



# University of Patanjali

## Programme Project Report (PPR)

### **B.A. (Yoga Science) Open and Distance Learning Programme (w.e.f. Academic Session 2025-2026)**

#### **University of Patanjali**

Maharshi Dayanand Gram, Delhi- Haridwar National Highway,  
Bahadrabad, Haridwar: 249405 Contact No: 9950882892

Mail: [patanjali-odl@uop.edu.in](mailto:patanjali-odl@uop.edu.in)

Website: <https://www.Universityofpatanjalionline.com/>

**Published by Divya Prakashan**

Divya Yog Mandir Trust,  
Patanjali Yogpeeth,  
Maharishi Dayanand Gram,  
Delhi-Haridwar National Highway, Near Bahadrabad,  
Haridwar – 249405, Uttarakhand, India

Tel: 01334-244107, 240008, 246737

E-mail: [divyayoga@divyayoga.com](mailto:divyayoga@divyayoga.com), [divyaprakashan@divyayoga.com](mailto:divyaprakashan@divyayoga.com)

Website: [www.divyaprakashan.com](http://www.divyaprakashan.com)

© Divya Prakashan 2025

All rights reserved.

**University of Patanjali: Main Campus**

Maharshi Dayanand Gram, Delhi- Haridwar National, Highway, Bahadrabad  
Haridwar-249405, Contact No: 9950882892, Mail: [contact@uop.edu.in](mailto:contact@uop.edu.in)

Website: <https://www.Universityofpatanjali.com/>

**University of Patanjali: ODL Campus**

Samriddha Gram, Laksar Road, Near Patanjali Foods Limited, Uttarakhand-247663

Contact No: 9950882892, Mail: [patanjali-odl@uop.edu.in](mailto:patanjali-odl@uop.edu.in)

Website: <https://www.Universityofpatanjalionline.com/>

## Programme Project Report

### University of Patanjali

University of Patanjali (UOP), located near the serene Himalayan foothills in the city of Haridwar, Uttarakhand is named after the great Indian sage Maharshi Patanjali (c. 900 BC), who first compiled numerous writings on Yoga in the form of aphorisms. The University was established through Act No. 4/2006 of Uttarakhand State Legislature published in the State Gazette on 05.04.2006 and is sponsored by Patanjali Yogpeeth Trust (PYP). It is a member of the Association of Indian Universities. University's commitment to excellence extends to its research arm, the Patanjali Research Foundation, renowned for its pioneering research in Ayurveda and Yoga. Collaborations with national and international institutions offer students unparalleled opportunities for engagement in sponsored projects and internships, paving the way for successful placements in esteemed organizations and entrepreneurial ventures including the Patanjali family institutions. University of Patanjali is a prestigious University accredited with an NAAC A+ grade, recognized for its excellence in academics, research, and student support, ensuring high-quality education and global standards. The University has drawn up a plan to explore the potential of self-learning materials defined within the broad framework of the blended mode of education.

### Aims and Objectives of the University

The University aims to establish and explore a comprehensive scientific foundation for the wisdom imparted by ancient Indian sages while conducting systematic research based on scientific principles to reinforce its relevance in the modern world. It is dedicated to providing education that fosters employment opportunities and a self-sustaining lifestyle, ensuring holistic growth for students. Additionally, the institution actively engages in studies related to Yoga, Ayurveda, and similar disciplines, contributing to the revival and global recognition of Indian culture.

#### 1. Vision of the University

- To decipher amenable solutions to the global challenges by integrating ancient vedic wisdom and contemporary scientific research with the spirit of global integration.
- Ancient Indian culture embodies eternal, universal human values, therefore the goal is to create healthy, moral and competent citizen with the aim of restoring the Indian cultural heritage and tradition of knowledge to make India a global leader, yet again.



## 2. Mission of the University

The University is committed to establishing Yoga, Ayurveda, and Sanskrit as the core of education while integrating ancient Vedic knowledge with contemporary science. It strives to promote a harmonious lifestyle by blending scientific advancements with spiritual wisdom, ensuring a balanced and holistic approach to learning. Additionally, the institution is dedicated to the preservation and promotion of ancient knowledge and culture, fostering a deep appreciation for India's rich heritage.

### Overview of the B.A. (Yoga Science) programme

The B.A. (Yoga Science) is a graduate programme that provides an in-depth understanding of yoga philosophy, asanas, meditation, therapy, and research methodologies, making meaningful contributions to academia and society. The programme delivered through distance mode is to provide accessible, high quality graduation in B.A.(Yoga Science) with depth knowledge of the subject and applied areas.

- **Scope of the Programme**

The scope of the B.A. (Yoga Science) programme is vast, offering opportunities in both academic and professional fields. With the growing awareness of holistic health and well-being, graduates can pursue careers as yoga instructors, wellness coaches, and therapists in healthcare centers, educational institutions, fitness industries, and corporate wellness programmes. The programme also provides a strong foundation for higher studies and research in yoga, enabling students to explore yoga philosophy, therapy, and its integration with modern science. Additionally, it opens doors to entrepreneurship in yoga studios, retreats, and digital wellness platforms, catering to the increasing global demand for certified yoga professionals.

- **Career Opportunities**

Graduates of the B.A. Yoga Science programme have diverse career opportunities in the fields of health, education, and wellness. They can work as yoga instructors, wellness coaches, yoga therapists, and fitness trainers in yoga studios, health centers, and corporate wellness programs. Opportunities also exist in schools, universities, and research institutions as educators or researchers in yoga philosophy and therapy. Additionally, graduates can establish their own yoga centers, online wellness platforms, or retreat programs, catering to the growing global demand for holistic health and well-being.

## Programme Educational Objectives

- Promote holistic well-being by enhancing physical, mental, and spiritual health through yogic practices.
- Develop self-discipline by promoting a balanced lifestyle with self-control, mindfulness, and inner harmony.
- Improve cognitive abilities by enhancing focus, emotional stability, and overall mental clarity.
- Preserve traditional knowledge by maintaining the rich heritage of Yoga, Ayurveda, and Vedic wisdom.
- Bridge science and spirituality by integrating ancient yogic principles with modern scientific research.
- Encourage healthy lifestyle habits through proper diet, regular exercise, and stress management techniques.
- Cultivate ethical values such as compassion, honesty, and moral integrity.
- Prepare skilled professionals by training competent yoga instructors, therapists, and researchers.
- Promote scientific research on the therapeutic benefits of yoga for holistic health.
- Spread yoga globally as a universal tool for peace, health, and well-being.

## Programme Outcomes

The students will be able to:

- **PO1:** Develop a comprehensive understanding of Yoga Science, philosophy, and its practical applications in daily life.
- **PO2:** Demonstrate the ability to apply yogic principles to real-life situations, promoting personal well-being and social harmony.
- **PO3:** Understand the physiological, psychological, and spiritual benefits of yoga from a holistic perspective.
- **PO4:** Learn to utilize yoga techniques for managing stress, improving mental health, and preventing lifestyle-related disorders.
- **PO5:** Acquire the skills to design, lead, and conduct effective yoga sessions for individuals and diverse groups.
- **PO6:** Explore the integration of yoga with modern wellness practices, alternative therapies, and healthcare.



- **PO7:** Develop research and analytical skills to study the impact of yoga on human health and consciousness.
- **PO8:** Uphold ethical values and principles while practicing, teaching, and promoting yoga in various professional and social settings.
- **PO9:** Prepare for diverse career opportunities in yoga instruction, therapy, education, corporate wellness, and community health programmes.
- **PO10:** Cultivate a lifelong commitment to self-discipline, mindfulness, and personal transformation through yoga practice.

### Relevance of the Programme with HEI's Mission and Goals

The relevance of B.A. (Yoga Science) programme at University of Patanjali, Haridwar (Uttarakhand) mentioned below:

- Building great human being by theoretically and practically introducing them to spirituality humanity, socialism and nationality through the optimal intellect of ancient sages and scientifically universe philosophical vision combined with many western and modern philosophers.
- Creating authentic scholars in ancient and modern knowledge so that they by their genuine destination and work could determine the direction and condition of their personal life as well as the society and ultimately the country.
- Creating physically, mentally, intellectually and spiritually elevated characters and personalities.
- “*sā vidyā yā vimuktaye*” vindicating this statement creating such citizens who getting fulfilled with their ultimate strength and qualities could purge diseases, misery, impoverishment, hunger, fear and all sorts of ignorance and scarcities from their lives as well as from the nation.
- Extricating themselves from all sorts of belligerence, negativities, terrorism and corruption, the student could align themselves with all the divinities necessary for the formation of divine nation as well as divine world.
- Creating a sense of the enormity of *brahmacarya*, *grhasta*, *vānaprastha* and *sanyāsa* among the students so that the feeling of harmony, co-existence and brotherhood achieves prestige and spread across the globe.

## Target Learners

B.A. Yoga Science under Open and Distance Learning is designed for:

- ✓ Working Professionals
- ✓ Career Advancers
- ✓ Teaching and Non-teaching staff working in different academic and non-academic institutions
- ✓ Students who pursue any other regular programmes
- ✓ Non-traditional students
- ✓ Lifelong learners
- ✓ International Students
- ✓ House wives

## Skill Development & Competency Acquisition

After completing the programme through Open and Distance Learning (ODL) mode, the students will be able to acquiring specific skills and competencies. This ODL programme can effectively cater to the needs of learners seeking to develop these skills:

- **Self-directed learning** – An essential skill for success in Yoga Science, enabling students to engage in independent study and research, setting personal and professional goals effectively.
- **Holistic health management** – Gain the ability to prevent and manage various physical and mental health issues through the scientific understanding of Yoga and its therapeutic applications.
- **Time management and flexibility** – The programme's flexible structure allows students to balance their studies efficiently, suitable to their individual schedules and learning preferences.
- **Enhanced communication skills** – Active participation in online discussions, idea-sharing, and virtual collaborations helps students develop effective communication and presentation skills.
- **Global accessibility** – The ODL mode enables students from diverse backgrounds and locations to access quality yoga education, opening pathways for higher studies like a Master's in Yoga.



## Instructional Design

**Curriculum Design:** The learning resources are developed by faculty members with extensive expertise in their respective domains. They possess deep knowledge of classical Yoga Scriptures and Texts, complemented by a comprehensive understanding of modern medical science, ensuring an integrative and evidence-based approach to yoga education.

**Mode of Instruction:** The programme employs a blended learning approach, incorporating, virtual classes, video lectures, PowerPoint presentations, and Self-Learning Materials (SLMs) in both digital and printed formats, ensuring easy accessibility for students. Additionally, learners receive academic support from the institute's experienced faculty through dedicated email communication, chat groups, regular online interactions, etc.

**Learning Resources:** The programme provides comprehensive printed and digital study materials, ensuring students have access to well-structured content for effective learning. Practical demonstration videos and interactive learning modules further enhance understanding by offering visual and hands-on experiences. Additionally, guest lectures and live training sessions conducted by experienced yoga practitioners provide deeper insights into the subject. Personal Contact Programmes (PCP) facilitate in-depth practical training and mentorship, allowing students to refine their techniques under expert guidance. Furthermore, research-based assignments and case studies encourage analytical thinking and the application of theoretical knowledge in real-world scenarios.

**Practical Training:** The programme includes hands-on yoga practice sessions guided by expert faculty, ensuring students develop proficiency in various techniques. Supervised training sessions focus on posture correction, breathing techniques, and meditation practices to enhance precision and effectiveness. Additionally, field visits to wellness centers provide practical exposure, allowing students to observe and experience the real-world application of yoga in health and wellness settings.

## Programme Structure & Curriculum

The programme follows a structured, semester-based format, integrating core theoretical subjects, practical training, and electives to provide a well-rounded understanding of yoga and its applications. The curriculum is designed to progressively enhance students' knowledge and skills, blending traditional yogic wisdom with modern scientific principles. A minimum of 120 credits are required for completion, distributed across theoretical subjects, practical sessions, and research components. Practical sessions throughout the programme ensure experiential learning, preparing students for careers in yoga education, therapy, and research.



## Semester-Wise Syllabus

FIRST YEAR						
SEM I	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	
	BAYSMJ-101	Foundation of Yoga	4	25	75	100
	BAYSMJ-102	Yoga Practicum I	2	15	35	50
	BAYSMN-103	BAYSMN-103(A) Basic Psychological Processes Or BAYSMN-103(B) History of India (Early times to till the Mauryan Period) Or BAYSMN-103(C) Tourism Concepts and Principles Or BAYSMN-103(D) Sanskritam - I	4	25	75	100
	BAYSID-104	Introduction to Shrimad Bhagavad Gita	4	25	75	100
	BAYSAE-105	Communicative English	2	13	37	50
	BAYSSE-106	General introduction of human Anatomy and Physiology	3	25	75	100
	BSYSVA-107	Yajna and Karmakand	3	25	75	100
<b>TOTAL</b>			<b>22</b>	<b>153</b>	<b>447</b>	<b>600</b>



FIRST YEAR						
SEM II	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	
	BAYSMJ-201	Hatha Yoga text-1(HP, GHS & HR)	4	25	75	100
	BAYSMJ-201P	Hatha Yoga Practicum	2	13	37	50
	BAYSMN-202	BAYSMN-202 (A) Social Psychology Or BAYSMN-202 (B) History of Ancient India (Sunga to 1206 AD) Or BAYSMN-202 (C) Tourism Resources in India Or BAYSMN-202 (D) Sanskritam II	4	25	75	100
	BAYSID-203	Indian Philosophy & Culture	4	25	75	100
	BAYSAE-204	Basics of Sanskritam	2	15	35	50
	BSYSSE-205	Yogasana Sports Evolution Teaching & Marking System	3	25	75	100
	BAYSVA-206	Environment Science	3	13	37	50
<b>TOTAL</b>			<b>22</b>	<b>141</b>	<b>409</b>	<b>550</b>

SECOND YEAR						
SEM III	Course Code	Subject	Evaluation Scheme			Subject Total
			Cred- it	CA	SEE	
	BAYSMJ-301	Patanjali Yog Sutra & Shastra Smaran	5	25	75	100
	BAYSMJ-302	Yoga Practicum	4	25	75	100
	BAYSMN-303	BAYSMN-303(A) Stress Management Or BAYSMN-303(B) Ancient Indian Social Life and Institutions Or BAYSMN-303(C) Transport and Hotel Management Or BAYSMN-303(D) Sanskritam-III	6	25	75	100
	BAYSID-304	Indian Knowledge System-I	2	13	37	50
	BAYSAE-305	Sanskritam-II	2	13	37	50
	BAYSSE-306	Fundamentals of Computer Applications	3	25	75	100
TOTAL			22	126	374	500



