

**MAHATMA GANDHI UNIVERSITY
CENTRE FOR YOGA AND NATUROPATHY**



FACULTY OF SCIENCE

**REVISED REGULATION SCHEME AND SYLLABUS OF
M.Sc. YOGA & GERIATRIC COUNSELLING
UNDER CREDIT AND SEMESTER SYSTEM**

WITH EFFECT FROM 2025 ADMISSION

1. NAME OF THE PROGRAMME: Master of Science in Yoga and Geriatric Counselling (M. Sc. YGC)

2. OBJECTIVES OF THE PROGRAMME

- i. To teach students the history, philosophy, psychology, spirituality, practical concepts and therapeutic applications of Yoga to make the students competent Yoga Teachers in Universities/Colleges/Schools, Health and Wellness professionals, Instructors in Yoga Centers and Therapists in Hospitals etc.
- ii. To bring all-around personality development of the students.
- iii. To equip the students to run their own Yoga, Health and Wellness centres.
- iv. To make the students professional Geriatric Councillors, Geriatric Social workers to address different issues and problems related to the geriatric population and to apply various counselling techniques and integrated therapies for their well-being.
- v. To assess the changes in older adults and prepare a daily assessment plan for the older adults in geriatric care institutions.
- vi. To conduct psycho-social support services to the older adults and their caregivers
- vii. To carry out research studies in various fields of Yoga and Geriatric counselling

3. NATURE AND MODE OF THE PROGRAMME

The programme shall be full-time, regular, and co-educational.

4. DURATION OF THE PROGRAMME

The duration of the programme shall be two academic years with four semesters. Each semester shall have 90 working days. The total hours of teaching per semester shall be 450 hours.

5. ELIGIBILITY FOR ADMISSION:

- i. Should have passed any Bachelor's Degree from any University recognized by the University Grants Commission.
- ii. Age - No bar. Should be physically and mentally fit to undergo Yoga training.

6. NUMBER OF SEATS

The upper seat limit is 50, according to the University and Government rules and regulations.

7. SELECTION CRITERIA

The selection of candidates for admission to the M.Sc. Yoga and Geriatric Counselling shall be based on merit, on the following criteria:

i)	Marks of the qualifying examination	-	50 marks
ii)	Interview	-	50 marks
Total		-	100 marks

8. MEDIUM OF INSTRUCTION AND EXAMINATION

The medium of instruction and examination of the course shall be English & Malayalam

9. PROGRAMME IN THE CREDIT & SEMESTER SYSTEM

- i. Semesters
- ii. Credit System
- iii. Continuous Internal Assessment (CIA)
- iv. End Semester Examination (ESE)
- v. Grading
- vi.

10. COURSE STRUCTURE OF M.Sc. YOGA AND GERIATRIC COUNSELLING

- i. Core Courses: Theory-Compulsory courses for all students
- ii. Core Courses Practical - Compulsory courses for all students
- iii. Elective course – Optional course in which the students can choose one out of two courses amongst the courses approved either within the Department or in other Departments, as the case may be.
- iv. Open Course
- v. Internship
- vi. Field work
- vii. Dissertations

11. DEFINITIONS OF TERMS

Course means the curricular content for teaching and learning.

Core Course means a compulsory course in a subject related to a particular programme

Course Code means an eight-character unique code attributed to each course of study with four abbreviated components.

Credit means the unit by which a course is measured. It is the measure of total number of hours of training received in a course during a week; the credit number indicates the total curricular content in terms of number of hours of teaching/learning in a course during a semester.

Credit Point means the product of number of credits of a course and grade point obtained by a student for the course

Cumulative Grade Point Average (CGPA) relates to the performance of a student for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all semesters of the programme and the total number of credits required in the programme. CGPA calculated on the basis of SGPAs with the minimum required SGPAs of all semesters may not be sufficient to obtain the minimum CGPA prescribed for a pass in the programme. Students need to overcome the low SGPA of certain semesters due to low grades in courses in which they are weak, by obtaining better grades for courses in other semesters in which they are strong, so that the better SGPA scores of such semesters would enable the candidate to attain the minimum CGPA prescribed for a pass in the programme.

Department means the Centre for Yoga and Naturopathy

Elective Course means an optional course, which can be selected from among a group of electives in a programme, semester wise, as per the scheme of the Programme. Elective courses in related areas can also grouped together as specializations in specific areas of the subject, in accordance with the scheme of the program.

Grade indicates the performance level of the student – the level of achievement of a student in terms of the score obtained in evaluations and examinations in a course.

Grade Letter means an index of performance of a student in a particular course. It is the transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O (Outstanding), A plus, A only, B plus, B only, C, P and F

Grade Point means the weightage allotted to Grade Letter.

Improvement course is the course registered by a student for improving grades in the end semester component of that particular course

MOOC Course means Massive Online Open Course.

Open Course means a course offered by a School/Centre/Institute other than the parent department. Every regular postgraduate student is required to choose an open course of 4 credits in the third semester.

Programme means a programme of study comprising Core courses, Elective courses, Open / MOOC courses.

Project The compulsory project/dissertation / guided field work / block placement, to be completed in the specified semester of a postgraduate programme shall be done by the student under the guidance of a member of the faculty or, in the case of subjects, which so demand, an external guide, to be decided by the school's faculty council/ HoD in consultation with Teachers.

Repeat Course means a course that is repeated by a student in a semester for want of sufficient attendance.

Semester Grade Point Average (SGPA) refers to the performance of the student in a given semester. SGPA is a weighted average based on the total credit points earned by a student in all the courses in the semester divided by the total number of credits offered in the semester. SGPA will be computed as and when a student completes all the required courses of a semester with a minimum required grade as per the respective curriculum.

Semester means a term consisting of a minimum of 90 working days, including examination days distributed over a minimum of 18 weeks.

12. FACULTY: The discipline of Yoga shall come under the **faculty of science**.

13. ATTENDANCE

The minimum attendance for both theory and practical required for each paper shall be 75% of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the University examination.

Attendance (For Internal Valuation)

Above 95 %	- 10 marks
90 to 94 %	- 08 marks
85 to 89 %	- 06 marks
80 to 84 %	- 04 marks
75 to 79 %	- 02 marks
Below 75 %	- 00 marks.

14. INTERNAL EVALUATION

Internal Evaluation for theory and practical shall be on the basis of the internal examinations, assignments, seminars and attendance. The valuation shall be conducted by the concerned teacher. The students shall also maintain a record book and which should be submitted at the time of the University examinations.

Internal Evaluation of Theory Papers

Sl.No	Details Internal Assessment	Marks
1	Test Paper	10
2	Assignment	10
3	Seminar Presentation	10
4	Attendance	10
	Total	40

Internal Evaluation of Yoga Practical Examination

Details of Yoga practicum	Marks
Demonstration	15
Instructions and Teaching ability	15
Viva Voce	10
Total	40

Internal Evaluation of Geriatric Counselling Practical Examination

Sl.No	Details Internal Assessment	Marks
1	Preparation of Case History with Screening inventory and Counselling report	10
2	Preparation of Verbatim and Behaviour analysis	10
	Seminar Presentation	10
4	Attendance	10
	Total	40

15. END SEMESTER EXAMINATION

The End Semester Examination in theory and practical shall be conducted by the University after the completion of the required theory and practical classes at the end of each semester. The duration of the End Semester Examination for each theory paper shall be for 3 hours. The Head of the Department of the Centre shall submit the attendance certificate, marks of internal assessments of eligible candidates for attending the University examination.

- 16. QUESTION PAPER SETTING:** The School/Department/Centre shall prepare a panel of Examiners for question paper setting and valuation for each course. The Head of the Department will make arrangements for getting the question papers set by external experts for all courses in each semester.

End Semester Examination Question Paper Pattern

Sl. No.	Type of Question	No of questions to be answered	Marks for each question	Total Marks
1	Essay Type	2 out of 4	10	20
2	Short Answer Type	5 out of 7	5	25
3	Very Short Answer Type	5 out of 5	2	10
4	MCQ	5 out of 5	1	05
Total		17 out of 21	--	60

End Semester Practical Examination (External Valuation)

Details of Yoga Practical	Marks
Demonstration	20
Instructions and Teaching ability	15
Viva Voce	10
Record	15
Total	60

End Semester Practical Examination Geriatric Counselling

Sl.No	Details Internal Assessment	Marks
1	Preparation of Case History with Screening inventory and Counseling report	25
2	Preparation of Verbatim and Behavior analysis	20
3	Practical Record/Report of Screening Tests	15
	Total	60

- 17. Promotion and pass,** classification of examination result, grading, issue of certificates, revision of syllabi and all other regulations, such as transitory provision, repeal of the Programme, will be the same as per the Rules and Regulations applicable for Post Graduate Programme issued by the University from time to time. If any other criteria are not otherwise specified also be followed as per the Regulations for the Post Graduate programme.

18. COURSE CODE ABBREVIATIONS

CYMC21MSc in Yoga and Geriatric Counselling Core Course Theory

CYMYP21MSc in Yoga and Geriatric Counselling Core Course Practical

CYEM21 MSc in Yoga and Geriatric Counselling Elective course

MCYO21MSc in Yoga and Geriatric Counselling Open Course

L - Lecture hours

P- Practical hours

T- Tutorial hours

CIA Continuous Internal Assessment (Internal Evaluation)

ESE -End Semester Examination (External Evaluation)

19. LIST OF CORE COURSES

CYM25C01 - Foundations of Yoga

CYM25C02 - Human Anatomy and Physiology

CYM25C03 - Principles and Methods of Hatha Yoga Practices

CYM25C04 - Health and Wellness

CYM25P01- Yoga Practical-I

CYM25C05 - Patanjala Yoga Sutra

CYM25C06 - Functional Sanskrit

CYM25C07- Counselling Psychology and Geriatrics

CYM25C08- Yoga Fieldwork/Teaching Practice

CYM25P02- Yoga practical II

CYM25C09 - Advanced Perspectives on Yogopanishads

CYM25C10- Research Methodology and Statistics

CYM25P03- Yoga Practical-III

CYM25C10 - Advanced Perspectives on Geriatric Counselling

CYM25C11 - Therapeutic Applications of Yoga

CYM25C12- Internship Counselling

CYM25C13- Dissertation&Viva

20. LIST OF ELECTIVE AND OPEN COURSES

CYM25E01 – Life-Skills and Environmental Ethics

CYM25E02 - Academic Writing

CYM25E03 - Indian Systems of Medicine & Indigenous Health Care

CYM25E04 - Gandhian Approaches to Health

CYM25O01 - Open Course

20. OUTCOME-BASED EDUCATION (OBE)

Outcome-Based Education (OBE) of the entire M. Sc Yoga and Geriatric Counselling is as follows:

The purpose of the outcome-based approach is to ensure that students achieve learning expectations for the M. Sc. Yoga and Geriatric Counselling; they undergo,

Graduate Attributes:

- ❖ **Interdisciplinary knowledge, skills, attitude and values.** The M. Sc. Yoga and Geriatric Counselling students would acquire interdisciplinary and cross-disciplinary knowledge-based skills and attitudes when they engage with their programme of study.
- ❖ **Research-related skills:** Students would develop a sense of inquiry and capability for asking relevant/appropriate questions, ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- ❖ **Networking and collaborations**
- ❖ Learners would acquire skills to collaborate and Network with educational institutions, research organizations/centres and industrial units in India and abroad.
- ❖ **Equity, Sustainability, Diversity and Inclusiveness**
- ❖ Learners would acquire the spirit of equity, sustainability and inclusiveness during their programme of study.
- ❖ **Lifelong learning:** Possess the ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

Programme Outcomes (PO):

- ❖ **Critical thinking:** Students shall build the capability to apply analytic thought to a body of knowledge; analyses and evaluate evidence, arguments, claims, and beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- ❖ **Problem solving:** Would have the ability to solve the problems successfully.
- ❖ **Communication Skills:** Shall acquire ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- ❖ **Leadership Skills:** Would acquire the ability to work effectively by building team cohesion, exhibit empathy, creativity, positivity, flexibility, conflict resolution, responsibility, honesty while undergoing the programme of study.

- ❖ **Moral and ethical awareness/reasoning:** Build the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

PROGRAMME SPECIFIC OUTCOME OF M. Sc. YOGA AND GERIATRIC COUNSELING

PSO No.	PROGRAMME SPECIFIC OUTCOMES
1	Enable the learners to choose the right choice based courses.
2	Demonstrate the learned skills in assessment, intervention, analyzing, abilities, and problem-solving through engagement with key theories and real-world problems in different populations
3	Be able to give spiritual counselling and explain the manifestation of a disease in the context of yogic scriptures.
4	Explore and understand the causes of the problem for which the patient has been suffering
5	Be able to work successfully in a variety of health care settings
6	Develop integrity, responsibility, reliability, dependability and compassion, which are characteristics required for a successful professional life.
7	Develop leadership and communication skills to work as leading therapist in healthcare teams.

COURSE OUTCOME: There are 15 core courses and 4 elective courses for the M. Sc. Yoga and Geriatrics. The course outcomes for each course are given under each course. The basic outcome of the course is to introduce the students to ideas that will enable them to do sustained and focused research in a set of social science disciplines. The courses would be helpful for the learner to have insights towards various issues in the present society, such as health and problems of the elderly population.

CORE COMPETENCIES

Demonstrate the professional knowledge of interdisciplinary foundations and theories and methods, practice models and use them with different populations. Demonstrate their competencies to design appropriate Yoga and counselling programmes for therapeutic use, health and wellness and specifically for the wellbeing of older adults.

TEACHING, LEARNING AND ASSESSMENT

The teaching, learning and assessment strategies are aligned with the outcomes set in the OBE teaching and learning framework. The teaching, learning, and assessment mechanism is designed within the principles of the behaviour elements of educational activities, such as cognitive, psychomotor, affective, and social domains.

