper**
 - **Task:** Map out an analytical framework comparing the five major styles of conflict management (Competing, Collaborating, Compromising, Avoiding, Accommodating). Apply these styles to a provided case study regarding an ethical breach in a project team, justifying which method yields the most ethical outcome.
- **The Live Negotiation Simulation**
 - **Task:** Students are split into groups representing competing departments (e.g., Marketing vs. Engineering) fighting over a limited corporate budget. Groups must use collaborative negotiation techniques to draft a joint resource-allocation proposal within a strict 30-minute window.
- **The Target-Marketed Career Portfolio**

- **Task:** Students identify a real, active job posting in their field. They must construct a highly tailored, single-page, ATS-friendly Chronological Resume/CV along with a professional cover letter specifically engineered to address that job description's target keywords.
- **Mock Group Discussion & Elevator Pitch Stand-up**
 - **Task:** * *Exercise 1:* Conduct a live, timed 15-minute Group Discussion (GD) on a contemporary industry topic, evaluated on entry techniques, body language, and team consensus-building.
 - *Exercise 2:* Every student delivers a 60-second "Elevator Pitch" introducing themselves, their value proposition, and their career development goals to a panel of mock recruiters.

Naturopathy Practical YNP-110-V1

No of Credits: 2

Sessional: 25

Marks

L T P Total

Practical: 25

Marks

0 0 4 4

Total: 50 Marks

Course Objective:

- **To Train in Technical Hydrotherapy:** Develop precision skills in administering local and systemic water treatments (Kati bath, spinal spray, spinal bath, foot baths) across distinct temperature ranges.
- **To Master Colon Cleansing Modalities:** Impart safe, hygienic, and anatomically correct clinical protocols for delivering diverse Enema treatments using varied water configurations.
- **To Provide Expertise in Compress Application:** Educate students on the systematic application of full-body and regional wet sheet packs to manipulate systemic circulation and body temperature.
- **To Validate Mud Therapy Applications:** Train students in the therapeutic preparation and targeted application of localized mud strips and complete body mud wraps (*Rajsnan* and *Panksnan*).
- **To Introduce Chromatic Sun Therapies:** Teach the science, methods, and clinical precautions associated with utilizing specific color spectra of sunlight for therapeutic recovery.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Execute targeted Hydrotherapy procedures (including Kati, Spinal, and Foot baths) while systematically adjusting temperatures (hot, cold, natural) to achieve desired physiological responses.

CO2: Administer natural, cold, and warm water Enemas and configure regional wet sheet packs safely, keeping strict clinical contraindications in mind.

CO3: Prepare and apply localized mud strips (for eyes, forehead, abdomen, etc.) and execute full-body mud therapies (*Rajsnan* / *Panksnan*) based on a patient's physical constitution.

CO4: Demonstrate the methodology of Sun bathing utilizing filtered color spectra and follow safety guidelines to prevent thermal or radiation discomfort.

CO–PO Mapping:

Course Outcomes (COs)	PO1 (Practical Skills)	PO2 (Problem solving)	PO3 (Patient safety)	PO4 (System knowledge)
CO1:	3	3	3	2
CO2:	3	2	3	2
CO3:	3	2	2	3
CO4:	2	2	3	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “–” = No correlation.

CO–PSO Mapping:

Course Outcomes (COs)	PSO1	PSO2	PSO3
CO1:	2	3	2
CO2:	3	3	2
CO3:	2	3	3
CO4:	2	3	2

Course Contents:

1. Water therapy Bath- katibath (hot,cold,natural), steam bath, spinal spray, spinal bath, foot bath cold and hot Enema- natural water, coldwater, warmwater. Wetstrip- fullbody, chest, neck, hand and leg.
2. Mud Therapy: Mudstrip- chest, abdomen, eyes, forehead, ear, neck. Lape-full body mud lape (ranjbath, wet mud bath).
3. Sun therapy: Sun bath through with its color.

Textbooks & References:

1. History and philosophy of Naturopathy– Dr.S.j. Singh|
2. Nature Cure– Dr. H. K. Bakhru|
3. The Practice of NatureCure –Dr. Henry Lindlahar|

Yoga Practical-I YNP-112-V1

No of Credits: 3**Sessional: 25****Marks****L T P Total****Practical: 25****Marks****0 0 6 6****Total: 50 Marks****Course Objective:**

- To develop practical proficiency in the cleansing techniques (Shat Karma) for maintaining physical and mental health.
- To provide systematic training in yogic postures (Asanas) for improving flexibility, strength, balance, and overall well-being.
- To impart practical knowledge and skills in Pranayama for enhancing respiratory efficiency and mental concentration.
- To train students in the application of Mudras, Bandhas, and Surya Namaskar with Mantras for holistic yogic development.
- To enable students to understand the therapeutic benefits, precautions, and correct execution of various yogic practices.