SECOND YEAR						
SEM IV	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	
	BAYSMJ-401	Hatha Yoga texts-2 (YB, SS & SSP)	6	25	75	100
	BAYSMJ-402	Teaching Method of Yoga and Meditation Techniques (Meditation Practicum)	3+3=6	25	75	100
	BAYSMN-403	BAYSMN-403 (A) Strengths and Virtues Or BAYSMN-403 (B) Ancient Indian Art & Architecture Or BAYSMN-403 (C) Travel Agency and Tour Operations Business Or BAYSMN-403 (D) Sanskritam IV	4	25	75	100
	BAYSMN-404	Upanishads Parichay	4	25	75	100
	BAYSAE-405	Anthropometric Assessment & Traditional Vedic Diagnostic Tools	2	25	75	100
TOTAL			22	125	375	500

THIRD YEAR						
SEM V	Course Code	Subject	Evaluation Scheme			Sub- ject Total
			Credit	CA	SEE	
	BAYSMJ-501	Various Hatha Yogic Texts-I: Shastra Smaran	4+2=6	25	75	100
	BAYSMJ-502	Yoga Practicum & Lesson Plan	6	25	75	100
	BAYSMN-503	BAYSMN-503(A) Clinical Psychology Or BAYSMN-503(B) History of India (1206A.D.TO1739A.D.) Or BAYSMN-503(C)Major Tourist Attractions of World Or BAYSMN-503(D) Sanskritam-V	6	25	75	100
	BAYSID-504	Internship	4	25	75	100
TOTAL			22	100	300	400



THIRD YEAR					
SEM VI	Course Code	Subject	Evaluation Scheme		
			Credit	CA	SEE
	BAYSMJ-601	Various Hatha Yogic Texts-II Shastra Smaran	4+2=6	25	75
	BAYSMJ-602	Yoga Practicum & Lesson Plan	6	25	75
	BAYSMN-603	BAYSMN-603(A) Psychology of Personality Or BAYSMN-603(B) History of India (1760A.D.TO1950A.D.) Or BAYSMN-603(C) International Travel Management Or BAYSMN-603(D) Sanskritam-VI	4	25	75
	BAYSMN-604	Research Methodology Case Study	4+2=6	25	75
<b>TOTAL</b>			<b>22</b>	<b>100</b>	<b>300</b>
					<b>400</b>

NOTE: CA – Continuous Assessment; SEE – Semester End Examination

GE: General Elective

Detailed Syllabus: It is available as Annexure-I

## Assessment Methods

**Examinations:** The B.A. (Yoga Science) programme employs a structured examination system to assess students' theoretical and practical knowledge. The **Semester-End Examination (SEE)** is a comprehensive written test conducted at the end of each semester. It evaluates students' conceptual clarity and theoretical understanding of core subjects, practical applications, and research methodology. This examination contributes 75% to the overall course evaluation. In addition to the SEE, Continuous Assessment is conducted through assignments and contributes to 25% of the total evaluation. A minimum of 33% marks is required for the successful completion of the programme.

**Practical Assessments:** Since yoga is a practice-oriented discipline, hands-on evaluation plays a crucial role in student assessment. The **Yoga Practicum** component tests students on their ability to demonstrate and instruct various yogic practices, including asanas, pranayama, kriyas, and meditation techniques. Faculty and external examiners evaluate students based on their precision in postures, breathing techniques, and therapeutic applications. These evaluations include performance-based assessments, mentor feedback, and practical demonstrations of yoga therapy sessions.

**Research & Project Work:** As part of the curriculum, **assignments, internship & case studies** form an integral part of continuous assessment, where students submit essays and case analyses to demonstrate critical thinking and application-based learning.

## Faculty & Infrastructure

**Faculty Resources:** The B.A. Yoga programme is supported by a team of highly experienced faculty members specializing in yoga, Ayurveda, and human anatomy. These experts have a vast knowledge and practical experience which ensures a well-rounded education by integrating traditional yogic wisdom with modern scientific understanding. Additionally, dedicated mentors provide personalized guidance during practical sessions and research activities, ensuring students receive hands-on training and support in developing their skills and academic projects. This structured faculty support system ensures that students gain both theoretical knowledge and practical expertise, preparing them for careers in yoga therapy, research, and education.

**Infrastructure Support:** The University of Patanjali offers a robust infrastructure designed to support Open and Distance Learning (ODL) programmes, ensuring accessibility and high-quality education for students beyond traditional classroom settings. The institution provides a comprehensive digital learning platform, equipped with video lectures, e-books,



and interactive study materials, allowing students to engage in self-paced learning. A well-structured Learning Management System (LMS) enables smooth course delivery, online assessments, and real-time interaction with faculty members. To support practical training, the University offers virtual workshops and live demonstration sessions, where students can learn and practice yoga techniques under expert guidance. The digital library grants access to a vast repository of research papers, journals, and multimedia resources, facilitating academic research and continuous learning.

### **Admission Process**

---

#### **Eligibility Criteria**

The candidate should have completed 12th Standard with any discipline and at least 40% from a recognized board or equivalent.

#### **Application Process**

- Interested candidates can obtain the application form from the University's official website or admission office.
- The form must be filled out with accurate details and submitted along with the required documents, such as academic certificates, identity proof, and passport-sized photographs.
- An application fee, as prescribed by the University, must be paid during submission.

#### **Fees**

Fees of the Programme is **Rs. 57000/-**

### **Requirement of the Laboratory Support and Library Resources**

---

Laboratory is not required as part of this curriculum and the digital library provides access to a vast repository of academic research and continuous learning.

### **Cost Estimate of the Programme and the Provisions**

---

For the design, development delivery and maintenance of the programme the fund will be as per the budget allocated by the University in Annual Budget session.



## Quality Assurance Mechanism

The University of Patanjali ensures quality in its B.A. (Yoga Science) ODL programme through a structured curriculum aligned with UGC-DEB guidelines, integrating theory, practice, and research. A Learning Management System (LMS) supports digital learning, while Personal Contact Programmes (PCPs), virtual workshops, and mentorship sessions enhance practical training. The curriculum is regularly revised to meet learner needs, with faculty members contributing expertise. Industry-experienced mentors and facilitators provide practical insights, and regular orientation programmes keep faculty updated on the latest tools and techniques. A continuous evaluation system, including internal assessments, exams, and structured feedback from students and facilitators, ensures academic rigor. Faculty analyse feedback to improve Self-Learning Materials (SLMs), counselling sessions, and administration, maintaining a high-quality, learner-centric education experience.



## ANNEXURE-I

# SEMESTER I

**COURSE DETAILS – 1**  
**SUBJECT NAME – FOUNDATION OF YOGA**  
**SUBJECT CODE – BAYSMJ-101**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Objectives:

The subject entitled 'Foundation of Yoga' has the following objectives:

- Students will have an understanding about origin, history and development of Yoga.
- They will have an idea about the insights of different Yoga streams.
- Introduction about Yoga according to various Yogic texts, eminent Yogis.

	<b>BLOCK-01: GENERAL INTRODUCTION OF YOGA</b>
<b>UNIT-01</b>	Introduction of Yoga, Origin of Yoga, History and Development of Yoga
<b>UNIT-02</b>	Etymology of Yoga, Definition and Meaning of Yoga, A Brief Overview of Yoga Evolution from Pre-Vedic to Contemporary Times
<b>UNIT-03</b>	Aims, Objectives, And Common Misconceptions of Yoga
<b>UNIT-04</b>	An Overview of The Vedas, Vedang, Prasthanatraye, and Purushartha Chatushtaya
	<b>BLOCK-02: A SHORT ANALYSIS OF YOGIC TRADITIONS</b>
<b>UNIT-01</b>	Introduction of Pancha-Kosha and Panch-Prana
<b>UNIT-02</b>	Characteristic of Yoga in The Epics (Mahabharata and Ramayana)
<b>UNIT-03</b>	Nature of Yoga as Described in The Smritis and Puranas
<b>UNIT-04</b>	Yoga In Narada Bhakti Sutra (Composed by The Great Sage Narada)

	<b>BLOCK-03: INTRODUCTION OF DIFFERENT SCHOOLS (STREAMS) OF YOGA</b>
<b>UNIT-01</b>	General Introduction of Schools of Yoga: Jñāna Yoga, Bhakti Yoga, Karma Yoga
<b>UNIT-02</b>	Jnana Yoga: Meaning of Jñāna-Yoga, Purpose of Jñāna-Yoga, Practice of Jñāna-Yoga
<b>UNIT-03</b>	What is Bhakti Yoga, Meaning and Definition of Bhakti Yoga, Stages and Types of Bhakti, Types of Bhakta
<b>UNIT-04</b>	Karma Yoga: The Definition and Concept of Karma Yoga, Concept of Nishkam Karma, Goal of Karma, Different Types of Karma
<b>UNIT-05</b>	Basic Requirements of Yoga Practices: Suitable Place for Yoga Practice, Time (Season-Time), Diet, Pathya- Apathya, Sadhak & Badhak Elements in Yoga Practice.
	<b>BLOCK-04: INTRODUCTION AND CONTRIBUTION OF EMINENT YOGIS</b>
<b>UNIT-01</b>	An Overview of The Traditions and Yogic Contributions of Guru Gorakshanath and Maharshi Patanjali
<b>UNIT-02</b>	Yoga in The Literature of Saints- Kabirdas and Tulasidas
<b>UNIT-03</b>	Contemporary Yoga: The Yogic Traditions of Maharshi Dayanand Saraswati and Swami Vivekananda
<b>UNIT-04</b>	An Overview of The Contributions Made by Maharishi Raman Aand Swami Ramdeva to The Advancement and Propagation of Yoga in Modern Times

**Prescribed Text Book:**

1. रामदेवस्वामी, उपनिषदसंदेश-दिव्यप्रकाशन, पतंजलियोगपीठ, हरिद्वार,।
2. दर्शन प्रवेश-दिव्य प्रकाशन, पतंजलि योगपीठ, हरिद्वार
3. बालकृष्ण, आचार्य: योगविश्वकोष-, दिव्यप्रकाशन, पतंजलियोगपीठ, हरिद्वार।
4. रावत, अनुजा:, (2018). योग और योगी, सत्यमपब्लिसिंगहाऊस नई दिल्ली, 2018

**Reference Books:**

5. सिंह, नरेन्द्र:, (2021). हठयोगसारसंग्रह, (हठ प्रदीपिका और घेरण्डसंहिता के सन्दर्भ में), कॉसबिलपब्लिकेशन, नई दिल्ली
6. पंत, पूर्णचन्द्र, (2008). उपनिषदों में योगविज्ञान, आचार्यपूर्णचन्द्रपंत, नाहन, हिमांचलप्रदेश द्वितीय संस्करण,
7. गृहस्थयोगसाधककेगुण- आचार्यबालकृष्णजी
8. स्वात्माराम, स्वामी: हठप्रदीपिका, कैवल्यधाम, पूर्ण, षष्ठमप्रकाशन, 2017
9. Saraswatri, S. N. (2012). Gheranda Samhita. Yoga Publication Trust, Munger, Bihar, India.



**COURSE DETAILS – 2**  
**SUBJECT NAME – YOGA PRACTICUM-I**  
**SUBJECT CODE – BAYSMJ-102**

<b>CREDIT: 2</b>	<b>CA: 15</b>	<b>SEE: 35</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

## Learning Objectives

Following the completion of the course, students shall be able to

- Understand the benefits, procedure and contraindications of all practices.
- Demonstrate each practice with confidence and skill.
- Explain the procedure and subtle points involved.

	<b>BLOCK-01: PRAYERS AND RECITATIONS</b>
<b>UNIT-01</b>	Concept and Recitation of Pranava
<b>UNIT-02</b>	Concept and Recitation of Hymns
<b>UNIT-03</b>	Understanding and recitation of Surya Namaskara mantra, Bhojan Mantra, Pratahjagran Evam Ratri Shayan Mantra
<b>UNIT-04</b>	Selected universal prayers, invocations and Nishpatti Bhava.
	<b>BLOCK-02: YOGIC SHATKARMA</b>
<b>UNIT-01</b>	Neti: Sutra Neti and Jala Neti
<b>UNIT-02</b>	Dhauti: Vamana Dhauti (Kunjala)
<b>UNIT-03</b>	Kapalabhati (Vatakrama)
	<b>BLOCK-03: YOGIC SUKSHMA VYAYAMA&amp;YOGIC STHULA VYAYAMA (MACROCIRCULATION PRACTICES)</b>
<b>UNIT-01</b>	Neck Movement: Griva Shakti Vikasaka (I, II, III, IV)
<b>UNIT-02</b>	Shoulder Movement: Bhuja Balli Shakti Vikasaka, Purna Bhuja Shakti Vikasaka
<b>UNIT-03</b>	Trunk Movement: Kati Shakti Vikasaka (I, II, III, IV, V)
<b>UNIT-04</b>	Knee Movement: Jangha Shakti Vikasaka (II-A&B), Janu Shakti Vikasaka  Ankle movement: Pada mula Shakti Vikasaka – A&B  Gulpha-Pada prishtha-pada tala Shakti Vikasaka
<b>UNIT-05</b>	Sarvanga Pushti, Hrid Gati (Engine run), 12 Steps of Yogic Jogging

	<b>BLOCK-04: NADISHODHANA, SHATKARMA AND MUDRAS</b>
<b>UNIT-01</b>	NadiShodhana (Technique 2: Alternate Nostril Breathing)
<b>UNIT-02</b>	NadiShodhana (Technique 3: Alternate Nostril Breathing + Antarkumbhak)
<b>UNIT-03</b>	NadiShodhana (Puraka + AntarKumbhak + Rechaka + BahyaKumbhak) (1:4:2:2)
<b>UNIT-04</b>	Shatkarma: VaatkarmaKapalbhati, Jal Neti
<b>UNIT-05</b>	Hasta Mudra: Jnana, Vayu, Pran, Apan, Apanvayu

### Prescribed Text Books:

- Balkrishna Acharya: (2015), DainikYogabhyasakram, DivyaPrakashan, Haridwar.
- Randev Y.S. 2015: Dand-baithak, DivyaPrakashan, Haridwar
- Saraswati S. S. (2006). Asana Pranayama and Mudra Bandha, “Yoga Publication Trust.” Munger, Bihar

#### COURSE DETAILS – 3

**SUBJECT NAME – BASIC PSYCHOLOGICAL PROCESSES (ELECTIVE)**

**SUBJECT CODE – BAYSMN-103(A)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

- To familiarize students with the basic concepts of Indian and Western Psychology with an emphasis on application of Psychology in everyday life.
- To introduce the students to the general concepts of psychology.