SCHEME OF EXAMINATION SEMESTER – I

S l. N o	Course Code	Title of the Course	Contact hours per week			Marks			Number of credits
			L	P	T	CIA	ESE	Total	
1	CYM25C01	Foundations of Yoga	4	-	1	40	60	100	4
2	CYM25C02	Human Anatomy and Physiology	4	-	1	40	60	100	4
3	CYM25C03	Principles and Methods of Hatha Yoga Practices	4	-	1	40	60	100	4
4	CYM25C04	Health and Wellness	4	-	1	40	60	100	4
5	CYM25P01	Yoga Practical-I		5		40	60	100	4
		Total	16	5	4	200	300	500	20

SEMESTER – II

S l. N o	Course Code	Title of the Course	Contact hours/week			Marks			Number of credits
			L	P	T	CIA	ESE	Total	
1	CYM25C05	Patanjala Yoga Sutra	4	-	1	40	60	100	4
2	CYM25C06	Functional Sanskrit	4	-	1	40	60	100	4
3	CYM25C07	Counselling Psychology and Geriatrics	4	-	1	40	60	100	4
4	CYM25C08	Yoga Fieldwork/Teaching Practice	4	-	1	40	60	100	4
5	CYM25P02	Yoga Practical-II	-	5		40	60	100	4
		Total	16	5	4	200	300	500	20

SEMESTER – III

Sl. No	Course Code	Title of the Course	Contact hours per week			Marks			Number of credits
			L	P	T	CIA	ESE	Total	
1	CYM25C09	Advanced Perspectives on Yogopanishads	4	-	1	40	60	100	4
2	CYM25C10	Research Methodology and Statistics	4	-	1	40	60	100	4
3	CYM25O01	Open Course	4	-	1	40	60	100	4
4	CYM25E01/02	Life-Skills and Environmental Ethics /Academic Writing	4	-	1	40	60	100	4
5	MCY25P03	Yoga Practical-III	-	5		40	60	100	4
		Total	16	5	4	200	300	500	20

SEMESTER – IV

Sl. No	Course Code	Title of the Course	Contact hrs./week			Marks			Number of credits
			L	P	T	CIA	ESE	Total	
1	CYM25C11	Advanced Perspectives on Geriatric Counselling	4	-	1	40	60	100	4
2	CYM25C12	Therapeutic Applications of Yoga	4	-	1	40	60	100	4
3	CYM25E03/E04	Indian Systems of Medicine & Indigenous Health Care/ Gandhian Approaches to Health		5		40	60	100	4
4	CYM25C13	Internship (Community based Geriatric Rehabilitation)	-	5		40	60	100	4
5	CYM25C14	Dissertation & Viva	-	5		40	60	100	4
		Total	8	15	2	200	300	500	20

	MAHATMA GANDHI UNIVERSITY		
	PG programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M. Sc. Yoga and Geriatric Counseling		
Course Title	FOUNDATIONS OF YOGA		
Course Type	Core		
Course Level	7		
Course Code	CYM25C01		
Course Overview	This course explores the origin and history of Yoga Philosophy. Understand the basic Knowledge of Indian Philosophy, Study of Vedas and Upanishads, including Shad Darshanas and the concept of Liberation. This course assembles the theory of Bhagavad Gita, included practices Karma Yoga, Bhakti Yoga and Jhana Yoga. Basic Understanding the concept of Bhaktimarga and Yoga Vasishta Philosophy.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	• Understanding the core concept of Yoga Philosophy and traditional Indian Knowledge system. • Basic knowledge of Vedas and Upanishads and Shad Darshana and Bhagavad Gita in Indian Philosophy.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		

1	Understand the historical foundations of Yoga Philosophy, including Shad Darshanas, liberation theory of Indian philosophy, Basic knowledge of Bhagavad Gita and related theory.	Understand	3
2	Analyze the Origin and History of Yoga Philosophy and Vedas and Upanishads in Indian Philosophy, and the concept of Bhakti Marga, theory of Bhagavad Gita and Yoga Vasishtha Philosophy	Analyze	3
3	Evaluate the Vedic knowledge and principle of Upanishads. Contains the knowledge of Metaphysics, Axiology and Epistemology	Evaluate	3
4	The value of Indian Knowledge system and Ethical principle and the knowledge of whole Indian traditional Philosophy.	Compare	6

COURSE CONTENT

Unit 1 GENERAL INTRODUCTION TO YOGA	Hours	CO No
1. Origin and development of Yoga: Pre Classical Yoga - Classical Yoga - Post Classical Yoga- Yoga in Modern Period: Swami Vivekananda, Sri Aurobindo, Maharshi Ramana and Maharshi Dayanand Saraswati, Lineage Swami Sivananda, Rishikesh, Lineage of Thirumalai Krishnamacharya, Swami Kuvalayananda, Kaivalyadhama, Swami Rama of Himalayan Yoga, Maharshi Mahesh Yogi, Pandit. Sri Ram Sharma Acharya of Shanthikunj, Haridwar, Shri Dharendra Brahma Chari 2. Meaning and Definitions of Yoga 3. Aims and Objectives of Yoga 4. Misconceptions about Yoga	15	1
Unit 2. UNIT-II: YOGA IN VEDAS AND UPANISADS AND BHAKTI MARGA	Hours	CO No

1. Concepts of Yoga in the four Vedas: Rig Veda- Sama Veda- Yajur Veda and Atharva Veda 2. Yoga in the 10 principle Upanisads: Isha, Kena, Katha, Prashna, Mundaka, Mandukya, Taittiriya, Aitareya Chandogya, Brihadaranyaka Upanisads. 3. Yoga in Narada Bhaktisutra and Yoga in the Literature of Saints- Kabirdas, Tulasidas and Surdas.	15	2,3 & 4
Unit 3. YOGA IN INDIAN PHILOSOPHY	Hours	CO No
1. The Epistemology, Metaphysics, Axiology, Bondage and Liberation in the Darshanas 2. Asthika or orthodox Schools of Philosophy: Nyaya, Vaisheshika, Sankya, Yoga, Purva Mimamsa, Uttara Mimamsa (Vedantha) 3. Heterodox schools of Philosophy- Buddhism, Charvakism, Jainism,	15	3&4
Unit 4. YOGA IN BHAGAVAD GITA -YOGA IN YOGA VASISTAM AND YAJNA VALKYA SMRITHI	Hours	CO No
1. Yoga in Bhagavad Gita- Chapter II- Samkhya or Jnana Yoga, 2. Chapter III Karma Yoga, 3. Chapter VI Dhyana Yoga, 4. Chapter XII Bhakti Yoga, 5. Chapter XVI Daivasura Sampad Vibhaga Yoga 6. Chapter XVII Shraddhathraya Vibhaga Yoga, 7. Chapter XVIII concept of Sannyasa, three kinds of renunciation, the five factors of action The three factors that induce action, The three components of action, Importance of Svadharma, Qualities to become one with Brahman and God is Omnipresent 1. Salient features of Yoga Vashitha, 2. Concept of Adhis and Vyadhis; Psychosomatic Ailments 3. The four Dwarpaals to Freedom 4. How Sukha is attained in the Highest State of Bliss 5. Practices to overcome the Impediments of Yoga 6. Development of Satvaguna 7. Eight limbs of Meditation 8. Jnana Saptabhumika. 9. Yoga Practices in Yajna Valkya Smrithi	15	1,3&4

Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. George Feuerstein (2002). The Yoga Tradition, its History, Literature, Philosophy and practice; First Indian Edition published by Motilal Banarasidass Publishers, New Delhi with Hohm Press, U.S.A.
2. Radhakrishnan, S.& Moore, C.A.(1967). A source book in Indian Philosophy, Princeton.
3. Swami Ramsukh Das, *ShrimadBhagavad-Gita*(Sadhaka Sanjivani), Vol I & II, Geetha Press Gorakhpur 1999.
4. Swami Chinmayananda, *Viveka Choodamani*, Chinmaya Mission Trust, Bombay 1988.
5. Swami Nirajananda Sarasawati, *Yoga Darshan*, Bihar School of Yoga, Munger, Bihar 1994
6. Swami Satyananda Saraswathi, *A Systematic Course in the ancient Tantric Techniques of Yoga and Kriya*, Bihar School of Yoga, Munger 1989
7. Swami Vivekananda, *Selections from the complete Works*, Mayavathi Memorial, Calcutta, Advaitashram 1987
8. Annie Besant, *An Introduction to Yoga*, Cosmo, New Delhi, 2005
9. E.I. Warriar, Sri Aurobindo's Integral Yoga and Sankara's Advaita- A Comparative Study, Allahabad: Vohra Publishers & Distributors
10. Swami Satyananda Saraswathi, *Four Chapters on Freedom (Commentary on Yoga Sutras of Patanjali)*, Yoga Publication Trust, Munger, 2000.
11. Iyengar, B.K.S., *Light on Yoga*. New Delhi: Harper Collins Publishers, 2000
12. Swami Kuvalayananda Gheranda Samhitha, Commentary by Kaivalyadhama, Lonavala, Poona, 1997
13. Bengali Baba, *Yoga Sutras of Patanjali*, Motilal Banarasidass Publishers, 2002, ISBN-81-208-0155-5
14. T. Krishnamacharya, (2008) *Nathamuni's Yoga Rahasya*, T.K.VDeshichakar, Krishnamacharya Yoga Mandiram, Chennai

Relevance of Learning the Course/ Employability of the Course

In a contemporary world, the course structured Foundations of Yoga is highly relevant for both personal development and professional career, offering a comprehensive introduction to history and development of yoga philosophy. It serves as a necessary for higher level teaching and addresses the growing demand for qualified Yoga student for deep knowledge and understanding. Employability and career opportunities for high demand exist for instructors/teacher qualified to teach children and students and adolescents. Working in a Schools, Colleges, Universities, hospitals and rehabilitation centersect..

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M. Sc Yoga and Geriatric Counselling		
Course Title	Human Anatomy and Physiology		
Course Type	Core		
Course Level	7		
Course Code	CYM25C02		
Course Overview	This course delivers a foundational yet advanced exploration of human anatomy and physiology, customized for diploma, PG Diploma, and MSc students specializing in Yoga and Geriatric Counselling. It delves into the intricate organization and functions of major body systems—skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, digestive, urinary, reproductive, and integumentary. Emphasis is placed on yoga's physiological benefits. Upon completion, participants will confidently apply anatomical-physiological insights to design safe, effective yoga programs that empower geriatric clients toward vitality and independence.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60	0	
Pre-requisite	● Basic understanding of the human body ● Holistic approach to health and well-being		

COURSE OUTCOMES (CO)

C O No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		

1	Learners will understand the structure and function of major body systems (skeletal, muscular, cardiovascular, etc.) and apply this understanding to execute and teach safe yoga asanas	Understand	2
2	Participants will develop customised yoga programs that leverage physiological benefits to address common geriatric issues, like gastritis, hormonal imbalances, and reduced organ function.	Analyse	2
3	Evaluate yoga's impact on body systems	Evaluate	2
4	Participants learn to design protocols that mitigate risks from age-related declines while maximising outcomes in mobility, balance, and overall holistic health.	Compare	5

COURSE CONTENT

Unit 1: Essentials of Anatomy, Physiology and Musculoskeletal Systems	Hours	CO No
1. Definition of anatomy and physiology, planes and axis, directional terms, and body cavities 2. Cell, Tissues, and Organ Systems 3. Skeletal system: Structure and functions 4. Muscular system: Structure and functions 5. Effect of yoga on skeletal and muscular system-evidence-based	15	1,2&3
Unit 2: Respiratory, Circulatory and Glandular Systems	Hours	CO No
1. Respiratory system: Structure and functions 2. Circulatory system: Structure and functions 3. Glandular system: location and functions 4. Effect of yoga on respiratory, circulatory and glandular system- evidence-based	15	1,2,3 & 4

Unit 3: Digestive, Excretory and Nervous Systems	Hours	CO No
1. Digestive system: Structure and functions 2. Excretory system: Structure and functions 3. Nervous system: structure and functions 4. Yoga's effect on digestive, excretory and nervous systems – Evidence-based	15	1,3&4
Unit 4: Integumentary, Lymphatic and Reproductive Systems	Hours	CO No
1. Integumentary system: Structure and functions 2. Lymphatic system: Structure and functions 3. Reproductive system: Structure and functions 4. Effect of yoga on these systems- Evidence-based	15	1,3&4

Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

- Tortora, G. J., & Derrickson, B. (2020). *Principles of anatomy and physiology* (16th ed.). Wiley.
- Marieb, E. N., & Hoehn, K. (2019). *Human anatomy & physiology* (10th ed.). Pearson.
- Borg-Olivier, S., & Machliss, B. (2018). *Applied anatomy & physiology of yoga*. Yoga Synergy.
- Gore, M. M. (2015). *Anatomy and physiology of yogic practices* (2nd ed.). Lonavala Yoga Institute.
- Long, R. (2021). *The key muscles of yoga* (3rd ed.). Bandha Yoga Publications.
- McCall, T. (2017). *Yoga as medicine: The yogic prescription for health and healing* (Revised ed.). Bantam Books.

- Singleton, M. (2010). *Yoga body: The origins of modern posture practice*. Oxford University Press.

Relevance of Learning the Course/ Employability of the Course

Learning human anatomy and physiology is highly relevant to yoga practice and instruction, as it equips practitioners with the scientific foundation to understand how asanas, pranayama, and meditation impact the body's musculoskeletal, respiratory, circulatory, and nervous systems, enabling safer execution and maximized therapeutic benefits. This knowledge enhances employability for yoga professionals.