Course Outcomes (COs):

At the end of the course, the student shall be able to:

CO1: Demonstrate various Shat Karma techniques including Jal Neti, Rubber Neti, Vaman Kriya, Vatkarma, Vyutkarma, Sheetkarma, Kapalbhati, and Nauli with proper procedure, precautions, and benefits.**CO2:** Perform and explain the techniques, alignment, benefits, and contraindications of major yogic Asanas for physical fitness and health promotion.**CO3:** Demonstrate proficiency in Yogic Breathing and Pranayama practices such as Bhastrika, Nadi Shodhana, Bhramari, and Ujjayi to improve respiratory and mental health.**CO4:** Apply various Mudras and Bandhas including Gyan Mudra, Yoga Mudra, Viparitkarani Mudra, Jalandhara Bandha, Moola Bandha, Uddiyana Bandha, and Maha Bandha for enhancing yogic practices.**CO5:** Perform Surya Namaskar with Mantras and integrate Shat Karma, Asana, Pranayama, Mudra, and Bandha practices for holistic health and wellness.**CO-PO Mapping:**

Course Outcomes (COs)	PO1 (Knowledge)	PO2 (Analysis)	PO3 (Application)	PO4 (Research)	PO5 (Modern Tools)	PO6 (Society)	PO7 (Environment)	PO8 (Ethics)
CO1:	2	2	3	1	-	2	2	2
CO2:	3	2	3	-	1	-	2	2
CO3:	3	2	3	1	1	-	2	2
CO4:	2	2	3	-	2	1	2	3
CO5:	3	2	3	1	-	2	3	3

Correlation levels: 1 = Low, 2 = Medium, 3 = High; “-” = No correlation.

CO-PSO Mapping:

Course Outcomes (COs)	PSO1	PSO2	PSO3
CO1:	2	3	2
CO2:	3	3	2
CO3:	2	3	3
CO4:	2	3	2
CO5:	3	3	3

Course Contents:

- **Standing Poses:** Natarajasana, Bird Pose, Vimanasana, Warrior Pose, Raised Arms Pose, Triangle Pose.
- **Sitting Poses:** Fetus Pose, Embryo in Womb Pose, Extended Frog Pose, Eka Pada Shikandasana, Cow Face Pose (Gomukhasana), Spinal Twist Pose (Ardha Matsyendrasana), Back Stretching Pose (Paschimottanasana), Camel Pose (Ustrasana).
- **Prone Poses:** Kurmasana, Bhujangasana (Cobra Pose), Dhanurasana (Bow Pose), Shalabhasana (Locust Pose).
- **Supine Poses:** Supine Thunderbolt Pose, Setubandhasana (Bridge Pose), Sarvangasana (Shoulder Stand), Halasana (Plow Pose), Matsyasana (Fish Pose).
- **Balancing Poses:** Uttitha Kurmasana, Padambakasana, Padma Mayurasana, Scorpio Pose, Monkey Twist Pose, Titibhasana.
- **Pranayama:** Bhastrika, Nadi Shodhana, Bhramari, Ujjayi.
- **Mudras:** Yoga Mudra, Gyan Mudra, Vipareeta Karani Mudra, Kaki Mudra, Shambhavi Mudra, Prithvi Mudra, Vayu Mudra, Jala Mudra.
- **Shatkarma:** Vatkarma, Vyutkarma, Sheetkarma, Kapalabhati, Dhauti Sutra, Neti, Kunjal Kriya.

Textbooks & References:

1. Yoga and Health by Swami Kuvalayananda.
2. Yoga Therapy by Dr. Nagendra H. R.
3. Essentials of Yoga Practice and Philosophy by K. Karunakaran
4. Satyananda Saraswati, S. (2008). *Asana Pranayama Mudra Bandha*. Munger: Yoga Publications Trust.
5. Muktibodhananda, S. (Trans.). *Hatha Yoga Pradipika*. Munger: Yoga Publications Trust