	<b>BLOCK-01: INTRODUCTION OF PSYCHOLOGY</b>
<b>UNIT-01</b>	Meaning and Definitions of Psychology, Psychological thoughts in some major, Eastern System: Bhagavad Gita and Buddhism, Concept of Psychology as per Upanishads
<b>UNIT-02</b>	Goals and branches of Psychology, Approaches of Psychology: Biological and behavioural



	<b>BLOCK-02: METHODS OF PSYCHOLOGY</b>
<b>UNIT-01</b>	Experimental Method: Meaning, definition, types, merits and demerits,
<b>UNIT-02</b>	Observation method: Meaning, definition, types, merits and demerits,
<b>UNIT-03</b>	Survey method: Meaning, definition, merits and demerits,
<b>UNIT-04</b>	Questionnaire method: meaning, definition, merits and demerits
	<b>BLOCK-03: PERCEPTION &amp; LEARNING</b>
<b>UNIT-01</b>	Meaning, definition and mechanism of perception, Factors influencing Perception
<b>UNIT-02</b>	Laws of Perceptual organization, Perceptual constancy: shape and size.
<b>UNIT-03</b>	Learning: Meaning definitions and types of learning, Factors affecting learning,
<b>UNIT-04</b>	Methods of learning, Transfer of learning: positive, negative, zero and bilateral
	<b>BLOCK-04: MEMORY&amp; INTELLIGENCE</b>
<b>UNIT-01</b>	Meaning, definitions and types of Memory: sensory, short-term and long term,
<b>UNIT-02</b>	Components of memory: Encoding, storage & retrieval, Factors affecting memory, enhancement of memory,
<b>UNIT-03</b>	forgetting: Meaning and Definition, causes of forgetting.
<b>UNIT-04</b>	Intelligence: Meaning and definitions of intelligence, types of intelligence (Mental, emotional, social and spiritual intelligence)
	<b>BLOCK-05: COMMON MENTAL DISORDERS</b>
<b>UNIT-01</b>	Causes and Consequences of Conflicts and Frustrations;
<b>UNIT-02</b>	Common mental disorders; Depressive disorders; anxiety disorders; Serious mental disorders;
<b>UNIT-03</b>	Mental retardation; Alcohol and drug abuse; Suicide, attempted suicide and suicide prevention

### Prescribed Text Books:

- Singh, A.K. (2009) Advanced General Psychology. Motilal Banarsidas.
- Jain, S. (2014). Introduction to Psychology. ISBN-13: 9788127256432.

### Reference Books:

- Baron, R.A. (1995). Psychology: The essential sciences, New York; Allyn & Bacon.
- Baron, R.A. (2001). Psychology: Fifth Edition. New York; Allyn & Bacon.
- Zimbardo, P.O. & Weber, A.L. (1997). Psychology. New York, Harper Collins College.
- Lefton, L.A. (1985). Psychology, Boston; Allyn & Baron.
- Morgan, C. T. (2004). Introduction to Psychology. Mcgraw Hill

#### COURSE DETAILS – 3

**SUBJECT NAME – HISTORY OF INDIA (EARLY TIMES TO TILL THE MAURYAN PERIOD)**

**SUBJECT CODE – BAYSMN-103(B)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

This course introduces to the students a gradual evolution of early civilization in Indian and polity from the age of Mahajanapadas to the age of foreign incursions during the Pre-Gupta period. Beginning with a general description of the political condition in the sixth century B.C., emergence of our early culture like Palaeolithic, Mesolithic, Neolithic, chalkolithic, Harappa and Vedic culture are described in the first two unit and political development of rising Magadha empire described in the third unit and Alexandra's invasion of Indian and the origin, development and decline of Mauryan empire are dealt with in last unit.

	<b>BLOCK-01: HISTORICAL SOURCES AND PRE-HISTORIC CULTURE</b>
<b>UNIT-01</b>	Sources for knowing Indian history, importance of sources, types of sources- literary sources, archaeological sources and accounts of foreign travellers
<b>UNIT-02</b>	Introduction to Prehistoric Cultures of India: Palaeolithic- Sohan Culture and Madrasian Culture, Mesolithic, Neolithic- Development of agriculture, invention of fire, invention of wheel.
<b>UNIT-03</b>	Tools and techniques of Prehistoric Period: Palaeolithic, Mesolithic, Neolithic. Pre Harappa Culture and other Chalkolithic culture



	<b>BLOCK-02: VEDIC CULTURE</b>
<b>UNIT-01</b>	Harappa civilisation: Rise and development of urban civilization, economic, social, religious and cultural features, development of art, reason for change in the centre of culture
<b>UNIT-02</b>	Gangetic Culture- Vedic period: Nature of Vedic literature; Political, Social, and Economic life in Rig-Veda and later Vedic period
	<b>BLOCK-03: VEDIC RELIGION</b>
<b>UNIT-01</b>	Origin of Religious Traditions and Diverse Dimensions of Religion in the Indus Valley Civilization
<b>UNIT-02</b>	Development of religion in Vedic period, worship of nature, increasing importance of Indra, importance of Agni, Varun, Rit and development of worship of Mother Goddess
<b>UNIT-03</b>	Development of religious practices in the later Vedic period such as religious rituals, primacy of Yagya
	<b>BLOCK-04: REFORM OF RELIGIOUS STRUCTURE</b>
<b>UNIT-01</b>	Upanishad religion: The concept of the soul and the Supreme Brahma
<b>UNIT-02</b>	Jainism: The early life and teachings of Mahavira
<b>UNIT-03</b>	Buddhism: The early life and teachings of Gautam Buddha
	<b>BLOCK-05: POLITICAL CONDITION OF INDIA FROM 6TH CENTURY B.C. TO 2ND CENTURY B.C</b>
<b>UNIT-01</b>	Political Condition in the sixth century B.C. (Mahajanapadas and Republics)
<b>UNIT-02</b>	Rise of Magadha Empire: - Haryaka dynasty: Bimbisara and Ajatashatru, Shishunaga
<b>UNIT-03</b>	Nanda Dynasty: Mahapadma and Chanakya, Greek Invasion of Alexander
<b>UNIT-04</b>	Mauryan Dynasty: Chandragupta Maurya: Early life and his Empire expansion, Bindusara, Ashoka: Empire expansion, his edicts and Ashoka, Decline of Mauryan Dynasty

### Text Book:

- Singh, U., A History of Ancient and Early Medieval India, From the Stone Age to The 12th Century, Delhi 2016.



## Recommended Readings:

- Sharma, L.P.: History of Ancient India,
- Majumdar, R.C.: Prachin Bharat, Motilal Banarasidas Delhi, 1962.
- Raychoudhury, H. C., Political History of Ancient India, Calcutta, 1931.
- Goyal, S. R., Magadh, Satawahan, Kushan Samrajyon ka Yug (Hindi), Jaipur
- Sharma, R. S., Prarambhik Bharat ka Parichay, (Hindi) New Delhi 2017.
- Srivastava, K. C., Prachin Bharat ka ItihasTathaSanskriti, Allahabad, 2019
- Shastri, K. A. N., the Age of Nandas and Mauryas, Varanasi, 1967. Majumdar, R.C. and A. D. Pusalker (eds.), The History and Culture of the Indian People, Vols. I –V (relevant chapters), Bombay, 1951-1957.
- Jha D. N., Ancient India: In Historical Outline, 1997&Early India: A Concise History, 2004

### COURSE DETAILS – 3

**SUBJECT NAME – TOURISM CONCEPTS & PRINCIPLES (ELECTIVE)**

**SUBJECT CODE – BAYSMN-103(C)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

**Objective:** This is an introductory module giving the basis of tourism studies. It will give an overview of tourism industry and various organizations.

	<b>BLOCK-01: UNDERSTANDING TOURISM</b>
<b>UNIT-01</b>	Tours, tourists, visitors, excursionists, travelers, resources, attractive, Tourism product concept.
<b>UNIT-02</b>	Tourism: Meaning, nature and scope, Tourism: Types, elements and components,
<b>UNIT-03</b>	Historical development of Tourism-Travel from ancient's time and in themiddleage-thegrandtour-Travelandtourisminthe19 <sup>th</sup> centuryandafter independence.
	<b>BLOCK-02: DETERMINANTS AND MOTIVATORS</b>
<b>UNIT-01</b>	Determinants and motivations in tourism, factors stimulating in the growth of tourism,



	<b>BLOCK-02: DETERMINANTS AND MOTIVATORS</b>
<b>UNIT-02</b>	(determinants) why the people wish to travel, (motivators) and influences of supply
	<b>BLOCK-03: MAJOR TOURISM SERVICES</b>
<b>UNIT-01</b>	Transportation: Types and relevance in tourism,
<b>UNIT-02</b>	Accommodation: Types and relevance in tourism,
<b>UNIT-03</b>	Travel Agencies and Tour-Operators: Overview and relevance in tourism
	<b>BLOCK-04: THE TOURIST INDUSTRY</b>
<b>UNIT-01</b>	Definition, characteristics of tourism product & services, kind of goods and services,
<b>UNIT-02</b>	Sector of the tourism Industry, illustrative examples and tourism Industry in relation to the tourism system
	<b>BLOCK-05: TOURISM ORGANIZATION</b>
<b>UNIT-01</b>	WTO / UNWTO, PATA, IATA, ITDC.

### Prescribed Text Books:

- Bhatia AK – Tourism Development Principles and practices sterline publication Ltd. 1995.
- Burkat and Madlik- Tourism Past Present and Future, Heinmenn Publishers 1981
- Cooper Flacher et al- Tourism Principles and practices Pitman1993.
- Mill, R.C., (1990), Tourism: The International Business, Pretience Hall, NewJersey.
- Mill and Morrison, (1992), the Tourism System: An Introductory Text, PrenticeHall.

**COURSE DETAILS – 3**  
**SUBJECT NAME – संस्कृतम् - I**  
**SUBJECT CODE – BAYSMN-103(D)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
	<b>BLOCK-01: भाषापरिचयः</b>		
<b>UNIT-01</b>	लिपिः		
<b>UNIT-02</b>	वर्णोच्चारणशिक्षा		
<b>UNIT-03</b>	भाषामूलतत्त्वानि		
	<b>BLOCK-02: शब्दरूपपरिचयः</b>		
<b>UNIT-01</b>	अजन्ताः - राम, हरि, गुरु, पितृ, गो, रमा, मति, नदी, वधू, मातृ, पुस्तक, दधि,		
<b>UNIT-02</b>	हलन्ताः - जगत्, भगवत्, राजन्, करिन्, पयस्, विद्वस्, वाच्, दिक्, गिर, अहन्सर्वनामानि - तद्, एतद्, यद्, किम्, इदम्, अस्मद्, युष्मद्		
	<b>BLOCK-03: अव्ययंतथासन्धिः</b>		
<b>UNIT-01</b>	सामान्याव्ययानि,		
<b>UNIT-02</b>	विसर्गसन्धिः		
<b>UNIT-03</b>	अच्-सन्धिः,		
<b>UNIT-04</b>	हल्-सन्धिः		
	<b>BLOCK-04: क्रियापदपरिचयः (वाक्यरचनाअनुवादश्च)</b>		
<b>UNIT-01</b>	भू, पठ्, लिख्, गम्, दृश्, स्था, पा, सेव्, वस्, कृ (लट्, लृट्, लोट्, लङ्, विधिलिङ्मात्रम्)		
	<b>BLOCK-05: वृत्ति-समासपरिचयः</b>		
<b>UNIT-01</b>	कृद्वृत्तिः - क्त, क्तवत्, शतृ, शानच्कृतव्य, अनीयर, तुमुन्, क्त्वा, ल्यप्		
<b>UNIT-02</b>	समासाः-तत्पुरुषः, बहुव्रीहिः, द्वन्द्वः, अव्ययीभावः		
	<b>BLOCK-06: मूलरामायणम् एवं पातञ्जलयोगसूत्रम्</b>		
<b>UNIT-01</b>	मूलरामायणम् - १-५०श्लोकपठनम्, पदच्छेदः, पदपरिचयः		
<b>UNIT-02</b>	पातञ्जलयोगसूत्रम् - समाधिपादः (१ - २५सूत्राणि) सूत्रस्मरणम्, सूत्रव्याख्या, निबन्धात्मकप्रश्नाः		



**निर्धारितग्रन्थाः**

1. व्याकरणचन्द्रोदय (१) - डॉ० आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. मूलरामायणम् - राष्ट्रियसंस्कृतसंस्थानम्, नईदिल्ली
3. योगदर्शन- स्वामिरामद्वय, दिव्यप्रकाशन, हरिद्वारम्

**सन्दर्भग्रन्थाः**

1. सरल-कठिनसंस्कृतम् - प्रो. तिरुमलपि. कुलकर्णी

**COURSE DETAILS –4**

**SUBJECT NAME – INTRODUCTION TO SHRIMAD BHAGAVAD GITA**

**SUBJECT CODE – BAYSID-104**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

**Learning Objectives:**

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

- Understand the main teachings of Bhagvadgeeta
- Become familiar with the nature of yoga in various chapters of Bhagvad Geeta.
- Imbibe the essence of teachings of Bhagavad Geeta