	MAHATMA GANDHI UNIVERSITY		
	P G Programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M.Sc. YOGA AND GERIATRIC COUNSELING		
Course Title	Principles and Methods of Hatha Yoga Practices		
Course Type	Core		
Course Level	7		
Course Code	CYM25C03		
Course Overview	This course explores the traditional Hatha yoga texts. They lay out the earliest systematic framework for asana, pranayama, mudra, and bandha. It provides a holistic, authentic framework that goes beyond mere physical exercise to cultivate spiritual perfection. Text like Hathayoga Pradipika and Gheranda Samhita ties practice to goals of nadi purification, kundalini awakening, and Samadhi. That helps to understand the ethical and meditative aims behind the techniques. The texts give depth, safety cues and a broader purpose that enrich physical practice.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	60		
Pre-requisite	• Basic understanding of Yoga		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understands the different concepts and principles of Hatha Yoga according to HathayogaPradipika and GherandaSamhita	Understand	3
2	Analyse the role of each HathaYoga practices for prevention of diseases, promotion of health and treatment of diseases and disorders.	Analyse	2
3	Evaluate the contemporary relevance of hathayoga practices.	Evaluate	3
4	Compare the yoga practices explained in HathayogaPradipika and GherandaSamhita and Learn to practice each Yoga Practice correctly.	Compare	2

COURSE CONTENT

Unit 1. Introduction to Hatha yoga texts	Hours	CO No
1. Origin of Hatha Yoga - Meaning of Hatha Yoga, Purpose of Hatha Yoga and Hatha Yogic parampara. 2. Classical texts on Hatha Yoga: Yoga Beeja, GorakshaSamhita, VashishthaSamhita, Shiva Samhita, Siddhasiddhantapaddhati, Hatha Pradeepika, GherandaSamhita and Hatha Ratnavali. 3. Elements of success and failure in Hatha yoga. 4. Rules and instructions for Hatha Yoga practice, 5. Concept of Mata in Hatha Yoga Pradeepika and Kuteeram in GherandaSamhita, 6. The SaptangaSadhana in GherandaSamhitha.	15	1
Unit 2. Comparative Study of Shad karmas in Hatha Yoga PradeepikaAndGheranda Samhita	Hours	CO No

1. Cleansing practice of Hatha Yoga -Shadkarmas (The six cleansingprocess)Dhauti(Cleansing the alimentary canal from mouth to stomach), Vasthi (Cleansing therectum), Nethi (cleansing of the nasal passage), Trataka (Blinkless gazing), Nauli (Exercise of abdominal muscles)Kapalabhati (Cleansing of the frontal brain). 2. Rules and instructions of Shadkarmas 3. Therapeutic benefits of Shadkarmas 4. Yogic diet - Meaning and definition of Mithaharam – Purpose of Mithahara. 5. Pathyaharam(Indicated food) –Apathyaharam(contra indicated food) - Benefits ofvegetarian food.	15	2,3 & 4
Unit 3. Comparative Study Of Asanas Mudras and Bandhas in Hatha Yogapradeepika and Gheranda Samhita	Hours	CO No
1. Asanas – Meaning and Definition - Purpose of Asana in Yoga Sutra 2. Purpose of Asanas in Hatha Yoga 3. Comparative study of Asanas as per Hatha Yoga Pradeepika and Gheranda Samhita - 4. Classification of Asanas- Meditative Asanas, Cultural Asanas and Relaxation Asanas ,Physical , Mental and Spiritual benefits of Asanas 5. Hata Yogi Siddhi Lakshnam. 6. Meaning of Mudra and Bandha- Types of Mudras – Hastha Mudra, Mana Mudra, Kaya Mudra, Bandha Mudra, Adhara Mudra. 7. Types of Bandhas. Moola Bandha, Jalandhara Bandha, Uddiyana Bandha, Maha Bandha, Mudras and Bandhas in Hatha Yoga Pradeepika and Gheranda Samhitha. 8. Physical, Mental and Spiritual benefits of Mudras and Bandhas.	15	2, 3&4
Unit 4. Comparative Study of Pranayamas, Prathyahara, Dharana, Dhyana and Samadhi inHatha Yoga Pradeepika and Gheranda Samhita	Hours	CO No

1. The concept of Prana, the five Pranas and the five Upa-pranas 2. Pranayama and its importance in Hatha Yoga Sadhana 3. The concept of Nadis in Hatha Yoga, The concept of Swara Yoga 4. The three process in Pranayama- Pooraka, Kumbhaka and Rechaka 5. Classification of Pranayama - Balancing Pranayama- Cooling Pranayama- Heating or Revitalizing Pranayama- Tranquilizing Pranayama- Yogic breathing- Pranayamas as per Hatha Yoga pradeepika and Gheranda Samhitha- Therapeutic and Spiritual benefits of Pranayamas. 6. Five Types of Prathyahara 7. Five types Dharana and three types of Dhyana 8. Six types of Samadhi according to Gheranda Samhitha 9. Concept of Nadaanusandhana according to Hatha Yoga Pradeepika	15	1,3&4
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Mode of Transaction	Classroom activities: Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used.

Learning Resources

1. Swami Kuvalayananda, Gheranda Samhitha, Kaivalyadhama, Lonavala, Pune, 1997
2. Swami Nirajanananda Saraswathi, Gheranda Samhitha, Bihar Yoga Bharathi, Munger, Bihar, 1997
3. Yogi Ramacharaka, Secrets of Hatha Yoga, Cosmo, New Delhi, 2004
4. Swami Mukhtibodhananda, Hatha Yoga Pradeepika, Bihar School of Yoga, Munger, Bihar 1998
5. Swami Satyananda Saraswathi, A Systematic Course in the ancient Tantric Techniques of Yoga and Kriya, Bihar School of Yoga, Munger, 1989
6. George Feuerstein, (1975). Text Book of Yoga, London, Motilal Bansaridass Publishers Ltd.
7. Swami Satyananda Saraswati, Four Chapters of Freedom, (Bihar School of Yoga, 2000)
8. Swami Kuvalayanda, (1998), Asanas, Lonavala, Kaivalyadhama.
9. Swami Satyananada Sarasvati. (1989), Asana Pranayama Mudra Bandha, Munger, Bihar School of Yoga.

10. Swami Sivananda, (1971), The Science of Pranayama, Chennai, A Divine Life Society Publication.

Relevance of Learning the Course/ Employability of the Course
Hatha yoga creates an absolute balance of the interacting activities and process of the physical body, mind and energy. In an era where lifestyle diseases, stress, and excessive reliance on pharmaceuticals dominate public health, hatha yoga practices help to attain perfect health for body, mind and soul. Understanding and applying traditional hatha yoga wisdom can lead to healthier lifestyles , ultimately contributing to a healthier individual.

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M.Sc. YOGA & GERIATRIC COUNSELLING		
Course Title	Health and Wellness		
Course Type	Core		
Course Level	7		
Course Code	CYM25C04		
Course Overview	This syllabus equips learners with cutting-edge knowledge and skills for promoting sustainable health and wellness across lifespan stages, populations, and contexts. Drawing from WHO frameworks, biopsychosocial models, and global research, it emphasises evidence-based strategies.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	60		
Pre-requisite	• Basic understanding of health • Holistic approach to health and well-being		

COURSE OUTCOMES (CO)

C	Expected Course Outcome	Learning	PS
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O No .	<i>Upon completion of this course, students will be able to;</i>	Domains	O No.
1	Students demonstrate comprehensive understanding of wellness definitions	Understand	2
2	Students proficiently apply health-related fitness components, functional fitness protocols, healthy aging principles, 10-minute structured exercise programs, and geriatric-specific fitness assessments to design safe interventions.	Application	2
3	Students analyze stress mechanisms—including definitions, symptoms, General Adaptation Syndrome stages, chronic effects, and related diseases	Analyse	4
4	Students integrate yogic philosophy, health concepts, diet principles, and relaxation techniques into holistic wellness frameworks	Integration	2

COURSE CONTENT

Unit 1 – Foundations of Health and Wellness	Hours	CO No
1. Definition and meaning of health and wellness 2. Dimensions of health and wellness 3. Understand nutrition (macronutrients, micronutrients, personalised meal plans, ICMR dietary guidelines) 4. Energy balance 5. Common postural deformities-Corrective measures (knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs)	12	1
Unit 2: Science of Physical Activity	Hours	CO No

1. Physical fitness and its types 2. Effect of exercise on the major body systems 3. Principles of exercise training 4. Understanding exercise intensities and choosing activities for physical fitness 5. Fitness assessment and interpretation	12	2,3 & 4
Unit 3: Strategies for Health Promotion	Hours	CO No
1. Adherence to Physical Activity- Strategies 2. Lifestyle diseases: their prevention and management 3. Enhancing mental health – Strategies 4. Enhancing social health – Strategies 5. Basics of CBT	12	3&4
Unit 4: Understanding Stress and its Management	Hours	CO No
1. Definition of stress 2. Symptoms of stress (Physical Symptoms, Emotional and Mental Symptoms, Behavioural Symptoms) 3. General Adaptation Syndrome (GAS) and its stages 4. Effect of chronic stress (Physical, Mental and Social) 5. Stress management strategies	12	1,3&4
Unit 5 – Yoga and Integrative Wellness Practices	Hours	CO No
1. Yogic philosophy on attaining wellness (Ashtanga) 2. Yogic nutrition 3. Understanding Sleep – Optimisation Strategies 4. Understanding Circadian Rhythm -Optimisation Strategies 5. Relaxation techniques	12	4 & 3

Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion, debates, panel discussion, and sharing experiences. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods are used

Learning Resources

- Edlin, G., & Golanty, E. (2021). Health and wellness (14th ed.). Jones & Bartlett Learning.
- Corbin, C. B., Welk, G., Corbin, W. R., & Farrar, K. (2023). Concepts of physical fitness: Active lifestyles for wellness (14th ed.). McGraw-Hill Education.
- Iyengar, B. K. S. (2010). Light on life: The yoga journey to wholeness, inner peace, and ultimate freedom. Rodale Books.
- Sapolsky, R. M. (2017). Behave: The biology of humans at our best and worst. Penguin Press.
- Ross, A., & Thomas, S. (2010). The health benefits of yoga and exercise: A review of comparison studies. The Journal of Alternative and Complementary Medicine, 16(1), 3–12. <https://doi.org/10.1089/acm.2009.0044>

Relevance of Learning the Course/ Employability of the Course

This MSc Yoga and Geriatrics-focused Health and Wellness course is highly relevant to students, integrating ancient yogic wisdom with modern geriatric science to equip them to address the escalating global challenges of humans, lifestyle diseases, and mental health crises prevalent in regions like Kerala, India. Through its comprehensive Units spanning foundational wellness, functional fitness for healthy ageing, behaviour change strategies, stress management via General Adaptation Syndrome analysis, and yoga-based relaxation techniques, learners gain evidence-based skills to design personalised interventions that promote wellness, prevent chronic conditions such as hypertension, and foster well-being for all. Employability prospects are robust, opening doors to roles such as geriatric yoga therapists, wellness consultants in hospitals and ageing care facilities, corporate stress management trainers, and researchers in integrative medicine—particularly valuable in India's burgeoning geriatric care sector and global wellness industry.

	MAHATMA GANDHI UNIVERSITY
	P G Programme
School	CENTRE FOR YOGA AND NATUROPATHY
Programme	M.Sc. YOGA AND GERIATRIC COUNSELING
Course Title	Yoga practical I
Course Type	Core
Course Level	7

Course Code	CYM25P01		
Course Overview	This course explores basics of the practical side of yoga referred as sadhana, which include Shadkriyas, Yogic loosening exercises, basic asanas, pranayamas and basic Dhyana practices. The course develops safe, consistent personal practice and the ability to demonstrate and cue foundational techniques while articulating their traditional purpose.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
		60	
Pre-requisite	Basic understanding of Yoga practices		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand basic Yoga practices including Shadkarmas, Sookshmayayamas, Asanas and Pranayamas.	Understand	2
2	Analyse the role of Yoga practices for prevention of diseases, promotion of health and treatment of diseases and disorders	Analyse	2
3	Evaluate the importance of yoga practices in daily life.	Evaluate	1
4	Compare the difference between various Yoga practices and exercises and learn to practice each Yoga Practice correctly	Compare	2

COURSE CONTENT

Unit 1. Shadkriyas, Yogic sookshmayayamas and Surya Namaskar	Hours	CO No
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SHADKRIYAS (CLEANSING TECHNIQUES): 1. Sutra Neti 2. JalaNeti 3. VastraDhauti 4. Nauli 5. VathaKramaKapalaBhathi 6. SheetkramaKapalaBhathi 7. Trataka YOGIC SUKSHMA VYAYAMAS (Loosening exercises) (i) Gentle and rhythmic anatomical movements of all synovial joints from toes to neck or neck to toes coordinated with breathing with each movement (Flexion, Extension, Hyper extension, Rotation-Right and left and circumduction) (ii) Breathing Practices - Hands in and out, up and down, Twisting, Forward & backward bending etc. (iii) Gentle and rhythmic stretching of large group muscles of Upper Body and Lower Body with breathing. SURYA NAMASKARA AND DYNAMIC ASANAS 1. Dynamic movement of asanas for warming up the body -Dynamic Tadasana, Dynamic Tiryak Tadasana, Dynamic Kati Chakrasana, Dynamic Tiryak Kati Chakrasana, Dynamic Marjari asana, Dynamic Meru Vakrasana, Dynamic Nauka Sanchalanasana, Dynamic Supta Chakra Padasana, Dynamic standing Janusirasana, dynamic Utkatasana, Dynamic Padasanchalanasana, Dynamic JhulanaLurhakanasana (rocking and rolling). Naukasana, Dynamic Vayu Nishkasana (wind releasing pose), Dynamic UttihtaLolasana, Dynamic Dolasana, Dynamic Marjarasana, Dynamic Paschimottanasana, Dynamic Halasana. 2. Suryanamaskara- With twelve steps. Variation of Suryanamaskar with Shashankasana	15	1
Unit 2. Sitting and relaxing asanas	Hours	CO No

SITTING MEDITATIVE ASANAS 1. Sukhasana 2. Swastikasana 3. Vajrasana 4. Siddhasana ,Siddhayoni Asana. 5. Bhadrasana 6. Padmasana 7. BaddhaPadmasana 8. BaddhaHasthaGomukhasana RELAXATION ASANAS 9. Shavasana 10. Makarasana 11. Matsyakridasana ASANAS IN SITTING POSITION 12. Saithalyasana 13. Janusirasana 14. Paschimottanasana 15. Sashankasana 16. Upavishtakonasana 17. Vakrasana	15	2,3 & 4
Unit 3. Standing, supine and prone asanas	Hours	CO No
STANDING ASANAS 1. Tadasana 2. TiryakaTadasana 3. Kati Chakrasana 4. Virabhadrasana-I 5. Virabhadrasana-II 6. Padahasthasana 7. Trikonasana 8. Vrikshasana ASANAS IN SUPINE POSITION 9. Pavanamuktasana 10. Udarakarshanasana 11. Naukasana 12. Purvottanasana 13. Khandarasana 14. Chakrasana ASANAS IN PRONE POSITION 15. Bhujangasana 16. Shalabhasana 17. Dhanurasana 18. ViparithaNaukasana	15	3&4

Unit 4. Pranayama and Yoga Nidra	Hours	CO No
PRANAYAMA AND YOGA NIDRA 1. Practice of Puraka, Antar Kumbhaka, Rechaka and Bahya or Shoonya Kumbhaka 2. Yogic Sectional Breathing : Abdominal breathing (Udara Svasana), Thoracic Breathing (Uruah Svasana) and Clavicular Breathing (Skanda Svasana), Yogic breathing (Poornasvasana) 3. Nadhishuddhi Pranayama in the ratio of 1:0:1, 1:1:2, 1:2:2, 1:3:2, 1:4:2 4. Brahmari Pranayama (humming progressively from 10 seconds to 1 minute) Yoga Nidra-1 developed by Swami Satyananda Saraswati, Bihar School of Yoga	15	1,3&4

Mode of Transaction	Classroom activities: Lecturing, Demonstration of yoga practices, face to face Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. Swami Digambarji (1997), Hathayoga Pradeepika, SMYM Samiti, Kaivalyadhama, Lonavala, Pune - 410403
2. Swami Digambarji (1997), Gheranda Samhita, SMYM Samiti, Kaivalyadhama, Lonavala
3. B. K. S. Iyengar (1966), Light on Yoga, Harper Collins publication, 77- 85 Fulham Palace road, London W6 8JB.
4. B. K. S Iyengar (1999), Light on Pranayama, Harper Collins, New Delhi,-201307
5. Swami Satyananda Saraswati (1997), Asana, Pranayama, Mudra, Bandha, Bihar School of Yoga, Munger-811201
6. Swami Geetananda, Bandhas & Mudras, Anandashrama, Pondicherry- 605104
7. Swami Satyananda Saraswati (2004), A Systematic Course in the Ancient Tantric Techniques of Yoga & Kriya, Bihar School of Yoga, Munger-811201
8. Swami Dharendra Brahmachari (1953), Yogasana Vijnana, Dharendra Yoga Publications, New Delhi-110001
9. O. P. Tiwari, (1991) Asana, Why & How, Kaivalyadhama, Lonavala,-410403
10. Swami Satyananda Saraswati (1983), Suryanamaskara, Bihar School of Yoga, Munger-811201
11. T. Krishnamacharya (1981), Yogasanagalu, Prasaranga, Mysore University, Manipal power press, Manipal, Mysore 570012

12. Swami Mukhtibodhananda, Hatha Yoga Pradeepika, Bihar School of Yoga, Munger, Bihar 1998
13. Swami Sivananda (1971), The Science of Pranayama. Chennai: A Divine Life Society Publication.
14. Dr H R. Nagarathna, Dr R Nagarathna (2000): Yoga for Promotion of Positive Health, Published by SVYP, Bangalore, 2004
15. Jon Kabat-Zinn, PhD.(2016) Mindfulness for Beginners, Kindle edition
16. Dr Padmanabhan T. V, Dr Harilakshmeendra Kumar (2025): Yoga Practice- A Handbook for Higher Education.