	<b>BLOCK-01: SHRIMADBHAGWATGITA INTRODUCTION</b>
<b>UNIT-01</b>	General Introduction of the Bhagavad Gita, The Great Significance of the Bhagavad Gita and Various Scholars' Views in Relation to It,
<b>UNIT-02</b>	Synthesis of Yoga in The Bhagavad Gita, The Major Definitions of Yoga, The Nature of Yoga, Yoga Sadhana in The Bhagavad Gita,
<b>UNIT-03</b>	Relevance of The Bhagavad Gita in the Current Era.
	<b>BLOCK-02: GYAN YOGA –ATMAN, PRAKRITI &amp;PARMATMAN</b>
<b>UNIT-01</b>	Sankhya Yoga or Jnana Yoga (Chapter-2,3,4,5,6,13),
<b>UNIT-02</b>	The Form of the Soul (Chapter-2), The Form of the Supreme Soul (Purush-ottama), (Chapter-4,8,10,11,13,15).
<b>UNIT-03</b>	Form of Prakriti (Chapter-9,13,14).
	<b>BLOCK-03: KARMA YOGA AND MEDITATION YOGA</b>
<b>UNIT-01</b>	Concepts of Karmayoga (Chapter-2-6),

<b>UNIT-02</b>	Form Of Yajna, Yajnartha Karma, Nishkam Karma (Chapter-3,4), Lok Sangrah (Chapter-3),
<b>UNIT-03</b>	Jnana-Karma Coordination (Chapter-5),
<b>UNIT-04</b>	Forms Of Dhyana Yoga (Chapter-6).
<b>BLOCK-04: BHAKTI YOGA</b>	
<b>UNIT-01</b>	Concepts of Bhakti and Mahatmya (Chapters-7, 8, 9, 11, 12),
<b>UNIT-02</b>	The Necessity of Devotion in Divine Realization (Chapters-11, Verse-52-55),
<b>UNIT-03</b>	Types of Bhaktis (Chapters-7, 12)
<b>UNIT-04</b>	Characteristics of The Devotee (Chapter-12, Verse-13-20)
<b>BLOCK-04: PERSONALITY, DIET AND TRIGUN CONCEPT</b>	
<b>UNIT-01</b>	Role of Diet in Yoga Practice (Chapter-6)
<b>UNIT-02</b>	Introduction to Trigunas (Chapter-14), Concept of Trigun- Based Personality (Chapter-17)
<b>UNIT-03</b>	Elements of Personality Development, Ideal Personality- Daivee Sampda (Chapter-16)

#### Prescribed Text Book

1. श्रीमद्भगवद्गीता – गीतामृत - योग ऋषि स्वामी रामदेव जी, दिव्य प्रकाशन, पतंजलि योगपीठ

#### Reference Text Book

1. गीतारहस्यलोकमान्यतिलक (चयनितपाठ्यांश)
2. Shrimadbhagvadgeeta- Tattvavivechini-JaidayalGoyandaka, Geeta Press Gorakhpur.



**COURSE DETAILS -5**  
**SUBJECT NAME – COMMUNICATIVE ENGLISH**  
**SUBJECT CODE – BAYSAE-105**

<b>CREDIT: 2</b>	<b>CA: 13</b>	<b>SEE: 37</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

### Learning Objectives:

- Improve pronunciation and Use English Grammar worksheets and exercises to improve grammatical knowledge for competitive exams
- Enhance reading, understanding and writing abilities in English
- Develop the ability to read, understand and improve English vocabulary
- Demonstrate conversational skills, Asking Questions

	<b>BLOCK-01: BASICS OF ENGLISH GRAMMAR</b>
<b>UNIT-01</b>	Pronunciation, Rhythm, & Intonation
<b>UNIT-02</b>	Revision of Basic Grammar – Parts of Speech and Sentence Structure
<b>UNIT-03</b>	Tenses, Active and Passive Voice, Direct and indirect Speech
	<b>BLOCK-02: READING &amp; WRITING</b>
<b>UNIT-01</b>	Vocabulary-Homophones, Homonyms, Analytical Skills,
<b>UNIT-02</b>	Editing Skills-Error Correction
<b>UNIT-03</b>	Article Writing, Reading Comprehension
	<b>BLOCK-03: LISTENING</b>
<b>UNIT-01</b>	Audiobooks, Podcasts,
<b>UNIT-02</b>	Speeches of various renowned Yoga Masters
<b>UNIT-03</b>	Ted Talks
	<b>BLOCK-04: SPOKEN ENGLISH</b>
<b>UNIT-01</b>	Accents and dialects, Extempore
<b>UNIT-02</b>	Oral Report, Debates and GDs
<b>UNIT-03</b>	Public Speaking Skills
<b>UNIT-04</b>	Leadership, Team Work

**Text books:** English Grammar in Use, 4th Edition, Cambridge by Raymond Murphy

**Suggested Sources:** Britishcouncil.org

**COURSE DETAILS –6**  
**SUBJECT NAME – GENERAL INTRODUCTION OF HUMAN ANATOMY AND**  
**PHYSIOLOGY**  
**SUBJECT CODE – BAYSSE-106**

<b>CREDIT: 3</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
	<b>BLOCK-01: BASICS OF THE BODY AND MOVEMENT</b>		
<b>UNIT-01</b>	Introduction to cells, tissues, organs, and systems; How bioelectric energy relates to prana (life force)		
<b>UNIT-02</b>	Musculoskeletal system: Overview of bones, joints, and muscles used in yoga poses; Role of spine, tendons, ligaments, and cartilage in flexibility and stability; Muscle contraction and relaxation for asanas; How smooth muscles support internal balance		
	<b>BLOCK-02: DIGESTION AND CLEANSING SYSTEMS</b>		
<b>UNIT-01</b>	Digestive system: Basic anatomy (mouth to intestines), how digestion supports energy for yoga; Role of diet and gastric secretions in vitality; Simple understanding of gastrointestinal movement (peristalsis) and its link to cleansing practices (e.g., kriyas).		
<b>UNIT-02</b>	Excretory system: Kidney and nephron basics; How hydration and breath influence waste removal; Connection to detoxification in yoga.		
	<b>BLOCK-03: NERVOUS SYSTEM AND INNER AWARENESS</b>		
<b>UNIT-01</b>	Nervous system: Simple neuron structure; Central role of the spine and brain in yoga; Sensory and motor systems for balance and coordination in poses; Reflexes and relaxation in meditation.		
<b>UNIT-02</b>	Glands and hormones: Overview of endocrine glands (e.g., thyroid, adrenals) and their role in stress relief and energy through yoga; Link to mindfulness and emotional balance.		
	<b>BLOCK-04: BREATH, ENERGY, AND HOLISTIC SYSTEMS</b>		
<b>UNIT-01</b>	Cardiovascular and Respiratory Systems: Heart and lung basics; How breath (pranayama) and circulation energize the body; Breathing mechanics and oxygen flow in yoga practice; Stress reduction through heart-lung harmony.		



	<b>BLOCK-04: BREATH, ENERGY, AND HOLISTIC SYSTEMS</b>
<b>UNIT-02</b>	Immune and Reproductive Systems: Immune system's role in health and resilience for yogic lifestyle; Basic male/female reproductive anatomy and hormonal balance through yoga.

**COURSE DETAILS -7**  
**SUBJECT NAME - YAJNA AND KARMAKAND**  
**SUBJECT CODE - BSYSVA-107**

<b>CREDIT: 3</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

**पाठ्यक्रम के उद्देश्य:-**

- यज्ञ के शास्त्रीय अर्थ से परिचय कराना तथा यज्ञों के प्रकार पर प्रकाश डालना।
- ऋषि परम्परा से चले आ रहे इस वैज्ञानिक यज्ञ चिकित्सा का बोध कराना।
- सृष्टि चक्र के संतुलन के परिपेक्ष्य में यज्ञीय विधान का परिचय।
- आत्मिक, शारीरिक, मानसिक, आध्यात्मिक, सामाजिक, वैश्विक समस्याओं/रोगों के समाधान पर्यावरण संरक्षण एवं सुख शांति हेतु।

<b>Block-1:</b>	<b>वैदिक धर्म परिचय</b>
<b>Unit-01</b>	देवता परिचय
<b>Unit-02</b>	वैदिक देवों का वर्गीकरण
<b>Unit-03</b>	यज्ञ सस्था का परिचय एवं विवेचन
<b>Block-2:</b>	<b>यज्ञ: परिभाषा, प्रकार एवं उपयोगिता</b>
<b>Unit-01</b>	यज्ञ की परिभाषाएँ
<b>Unit-02</b>	यज्ञ की उपयोगिता
<b>Unit-03</b>	यज्ञ शब्द के पर्यायवाची
<b>Block-3:</b>	<b>यज्ञीय पदार्थ परिचय एवं मंत्र स्मरण</b>
<b>Unit-01</b>	यज्ञीय पदार्थ
<b>Unit-02</b>	देव यज्ञ विधि
<b>Unit-03</b>	हविर्द्रव्यों की मात्राएँ



<b>Block-4:</b>	यज्ञ चिकित्साध्वरेपी
<b>Unit-01</b>	यज्ञ चिकित्सा के वैज्ञानिक प्रमाणणून
<b>Unit-02</b>	यज्ञ चिकित्सा का शास्त्रीय प्रमाणण्वेदादि शास्त्र में रेग निवारण
<b>Unit-03</b>	यज्ञ चिकित्सा

निर्धारित पाठ्यपुस्तक-

- यज्ञ-योग-आयुर्वेद चिकित्सा एवं यज्ञ दर्शन, वैदिक नित्यकर्म विधि।
- वैदिक साहित्य एवं संस्कृति, डॉ० कपिलदेव दिववेदी।
- संध्योपासना विधि- पतंजलि योगपीठ।
- पंच महायज्ञ विधि- महर्षि दयानन्द।
- संस्कार विधि- महर्षि दयानन्द।
- यज्ञ रहस्य-डॉ० रामनाथ वेदालंकार।



## SEMESTER II

COURSE DETAILS – 1  
SUBJECT NAME – HATHA YOGA TEXTS - 1 (HP, GHS & HR)  
SUBJECT CODE – BAYSMJ-201

CREDIT: 4	CA: 25	SEE: 75	MM: 100
-----------	--------	---------	---------

### Learning Objectives:

By introducing Hatha Yoga & its Texts, students shall be able to

- Have an understanding about pre-requisites of Hatha Yoga.
- Have an understanding about the concept of Yoga in Hath Yogic texts.
- Have an understanding about concept and principles of Hath Yoga.
- Quote references of each practice as per traditional texts

	<b>BLOCK-01: General Introduction to HathaYoga</b>
<b>UNIT-01</b>	Overview & literal meaning of “Hatha Yoga”
<b>UNIT-02</b>	Historical and Traditional Foundations
<b>UNIT-03</b>	Diet and Practice Guidelines
<b>UNIT-04</b>	Hatha Siddhi and Modern Relevance
	<b>BLOCK-02: Hatha Yogapradipika: Asana, Pranayama, Shatkarma, Mudra, Bandha, Naad, Kundlini</b>
<b>UNIT-01</b>	Introduction to Hatha Yoga Pradipika
<b>UNIT-02</b>	Technique, benefits and precautions of Asana (15 Asana)
<b>UNIT-03</b>	Technique, benefits andprecautionsofPranayama- (Suryabhedi, Ujjai,Sheetli,Sitkari,Bhastrika, Bhramari, Murchha, Plavani)
<b>UNIT-04</b>	Technique, benefits and precautions of Shatkarma (Dhoti, Basti, Neti, Nauli, Trataka and Kapalabhati)

	<b>BLOCK-02: Hatha Yogapradipika: Asana, Pranayama, Shatkarma, Mudra, Bandha, Naad, Kundlini</b>
<b>UNIT-05</b>	Technique, benefits and precautions of Bandha Techniques
<b>UNIT-06</b>	Techniques, benefits, and precautions of Mudra Practices
<b>UNIT-07</b>	Naadanusandhan-Concept, types and Outcomes
<b>UNIT-08</b>	Kundalini-Concept, Technique, Precautions and Outcomes
	<b>BLOCK-03: Gheranda Samhita-Shatkarmas, Asanas, Pranayama, Mudras, Pratyahar, Meditation and Samadhi</b>
<b>UNIT-01</b>	Introduction to Gheranda Samhita
<b>UNIT-02</b>	Shatkarmas – Techniques Overview, benefits and precautions
<b>UNIT-03</b>	Technique, benefits and precautions of Asana in the Gheranda Samhita
<b>UNIT-04</b>	Kundalini-Concept, Technique, Precautions and Outcomes
<b>UNIT-05</b>	Technique, benefits and precautions of Pranayama and Mudra
<b>UNIT-06</b>	Brief Introduction to Pratyahar
<b>UNIT-07</b>	Meditation- Concept, Types and Technique
<b>UNIT-08</b>	Samadhi- Concept, Types and Technique
	<b>BLOCK-04: Hatha Ratnawali - Asana, Pranayama, Shatkarma, Mudra, Bandha, Naad, Kundlini</b>
<b>UNIT-01</b>	Outlines of chapters of Hatha Ratnavali: four yogas, Date & authorship of Hatha Ratnavali (HR)- Yama and Niyamas of Srinivasabhatta-Philosophy and Theology in Hatha Ratnavali-
<b>UNIT-02</b>	concept of 'Hatha' – Ayurvedic thought in Hatha Ratnavali-
<b>UNIT-03</b>	Astakarmas- Tantra practices in Hatha Ratnavali. eight purificatory techniques, eight/nine breathing techniques,
<b>UNIT-04</b>	ten mudras, names of Kundalini and naadis,
<b>UNIT-05</b>	names of eighty-four postures, Samadhi and Nada.



**Prescribed Text Book**

1. स्वात्माराम, स्वामी: हठप्रदीपिका, कैवल्यधाम, पूणे, षष्ठमप्रकाशन, 2017
2. Saraswati, S. N. (2012). Gheranda Samhita. Yoga Publication Trust, Munger Bihar, India.
3. सिंह, नरेन्द्र:, (2021). हठयोगसारसंग्रह, (हठ प्रदीपिका और घेरण्डसंहिता के सन्दर्भ में), कॉसबिलपब्लिकेशन, नईदिल्ली

**COURSE DETAILS – 2**  
**SUBJECT NAME – HATH YOGA PRACTICUM**  
**SUBJECT CODE – BAYSMJ-201P**

<b>CREDIT: 2</b>	<b>CA: 13</b>	<b>SEE: 37</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

**Learning Objectives:**

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

- State techniques, health benefits, applications, precautions and contraindications of undermentioned yogic practices
- To demonstrate and instruct undermentioned yogic practices.