Relevance of Learning the Course/ Employability of the Course
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A systematic approach to the practical study of yoga is pedagogically and philosophically imperative. It ensures gradual progression, aligning preparatory loosening exercises and asana work with the traditional Hathayoga schema in which bodily steadiness (asana), supports regulated breath (pranayama) and subsequently, mental concentration (dhyana). Such sequencing mitigates injury risk, cultivates proprioceptive accuracy and furnishes a replicable methodology for diverse practitioners. The course builds demonstrable competencies –safety assessment, alignment cueing and basic pranayama instruction-valued in wellness centres, sports-rehab settings and school programs, making graduates eligible for roles as yoga instructors, wellness assistants and integrative-health support staff.
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	MAHATMA GANDHI UNIVERSITY
	P G Programme
School	CENTRE FOR YOGA AND NATUROPATHY
Programme	M.Sc. YOGA AND GERIATRICS COUNSELLING
Course Title	PATANJALA YOGASUTRA
Course Type	CORE
Course Level	8
Course Code	CYM23C05

Course Overview	This course offers a systematic and in-depth study of the Yoga Sutras of Patanjali, one of the foundational texts of Indian philosophy and psychology. Designed in accordance with UGC guidelines, the course examines Yoga not merely as a physical discipline, but as a rigorous science of consciousness culminating in liberation (<i>Kaivalya</i>). The programme is structured across five units corresponding to the five thematic movements of Patanjali’s system: psychological analysis, meditative methodology, disciplined practice, extraordinary attainments, and final emancipation.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	● Basic understanding of Indian Philosophy (especially Samkhya concepts like Purusha and Prakriti). ● A sincere willingness to engage in regular Yoga and meditation practice. ● Familiarity with Sanskrit terminology is desirable.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain and interpret the structure, historical context, and philosophical foundations of the Yoga Sutras of Patanjali, including major commentarial traditions.	Understand	3
2	Analyse Patanjali's Psychological framework of <i>Chitta, Vrittis, Kleshas, Chitta Bhumis</i> , and the process of <i>Vritti Nirodha</i> — using classical terminology.	Analyse	4
3	Apply and evaluate the principles of <i>Kriya Yoga, Ashtanga Yoga, Samadhi</i> , and <i>Samyama</i> in relation to both textual understanding and meditative practice.	Evaluate	3

4	Compare and critically differentiate the foundational concepts of Yoga and Samkhya philosophies.	Compare	3
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COURSE CONTENT

Unit 1. Foundations of Patanjala Yoga – Text and Psychology of Mind	Hours	CO No
1. Samkhya and Yoga Philosophies. Structure, authorship, and historical context of the Yoga Sutras of Patanjali. 2. Important commentaries: Vyasa Bhashya, Bhoja Vritti, and modern interpretations including Swami Vivekananda. 3. Meaning, definitions, and aims of Yoga according to Patanjali. 4. Concept of Chitta, Chitta Bhumis: Kshipta, Mudha, Vikshipta, Ekagra, Niruddha. 5. Chitta Vrittis: Pramana, Viparyaya, Vikalpa, Nidra, Smriti 6. Vritti Nirodha as the definition of Yoga	15	1
Unit 2. Samadhi and the Discipline of Chitta	Hours	CO No
1. Abhyasa and Vairagya as the twin disciplines of mental control. 2. Ishvara Pranidhana- attributes of Ishvara, and significance of Pranava (Om). 3. Antarayas: Nine obstacles (Chitta Vikshepa), Vikshepa Sahabhava: Four accompaniments to the obstacles. Means of overcoming distraction 4. Chitta Prasadana: Maitri, Karuna, Mudita, Upeksha, Preliminary practices for controlling vikshepas. 5. Types of Samadhi: Samprajnata and Asamprajnata; Sabija and Nirbija. 6. Ritambhara Prajna	15	2,3 & 4
Unit 3. Sadhana – Practice, Kleshas, and Karmic Process	Hours	CO No
1. Kriya Yoga 2. The Five Kleshas: Avidya, Asmita, Raga, Dvesha, Abhinivesha 3. Four operational modes of klesas 4. Karmashaya and its fruition: Jati, Ayu, Bhoga 5. VivekaKhyati and removal of Samyoga (Seer and Seen) 6. Ashtanga Yoga, Bahiranga	15	3&4

Unit 4. Higher Practices, Siddhis and Liberation	Hours	CO No
1. Antaranga (Dharana, Dhyana, Samdhi) Samyama 2. Parinama, Nature of Chitta and its distinction from Purusha 3. Vibhuti (Siddhis) 4. Theory of Karma: Four types 5. Concept of Vasana 6. Dharmamegha Samadhi: Kaivalya as ultimate Liberation	15	1,3&4

Mode of Transaction	Classroom activities: Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used.

Learning Resources

1. *Patanjala Yoga Sutra (Original Text)*
2. *Vyasa Bhasya (Commentary of Yoga Sutra by Vyasa)*
3. *Rajayoga*, Swami Vivekananda.
4. *The Yoga Sutra of Patanjali*, Georg Feuerstein
5. *The Philosophy of Classical Yoga*, Georg Feuerstein
6. *The Yoga Tradition*, Georg Feuerstein
7. *The Science of Yoga*, I. K. Taimini
8. *Patanjali Yoga Sutras*, Swami Prabhavananda
9. *The Yoga Sutra of Patanjali*, Chip Hartranft
10. *Encyclopedia of Indian Philosophies, Vol XII, (Yoga.. India's Philosophy of Meditation)*
Gerald James Larson and Ram Sankar Bhattacharya

Relevance of Learning the Course/ Employability of the Course

The study of the Yoga Sutras of Patanjali provides a systematic understanding of classical Yoga as a philosophical, psychological, and practical discipline. The course develops conceptual clarity regarding the nature of mind, mental modifications, afflictions, concentration, and liberation. It enables students to interpret Yoga not merely as a physical practice, but as a structured science of consciousness rooted in Indian philosophical tradition. The course strengthens analytical thinking, textual interpretation skills, and comparative philosophical understanding, particularly in relation to systems such as Samkhya. It cultivates disciplined inquiry, ethical sensitivity, and reflective awareness, thereby contributing to both intellectual growth and personal development.

The course equips students with advanced theoretical and practical knowledge relevant to multiple professional fields, including:

Academia and Research in Yoga Studies, Philosophy, Indology, and Comparative Religion

Teaching positions in Yoga institutions, universities, and higher secondary education

Curriculum development and academic consultancy in Yoga and wellness programs

Yoga therapy and mental wellness sectors, where understanding of Chitta, Kleshas, and Samadhi provides conceptual depth.

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	Centre for Yoga & Naturopathy		
Programme	M.Sc. Yoga & Geriatric Counseling		
Course Title	Functional Sanskrit		
Course Type	Core		
Course Level	8		
Course Code	CYM25C06		
Course Overview	This course aims to develop functional proficiency in Sanskrit, focusing on language skills, moral literature, classical authors, yogic texts, and the relevance of Sanskrit in the modern world. Emphasis is laid on Listening, Speaking, Reading, and Writing (LSRW) skills, enabling students to use Sanskrit meaningfully in academic, cultural, and practical contexts. The course also introduces learners to major Sanskrit writers, Subhāṣitas, Yogasūtras, and the continuing influence of Sanskrit on contemporary languages and culture.		
Semester	2	Credit	4

Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork
	60	
Pre-requisite	• Basic familiarity with Devanagari script • Elementary knowledge of Sanskrit grammar • Interest in Indian languages, literature, and culture	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop basic Sanskrit language abilities with emphasis on LSRW skills and sentence construction	Understand	7
2	Interpret and appreciate Sanskrit Subhāṣitas and their ethical values	Analyse	6
3	Identify major Sanskrit writers and their contributions to Sanskrit literature	Evaluate	1
4	Recite and understand selected Yogasūtras and their philosophical significance	Perform	3

COURSE CONTENT

Unit 1. Sanskrit Language Abilities (LSRW)	Hours	CO No
1. Listening skills through guided Sanskrit audio/texts 2. Speaking skills: basic conversation and pronunciation. 3. Reading simple Sanskrit passages 4. Writing skills: words, sentences, and short passages 5. VākyaNirmāṇa – Sentence construction	20	1
Unit 2. Sanskrit Subhāṣitams	Hours	CO No
1. Meaning and importance of Subhāṣitas 2. Study of selected 10 Subhāṣita verses 3. Ethical values in Subhāṣitas 4. Moral values in Subhāṣitas 5. Cultural values and application of Subhāṣitas in daily life	15	2
Unit 3. Major Sanskrit Authors and Classical Literature	Hours	CO No

Vālmiki – <i>Rāmāyaṇa</i> and its significance Vyāsa – <i>Mahābhārata</i> and Purāṇic tradition Kālidāsa – Classical poetry and drama Bhāsa – Sanskrit drama and innovations Śaṅkarācārya – Philosophical writings and Bhakti literature	15	3
Unit 4. Yogic and Contemporary Relevance of Sanskrit	Hours	CO No
1. Introduction to Patañjali's <i>Yogasūtra</i> 2. Importance of Sūtras in Indian philosophical tradition 3. Recitation of selected Yogasūtras 4. Basic understanding of yogic concepts 5. Sanskrit in the modern age: relevance in contemporary society, influence on languages, cultural continuity, and role in education, science, and technology	10	1,3&4

Mode of Transaction	Classroom activities: □ Classroom lectures, Interactive discussions, Recitation and language practice, Reading and interpretation sessions, Audio-visual aids and digital resources
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. Selected lessons from Sanskrit Praveśa– ViśvaSaṃskṛtaPratiṣṭhānam, Kodungallur
2. Vibhaktivallari – Saṃskṛta Bhāratī, Bengaluru
3. Kalābodhinī – Dr. H. R. Viśvās, SaṃskṛtaBhāratī
4. SaṃskṛtaPāṭhanaRasakaramaṅgaṇ Dr. M. V. Natesan
5. History of Sanskrit Literature – A. B. Keith
6. BhartṛhariSubhāṣitam
7. PrabandhaSaṅgraham– Dr. E. N. Eśwaran
8. Subhāṣitāni – VSP, Kodungallur
9. SaṃskṛtaVyavahāraSahasrī
10. DhātuMañjarī and ŚabdaRūpāvalī

Relevance of Learning the Course/ Employability of the Course
This course equips students with functional Sanskrit skills useful in teaching, translation, yoga instruction, cultural studies, research, and digital content creation. By integrating language skills, classical literature, and modern relevance, the course promotes employability while preserving and revitalizing Sanskrit as a practical and cultural language.

	MAHATMA GANDHI UNIVERSITY
	PG Programme

School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M. Sc YOGA AND GERIATRICS COUNSELLING		
Course Title	Counselling Psychology and Geriatrics		
Course Type	CORE		
Course Level	8		
Course Code	CYM25C07		
Course Overview	The course “Counselling Psychology and Geriatrics” (MCYC21 – 203) provides an in-depth understanding of the foundations and scope of counselling psychology, focusing on promoting mental health and wellbeing. It covers key theoretical approaches, professional skills, and therapeutic models, enabling students to work with diverse populations, including older adults. The course explores psychosocial issues of ageing, counselling interventions for older adults, and assessment tools and therapeutic interventions relevant to geriatric care, equipping students to address the unique needs of the elderly and promote successful ageing.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		

Pre-requisite	• Basic understanding of psychology and human behaviour – Students should have fundamental knowledge of psychological concepts such as personality, emotions, development, and mental health. • Introductory knowledge of ageing and social issues – A basic awareness of the ageing process, social problems of the elderly, and the importance of mental health care in later life. • Interest in helping professions and interpersonal communication – Students should possess a willingness to work with people, develop empathy, and learn communication and counselling skills for supporting individuals, especially older adults.
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the foundations and scope of counselling psychology in promoting mental health and wellbeing. Understand psychosocial issues of ageing and apply counselling approaches in geriatric care settings.	Understand	4
2	Acquire knowledge of major theoretical approaches and therapeutic models used in counselling psychology. Develop professional counselling skills and competencies required for working with diverse populations.	Analyse	2
3	Demonstrate knowledge of assessment tools and therapeutic interventions relevant to counselling and geriatric mental health.	Evaluate	2
4	Differentiate between counselling, psychotherapy, and other helping professions.	Compare	5

COURSE CONTENT

Unit 1. FOUNDATIONS OF COUNSELLING PSYCHOLOGY	Hours	CO No
1. Meaning and definitions of Counselling and Counselling Psychology, Nature and scope of counselling psychology 2. Distinction between counselling, psychotherapy, guidance and social work intervention 3. Goals and objectives of counselling 4. Historical development of counselling psychology 5. Professional roles and functions of counsellors 6. Ethical principles and legal aspects of counselling practice, Research and evidence-based practice in counselling psychology	15	1
Unit 2. THEORETICAL APPROACHES IN COUNSELLING PSYCHOLOGY	Hours	CO No
7. Psychoanalytic and Psychodynamic approaches: 8. Humanistic approaches (Person-centered therapy) approach, Gestalt approach 9. Adlerian approach. 10. Existential approach 11. Cognitive and Cognitive Behavioural approaches 12. Contemporary integrative and eclectic approaches	15	2,3 & 4
Unit 3. COUNSELLING PROCESS AND PROFESSIONAL SKILLS	Hours	CO No
1. Core counselling skills: empathy, active listening, questioning, paraphrasing, Reflection, summarizing 2. Personal qualities of an effective counsellor 3. Variables influencing the counselling relationship 4. Preparation for counselling and counselling interview. 5. Stages of counselling process: Relationship building, Assessment and problem identification, Goalsetting, Intervention and problem solving, Termination and follow-up 6. Techniques used in counselling practice, Professional documentation and counselling verbatim	15	3&4
Unit 4. GERIATRIC COUNSELLING AND PSYCHOLOGICAL ISSUES IN AGEING, THERAPEUTIC INTERVENTIONS IN COUNSELLING AND GERIATRIC CARE	Hours	CO No

3. Concept and process of ageing and gerontology, Demographic trends and ageing population, 4. Psychosocial changes in old age, Mental health issues among older adults. 5. Common problems of the elderly: Loneliness and social isolation, Depression and anxiety, Loss, grief and bereavement, Retirement adjustment, Elder abuse and neglect, Chronic illness, disability and terminal care 6. Counselling interventions for older adults, promoting active, productive and successful ageing, Behavioural analysis and case formulation, Counselling verbatim and documentation 7. Therapeutic approaches: Cognitive Behaviour Therapy (CBT), Reminisce therapy, Supportive therapy, Expressive therapies: Art therapy, Musictherapy, Dance and movement therapy 8. Behaviour modification techniques: Systematic desensitization, 9. Integrated relaxation techniques: Meditation and mindfulness Focusing, Progressive Muscle Relaxation 10. Yoga-based psychotherapies	15	1,3&4
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Mode of Transaction	Classroom activities: □ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used.