	<b>BLOCK-01: Yogasana (Recommended by Swami Ramdev)</b>
<b>UNIT-01</b>	12YogicPostures: MandukAsana-Variations1&2, Shashakasana, Bakasana, Gomukh Asana, Makarasana- Variations 1& 2, BhujangaAsana variations1,2&3, Shalabhasana-Variations1,2&3, Markatasana-Variations1,2&3, Pawanmuktasana-Variations1,2&3, ArdhaHalasana, PadvrittaAsana-Variations1&2And Dwichakrikasana- Variations 1 & 2; As Recommended by Swami Ramdev.
	<b>BLOCK-02: ProneLyingAsanas</b>
<b>UNIT-01</b>	Makarasana, Markatasana, Bhujangasana, Sarpasana, Shalabhasana, Dhanurasana, Purnadhanurasana, Chakrasana, Viparit Naukasana.
	<b>BLOCK-03: Pranayama</b>
<b>UNIT-01</b>	Bhastrika, Kapalbhathi, Bahya, Ujjai, Anulom-Vilom, Bhramari, Udgeeth.

	<b>BLOCK-04: Shatkarma</b>
<b>UNIT-01</b>	Kapalbhati (Vyutkram, Sitkram), Rabar Neti
	<b>BLOCK-05: Mudra&amp;Bandh</b>
<b>UNIT-01</b>	Jalandhar Bandh, UdyanBandhand Moolbandh, MahaBandh Mudra.

## TEXT BOOKS

- Yogrishi Swami Ramdev Ji: Pranayama Rahasya, DivyaPrakashan, Haridwar, 2009
- Basavaraddi, I.V. & others: SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009
- Dr. Nagendra H R: Pranayama, The Art & Science, Swami Vivekananda YogaPrakashan, Bangalore, 2005.
- Iyengar, B.K.S.: Light on Pranayama, Harper Collins, Swami Vivekanand YogaPrakashan, 2012
- Saraswati S. S. (2006). Asana Pranayama and Mudra Bandha, "Yoga Publication Trust." Munger, Bihar

**COURSE DETAILS – 3**  
**SUBJECT NAME – SOCIAL PSYCHOLOGY (ELECTIVE)**  
**SUBJECT CODE – BAYSMN-202(A)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

## Learning Objectives:

- To enable students to appreciate how individual behavior is influenced by social and cultural contexts.
- To enable students to develop an understanding of functioning in different groups and organizations and to understand how social problems can be analyzed in terms of various social psychological theories.

	<b>BLOCK-01: Introduction to Social Psychology</b>
<b>UNIT-01</b>	Meaning and definitions of Social Psychology



	<b>BLOCK-01: Introduction to Social Psychology</b>
<b>UNIT-02</b>	Goals of Social Psychology
<b>UNIT-03</b>	History of Social Psychology
<b>UNIT-04</b>	Scope of Social Psychology
	<b>BLOCK-02: Attitudes</b>
<b>UNIT-01</b>	Nature and Components of Attitude
<b>UNIT-02</b>	Formation of Attitude
<b>UNIT-03</b>	Change in Attitude
<b>UNIT-04</b>	Measurement of Attitude
	<b>BLOCK-03: Groups Behavior</b>
<b>UNIT-01</b>	<b>Meaning and Definition of Group and Crowd</b>
<b>UNIT-02</b>	<b>Distinction between Group and Crowd</b>
<b>UNIT-03</b>	<b>Social Facilitation: Meaning, Definitions, and Causes</b>
<b>UNIT-04</b>	<b>Social Loafing: Meaning, Definitions, and Causes</b>
	<b>BLOCK-04: Group Morale</b>
<b>UNIT-01</b>	Meaning and Definition of Group Morale, Criteria of High and Low Group Morale
<b>UNIT-02</b>	Determinants of Group Morale and Methods of Improving Group Morale
	<b>BLOCK-05: Aggression</b>
<b>UNIT-01</b>	Meaning and definitions of Aggression, Types of aggression
<b>UNIT-02</b>	Theoretical Approaches to Aggression (Social Learning Theory, Frustration-Aggression Theory) Measures of Reducing Aggression

## Prescribed Text Books

- Suleiman, M. (2009). Ucchitar Samaj Manovigyan, New Delhi: Motilal Banarasi Das.
- Singh, R.N. (2001). Modern Social Psychology. Agra: Vinod Pustak Mandir.

## Reference Books

- Baron, R.A. & Byrne, D (1998). Social Psychology: Theories, research and application. New York: Me Graw Hill.
- Semin, G.R. & Fiedler, K, (Eds.) (1996). Applied Social Psychology, London: Sage.

### COURSE DETAILS – 3

SUBJECT NAME – HISTORY OF ANCIENT INDIA (SUNGA TO 1206 AD)

SUBJECT CODE – BAYSMN-202(B)

CREDIT: 4	CA: 25	SEE: 75	MM: 100
	<b>BLOCK-01: Post-Mauryan Dynasties and Foreign Rulers</b>		
<b>UNIT-01</b>	Post-Mauryan Dynasties: Sunga Dynesty, Satavahana Dynesty: Gautamiputra Shatakarni,		
<b>UNIT-02</b>	Foreign Dynasties: Indo Greeks: Demetriyas and Minander,		
<b>UNIT-03</b>	ShakaKshatrap: Western Kshatrapas, Kushan Dynesty: Vim kadafishash and kanishka		
	<b>BLOCK-02: Gupta Dynasty: Rise, Fall, and Golden Age Debate</b>		
<b>UNIT-01</b>	Gupta Dynesty: Chandragupta I, Samudragupta, Chandragupta II, kumargupta and Skandgupta,		
<b>UNIT-02</b>	Decline of the Imperial Guptas Cultural Achievements of the Gupta Period: Debate about Golden Age		
	<b>BLOCK-03: Early Medieval India: Harsha to the Paramaras</b>		
<b>UNIT-01</b>	Harshvardhana: Political Achievements; Contribution to Religion Learning, Rule of Pratiharas, Mihirbhoj; Rule of the Palas: Dharmapal,		
<b>UNIT-02</b>	Paramars of Malwa: The conquests of Vakapati Munj and his conflict with the Chalukya king Tailap, Bhoja's conquests and his cultural achievement.		
	<b>BLOCK-04: Rajput Powers and Early Muslim Invasions</b>		
<b>UNIT-01</b>	Invasion of Mahmood Ghazni: Main Events, His defeat by local dynasties in the Indian campaign of Mahmud of Ghaznavi,		
<b>UNIT-02</b>	Gahadvalas; Govindachandra, Jayachanda, Chauhanas of Shakambhari: Vighraharaj IV, Prithviraj III- Battle with Mohammad Ghori,		
<b>UNIT-03</b>	Main Events of Gori in India and Impact of his Invasion.		



	<b>BLOCK-05: Early Deccan and South Indian Kingdoms</b>
<b>UNIT-01</b>	Rule of Badami Chalukyas: Pulakeshin II, Vikramaditya II; Pallavas: Mahendravarman I, Narasimhavarman II;
<b>UNIT-02</b>	Cultural Achievements of Pallavas; Cholas: Emergence and Early History: Rajaraj I-Restoration of the Chola Empire and Expansions of Empire, Rajendra, Kulottunga I, and Administration of Chola's

### Recommended Readings:

- Goyal, S.R., Magadh, Satavahan, Kushan Samrajyon ka Yug (Hindi), Jaipur
- Narain, A.K., The Indo-Greeks, New Delhi, 1996.
- V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972.
- Percy Brown, Indian Architecture, Bombay, D.B. Taraporevala Sons & Co, 1940
- James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
- Sharma, R.S., Prarambhik Bharat ka Parichay, (Hindi) New Delhi 2017.
- Raychoudhury, H.C., Prācīn Bhārata Kā Rājānītika Itihāsa (Hindi), Allahabad,
- Singh, U., A History of Ancient and Early Medieval India, From The Stone Age To The 12th Century, Delhi 2016
- Basham A. L. The Wonder that was India, London
- Srivastava, K. C., Prachin Bharat ka Itihas Tatha Sanskriti, Allahabad, 2019

#### COURSE DETAILS – 3

SUBJECT NAME – TOURISM RESOURCES IN INDIA (ELECTIVE)

SUBJECT CODE – BAYSMN-202(C)

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objective:

The module gives information of countries tourist places of national and international importance and it helps students to know the background elements of tourism resources.



	<b>BLOCK-01: Introduction to Tourism Resources</b>
<b>UNIT-01</b>	Concept of Resource, Attraction & Product in Tourism
<b>UNIT-02</b>	Meaning & Characteristics of Tourism Resources
<b>UNIT-03</b>	Typology & Nature of Tourism Resources
<b>UNIT-04</b>	Nature & Scope of Tourist Places in India
	<b>BLOCK-02: Natural Resources in Tourism</b>
<b>UNIT-01</b>	Study of wild life Parks, Sanctuaries & Tiger Reserves in India with case studies of Raja Ji National Park, Jim Corbett, Bharatpur Bird Sanctuary, Valley of Flowers & Gir National Park, Kaziranga National Park
	<b>BLOCK-03: Pilgrimage Destinations in India</b>
<b>UNIT-01</b>	Hindu Pilgrimage Destinations: CharDham Yatra, Haridwar, Khajuraho, Mahabalipuram, Tirupati, Madurai, Konark
<b>UNIT-02</b>	Buddhist Pilgrimage Destinations: Lumbini, Bodhgaya, Sarnath, Kushinagar, - Sanchi, Ajanta
<b>UNIT-03</b>	Jain Pilgrimage Destinations: Mount Abu, Sharavanbelgola
<b>UNIT-04</b>	Islamic Pilgrimage Destinations: Delhi, Agra, and Fatehpur Sikri
<b>UNIT-05</b>	Sikh Pilgrimage Destinations: Patna, Nanded, Golden Temple (Amritsar), Hemkund Sahib (Uttarakhand)
	<b>BLOCK-04: Socio-Cultural Resources</b>
<b>UNIT-01</b>	Importance of Socio-Cultural Resources in Tourism
<b>UNIT-02</b>	Socio cultural resources - Important fairs and festivals with case studies of Kumbha Mela, Dussehra, Vaishno Devi Yatra, Onam, Puri Rath Yatra & Chhath Pooja.
	<b>BLOCK-05: Hill Stations &amp; Coastal Destinations</b>
<b>UNIT-01</b>	Study of Hill Station attractions and their environs with case studies of Mussoorie, Nainital, Shimla, Manali and Ooty
<b>UNIT-02</b>	Study of Beaches and Islands and their environs with case studies of Beaches in Goa, Kerala, Andaman & Nicobar Islands



## Prescribed Text Books:

- Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002)
- Dixit, M and Sheela, C. Tourism Products (New Royal Book, 2001)
- Oki Morihiro, Fairs and Festivals, World Friendship Association, Tokyo, 1988.
- Michel George, The Penguin guide to the monument of India, Penguin Book, 1990
- Other

## References

- Mitra, Devla, Buddhist Architecture, Calcutta.
- Tourists Resource of India- Ram Acharya.
- Himachal Pradesh, The Land, the people by S.S. Negi

**COURSE DETAILS – 3**  
**SUBJECT NAME – संस्कृतम्-II (ELECTIVE)**  
**SUBJECT CODE – BAYSMN-202(D)**

CREDIT: 4	CA: 25	SEE: 75	MM: 100
	<b>BLOCK-01:संज्ञाप्रकरणम्</b>		
<b>UNIT-01</b>	वृद्धि-गुण-संयोग-पद-अव्यय-सम्प्रसारण-उपधा-इत्-अङ्ग-		
<b>UNIT-02</b>	उपसर्ग-धातु-सार्वधातुक-आर्धधातुक-विभक्ति-सर्वनाम-सज्ञा:		
	<b>BLOCK-02:ईषोपनिषद्</b>		
<b>UNIT-01</b>	मन्त्रव्याख्या, मन्त्रस्मरणम्, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-03:हितोपदेशः-मित्रलाभः</b>		
<b>UNIT-01</b>	श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-04: मूलरामायणम् एवं पातञ्जलयोगसूत्रम्</b>		
<b>UNIT-01</b>	मूलरामायणम् – ५१-१०० श्लोकपठनम्, पदच्छेदः, पदपरिचयः		
<b>UNIT-02</b>	पातञ्जलयोगसूत्रम् – समाधिपादः (२६-५१सूत्राणि) सूत्रस्मरणम्, सूत्रव्याख्या, निबन्धात्मकप्रश्नाः		

	<b>BLOCK-05: धातुरूप मात्रम् एवं अलङ्कार परिचयः</b>
<b>UNIT-01</b>	धातुरूपमात्रम् - लट्, लृट्, लोट्, लङ्, विधिलिङ्मात्रम् (वाक्यरचनाअनुवादश्च) (परस्मैपदम्) दिव्, अस्, हन्, शक् (आत्मनेपदम्) वृध्, मुद्, शिक्ष् (उभयपदम्) दा, तन्, चुर, भक्ष्, तुद्
<b>UNIT-02</b>	अलङ्कारपरिचयः- उपमा, रूपकम्, अर्थान्तरन्यासः, उत्प्रेक्षा, अनुप्रासः

निर्धारितग्रन्थाः

1. व्याकरणचन्द्रोदय (१) - डॉ०आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. एकादशोपनिषद् - डॉ०सत्यव्रतसिद्धान्तालङ्कार
3. हितोपदेशः - चौखम्बासंस्कृतप्रतिष्ठान, दिल्ली
4. मूलरामायणम् - राष्ट्रियसंस्कृतसंस्थानम्, नईदिल्ली
5. योगदर्शन - स्वामिरामदेव, दिव्यप्रकाशन, हरिद्वारम्
6. रचानुवादकौमुदी - डॉ०कपिलदेवदिवेदी, विश्वविद्यालयप्रकाशन, वाराणसी
7. काव्यदीपिका - डॉ०श्रीकृष्णमणित्रिपाठी, चौखम्बासुरभारतीप्रकाशन, वाराणसी

**COURSE DETAILS – 4**  
**SUBJECT NAME – INDIAN PHILOSOPHY & CULTURE**  
**SUBJECT CODE – BAYSID-203**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

- Students will have an understanding about various schools of Indian philosophy
- They will have an idea about the various features of traditional Indian culture

	<b>BLOCK-01: Introduction to Indian Philosophy</b>
<b>UNIT-01</b>	Literal Meaning and Definition of Philosophy, Role of Philosophy in Human Life, Characteristics Of Indian Philosophy
<b>UNIT-02</b>	Bodies of Indian Philosophy: Vedic-Non-Vedic



	<b>BLOCK-01: Introduction to Indian Philosophy</b>
<b>UNIT-03</b>	The Three Main Areas of Philosophy –PramanMimamsa, (Epistemology), Tattva Mimamsa (Meta Physics), Achar Mimamsa(Ethics)
	<b>BLOCK-02:Introduction to Six Schools Of Vedic Philosophy</b>
<b>UNIT-01</b>	General Introduction and Theory (Tattva Mimamsa & Ethics)
<b>UNIT-02</b>	Foundational principles and key concepts of the six schools of Vedic philosophy: Nyaya Darshan,Vaisheshika Darshan, Samkhya Darshan, Yoga Darshan, Mimamsa Darshan, Vedanta Darshan
	<b>BLOCK-03:Introduction to Jain, Buddhist, Charvak Philosophy</b>
<b>UNIT-01</b>	General Introduction and Theory (Tattva Mimamsa & Ethics)
<b>UNIT-02</b>	Foundational principles and key concepts of Jain Darshan, Buddhism,Char-wakDarshan
	<b>BLOCK-04: Introduction and Salient Features of Indian Culture</b>
<b>UNIT-01</b>	Literal Meaning and Definition of Culture, Concept and Importance of Culture
<b>UNIT-02</b>	General Introduction to The Base Scriptures of Indian Culture - Vedas, Upanishads, Manusmriti, Mahabharata, Ramayana, Gita.
<b>UNIT-03</b>	PurusharthaChaturthya, Ashram System, Varna System, Karma Principles, Sixteen Rites, PanchaMahayajna, Debt-Triad, Co-Existence - Universal Relationship

**References/ supporting books**

1. दर्शन प्रवेश, दिव्य प्रकाशन, पतंजलि योगपीठ, हरिद्वार
2. भारतीय दर्शन, आचार्य बलदेव उपाध्याय- चयनित पाठ्यांश
3. धर्म दर्शन संस्कृति, डॉ० रूप किशारे शास्त्री
4. Teaching yourself philosophy: Indian Philosophy- Dr. R.P. Sharma
5. An outline of Indian Philosophy- M. Hiriyana

**COURSE DETAILS – 5**  
**SUBJECT NAME – BASIC OF SANSKRITAM**  
**SUBJECT CODE – BAYSAE-204**

<b>CREDIT: 2</b>	<b>CA: 15</b>	<b>SEE: 35</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

<b>खण्ड – 1</b>	<b>संस्कृतभाषपरिचयः</b>
इकाई – 1	संस्कृतभाषा परिचय योगशास्त्र के अध्ययन में संस्कृत का महत्त्व।
इकाई – 2	महेश्वरसूत्र, प्रत्याहार निर्माण विधि एवं प्रत्याहार ज्ञान।
इकाई – 3	संस्कृतवर्णमाला स्वर व व्यंजन वर्णज्ञान सहित, वर्णों के उच्चारणस्थान और प्रयत्न-ज्ञान, संस्कृत भाषा की रोमन ध्वन्यात्मक लिपि
<b>खण्ड – 2</b>	<b>शब्दरूपपरिचयः</b>
इकाई – 1	कारक, विभक्ति (सुप् और तिङ्), लिङ्ग, वचन,
इकाई – 2	अजन्त- शब्दरूप- राम, हरि, गुरु, रमा, पुस्तक, शब्दों के रूप अर्थज्ञान व वाक्य प्रयोग सहित।
इकाई – 3	हलन्त- जगत्, भगवत्, राजन् शब्दों के रूप अर्थज्ञान व वाक्य प्रयोग सहित।
इकाई – 4	सर्वनाम शब्दरूप- अस्मद्, युष्मद्, तत् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में), एतद् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में), यद् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में), किम् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में) शब्दों के रूप अर्थज्ञान व वाक्य प्रयोग सहित।
<b>खण्ड – 3</b>	<b>सन्धिः, क्रियापदपरिचयो वाक्यरचनानुवादश्च</b>
इकाई – 1	वाक्याङ्ग, पुरुष, लकार। धातुरूप- भू, पठ्, लिख्, गम्, कृ धातुओं के रूप (लट्, लृट्, लोट्, लङ्, विधिलिङ्मात्र)
इकाई – 2	सन्धि की परिभाषा व प्रकार (अच्, हल्, एवं विसर्ग)
इकाई – 3	अव्यय परिचय, वाक्यरचना और संस्कृत संख्याएं (एक से सौ तक)

**निर्धारितग्रन्थाः**

1. व्याकरणचन्द्रोदयः (१) - डॉ. आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशनम्, हरिद्वारम्
2. रचनानुवादकौमदी - डॉ. कपिलदेव दिववेदी, विश्वविद्यालय प्रकाशन, वाराणसी।

**सन्दर्भग्रन्थाः**

1. सरल-कठिनसंस्कृतम्- प्रो. तिरुमल पि. कुलकर्णी
2. Perry E D: A Sanskrit Primer, MLBD, New Delhi, 2004
3. Kala MR: A Higher Sanskrit Grammar for college students, MLBD, New Delhi, 2011
4. DEVAVANIPRAVESIKA: Robert p, Goldman: MLBD-NEWDELHI.



**COURSE DETAILS – 6**

**SUBJECT NAME – YOGASANA SPORTS EVALUATION TECHNIQUE & MARKING SYSTEM**

**SUBJECT CODE – BSYSSE-205**

<b>CREDIT: 3</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
	<b>BLOCK-01: Introduction to Yogasana Sports</b>		
<b>UNIT-01</b>	History of Yoga Sports		
<b>UNIT-02</b>	Introduction of National Yogasana Sports Federation, Purpose and Goals of Yogasana Sports		
<b>UNIT-03</b>	Athlete Groups and Events, Organizational Chart and their Role & Responsibilities in Yogasana Sports		
	<b>BLOCK-02: Rights and Obligations in Yogasana Sports</b>		
<b>UNIT-01</b>	Rights and Obligations of Athletes		
<b>UNIT-02</b>	Rights and Obligations of Team Coaches		
<b>UNIT-03</b>	Rights and Obligations of Judges		
<b>UNIT-04</b>	Difficulty Level Charts of Yogasana		
	<b>BLOCK-03: Syllabus of Yogasana Championships</b>		
<b>UNIT-01</b>	Syllabus of Yogasana Championships like, Traditional Yogasana Individual, Artistic Yogasana (single), Artistic Yogasana (Pair), Rhythmic Yogasana (Pair), Artistic Yogasana (Group)		
	<b>BLOCK-04: Judging and Officiating in Yogasana Competitions</b>		
<b>UNIT-01</b>	Key Judging Points, Micro Marking System, Discipline, Foul, Warning, Protest, Announcement of Scores and Final Result		
<b>UNIT-02</b>	Roles and Responsibilities of Officials		
<b>UNIT-03</b>	Anti-Doping Policy of NYSF and FOP (Field of Play) for Yogasana Competitions		
<b>UNIT-04</b>	Samples of Fitness Certificate & Risk Certificate		

## Reference

Code of Points, National Yogasana Sports Federation. <https://yogasanasport.in/code-of-point/>

**COURSE DETAILS – 7**  
**SUBJECT NAME – ENVIRONMENT SCIENCE**  
**SUBJECT CODE – BAYSVA-206**

<b>CREDIT: 3</b>	<b>CA: 13</b>	<b>SEE: 37</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

### Learning Objectives:

Following the completion of these course students shall be able to

- Identify about environment and ecosystem.
- Identify renewable and non-renewable resources.
- Identify about Biodiversities, Conservation and Pollution.

	<b>BLOCK-01: INTRODUCTION TO ENVIRONMENTAL STUDIES AND ECOSYSTEM</b>
<b>UNIT-01</b>	Introduction to Environmental Studies and Ecosystem; the Multidisciplinary Nature of Environmental Studies, Scope and Importance, Need of Awareness
<b>UNIT-02</b>	Ecosystem and its Functions, Aquatic Ecosystem, Environmental Components of Ecosystem
<b>UNIT-03</b>	Conservation of Natural Resources, Food Chains, Food Web
	<b>BLOCK-02: NATURAL RESOURCES: RENEWABLE &amp; NON-RENEWABLE</b>
<b>UNIT-01</b>	Resources: Renewable & Non-Renewable Biodiversity, Values of Biodiversity, Natural Resources (Renewable & Non-Renewable Resources)
<b>UNIT-02</b>	Pollution -Air Pollution, Soil Pollution, Smog their Causes and Impacts
<b>UNIT-03</b>	Role of an Individual in the Conservation of Natural Resources
<b>UNIT-04</b>	Equitable use of resources for sustainable lifestyles
	<b>BLOCK-03: BIODIVERSITY &amp; CONSERVATION</b>
<b>UNIT-01</b>	Levels of biodiversity, Environment segments, Biosphere, Lithosphere, Hydrosphere, Atmosphere, Pollutants, Degradable and Non-degradable pollutants



## UNIVERSITY OF PATANJALI

	<b>BLOCK-03: BIODIVERSITY &amp; CONSERVATION</b>
<b>UNIT-02</b>	Conservation of mineral resources, Oxygen depletion
	<b>BLOCK-04: ENVIRONMENTAL POLLUTION</b>
<b>UNIT-01</b>	Environmental pollution, types, causes, effects, and controls, Prevention & Control of Pollution
<b>UNIT-02</b>	Environment Protection Act, Wild life Protection Act

### TEXT BOOKS:

- Erach Bharucha: Text Book for Environment Studies, UGC & Bhartiya Vidyapeetha Institute of Environmental education and research, Pune.

### REFERENCE BOOKS:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India.



## SEMESTER III

**COURSE DETAILS – 1**  
**SUBJECT NAME – PATANJAL YOGA SUTRA & SHASTRA SMARAN**  
**SUBJECT CODE – BAYSMJ- 301**

<b>CREDIT: 5</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

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

- Grasp various modification of mind and the means of inhibiting them.
- Grasping about the essence of Samadhi and Sadhana Pada.
- Understand the essence of Vibhuti and Kaivalya pada.
- Quote references of each practice as per traditional texts.

	<b>BLOCK-01: SAMADHIPADA</b>
<b>UNIT-01</b>	Concept of Chitta; Chitta Bhoomis (Kshipta, Mood, Vikshipta, Ekagra, Nirudha); Chitta- Vrittis and their classification, Chitta-Vritti Nirodhopaya (Abhyasa and Vairagya)
<b>UNIT-02</b>	Concept of Ishwar and Ishwar Pranidhana, Qualities of Ishwar, Chitta-Vikshepas (Antarayas)
<b>UNIT-03</b>	Concept of Chitta-prasadanam, Relevance of Chitta-prasadanam in Yoga Sadhana
<b>UNIT-04</b>	Types of Samadhi (Samprajnatah and Asamprajnatah Samadhi); Types of Samprajnatah Samadhi (Vitarka, Vichara, Anand and Ashmita); Concept of Samapatti and kinds of Samapatti (Savitraka and Nirvitraka, Savichara and Nirvichara); Types of Asamprajnatah Samadhi (Bhavapratyaya and Upayapratyaya)
	<b>BLOCK-02: SADHANAPADA</b>



<b>UNIT-01</b>	Concept of Kriya Yoga of Patanjali
<b>UNIT-02</b>	Theory of Kleshes (Avidya, Ashmita, Raga, Dewesh, Abhinevesh)
<b>UNIT-03</b>	Concept of Dukhavada (Heya, Heya Hetu, Hana, Hanopaya) Drishya Nirupam (Prakriti), Drashta Nirupana (Purusha), Prakriti Purusha Samyog
<b>UNIT-04</b>	Brief Introduction to Ashtanga Yoga; Concept of Asana and Pranayama and their Siddhis; Concept of Pratyahara and its Siddhis
<b>BLOCK-03: VIBHUTIPADA &amp; KAIVALYAPADA</b>	
<b>UNIT-01</b>	Introduction, role and application of Dharana, Dhyana and Samadhi, Samyama and its Siddhis
<b>UNIT-02</b>	Introduction of three types of Chitta Parinamah (transformation of the mind); Discuss the five types of Siddhis and the concept of JatyantarParinamh
<b>UNIT-03</b>	Concept of Nirman Chitta and four types of Karmas
<b>UNIT-04</b>	Concept of Vasana and concept of BahyaPadartha (external element) and its abilities, Vivek Jnana Nirupanam, Kaivalya Nirvachana
<b>BLOCK-04: SHASTRA SMARAN OF ABOVECOURSE CONTENT</b>	

## TEXT BOOKS

- Yogrishi Swami Ramdev Ji: Patanjala Yog Darshan, Divyayog Prakashan, Haridwar 2008.
- Yoga Darshan: Geeta Press Gorakhpur.
- Patanjali Yogasutra: PV Karambelkar: Kaiva;yadhama Publication, 2014
- BKS Iyengar: Introduction of Patanjali Yogasutra-s: MDNIY, New Delhi, 2011.
- Swami Ved Bharti: Yogasutra of Patanjali (with the Exposition of Vyasa) M.L.B.D. New Delhi, 2004, Vol I & II.

## BOOKS FOR REFERENCE

- Vyasbhasya
- Bhojvritti

**COURSE DETAILS – 2**  
**SUBJECT NAME – YOGA PRACTICUM**  
**SUBJECT CODE – BAYSMJ- 302**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### **Learning Objectives:**

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

- Understand the principle and practice of each practice.
- Demonstrate each practice skilfully.
- Explain the procedure, precaution, benefits and limitations of each practice.
- Quote references of each practice as per traditional texts

### **Learning Outcomes:**

On completion of this course, the students will be able to:

- Develop to have a perception of different yogic techniques.
- Attain perfection to perform different yogic practices.
- Learn the practical interpretation of Shatkarma, Yogasana, Yajna & Marma.
- Can develop the calibre to conduct practical sessions.