Learning Resources

- Dr. Mathew Kanamala, Dr. HarilekshmeendraKumar, Quality of life of people with dementia in residential care homes of India, (2020), INSC, Bangalore, available in Amazon
- Rickey L. George & Therese S. Cristiani (1990). Introduction to Counseling. United States.
- Gelso, C. J. & Fretz, B. R. (1995). Counselling Psychology. Bangalore: Prism Books Pvt. Ltd.

- Patri, V. R. (2008). Counselling Psychology. New Delhi: Authors Press.
- Woolfe, R., Dryden, W., & Strawbridge, S. (2003). Handbook of Counselling Psychology (2nd Ed.). London: Sage.
- Gibson, R. L. & Mitchell, M. H. (2003). Introduction to Counseling and Guidance. Pearson Education.
- Capuzzi, D., & Gross, R. D. (2007). Theories and Applications of Counselling and Psychotherapy. New Jersey: Pearson.
- Gladding, S. T. (2011). Counseling: A Comprehensive Profession (6th ed.). India: Dorling Kindersley.
- Lawton, M. P. (1975). The PGC Morale Scale: A revision. Journal of Gerontology.
- Prakash, I. J. (1998), Factorial Structure of the Philadelphia Geriatric Centre Morale Scale in Indian Elderly. Indian Journal of Gerontology.
- Spielberger, C. D. (1983). Manual for the State-Trait Anxiety Inventory (STAI). Palo Alto: Consulting Psychologists Press.

Relevance of Learning the Course/ Employability of the Course

The course “Counselling Psychology and Geriatrics” is highly relevant in the present context due to the rapid growth of the ageing population and the increasing need for mental health support across different age groups. Learning this course helps students develop professional knowledge and practical skills in counselling, psychological assessment, and therapeutic interventions. It prepares students to understand and address emotional, behavioural, and psychosocial issues, especially those related to ageing such as loneliness, depression, chronic illness, and bereavement. The course enhances employability by enabling graduates to work in various settings such as hospitals, old age homes, geriatric care centres, rehabilitation centres, NGOs, counselling centres, and community development programs. It also provides a strong foundation for careers in mental health services, geriatric counselling, social work practice, and academic or research fields, thereby contributing to improved wellbeing and quality of life among individuals and elderly populations.

	MAHATMA GANDHI UNIVERSITY
	PG Programme
School	CENTRE FOR YOGA AND NATUROPATHY
Programme	M.Sc. Yoga & Geriatric Counselling
Course Title	Yoga Field Work/Teaching Practice
Course Type	Core

Course Level	8		
Course Code	CYM25C08		
Course Overview	This course explores understand to train students in conducting yoga sessions, managing classrooms, and teach yoga practices. Yoga field work/ teaching practice similar lesson across multiple sessions to improve adaptability and teaching skill.Teaching components include teaching Asana, Pranayama, Shatkarma, Mudra, and Meditation. Assessment requires maintaining a practical record book, presenting a lecture and demonstration, and, in some cases, documenting a 15-day training schedule		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	30	42	
Pre-requisite	● The basic understanding of key Asanas, pranayama, principles and Philosophy. ● A strong desire to learn, practice and teach is more important than initial stages.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Students can understand classroom teaching by doing fieldwork.	Understand	5
2	Analyse the ability to plan, sequence and lead yoga practical classes. The yoga students can improve their health, their lifestyle and overall well-being.	Analyse	7
3	Developing skills to detect and improve mistakes in practitioners. learn to use teaching tools effectively, including demonstration, observation, assisting, etc.	Evaluate	2

4	Interpolate a professional, compassionate, and mindful approach to teaching, incorporating yogic philosophy	Compare	6
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COURSE CONTENT

Unit 1	Hours	CO No
1. Principles of lesson planning: Theme, duration, and target audience identification. 2. Sequencing techniques: Warm-up, main poses, counter poses, and relaxation. 3. Verbal cueing, demonstration skills, and modification for beginners/seniors. 4. Safety guidelines and contraindications in yoga practice	15	1
Unit 2.	Hours	CO No
1. Orientation about the program – relevance, safety measures and general guidelines 2. Preparing lesson plans on asanas and teaching them. 3. Benefits of asanas 4. Specific safety measures and contraindications	15	2,3 & 4
Unit 3.	Hours	CO No
1. Orientation about Pranayama 2. Preparing lesson plans and teaching Pranayama 3. Benefits of Pranayama 4. Feedback from participants	15	3&4
Unit 4.	Hours	CO No
1. Orientation about Kriyas and Meditation 2. Lesson plans on Kriyas and Meditation and their execution 3. Benefits of Kriyas and Meditation 4. Safety measures and contraindications of Kriyas	15	1,3&4

Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
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Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used
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Learning Resources

Relevance of Learning the Course/ Employability of the Course
The course provides tools for stress reduction, emotional regulation, and mindfulness, making it highly relevant for managing modern lifestyle diseases. Employability of this course for yoga instructors, corporate wellness coaches, yoga therapists, personal trainers, fitness centres, hospitals, schools, universities, and corporate offices, etc.

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M.Sc. YOGA AND GERIATRIC COUNSELING		
Course Title	YOGA PRACTICAL- II		
Course Type	Core		
Course Level	8		
Course Code	CYM25P02		
Course Overview	This course explores the practical side of yoga referred as sadhana, which include 48 Yogic Sukshma Vyayama Developed by Dharendra Brahmachari, Vaidika Surya Namaskara (Based on Astanga Vinyasa Yoga Tradition), intermediate asanas, pranayamas and Dhyana practices. The course develops safe, consistent personal practice and the ability to demonstrate and cue foundational techniques while articulating their traditional purpose.		
Semester	8	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
			60

Pre-requisite	1. Understanding of basic Yogasanas, sookshmayayamas and pranayama
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand basic Yoga practices including Shadkarmas, Sookshmayayamas, Asanas and Pranayamas.	Understand	2
2	Analyze the role of Yoga practices for prevention of diseases, promotion of health and treatment of diseases and disorders	Analyse	2
3	Evaluate the importance of yoga practices in daily life.	Evaluate	1
4	Compare the difference between various Yoga practices and exercises and Learn to practice each Yoga Practice correctly	Compare	2

COURSE CONTENT

Unit 1. Yogic Sukshma Vyayama and Vaidika Surya Namaskara	Hours	CO No
I. Yogic Sukshma Vyayama Developed by Dhirendra Brahmachari II. Vaidika Surya Namaskara (Based on Astanga Vinyasa Yoga Tradition)	15	1
Unit 2. Sitting asanas	Hours	CO No

ASANAS IN SITTING POSITION I. Mandukasana II. Uttana-Mandukasana III. Simhasana IV. Ardha Matsyendrasana V. Ushtrasana VI. Kurmasana VII. AkarnaDanurasana VIII. ParivrittaJanusirasana. IX. Bharadvaj Asana X. Ekapadasirshasana	15	2,3 & 4
Unit 3. Standing and supine asanas	Hours	CO No
ASANAS IN STANDING POSITION I. Utkatasana II. PrasaritaPadottanasana III. Parivrtta Trikonasana IV. UtthitaPadaangustasana I, II, III V. Parshvakonasana ASANAS IN SUPINE POSITION I. Dwi Pada Uttanasana II. Viparithakarani III. Sarvangasana IV. Halasana V. Karnapidasana VI. Supta Padaangustasana	15	3&4
Unit 4. Pranayama, MSRT and Ajapajapa Dhyana	Hours	CO No

PRANAYAMAS AND MEDITATION		15	1,3&4
I. Ujjayi Pranayama 1:2:2, 1:3:2, 1:4:2 II. Sheethali Pranayama 1:2:2, 1:3:2, 1:4:2 III. Seetkari Pranayama 1:2:2, 1:3:2, 1:4:2 IV. Bhastrika 20- 40 -60-80-100 strokes V. Mind Sound Resonance Technique (MSRT) Developed by SVYASA. VI. Ajapa Japa Dhyana			
Mode of Transaction	Classroom activities: Lecturing, Demonstration of yoga practices, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.		
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used		

Learning Resources

- Swami Digambarji (1997), HathayogaPradeepika, SMYM Samiti, Kaivalyadhama, Lonavala, Pune - 410403
- Swami Digambarji (1997), Gheranda Samhita, SMYM Samiti, Kaivalyadhama, Lonavala
- B. K. S. Iyengar (1966), Light on Yoga, Harper Collins publication, 77- 85 Fulham Palace road, London W6 8JB.
- B. K. S Iyengar (1999), Light on Pranayama, Harper Collins, New Delhi,-201307
- Swami Satyananda Saraswati (1997), Asana, Pranayama, Mudra, Bandha, Bihar School of Yoga, Munger- 811201
- Swami Geetananda, Bandhas & Mudras, Anandashrama, Pondicherry- 605104
- Swami SatyanadaSaraswathi(2004), A Systematic Course in the Ancient Tantric Techniques of Yoga & Kriya, Bihar School of Yoga, Munger-811201
- Swami Dharendra Brahmachari (1953), Yogasana Vijnana, Dharendra Yoga Publications, New Delhi-110001
- O. P. Tiwari, (1991) Asana, Why & How, Kaivalyadhama, Lonavala,-410403

- Swami Satynanda Saraswati (1983), Suryanamaskara, Bihar School of Yoga, Munger-811201
- T. Krishnamacarya (1981), Yogasanagalu, Prasaranga, Mysore University, Manipal power press, Manipal, Mysore 570012
- Swami Mukhtibodhananda, Hatha Yoga Pradeepika, Bihar School of Yoga, Munger, Bihar 1998
- Swami Sivananda, (1971), The Science of Pranayama, Chennai: A Divine Life Society Publication.
- Dr. H R. Nagenthra, Dr R Nagarathna, (2000): Yoga for Promotion of Positive Health, Published by SVYP, Bangalore, 2004
- Jon Kabat-Zinn, Ph.D.(2016) Mindfulness for Beginners, Kindle edition
- Dr.Padmanabhan T. V, Dr. Harilakshmeendra Kumar, (2025): Yoga Practice- A Hand Book for Higher Education.

Relevance of Learning the Course/ Employability of the Course
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In the second semester, the course extends to intermediate asanas, ashtakumbhakas, sukshma vyayama and ashtanga surya namaskar. This progression sharpens skill in sequencing, breath- ratio training, and subtle body mobilization, aligning practice with Hathayoga's goal of stabilizing body-mind for meditation. From an employability perspective, graduates gain advanced competencies- instruction in sookshma vyayama, safe delivery of surya namaskar variations, and intermediate asana adaptations- that are sought after in yoga studios, corporate wellness programs, physiotherapy- adjacent clinics, and government Ayush initiatives, opening pathways to senior instructor, program assistant or school wellness coordinator roles.
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	MAHATMA GANDHI UNIVERSITY
	PG Programme
School	CENTRE FOR YOGA AND NATUROPATHY
Programme	M.Sc. YOGA AND GERIATRIC COUNSELING
Course Title	ADVANCED PERSPECTIVES ON YOGOPANISHADS

Course Type	Core		
Course Level	9		
Course Code	CYM25C09		
Course Overview	This course introduces students to the Yoga Upanishads, an important group of minor Upanishads that elaborate the philosophical and practical foundations of yogic discipline. These texts bridge the metaphysical insights of the Upanishadic tradition with the practical techniques of Hatha Yoga and meditation. Through the study of selected Yoga Upanishads such as Svetasvatara Upanishad, Yogakundalini Upanishad, Yogachudamani Upanishad, Trishikhibrahmana Upanishad, Yogatattva Upanishad, Dhyanabindu Upanishad, Nadabindu Upanishad, Yogarajopanishad, and Kshurikopanishad, students will explore yogic concepts including pranayama, kundalini, chakras, mantra yoga, laya yoga, raja yoga, and nadanusandhana. The course also examines the methods of meditation, stages of yogic practice, and the process of self-realization described in these texts. By engaging with these classical sources, students will gain a deeper understanding of the philosophical foundations and practical dimensions of yoga, enabling them to compare and integrate the teachings of the Yoga Upanishads with broader yogic traditions.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	Basic knowledge of Yoga philosophy, especially Hatha Yoga and classical Yoga traditions, along with familiarity with fundamental yogic concepts such as pranayama, meditation, and samadhi.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the various practices of Yoga described in different Yoga Upanishads.	Understand	3