	<b>BLOCK-01: ALL PRACTICES OF PREVIOUSSE MESTERS</b>
<b>UNIT-01</b>	<b>Including 12 dand, 8 baithak</b>
	<b>BLOCK-02: SHATKARMAS</b>
<b>UNIT-01</b>	Vastra Dhauti, Sutra Neti, Nauli Chalana, Agnisara.
	<b>BLOCK-03: YOGASANA (SITTING POSTURES)</b>
<b>UNIT-01</b>	Dandasana, Swastikasana, Padmasana, Vajrasana, Supta Vajrasana, Kagasana, Utkatasana, Gomukhasana, Ushtrasana, Shashankasana, Janusirasana, Paschimottanasana, Bhramacharyasana, Mandukasana, UtthanaMandukasa- na, Tadasana, TiryakTadasana, Vakrasana, Ardha Matsyendrasana, Maricha- yasana, Simhasana.
	<b>BLOCK-04: PRANAYAMA</b>



<b>UNIT-01</b>	Types of Kumbhaka, Bhramari, Suryabhedan, Ujjai, Sheetkaari, Sheetli, Bhastrika, Murchha, Plavani, Kevali.
	<b>BLOCK-05: MUDRA&amp;BANDH</b>
<b>UNIT-01</b>	Jalandhar Bandh, Udyan Bandh and Mool bandh, Maha Bandh Mudra.
	<b>BLOCK-06: MARMATHERAPY</b>
<b>UNIT-01</b>	Identification of various Marma points; Application on Marma Points; Activation of Marma Points, its practice and procedure. Therapeutic application of Marma points.

## TEXT BOOKS

- Yogrishi Swami Ramdev Ji: Pranayama Rahasya, Divya Prakashan, Haridwar, 2009
- Basavaraddi, I.V. & others: SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009
- Swami Dharendra Bhramhachari: Yogasana Vijnana, Dharendra Yoga Publications, New Delhi, 1966.
- Swami Kuvalyananda: Asana, Kaivalyadhama, Lonavla, 1983

## BOOKS FOR REFERENCE

- Basavaraddi I. V. & Others : Teachers Manual for School Teachers, MDNIY, New Delhi, 2010
- Yajynopathy: Brahmvarchas, Sri Vedmata Gayatri Trust, Shantikunj, Haridwar.
- Yajna se hoga sunahra kal: Dr Rochna Bharti, Srirang Prakashan, Nashik.
- Yajnotherapy: Sandip Arya, Vijaikumar Govindram Hasanand, 4408 nai sadak, New Delhi.
- Marma Chikitsavijnana: Prof. Sunil Kumar Joshi, Mrityunjaya Mission, Aadi Arts, Haridwar.

**COURSE DETAILS – 3**  
**SUBJECT NAME – STRESS MANAGEMENT (ELECTIVE)**  
**SUBJECT CODE – BAYSMN – 303(A)**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### **Learning Objectives:**

- To understand the nature and consequences of stress.
- To understand behavioural aspects of stress.
- To recognize various strategies of stress management.

### **Learning Outcomes (LOs):**

After completion of the course students will be able to:

- Identify the symptoms and causes of stress.
- Apply stress management skills for holistic wellbeing.
- Assess stress with the help of psychological tests.

	<b>BLOCK-01: INTRODUCTION TO STRESS</b>
<b>UNIT-01</b>	Concept, meaning, definitions and nature of stress
<b>UNIT-02</b>	Types of stress, stressors, physiological and psychological changes
<b>UNIT-03</b>	The role of cognitive appraisal in stress
<b>UNIT-04</b>	Consequences of stress, stress and health
	<b>BLOCK-02: BEHAVIORAL ASPECTS OF STRESS</b>
<b>UNIT-01</b>	The general adaptation syndrome
<b>UNIT-02</b>	Psycho-neuro-immunology, stress, mood and immune functioning
<b>UNIT-03</b>	Social support and immune functioning
<b>UNIT-04</b>	Emotional health and immune functioning
	<b>BLOCK-03: COPING WITH STRESS</b>
<b>UNIT-01</b>	Coping process, problem solving and emotional regulation



UNIT-02	Coping strategies (Choen and Lazarus)
UNIT-03	Cognitive Coping Styles
UNIT-04	Causal Attributions and Explanatory Styles
	<b>BLOCK-04: STRATEGIES OF STRESS MANAGEMENT</b>
UNIT-01	Sense of control, Hardiness, world view and sense of Coherence
UNIT-02	Social resources and social support & emotional disclosure
UNIT-03	Mental Control, Cognitive retraining
UNIT-04	Relaxation techniques (Tratak meditation, mantra meditation: Shiv Sankalp Mantra, Guided Imaginary, Biofeedback)
	<b>BLOCK-05: PSYCHOLOGY PRACTICAL</b>
UNIT-01	Student Stress Scale
UNIT-02	Perceived Stress Scale
UNIT-03	Perceived Stress Questionnaire

## Reference Books:

- Dimatteo, M. R., & Martin, L. R. (2018) Health Psychology, 1st edition. Pearson Education, Inc. 2. Taylor S.E (1998) Health Psychology 3rd edition, New York. Mc Graw Hill

### Text Books:

- Dutta, P. K, (2010) Stress management Himalaya, Himalaya Publishing House.
- Khokhar, C. P. (2007). A text Book of Stress, Coping and Health, Shalabh Publication, Shastri Nagar Meerut.
- Hariharan, Meena. (2008). Coping with life stress: The Indian Experience. Sage India; First Edition. ISBN-13 :978-0761936558

**COURSE DETAILS –3**  
**SUBJECT NAME – ANCIENT INDIAN SOCIAL LIFE AND INSTITUTIONS**  
**SUBJECT CODE – BAYSMN-303 (B)**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Objectives:

This course introduces to the students the basic social ideas and institutions of ancient India. Social stratifications through Varna-Ashram system and the necessity and significance of the institutions of marriage and family are discussed in first two units respectively. The health of any society is manifested through the position a woman enjoys. This is brought to the fore in the third unit. The ethical values cherished upon the idea behavior patterns are the subject matters of the fourth unit, while the fifth unit describes the educational system of ancient India.

	<b>BLOCK-01: Varna-Ashrama and Jati: Origins and Evolution</b>
<b>UNIT-01</b>	Varna-Ashrama System , Origin and development of Varna Vyavastha
<b>UNIT-02</b>	Origin, development and significance of Ashrama
<b>UNIT-03</b>	Jati Vyavastha
	<b>BLOCK-02: Grihastha Dharma</b>
<b>UNIT-01</b>	Marriage and Family, Concept and component of family
<b>UNIT-02</b>	Meaning and objectives of marriages, Types of marriages
	<b>BLOCK-03: Status of Women</b>
<b>UNIT-01</b>	Position and Role of Women
<b>UNIT-02</b>	Position and status of women in Ancient society
<b>UNIT-03</b>	Stree Dhan and her Property rights
	<b>BLOCK-04: Purushartha Patha</b>
<b>UNIT-01</b>	Purusharth and Samsakaras
<b>UNIT-02</b>	Types of Purushartha and Types of Samsakaras



	<b>BLOCK-05: Education System</b>
<b>UNIT-01</b>	Education System: Introduction, Objectives of education
<b>UNIT-02</b>	Important centers of education: Nalanda, Balabhi, Kashi and Taxila

### Text Book:

- Mishra, J.S., Prachin Bharat ka Samajik Itihas, Patana, 1986

### Recommended Readings:

- Altekar, A. S., Education in Ancient India (Also in Hindi)
- Altekar, A.S., Position of Women in Hindu Civilization
- Dutt, N. K., Origin and Growth of Caste in India, Calcutta, 1931.
- Jauhari, M., Prachin Bharata Mem Varnasrama Vyavastha (Hindi), Varanasi, 1985.
- Kapadia, K. M., Marriage and Family in India (English)
- Tripathi, L.K. (ed.), Position and Status of Women in Ancient India, 2 Vols., Varanasi, 1988 and 1992



**COURSE DETAILS –3**  
**SUBJECT NAME – TRANSPORT AND HOTEL MANAGEMENT (ELECTIVE)**  
**SUBJECT CODE – BAYSMN-303 (C)**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

**Objectives:** Transportation & Accommodation are the vital components of the travel and tourism industry. Thereby it becomes imperative for the students of tourism to learn about different modes of transportation & hotels in modern world in general, and in India, in particular. The course attempts to provide an insight into different types of transportation, types of Hotels, concept of hospitality, the on-going charges, growth, present status, government policies, problems and management. Thus this course emphasizes on the knowledge of the 'Multi dimensional Key' which opens vast venues of world's largest service sector, that is tourism.

	<b>BLOCK-01: Transportation: Meaning, Background &amp; Types</b>
<b>UNIT-01</b>	Transportation Meaning, Background of transportation system,
<b>UNIT-02</b>	Importance of Transportation in Tourism,
<b>UNIT-03</b>	Patterns of demand for Tourism and Transportation.
<b>UNIT-04</b>	Major Types of Transportation in Tourism.
	<b>BLOCK-02: Air &amp; Water Transport</b>
<b>UNIT-01</b>	Air Transportation Meaning, Evolution of Civil Aviation in India Functions of IATA, & DGCA.
<b>UNIT-02</b>	Case study on Failure of Kingfisher Airlines in India.
<b>UNIT-03</b>	Water transport system, Background & types of water transport system.
	<b>BLOCK-03: Land Transport</b>
<b>UNIT-01</b>	Road transport system, Documents connected with transport, RTO, Insurance Documents, Road Tax and Fitness Certificates, NHAI.
<b>UNIT-02</b>	Rail Transport system, Major Railway system of world, Indian Railways, Tourist trains, viz Palace on wheels, Maharaja Express.
	<b>BLOCK-04: Hospitality: Meaning and Nature</b>



<b>UNIT-01</b>	Defining Hospitality: Nature and its Meaning, Age old Institution of Hospitality with the Spirit of 'Atithi Devo Bhav' in India and its present status.
	<b>BLOCK-05: Hotel Management</b>
<b>UNIT-01</b>	Classification of Hotels on Basis of Location, Size, Clientele and Range of Service etc Star Classification – Criteria and Procedure Adopted in India.
<b>UNIT-02</b>	Main departments in Hotel: Front Office, Food Production, F&B Service & House Keeping. The Taj Group of Hotels, FHRAI.

### Text Books:

- Singh, R.L., India: A Regional Geography, National Geographical Society of India, Varanasi, 1989
- Aggarwal, Surinder: 'Travel Agency Management', communication India, NewDelhi, 1983
- Hannel Christine, Robert Harshman and Grahan Draper- Travel and Tourism: A world regional geography, John Wiley and Sons, NewYork, 1992
- Hurst, Elist, 'Transportation Geography' McGraw Hill, NewYork, 1974
- Introduction to Hospitality Industry-Bagri S.C. & Dahiya Ashish, Aman Publications, 2008 Hotel and Lodging Management and Introduction: Alan T. Stutis & James F.

**COURSE DETAILS – 3**  
**SUBJECT NAME –SANSKRITAM-III (ELECTIVE)**  
**SUBJECT CODE – BAYSMN-303(D)**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
	<b>BLOCK-01: सन्धिप्रकरणम् (सन्धिविधायकसूत्रमात्रम्)</b>		
<b>UNIT-01</b>	सन्धिविच्छेदकरणम्, सूत्रव्याख्या, सूत्रस्मरणम्		
	<b>BLOCK-02: भगवद्गीता – द्वितीयोऽध्यायः (चयनिताः ३५ श्लोकाः)</b>		
<b>UNIT-01</b>	श्लोकस्मरणम्, श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-03: हितोपदेशः – मित्रलाभः</b>		
<b>UNIT-01</b>	श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		

	<b>BLOCK-04: योगसूत्रम् - साधनपादः</b>
<b>UNIT-01</b>	सूत्रस्मरणम्, सूत्रव्याख्या, निबन्धात्मकप्रश्नाः
	<b>BLOCK-05: धातुरूपमात्रम् एवं शब्दरूपमात्रम्</b>
<b>UNIT-01</b>	धातुरूपमात्रम् - लट्, लृट्, लोट्, लङ्, विधिलिङ्मात्रम् (वाक्यरचनाअनुवादश्च) हस्, लभ्, नी, ह, याच्, अद्, इण्, या, पा (रक्षणे), आस्, शी, हु, भी, हा, ही, मा, नश्, पद्, युध्, आप्।
<b>UNIT-02</b>	शब्दरूपमात्रम् (वाक्यरचनाअनुवादश्च) पाद, गोपा, भूपति, सुधी, स्वभू, नृ, प्राञ्च्, भूभृत्, धीमत्, महत्, लता, मति, स्त्री, ज्ञान, मधवन्, पथिन्, लिह्, चतुर् (त्रिषुलिङ्गेषु)।

निर्धारितग्रन्थाः

1. व्याकरणचन्द्रोदय (१) - डॉ० आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. भगवद्गीता - गीताप्रेस, गोरखपुर
3. हितोपदेशः - चौखम्बासंस्कृतप्रतिष्ठान, दिल्ली
4. योगदर्शन - स्वामिरामदेव, दिव्यप्रकाशन, हरिद्वारम्
5. प्रौढ रचानुवादकौमुदी - डॉ० कपिलदेव दिववेदी, विश्वविद्यालय प्रकाशन, वाराणसी

**COURSE DETAILS – 4**  
**SUBJECT NAME – INDIAN KNOWLEDGE SYSTEM-1**  
**SUBJECT CODE – BAYSID-304**

<b>CREDIT: 2</b>	<b>CA: 13</b>	<b>SEE: 37</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

## Learning Objectives:

This course targets empowerment of learners to:

- Demonstrate and apply yoga style of swami Ramdev for lifestyle moderation, health promotion and healing.
- Carry out field projects regarding utility of Swami Ramdev yoga style.