2	Explain yogic practices such as pranayama, dhyana, mantra and nadanusandhana described in the Upanishadic texts.	Understand	3
3	Analyse the philosophical and practical aspects of Yoga yogic realization.	Analyse	3
4	Compare and integrate the Yoga practices of Hatha Yoga tradition and Yoga Upanishads.	Evaluate	3

COURSE CONTENT

Unit 1: Svetasvatara Upanishad – Yogic Meditation and Realization	Hours	CO No
- Techniques and importance of Dhyana Yoga - Suitable place and conditions for meditation - Sequence and importance of Pranayama - Prior symptoms and importance of Yogasiddhi - Yogasiddhis and Tattvajñana - Nature of God and techniques of realization - Attainment of liberation as discussed in the text	12	1
Unit 2: Yogakundalini Upanishad and Yogachudamani Upanishad	Hours	CO No
Yogakundalini Upanishad - Methods of Pranayama Siddhi - Types of Pranayama - Means of Self-realization Yogachudamani Upanishad - Description of the six limbs of Yoga - Their sequence and resu	12	2,3
Unit 3: Trishikhibrahmana Upanishad and Yogatattva Upanishad	Hours	CO No

Trishikhibrahmana Upanishad • Description of Ashtanga Yoga • Karma Yoga, Bhakti Yoga and Jnana Yoga Yogatattva Upanishad • Mantra Yoga, Laya Yoga, Hatha Yoga, Raja Yoga; Their stages and practice • Diet and conduct (Mitahara and Dinacharya) • Primary symptoms of Yoga Siddhi and precautions	12	2,3,4
Unit 4: Dhyanabindu Upanishad and Nadabindu Upanishad	Hours	CO No
Dhyanabindu Upanishad • Importance of Dhyana Yoga • Nature of Pranava (OM) • Techniques of Pranava meditation • Shadangayoga • Nadanusandhana and its practice Nadabindu Upanishad • Hamsavidya • Limbs of Omkara • Twelve Matras of Omkara and their effects • Types of Nada • Stages of Nadanusandhana • State of Manolaya	12	3,4
Unit5:Yogarajopanisad and Kshurikopanisad		

Yogarajopanisad ● Mantra Yoga, Laya Yoga, Hatha Yoga, Raja Yoga ● Nine Chakras ● Procedure and results of Dhyana Kshurikopanisad ● Asanas and Pranayama ● Pranayama using 12 Matras of Pranava OM ● Kumbhaka by closing the Nava-dvaras ● Pratyahara ● The three Nadis and Chakras ● Aim of Samadhi for liberation of the soul		
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Mode of Transaction	Classroom activities: ☐ ● Lectures ● Interactive discussions ● Textual analysis of Upanishadic passages ● Seminar presentations and student discussions ● Guided explanation of yogic concepts
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources T.R. SrinivasaAyyangar , <i>The Yoga Upanishads</i> , Adyar Library, 1938. George Feurstein , <i>The Yoga Tradition</i> , MotilalBanarasidass, 2002. Swami Muktibodhananda's Commentary on HathayogaPradipika, Yoga Publications Trust, 1985. Theory and Practice of Yoga , Edited by Knut A Jacobson, 2008. James Gerald Larson & RamshankarBhattcharya , <i>Encyclopedia of Indian Philosophies</i> , Vol XII, <i>Yoga: India's Philosophy of Meditation</i> , MotilalBanarasidass, 2007.

Relevance of Learning the Course/ Employability of the Course

The **Yoga Upanishads** represent an important bridge between **Upanishadic philosophy and the practical traditions of Hatha Yoga**. Studying these texts enables students to understand the deeper spiritual foundations of yogic practices such as **pranayama, meditation, mantra, and kundalini awakening**. The course helps learners integrate **classical yogic philosophy with practical yoga traditions**, which is essential for advanced studies, teaching, and research in **Yoga philosophy and practice**.

	MAHATMA GANDHI UNIVERSITY
	PG Programme
School	CENTRE FOR YOGA AND NATUROPATHY
Programme	M.Sc. YOGA AND GERIATRIC COUNSELING
Course Title	Research Methodology and Statistics
Course Type	CORE
Course Level	9
Course Code	CYM25C10
Course Overview	This course explores the fundamental principles and practices of research methodology and statistics, which are essential for conducting systematic and scientific inquiry. It introduces students to the process of identifying research problems, formulating objectives and hypotheses, selecting appropriate research designs, and applying suitable methods of data collection and analysis. The course emphasizes both qualitative and quantitative research approaches, enabling students to understand how evidence is generated and interpreted in academic and professional research. By learning statistical concepts and techniques, students will develop the ability to organize, analyze, and interpret data in a meaningful way. The course also highlights the importance of ethical considerations, critical thinking, and scientific rigor in research. Through the study of statistical tools and research procedures, students will gain practical skills to conduct reliable research, draw valid conclusions, and apply research findings to address real-world problems in various fields.

Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	● Basic understanding of fundamental concepts in research and scientific inquiry. ● Familiarity with basic mathematics and logical reasoning for understanding statistical concepts. ● Interest in data analysis, critical thinking, and problem-solving in academic research. ● Awareness of ethical considerations in research and data collection.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop an understanding about the scientific approach to human inquiry	Understand	1
2	Analyze Social research as a method of social work and to develop the appropriate skills to effectively implement the research methods and techniques in the field.	Analyze	2
3	Demonstrate skills in literature search	Demonstrate	1
4	Independently evaluate different methodological approaches within qualitative research	Evaluate	2

COURSE CONTENT

Unit 1. Introduction to social Research	Hours	CO No
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1. Definition and objectives of social research. Scope and Nature of scientific enquiry 2. Basic elements of scientific method: concepts, conceptual and operational definitions, assumptions, hypothesis, theory, law. 3. Variables and levels of measurement. 4. Design of research: Importance and types, explorative, descriptive, explanatory (diagnostic) and experimental methods (Pre, True and Quasi designs), Evaluative research- types, steps, Participatory research, action research, mixed research methods.	15	1, 3
Unit 2. Research Process	Hours	CO No
1. Research proposal: meaning and major steps of a research 2. Identification and formulation of research problem. 3. Population and sampling. Sampling definition, sampling theory, purpose and types-probability and non-probability sampling. Sources and types of data: primary and secondary, quantitative and qualitative data. 4. Methods & Tools of data collection – observation, questionnaire, interview schedule, interview guide, Steps and guidelines in the construction of research instruments. Reliability, Internal and external validity	15	1,2,3
Unit 3. Quantitative Analysis	Hours	CO No

1. Nature and purpose of statistics – use of statistical methods and limitations of statistics 2. Tabulation of data – purpose and basis of classification, Frequency distribution-construction of frequency tables, graphic presentation of data- Bar chart, pie chart, histogram, frequency curve and ogive 3. Selection of appropriate statistical methods –based on levels of measurement, number of variables, nature of research 4. Measures of central tendency: Mean, median, mode.Measures of variability - range, Standard Deviation 5. Parametric and Nonparametric tests Pearson's chi square, 't' test, analysis of variance-one-way 6. Use of software packages in data analysis – SPSS		15	2,3,4
Unit 4. Qualitative Research methods		Hours	CO No
1. Advantages and disadvantages of Qualitative research Methods. Possible biases and measures to ensure objectivity, Mixed methods 2. Tools of data collection in Qualitative research method- Systematic observation, Focus group discussion, in-depth interview, Case studies, Projective techniques. 3. Preparation of Qualitative research proposal- Important components, Precautions to ensure reliability and validity. 4. Qualitative data analysis and interpretation of the findings, triangulation. 5. Major components of a research report, Formats for presenting the report. APA Style in research reporting, bibliography and referencing.		15	2, 4
Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.		
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used		

Learning Resources

- 1 Aron, A., Aron, E.H. & Coups, E. (2006). Statistics for psychology. (4e). Pearson Education.
- 2 Garrett, H.E.(1968). Statistics In Psychology and Education. Mumbai, Vakils Freefer& Simon Pvt. Ltd.
- 3 Guilford J. P. &Fruchter B. (1985). Fundamental statistics in psychology and education (6th Ed). McGraw – Hill.
- 4 Best, John W. & James Kahn Research in Education (1986) 5th Edition New York, Prentice Hall
- 5 Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally&Co.
- 6 Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
- 7 Garrett H.E. (1967) Statistics in Psychology of Education. VakilsPefferandSimonsPrivate Ltd. Bombay.
- 8 Good, Carter V. (1959) Introduction to Educational Research New York, Appleton Century Crofts, Inc.
- 9 Johnson Burke, Larry Christensen (2012): Qualitative and quantitative research-a mixedapproach.New York: Sage publications.
- 10 Travers, Robert M.W. (1958) an Introduction to Educational Research New York, Macmillan&Co.

Relevance of Learning the Course/ Employability of the Course
In the contemporary world, where data-driven decision-making and evidence-based practices play a crucial role in various fields, the knowledge of research methodology and statistics has become essential. Understanding research methods enables individuals to systematically investigate problems, collect reliable data, and draw meaningful conclusions that support informed decision-making. Learning this course equips students with the skills to design research studies, analyze data, and interpret statistical results, which are highly valuable in academic research, policy development, business analysis, healthcare, and social sciences. It also enhances critical thinking, analytical ability, and problem-solving skills. These competencies increase employability in areas such as research organizations, government agencies, non-governmental organizations, data analysis, and academic institutions, thereby contributing to effective knowledge creation and evidence-based solutions in society.

		MAHATMA GANDHI UNIVERSITY	
		PG Programme	
School	CENTRE FOR YOGA AND NATUROPATHY		
Program me	Yoga and Geriatric Counselling		
Course Title	Life Skills & Environmental Ethics		
Course Type	Elective		
Course Level	9		
Course Code	CYM25E01		
Course Overview	This complementary course integrates WHO's 10 core life skills with yoga practices and environmental ethics, tailored for PG Yoga students to foster holistic personal and professional growth. Spanning five Units, it equips learners to apply self-regulation, relational empathy, innovative thinking, ethical decision-making, and resilient communication in yoga therapy, teaching, and sustainable living.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	60		
Pre-requisite	● Basic understanding of life skills ● Basic understanding of the environment		

COURSE OUTCOMES (CO)

C O N o.	Expected Course Outcome	Learning Domains	PS O No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Develop self-awareness and emotional mastery.	Understanding , Application	6

2	Cultivate empathy and relational competence	Application, Competency	6
3	Hone critical, creative, and ethical reasoning	Understanding	2
4	Master decision-making and sustainable action	Application	7
5	Excel in communication and stress resilience	Competency	2

COURSE CONTENT

Unit 1 – Self-awareness and emotional regulation	Hours	CO No
1. Meaning of self-awareness and emotional regulation 2. Significance of self-awareness and emotional regulation 3. Analysing personal strengths and weaknesses 4. Strategies for regulating emotions 5. Introduction to environmental ethics	12	1
Unit 2: Empathy and Interpersonal Relationships	Hours	CO No
1. Meaning of empathy and its significance 2. Understanding Interpersonal relationships and their significance 3. Strategies to improve interpersonal relationships 4. Techniques to enhance empathy 5. Case studies on pollution's health impacts.	12	2
Unit 3: Critical and Creative Thinking	Hours	CO No
1. Concept of critical and creative thinking 2. Significance of critical and creative thinking 3. Assessment of critical and creative thinking skills 4. Ways and means to improve thinking (critical and creative) 5. Anthropocentrism vs. ecocentrism	12	3
Unit 4: Decision making and problem solving	Hours	CO No

1. Understanding decision-making and problem-solving 2. Significance of decision-making and problem-solving skills 3. Building decision-making and problem-solving skills 4. Low-carbon lifestyle – Sustainable practices	12	4
Unit 5 – Effective communication and Stress coping skills	Hours	CO No
1. Meaning of communication skills 2. Definition and meaning of stress and its assessment 3. Stress management 4. Learning effective communication 5. Ethical audit of daily habits for environmental protection	12	5

Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods are used

Learning Resources

- World Health Organisation. (1997). *Life skills education in schools* (WHO/MNH/PSF/93.7.Rev.2).
<https://iris.who.int/bitstream/handle/10665/338491/MNH-PSF-96.2.Rev.1-eng.pdf>
- World Health Organisation. (2020a). *Life skills education school handbook: Prevention of noncommunicable diseases. Introduction* (WHO/HEP/ECH/EHD/22.01).
<https://iris.who.int/bitstream/handle/10665/331948/9789240004849-eng.pdf>
- World Health Organization. (2023). *Compendium of WHO and other UN guidance on health and environment*.
<https://www.urbanagendaplatform.org/sites/default/files/2023-04/WHO-HEP-ECH-EHD-22.01-eng.pdf>
- Brennan, A., & Lo, Y. S. (2022). *Environmental ethics*. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Fall 2022 ed.). Stanford University.
<https://plato.stanford.edu/archives/fall2022/entries/ethics-environmental/>
- DesJardins, J. R. (2013). *Environmental ethics: An introduction to environmental philosophy* (5th ed.). Wadsworth Cengage Learning.

- Iyengar, B. K. S. (1993). *Light on the Yoga Sūtras of Patañjali*. Aquarian Press.

Relevance of Learning the Course/ Employability of the Course

This 5-Unit syllabus aligns WHO's 10 core life skills and environmental ethics. A PG program in Yoga benefits from complementary life skills training to enhance self-regulation, interpersonal dynamics in group sessions, and holistic practitioner development. Environmental ethics integrates moral principles for sustainable living, while life skills support practical application.

	MAHATMA GANDHI UNIVERSITY			
	PG Programme			
School	CENTRE FOR YOGA AND NATUROPATHY			
Programme	M. Sc. Yoga and Geriatric Counseling			
Course Title	ACADEMIC WRITING IN SOCIAL SCIENCES			
Course Type	Elective			
Course Level	9			
Course Code	CYM25E02			
Course Overview	This course has the prime objective of developing the academic writing skills of the students. Distinguishing academic writing from popular writing is the major issue that the students of social sciences face. An exclusive course in academic writing would enhance the capability of students to design research papers, write and present them in a matured academic fashion.			
Semester	3		Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork	
			60	
Pre-requisite	• Basic understanding of research paper			

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
CO No.	Upon completion of this course, students will be able to;	Learning Domains	PSO No.

1	List various issues related to the preparation of research papers	Remember	1
2	explain different concepts associated with academic writing and their relevance in the scheme of writing	Understand	3
3	make use of different methods skills, styles in academic writing	Apply	3
4	categorise various types of academic writing based on their nature and content.	Analyse	7
5	assess the strength and weakness of a research paper.	Evaluate	7
6	judge whether a research paper succeeds in organizing the arguments and substantiating them in a serious academic manner.	Evaluate	7
7	solve some common issues which the students of social sciences encounter at different stages of writing research papers.	Evaluate	3

COURSE CONTENT

Module 1 WHAT IS ACADEMIC WRITING?	Hours	CO No
• Academic Writings • Popular Writing • Technical Writing	10 hours	
Module 2 TYPES OF ACADEMIC WRITING	Hours	CO No
• Essays • Research Proposals • Project Reports • Dissertations • Theses • Book Reviews • Conference papers & Presentations	26 ours	
Module 3 STAGES OF ACADEMIC WRITING	Hours	CO No
• Developing Ideas • Review of Literature and Using Sources • Identifying primary and secondary sources • Data collection and analysis • Summarising and Paraphrasing • Presenting Research Findings and Substantiating Arguments • Writing Process (pre-writing, writing and re-writing) • Originality Check	20	

Module 4 COMPONENTS OF AN ACADEMIC WORK	Hours	CO No
• Introduction, Body and Conclusion • Styles of Referencing • Food Note/ End Note • Bibliography	19 Hrs	

Mode of Transaction	Classroom activities: Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications. Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods are used
Mode of Assessment	Classroom activities: Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications. Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods are used

Learning Resources

1. Arbor, Ann (ed.) (2012), Academic Writing For Graduate Students : Essential Tasks And Skills (Michigan: The University of Michigan Press)
2. Bailey,S. (2011), Academic Writing - A Handbook for International Student, (3rd ed.). NewYork: Routledge).
3. Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T.M., & Swann, J. (2005). Teaching Academic Writing - A toolkit for higher education (New York: Routledge)
4. Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2010), Great Essays (Boston: Sherrise Roehr)
5. Hartley, J. (2008), Academic Writing and Publishing - A practical handbook (New York:Routledge).
6. Murray, R., & Moore, S. (2006), The Handbook of Academic Writing - A Fresh Approach (NewYork: Open University Press).
7. Oshima, A., & Hogue, A. (2006) Writing Academic English (New York: Pearson Education, Inc.)

8. Zemach, D. E., & Rumisek, L. A. (2006) Academic Writing - From Paragraph to Essay (London: Macmillan).

Relevance of Learning the Course/ Employability of the Course
The course develops academic writing skills required for preparing research papers, research proposals, project reports, dissertations, theses, book reviews, conference papers and presentations. It strengthens the learner's ability to use sources, organise arguments, substantiate claims, follow referencing styles, and present academic work in a mature scholarly form.

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M.Sc. YOGA AND GERIATRIC COUNSELING		
Course Title	YOGA PRACTICAL- III		
Course Type	Core		
Course Level	9		
Course Code	CYM25P03		
Course Overview	This course explores the practical side of yoga referred as sadhana, which include advanced asanas, Yougika SuryaNamaskara (Based on Astanga Vinyasa Yoga Tradition), mudras, bandhas and Dhyana practices. The course develops safe, consistent personal practice and the ability to demonstrate and cue foundational techniques while articulating their traditional purpose.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theor		Instructional hours for practical/lab work// fieldwork
			60
Pre-requisite	2. Understanding of preparatory practices for advanced Yogasanas, mudra and bandhas.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand advanced Yoga practices including Asanas, Pranayamas, Mudras, Bandhas and meditations	Understand	2
2	Analyze the role of Yoga practices for prevention of diseases, promotion of health and treatment of diseases and disorders	Analyse	2
3	Evaluate the importance of yoga practices in daily life.	Evaluate	1
4	Compare the difference between various Yoga practices and exercises and Learn to practice each Yoga Practice correctly	Compare	2

COURSE CONTENT

Unit 1. Yaugika Surya Namaskara and standing asanas	Hours	CO No
Yaugika Surya Namaskara (Based on Astanga Vinyasa Yoga Tradition) ASANAS IN STANDING POSITION I. Ardha BadhPadmotanasana II. Garudasana III. Natarajasana IV. Poorna Natarajasana	15	1
Unit 2. Sitting, Prone and Supine asanas	Hours	CO No

ASANAS IN SITTING POSITION I. Poorna Matsyendrasana II. EkapadaRajakapotasana III. Ardha Baddha Padma Paschimottanasana IV. Suptavajrasana V. Hanumanasana VI. Dvipadasirshasana ASANAS IN PRONE POSITION I. Poorna Bhujangasana II. Poorna Shalabhasana III. Poorna Dhanurasana ASANAS IN SUPINE POSITION I. Poorna Chakrasana II. SethubandhaSarvangasana III. Supta Parsva Padangustasana	15	2,3 & 4
Unit 3. Arm balancing asanas	Hours	CO No
ARM BALANCING ASANAS I. Mayurasana II. Brahmacharyasana III. Kakasana IV. Tithabhasana V. Kukkutasana VI. Vasistasana VII. Vrischikasana	15	3&4
Unit 4. MSRT and Ajapajapa Dhyana	Hours	CO No

MUDRAS I. Maha Mudra II. Maha Veda Mudra III. Asvani Mudra IV. Vajroli Mudra V. Nabho Mudra VI. Shamabhavi Mudra VII. Agochari Mudra BANDHAS I. Mulabandha II. Uddyanabandha III. Jalandharabandh IV. Mahabandha MEDITATIONS I. Chakra Dhyana II. Cyclic meditation III. Vipassana Meditation	15	1,3&4
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Mode of Transaction	Classroom activities: Lecturing, Demonstration of yoga practices, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

- Swami Digambarji (1997), HathayogaPradeepika, SMYM Samiti, Kaivalyadhama, Lonavala, Pune - 410403
- Swami Digambarji (1997), Gheranda Samhita, SMYM Samiti, Kaivalyadhama, Lonavala
- B. K. S. Iyengar (1966), Light on Yoga, Harper Collins publication, 77- 85 Fulham Palace road, London W6 8JB.
- B. K. S Iyengar (1999), Light on Pranayama, Harper Collins, New Delhi,-201307

- Swami Satyananda Saraswati (1997), Asana, Pranayama, Mudra, Bandha, Bihar School of Yoga, Munger-811201
- Swami Geetananda, Bandhas & Mudras, Anandashrama, Pondicherry- 605104
- Swami Satyanada Saraswathi (2004), A Systematic Course in the Ancient Tantric Techniques of Yoga & Kriya, Bihar School of Yoga, Munger-811201
- Swami Dhirendra Brahmachari (1953), Yogasana Vijnana, Dhirendra Yoga Publications, New Delhi-110001
- O. P. Tiwari, (1991) Asana, Why & How, Kaivalyadhama, Lonavala,-410403
- Swami Satynanda Saraswati (1983), Suryanamaskara, Bihar School of Yoga, Munger-811201
- T. Krishnamacarya(1981), Yogasanagalu, Prasara, Mysore University, Manipal power press, Manipal, Mysore 570012
- Swami Mukhtibodhananda, Hatha Yoga Pradeepika, Bihar School of Yoga, Munger, Bihar 1998
- Swami Sivananda, (1971), The Science of Pranayama, Chennai: A Divine Life Society Publication.
- Dr. H R. Nagarathna, Dr R Nagarathna, (2000): Yoga for Promotion of Positive Health, Published by SVYP, Bangalore, 2004
- Jon Kabat-Zinn, Ph.D.(2016) Mindfulness for Beginners, Kindle edition
- Dr. Padmanabhan T. V, Dr. Harilakshmeendra Kumar, (2025): Yoga Practice- A Hand Book for Higher Education.

Relevance of Learning the Course/ Employability of the Course
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In the third semester, the course extends to advanced asanas, mudra and bandha, ashtanga surya namaskar. This progression sharpens skill in sequencing, breath- ratio training, and subtle body mobilization, aligning practice with Hathayoga's goal of stabilizing body-mind for meditation. From this course graduates gain advanced competencies- instruction in asanas, mudras, bandhas and meditation techniques. In employability terms, the training readies learners not only for senior instructor in schools, yoga studios and wellness programs but also for yogasana championship participation and subsequent pathways as certified coaches and judges, roles increasingly formalized under India's sports and Ayush frameworks.

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	CENTRE FOR YOGA AND NATUROPATHY		
Programme	M. Sc YOGA AND GERIATRICS COUNSELLING		
Course Title	ADVANCED PERSPECTIVES ON GERIATRIC COUNSELING		
Course Type	CORE		
Course Level	10		
Course Code	CYM25C11		
Course Overview	The course “Counselling Psychology and Geriatrics" (MCYC21 – 203) provides an in-depth understanding of the foundations and scope of counselling psychology, focusing on promoting mental health and wellbeing. It covers key theoretical approaches, professional skills, and therapeutic models, enabling students to work with diverse populations, including older adults. The course explores psychosocial issues of ageing, counselling interventions for older adults, and assessment tools and therapeutic interventions relevant to geriatric care, equipping students to address the unique needs of the elderly and promote successful ageing.		
Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		

Pre-requisite	• Basic understanding of psychology and human behaviour – Students should have fundamental knowledge of psychological concepts such as personality, emotions, development, and mental health. • Introductory knowledge of ageing and social issues – A basic awareness of the ageing process, social problems of the elderly, and the importance of mental health care in later life. • Interest in helping professions and interpersonal communication – Students should possess a willingness to work with people, develop empathy, and learn communication and counselling skills for supporting individuals, especially older adults.
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the foundations and scope of counselling psychology in promoting mental health and wellbeing. Understand psychosocial issues of ageing and apply counselling approaches in geriatric care settings.	Understand	4
2	Acquire knowledge of major theoretical approaches and therapeutic models used in counselling psychology. Develop professional counselling skills and competencies required for working with diverse populations.	Analyse	2
3	Demonstrate knowledge of assessment tools and therapeutic interventions relevant to counselling and geriatric mental health.	Evaluate	2
4	Differentiate between counselling, psychotherapy, and other helping professions.	Compare	5

COURSE CONTENT

Unit 1. FOUNDATIONS OF COUNSELLING PSYCHOLOGY	Hours	CO No
1. Meaning and definitions of Counselling and Counselling Psychology, Nature and scope of counselling psychology 2. Distinction between counselling, psychotherapy, guidance and social work intervention 3. Goals and objectives of counselling 4. Historical development of counselling psychology 5. Professional roles and functions of counsellors 6. Ethical principles and legal aspects of counselling practice, Research and evidence-based practice in counselling psychology	15	1
Unit 2. THEORETICAL APPROACHES IN COUNSELLING PSYCHOLOGY	Hours	CO No
1. Psychoanalytic and Psychodynamic approaches: 2. Humanistic approaches (Person-centered therapy) approach, Gestalt approach 3. Adlerian approach. 4. Existential approach 5. Cognitive and Cognitive Behavioural approaches 6. Contemporary integrative and eclectic approaches	15	2,3 & 4
Unit 3. COUNSELLING PROCESS AND PROFESSIONAL SKILLS	Hours	CO No
1. Core counselling skills: empathy, active listening, questioning, paraphrasing, Reflection, summarizing 2. Personal qualities of an effective counsellor 3. Variables influencing the counselling relationship 4. Preparation for counselling and counselling interview. 5. Stages of counselling process: Relationship building, Assessment and problem identification, Goal setting, Intervention and problem solving, Termination and follow-up 6. Techniques used in counselling practice, Professional documentation and counselling verbatim	15	3&4
Unit 4. GERIATRIC COUNSELLING AND PSYCHOLOGICAL ISSUES IN AGEING, THERAPEUTIC INTERVENTIONS IN COUNSELLING AND GERIATRIC CARE	Hours	CO No

1. Concept and process of ageing and gerontology, Demographic trends and ageing population, 2. Psychosocial changes in old age, Mental health issues among older adults. 3. Common problems of the elderly: Loneliness and social isolation, Depression and anxiety, Loss, grief and bereavement, Retirement adjustment, Elder abuse and neglect, Chronic illness, disability and terminal care 4. Counselling interventions for older adults, promoting active, productive and successful ageing, Behavioural analysis and case formulation, Counselling verbatim and documentation 5. Therapeutic approaches: Cognitive Behaviour Therapy (CBT), Reminisce therapy, Supportive therapy, Expressive therapies: Art therapy, Music therapy, Dance and movement therapy 6. Behaviour modification techniques: Systematic desensitization, 7. Integrated relaxation techniques: Meditation and mindfulness 8. Focusing, Progressive Muscle Relaxation 9. Yoga-based psychotherapies	15	1,3&4
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Mode of Transaction	Classroom activities: □ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used.

Learning Resources

- Dr. Mathew Kanamala, Dr. HarilekshmeendraKumar, Quality of life of people with dementia in residential care homes of India, (2020), INSC, Bangalore, available in Amazon
- Rickey L. George & Therese S. Cristiani (1990). Introduction to Counseling. United States.
- Gelso, C. J. & Fretz, B. R. (1995). Counselling Psychology. Bangalore: Prism Books Pvt. Ltd.
- Patri, V. R. (2008). Counselling Psychology. New Delhi: Authors Press.
- Woolfe, R., Dryden, W., & Strawbridge, S. (2003). Handbook of Counselling Psychology (2nd Ed.). London: Sage.

- Gibson, R. L. & Mitchell, M. H. (2003). Introduction to Counseling and Guidance. Pearson Education.
- Capuzzi, D., & Gross, R. D. (2007). Theories and Applications of Counselling and Psychotherapy. New Jersey: Pearson.
- Gladding, S. T. (2011). Counseling: A Comprehensive Profession (6th ed.). India: Dorling Kindersley.
- Lawton, M. P. (1975). The PGC Morale Scale: A revision. Journal of Gerontology.
- Prakash, I. J. (1998), Factorial Structure of the Philadelphia Geriatric Centre Morale Scale in Indian Elderly. Indian Journal of Gerontology.
- Spielberger, C. D. (1983). Manual for the State-Trait Anxiety Inventory (STAI). Palo Alto: Consulting Psychologists Press.

Relevance of Learning the Course/ Employability of the Course

The course “Counselling Psychology and Geriatrics” is highly relevant in the present context due to the rapid growth of the ageing population and the increasing need for mental health support across different age groups. Learning this course helps students develop professional knowledge and practical skills in counselling, psychological assessment, and therapeutic interventions. It prepares students to understand and address emotional, behavioural, and psychosocial issues, especially those related to ageing such as loneliness, depression, chronic illness, and bereavement. The course enhances employability by enabling graduates to work in various settings such as hospitals, old age homes, geriatric care centres, rehabilitation centres, NGOs, counselling centres, and community development programs. It also provides a strong foundation for careers in mental health services, geriatric counselling, social work practice, and academic or research fields, thereby contributing to improved wellbeing and quality of life among individuals and elderly populations.

	MAHATMA GANDHI UNIVERSITY
	PG Programme
School	Centre for Yoga & Naturopathy
Programme	M.Sc. Yoga & Geriatric Counseling
Course Title	Indian Systems of Medicine and Indigenous Health Care
Course Type	Elective
Course Level	10
Course Code	CYM25E03

Course Overview	This course introduces the principles of Indian Systems of Medicine , especially Ayurveda and indigenous health practices. It covers concepts such as Doshas, Dhatus, Agni, Prakriti, Panchamahabhutas, and metabolic balance . Students will also learn Marma therapy, indigenous massage techniques, and important medicinal herbs . The course emphasizes holistic health practices and their application in wellness and geriatric care .		
Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	● Basic understanding of traditional medicine, sustainable living, and ethics. ● Open-minded approach to alternative healthcare philosophies.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the fundamental concepts of Ayurveda including Doshas, Saptadhatu, Agni, and daily and seasonal health practices	Understand	4
2	Analyse the concepts of Panchamahabhutas, Prakriti, Aama, and Dosha imbalance , and their relevance to health and disease.	Analyse	4
3	Identify the major Marma points of the body and understand the principles and basic practice of Marma and Varma therapy .	Evaluate	2

4	Demonstrate basic knowledge of indigenous massage techniques and commonly used medicinal herbs , and understand their role in promoting health and well-being.	Perform	5
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COURSE CONTENT

Unit 1. Fundamental Concepts of Ayurveda and Daily Health Practices	Hours	CO No
1. Dinacharya – Daily health regimen according to Ayurveda 2. Ritucharya – Seasonal health practices and lifestyle regulation 3. Tridosha Theory – Concept of Vata, Pitta, and Kapha 4. Saptadhatu – The seven bodily tissues and their functions 5. Agni – Concept of digestive and metabolic fire in Ayurveda	15	1
Unit 2. Basic Ayurvedic Principles of Body Constitution and Balance	Hours	CO No
1. <i>Panchamahabhutas – Theory of the five fundamental elements</i> 2. <i>Aama – Concept of metabolic toxins and their formation</i> 3. <i>Prakriti – Individual body constitution in Ayurveda</i> 4. <i>Dosha Vaishamya – Theory of imbalance of the doshas</i> 5. <i>Relationship between Elements, Doshas, and Body Constitution</i>	15	2,3 & 4
Unit 3. Marma,Varma and Indigenous Massage Therapy	Hours	CO No

1. Introduction to Marma and Varma Therapy – Concepts and significance 2. Marmas of the Upper Body – Location and functions 3. Marmas of the Lower Body – Location and functions 4. Marma Massage – Theoretical principles 5. Marma Massage – Practical training and application	15	3&4
Unit 4. Herbal Literacy and Medicinal Plants	Hours	CO No
1. Indigenous Massage Therapy – Principles and therapeutic benefits 2. Head, Face, and Full Body Massage – Theory and practical training 3. Medicinal Herbs I – Curcuma (Turmeric), Aloe vera, Tulsi (Ocimum sanctum) 4. Medicinal Herbs II – Moringa (Moringa oleifera), Haritaki (Terminalia chebula), Amalaki (Emblica officinalis) 5. Medicinal Herbs III – Brahmi, Punarnava, Neem, Bael	15	1,3&4

Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. Kaviratna, A.C. and P. Sharma, tr., The Charaka Samhita 5 Vols., Indian Medical Science Series, Sri Satguru Publications, Indian Books Centre, Delhi 81-7030-471-7
2. Kaviraj Kunja Lal Bhishagratna, The Sushruta Samhita, Publisher Kaviraj Kunja Lal Bhishagratna, 1916.
3. K.R. SrikanthaMurthy, AstangaSamgrahaOfVagbhata, 2005.
4. K.R. SrikanthaMurthy, AstangaHridayam - 3 Volumes, 2004, ISBN: 8121800226
5. Dr.S Nesa Mani, Oushadha Sasyangal, Kerala Bhasha Institute, 1999.

6. Carrington, H. (1964). The Natural Food of Man, California, Health research, Mokelumne Hill.
7. Gandhi, M.K (1916). The Key to Health. Navajeevan Mudralayam, Ahemadabad, India
8. History and philosophy of Naturopathy – Dr. S.J. Singh
9. Diet & diet reforms - by M.K.Gandhi

Relevance of Learning the Course/ Employability of the Course

This course highlights the relevance of traditional Indian health systems in promoting preventive care and holistic well-being. It helps students understand Ayurvedic principles, indigenous therapies, and medicinal herbs useful for maintaining health. The knowledge supports natural approaches to wellness, especially in managing lifestyle disorders and improving the quality of life among the elderly.

	MAHATMA GANDHI UNIVERSITY		
	PG Programme		
School	Centre for Yoga & Naturopathy		
Programme	M.Sc. Yoga & Geriatric Counseling		
Course Title	Gandhian Approaches to Health		
Course Type	Elective		
Course Level	10		
Course Code	CYM25E04		
Course Overview	This course explores Mahatma Gandhi's holistic vision of health, which integrates physical well-being, moral discipline, natural living, and community service. Gandhi's approach to healthcare was based on simplicity, self-discipline, naturopathy, and preventive care, emphasizing that a healthy life is rooted in harmony between the body, mind, and environment. By analyzing his writings, personal health practices, and broader social perspectives, students will develop a deeper understanding of Gandhian health ethics and their applicability in contemporary healthcare systems.		
Semester	4	Credit	4

Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork
	60	
Pre-requisite	• Basic understanding of traditional medicine, sustainable living, and ethics. • Open-minded approach to alternative healthcare philosophies.	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand Gandhi's views on health, hygiene, and self-care, and their relevance to personal and community well-being.	Understand	6
2	Analyze the role of naturopathy, balanced diet, and self-discipline in the Gandhian model of healthcare.	Analyse	4
3	Evaluate Gandhian healthcare ethics and their implications for sustainable and affordable healthcare models.	Evaluate	6
4	Interpolate Gandhian principles to contemporary health challenges, such as lifestyle diseases, environmental health, and ethical medical practices.	Compare	2

COURSE CONTENT

Unit 1. Gandhi's Concept of Health and Hygiene	Hours	CO No
1. Gandhi's personal health practices and experiments in diet and fasting. 2. Relationship between physical, mental, and spiritual well-being. 3. Importance of cleanliness, sanitation, and hygiene in community health. 4. Role of self-discipline and simplicity in maintaining health.	15	1

Unit 2. Naturopathy and Traditional Healing Methods	Hours	CO No
1.Principles of nature cure and holistic healing. 2.Fasting, vegetarianism, and diet control as natural healthcare tools. 3.Yoga and its integration with Gandhian philosophy. 4.Herbal medicine and self-care practices in rural healthcare.	15	2,3 & 4
Unit 3. Ethics and Sustainability in Health Care	Hours	CO No
1.Non-violence (Ahimsa) and healthcare: Ethical treatment of patients and animals. 2.Decentralized healthcare models: Village sanitation and community health programs. 3.Health as a social responsibility: Community participation in preventive healthcare. 4.Sustainability and environmental health: Clean water, organic farming, and pollution control.	15	3&4
Unit 4. Relevance of Gandhian Healthcare in Modern Times	Hours	CO No
1.Application of Gandhian principles in public health policies. 2.Challenges of modern medicine vs. natural healing. 3.Affordable and accessible healthcare: Learning from Gandhi's health ethics. 4.Relevance of self-care and moral discipline in today's fast-paced lifestyle.	15	1,3&4

Mode of Transaction	Classroom activities: Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. *Key to Health* – M.K. Gandhi
2. *Nature Cure* – M.K. Gandhi
3. *Gandhi's Vision of Sustainable Health* – Kumarappa J.C.

4. *Mahatma Gandhi and Health Care* – P. Narayanasamy
5. *Relevance of Gandhi's Health Philosophy Today* – Anil Dutta Mishra
6. *The Story of My Experiments with Truth* – M.K. Gandhi

Relevance of Learning the Course/ Employability of the Course

In an era where lifestyle diseases, stress, and excessive reliance on pharmaceuticals dominate public health, **Gandhian healthcare principles emphasize prevention, self-care, and holistic well-being.** Understanding and applying **Gandhian healthcare ethics** can lead to **healthier lifestyles, community-driven healthcare models, and more compassionate medical practices**, ultimately contributing to a healthier and more just society.

	MAHATMA GANDHI UNIVERSITY
	PG programme
School	CENTRE FOR YOGA AND NATUROPATHY
Programme	M.Sc. Yoga and Geriatric Counselling
Course Title	THERAPEUTIC APPLICATIONS OF YOGA
Course Type	Core
Course Level	10
Course Code	CYM25C12
Course Overview	This course explores the principles and methods of Yoga Therapy, Cleansing therapy, Diet therapy, Physical exercise therapy, Mental therapy, Spiritual therapy and Yoga therapy for respiratory disorders, Cardiovascular disorders, Endocrinal and metabolic disorders, Obstetrics and Gynaecological Disorders, Menstrual Disorders: Menopause and Peri-menopausal syndrome: Premenstrual Syndrome(PMS), Yoga for Pregnancy and Childbirth, Ante-natal care, Post-natal care, Infertility-male and female, Gastrointestinal Disorders: Gastritis, Peptic Ulcers, Constipation, Irritable Bowel Syndrome, colitis, Piles. Muscular-Skeletal Disorders: Back Pain, Intervertebral disc prolapse (IVDP) Lumbar Spondylosis, Cervical Spondylosis, , Arthritis Neurological Disorders: Migraine, Epilepsy, Post-Traumatic Stress Disorder (PTSD) Psychiatric Disorders: Neurosis, Anxiety disorders, OCD, Phobias, Depression.

Semester	4	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	Understanding about Pancha Mahabhutas (the five elements), Panchakoshas, Dasa vayus, Sarirathraya (three bodies), Nadis, Seven Chakras		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Learn the principles and methods of Yoga Therapy	Understand	2
2	Analyze the condition and should be able to suggest various practice that suitable to manage the difficulties.	Analyze	4
3	Learn various Yoga therapy techniques for prevention, management and treatment of Diseases	Evaluate	2
4	Understand the difference between Yoga therapy and Psychotherapy.	Compare	5

COURSE CONTENT

Unit 1 UNIT- I – METHODS USED IN YOGA THERAPY	Hours	CO No
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Cleansing Therapy (hygiene and sanitation)- Concept of Saucha, BahyaSaucha, Pancha Shuddhi, Antara Saucha, Shad karmas and their effect on prevention of communicable of diseases and treatment of other physical ailments. Diet Therapy- Dietetics with relationship of Rasa, Guna, Virya,Vipaka and therapeutic values of indicated food mentioned in classical Yoga texts, Contra indicated food and Viruddhahara and their adverse effect on health. Physical exercise Therapy- Application of Asanas, Mudras and Bandhas and their effect on treatment of various physical ailments. Mental Therapy – Therapeutics of Relaxation and visualization practices, Trataka, Pranayama, Yama and Niyama, Pratyahara, Dharana and Dhyana for treatment of psychosomatic diseases. Spiritual Therapy - Swadyaya, Satsangha, Bhakti Yoga, Karma Yoga and Jnana Yoga and their effect on Spiritual resilience Difference between Yoga therapy and Psychotherapy.	15	1,2
Unit 2. UNIT-II :YOGA THERAPY –I	Hours	CO No
- Yoga therapy for Respiratory disorders - Sinusitis: Chronic Bronchitis, Bronchial asthma - Cardiovascular disorders: Hypertension, Angina pectoris, Cardiac asthma: - Endocrinal and Metabolic Disorder - Diabetes Mellitus, Hypo and Hyper- Thyroidism, Obesity: Metabolic Syndrome	15	2,3
Unit 3. YOGA THERAPY –II	Hours	CO No
- Obstetrics and Gynaecological Disorders - Different types of Menstrual Disorders: Menopause and Peri-menopausal syndrome: - Premenstrual Syndrome(PMS) - Yoga for Pregnancy and Childbirth, Ante-natal care, Post-natal care - Infertility-male and female	15	2,3&4
Unit 4. YOGA THERAPY –III	Hours	CO No

1. Gastrointestinal Disorders: Gastritis, Peptic Ulcers, Constipation, Irritable Bowel Syndrome, colitis, Piles. 2. Muscular-Skeletal Disorders: Back Pain, Intervertebral disc prolapse (IVDP) Lumbar Spondylosis, Cervical Spondylosis, , Arthritis 3. Neurological Disorders: Migraine, Epilepsy, Post-Traumatic Stress Disorder (PTSD) 4. Psychiatric Disorders: Neurosis, Anxiety disorders, OCD, Phobias, Depression.	15	3 & 4
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Mode of Transaction	Classroom activities: ☐ Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Introspection, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. Swami SatyanandaSaraswathi, A Systematic Course in the ancient Tantric Techniques of Yoga and Kriya, Bihar School of Yoga, Munger
2. Swami NirajanandaSaraswati, Prana, Pranayama, Pranavidya, Bihar School of Yoga, Munger,Biahar, 1988
3. Swami SatyanandaSaraswati, TattavaShuddhi, Bihar Schoolof Yoga, Munger, Bihar1984
4. Swami Kuvalayananda ,VasisthaSamhita(Yoga Kanda) Kaivalyadhama, S.M.Y.M. SamithiVasisthaSamhita(Yoga Kanda).
5. H. David Qulter, Anatomy of Hatha Yoga, MotilalBanarasiDass, New Delihi 2004.
6. Yoga for Different Ailments, Series published SVYASA, Bangalore.
7. Dr. Swami KarmanandaSaraswati, MBBS, Yogic Management of Common Diseases, Bihar School of Yoga, Munger, Bihar 1992.
8. Dr R Nagarathna, Dr H R Nagendra, DrShamantakamaniNarendran. Yoga for Common Ailments and IAYT for Different Diseases.SVYP. 2002
9. Text book on Essentials of Abnormal Psychology 7th Edition by V. Mark Durand, David H. Barlow 2002.
10. George Feuerstein (2002). The Yoga Tradition, its History, Literature, Philosophy and practice; First Indian Edition published by MotilalBanarasidass Publishers, New Delhi with Hohm Press, U.S.A.

Relevance of Learning the Course/ Employability of the Course

The present world is suffering from various ill health conditions in physical, psychological, social and spiritual realms. According to the medical report lion share of diseases are psychosomatic in nature. As a way of life, yoga practice helps to prevent the diseases and various techniques and methods are useful to manage different type of diseases. This help the individual to manage a healthy life and that ensure the existence of a healthy society. After completion students will be able to provide effective intervention to manage various ill health conditions through; individual consultation, health centres, wellness centres, Hospitals etc.