	<b>BLOCK-01: INDIAN PHILOSOPHICAL SYSTEMS-PART (A)</b>
<b>UNIT-01</b>	<b>Caturdasa Vidyasthana – The Fourteen Branches of Learning and Vedangas</b> covering an overview of the 14 branches of ancient Indian learning, including Purana, Nyaya, Mimamsa, Dharmashastra, and the Six Vedangas—Siksha, Vyakarana, Nirukta, Chanda, Jyotisa, and Kalpa
<b>UNIT-02</b>	<b>The Four Vedas and Their Significance</b> including an introduction to Rigveda, Yajurveda, Samaveda, and Atharvaveda, along with their philosophical and practical relevance in ancient Indian traditions
<b>UNIT-03</b>	<b>The Eighteen Puranas and Their Characteristics</b> covering the names and classifications of the 18 Puranas, along with their five general characteristics—Sarga, Pratisarga, Vamsa, Manvantara, and Vamsanucarita
	<b>BLOCK-02: INDIAN PHILOSOPHICAL SYSTEMS-PART (B)</b>
<b>UNIT-01</b>	<b>Ancient Indian Gurukula System and Its Contributions</b> providing an overview of the Gurukula education system and the contributions of ancient universities such as Nalanda, Taxila, Vikramasila, Valabhi, Odantapuri, Mithila, Kanchi, Nadia, Pushpagiri, Nagarjunakonda, Saradapitha, Kashmir, Ujjain, Jagaddala, and Somapura
<b>UNIT-02</b>	<b>The Concept of Purusharthas: Dharma, Artha, Kama, and Moksha</b> explaining the definitions and philosophical interpretations of the four Purusharthas, along with the root and derivation of the word ‘Dharma’ with references from Mahabharata, Manusmriti, and Vaishesika Sutra
<b>UNIT-03</b>	<b>Types and Applications of Dharma</b> elaborating on the various forms of Dharma, including Kamya, Nitya, Nisiddha, Naimittika, Prayascita, and Upasana, and their practical applications in ancient Indian society
<b>UNIT-04</b>	<b>Social and Cultural Perspectives in Indian Philosophy</b> discussing the significance of pilgrimage (Tirthayatra) and religious festivals, the importance of Saptapuri (the seven sacred cities) and the twelve Jyotirlingas, and the role of these traditions in unifying India.

### Reference books:

- An Introduction to Indian Knowledge Systems: Concepts and Applications, B Mahadevan, V R Bhat, and Nagendra Pavana R N; 2022 (Prentice Hall of India).
- Indian Knowledge Systems: Vol I and II, Kapil Kapoor and A K Singh; 2005 (D.K. Print World Ltd).

- Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.
- 4 The Beautiful Tree: Indigenous India Education in the Eighteenth Century, Dharampal, Biblia Impex, New Delhi, 1983. Reprinted by Keerthi Publishing House Pvt Ltd., Coimbatore, 1995.
- 5 Indian Science and Technology in the Eighteenth Century, Dharampal. Delhi: Impex India, 1971. The British Journal for the History of Science.
- 6. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
- 7. Dharampal, Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, New Quest Publications, Pune, 1987.
- Mohanty, J. N. (2008). A History of Indian Philosophy. A Companion to World Philosophies, 24–48.
- Potter, K. H. (1987). Encyclopedia of Indian Philosophies Vol IV. Delhi, India: Motilal Banaridass Publishers.
- Press, O. U. (1928). Indian Philosophy: A Very Short Introduction. Mind (Vol. 37).
- Radhakrishnan, S., & Moore, C. A. (Eds.). (1957). A Source Book in Indian Philosophy. New Jersey, NJ: Princeton University Press.
- Schweizer, P. (1993). Mind/ Consciousness Dualism in Sankhya-Yoga Philosophy. Philosophy and Phenomenological Research, 53(4), 845–859. doi:10.2307/2108256
- Timalina, S. (2008). Consciousness in Indian philosophy: The Advaita doctrine of “awareness only.”

**COURSE DETAILS – 5**  
**SUBJECT NAME – SANSKRITAM II**  
**SUBJECT CODE – BAYSAE-305**

<b>CREDIT: 2</b>	<b>CA: 13</b>	<b>SEE: 37</b>	<b>MM: 50</b>
------------------	---------------	----------------	---------------

## Objectives:

Following the completion of this course, students shall be able to

- Read and understand the colloquial words of Sanskrit.
- Communicate and comprehend Sanskrit to the best of their ability.
- Write Sanskrit with better grammatical skill.



<b>Block-1: संस्कृतभाषा परिचय [8HRS]</b>
पठ् एवं कृ धातु का कर्मवाच्यरूप ज्ञान पाँच लकारों लट्, लृट्, लङ्, लोट्, लिङ् में एवं वाक्य निर्माण अर्थज्ञान सहित। अस् एवं भू धातु का भाववाच्यरूप ज्ञान पाँच लकारों लट्, लृट्, लङ् लोट्, विधिलिङ् में एवं वाक्य निर्माण अर्थज्ञान सहित। कर्तृवाच्य एवं कर्मवाच्य का परिचय, वाक्यरचना, वाक्यरूपान्तरण एवं अनुवाद। कर्तृवाच्य का परिचय वाक्यरचना, वाक्यरूपान्तरण एवं अनुवाद।
<b>Block-2: कृदन्त प्रत्यय [7HRS]</b>
शतृ एवं शानच् प्रत्ययों से शब्दनिर्माण, वाक्यरचना और अनुवाद। क्त्वा, ल्यप्, तुमुन् प्रत्ययों से शब्दनिर्माण, वाक्यरचना और अनुवाद। क्त एवं क्तवतु प्रत्ययों से शब्दनिर्माण, वाक्यरचना और अनुवाद। तव्यत्, अनीयर् एवं यत् प्रत्ययों से शब्दनिर्माण, वाक्यरचना और अनुवाद।
<b>Block-3: सन्धि एवं भाषाभ्यास [8HRS]</b>
अच्, हल् एवं विसर्ग सन्धियों का ज्ञान एवं सन्धि विच्छेद का अभ्यास। भगवद्गीता के द्वितीय अध्याय के प्रथम 20 श्लोकों में कारक एवं क्रियापदों का अनुसन्धान एवं सस्वर श्लोकपाठ। संस्कृत से हिन्दी/अंग्रेजी में अनुवाद। संस्कृत में परस्पर वार्तालाप एवं मौखिक व्याख्यान का अभ्यास।
<b>Block-4: भाषादक्षता [7HRS]</b>
प्रथमदीक्षा के चतुर्थ, पंचम एवं षष्ठ अध्याय से वाक्यनिर्माण एवं अर्थज्ञान का अभ्यास।

### Text Books

1. द्विवेदी कपिल देव: प्रारम्भिक रचनानुवाद कौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी 2011
2. द्विवेदी कपिल देव: रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी 2011
3. द्विवेदी कपिल देव: प्रौढरचनानुवाद कौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी 2007

### Books For References

1. प्रथमदीक्षा - राष्ट्रिय संस्कृत संस्थान, नई दिल्ली।
2. द्वितीय दीक्षा - राष्ट्रिय संस्कृत संस्थान, नई दिल्ली।
3. महर्षि दयानन्द सरस्वती: वर्णोच्चार शिक्षा, रामलाल कपूर ट्रस्ट, सोनीपत हरियाणा।

### COURSE DETAILS – 6

**SUBJECT NAME – FUNDAMENTALS OF COMPUTER APPLICATIONS**

**SUBJECT CODE – BAYSSE-306**

<b>CREDIT: 3</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
<b>BLOCK-01: INTRODUCTION TO COMPUTER</b>			

<b>UNIT-01</b>	Introduction to computer system, uses, types
<b>UNIT-02</b>	Data Representation: Number systems and character representation, binary arithmetic Human Computer Interface: Types of software, operating system as user interface
<b>UNIT-03</b>	Utility programs Devices: Input and output devices (with connections and practical demo), keyboard, mouse, joystick, scanner, OCR, OMR, bar code reader, web camera, monitor, printer, plotter Memory: Primary, secondary, auxiliary memory, RAM, ROM, cache memory, hard disks, optical disks
<b>BLOCK-02: FUNCTIONS OF COMPUTER</b>	
<b>UNIT-01</b>	Computer Organisation and Architecture: C.P.U., registers, system bus, main memory unit, cache memory, Inside a computer, SMPS, Motherboard, Ports and Interfaces, expansion cards, ribbon cables, memory chips, processors
<b>UNIT-02</b>	Overview of Emerging Technologies: Bluetooth, cloud computing, big data, data mining, mobile computing and embedded systems
<b>BLOCK-03: APPLICATIONS OF COMPUTER</b>	
<b>UNIT-01</b>	Use of Computers in Education and Research: Data analysis, Heterogeneous storage, E-Library, Google Scholar, Domain specific packages such as SPSS, Mathematical etc.
<b>BLOCK-04: PRACTICAL</b>	
<b>UNIT-01</b>	MS Office i) Microsoft Word ii) Microsoft Excel iii) Microsoft PowerPoint

### Reference Books:

- A. Goel, Computer Fundamentals, Pearson Education, 2010.
- P. Aksoy, L. DeNardis, Introduction to Information Technology, Cengage Learning, 2006
- P. K.Sinha, P. Sinha, Fundamentals of Computers, BPB Publishers, 2007

### Practical:

- The practical assignment must include connecting parts of a computer and assembling it to an extent, media formatting and installation of some software.



## SEMESTER IV

### COURSE DETAILS – 1

SUBJECT NAME – HATHA YOGA TEXTS – 2 (YB, SS & SSP)

SUBJECT CODE – BAYSMJ-401

CREDIT: 6	CA: 25	SEE: 75	MM: 100
-----------	--------	---------	---------

### Learning Objectives:

By the end of this course, students will:

- Understand the historical roots and philosophical ideas of key Hatha Yoga texts like *Siddha Siddhanta Paddhati*, *Shiva Samhita*, *Yoga Beeja*, and *Goraksha Samhita*.
- Learn about the body and mind as described in traditional yogic texts, including yogic anatomy, chakras, nadis, and vayus.
- Study important yogic practices like Pranayama, Mudras, Bandhas, and Meditations as described in ancient scriptures.
- Explore advanced concepts such as Siddhis (spiritual powers), Dharanas (concentrations), and the path to union with the Supreme.
- Develop the ability to read, interpret, and summarize Hatha Yoga texts through academic monograph writing.

### Learning Outcomes of the Course:

Upon successful completion of this course, students will be able to:

- Explain the key teachings of *Siddha Siddhanta Paddhati*, especially its views on the body and spiritual evolution.
- Describe the yogic philosophy and practices found in *Shiva Samhita*, including postures, Pranayama, and spiritual symbolism.
- Identify and explain the core ideas from *Yoga Beeja*, such as types of Yoga, Kumbhaka, and the role of energy control.
- Understand the yogic system outlined in *Goraksha Samhita*, including the six limbs of yoga, chakras, nadis, and meditative practices.



- Create a structured monograph or report that presents researched ideas from classical Hatha Yoga texts using proper methodology.

	<b>BLOCK-01: SIDDHA SIDDHANTA PADDHATI</b>
<b>UNIT-01</b>	<b>Historical and Philosophical Background</b> covering the origin and home of Natha yogis, the spiritual lineage and date of Gorakshanath, and the works of Gorakshanath, with a special focus on the unique features of Siddha Siddhanta Paddhati (SSP)
<b>UNIT-02</b>	<b>Structural Outlines of Siddha Siddhanta Paddhati – Part I</b> including Upadesha-I on the origin of the body, Upadesha-II discussing the body, and Upadesha-III on knowledge of the body
<b>UNIT-03</b>	<b>Structural Outlines of Siddha Siddhanta Paddhati – Part II</b> covering Upadesha-IV on the foundation of the body, Upadesha-V on the union of the body with the Supreme Reality, and Upadesha-VI defining an Avadhuta Yogi
	<b>BLOCK-02: SHIVA SAMHITA</b>
<b>UNIT-01</b>	<b>Introduction and Foundational Concepts</b> covering Karma Kanda, Jnana Kanda, the spirit, Yoga Maya, the definition of Paramahansa, and absorption or involution
<b>UNIT-02</b>	<b>Microcosm and Yogic Anatomy</b> including nerve centers, the nerves, the pelvic and abdominal regions, and the Jivatma
<b>UNIT-03</b>	<b>Yogic Practices and Techniques</b> detailing Vayus, Adhikari, the place of practice, Pranayama, and the four postures—Siddha, Padma, Ugra, and Svastika
<b>UNIT-04</b>	<b>Advanced Yogic Concepts</b> explaining Yoni Mudra, the secret drink of the Kaulas, Bhoga (enjoyment), Dharma (ritualism), Jnana (knowledge), invocation of shadow (Pratikopasana), Raja Yoga, various Dharanas, the moon of mystery, the mystic Mount Kailas, and Rajadhiraja Yoga
	<b>BLOCK-03: YOGA BEEJA</b>
<b>UNIT-01</b>	<b>Introduction and Core Concepts</b> covering the general introduction of Yoga Beeja, the definition of Yoga, and the types of Yoga in Yoga Beeja



UNIT-02	<b>Breathing and Energy Control</b> explaining the procedure and benefits of Kumbhaka and Bandhas as mentioned in Yoga Beeja
UNIT-03	<b>Purification and Siddhis</b> covering the path of Dosha Nivriti and the concept of Siddhis in Yoga Beeja.
<b>BLOCK-04: GORAKSHA SAMHITA</b>	
UNIT-01	<b>Introduction and Yogic Elements</b> covering the nature of Yoga elements in Goraksha Samhita and its significance in the Yogic tradition
UNIT-02	<b>Structural and Anatomical Insights</b> detailing the six limbs of Yoga, description of Asanas, Shatachakra, Ten Nadi, and Ten Vayu
UNIT-03	<b>Advanced Yogic Practices</b> covering Panch Mudra, Pranayama techniques, and meditation practices as described in Goraksha Samhita
<b>BLOCK-05: MONOGRAPH WRITING</b>	
UNIT-01	<b>Research and Writing in Hatha Yoga</b> covering the methodology, structure, and compilation of a monograph based on the study of classical Hatha Yoga texts

## Reference Book:

- Mallinson, J. (2011). *Gorakhnāth and the Kānpaṭa Yogīs*. Delhi: Motilal Banarsidass Publishers.
- Mallinson, J. (2007). *The Shiva Samhita: A Critical Edition and English Translation*. YogaVidya.com.
- Muktibodhananda, S. (1998). *Hatha Yoga Pradipika: Light on Hatha Yoga*. Munger, Bihar, India: Yoga Publications Trust.
- Mallinson, J., & Singleton, M. (2017). *Roots of Yoga*. Penguin Classics.
- Vishnudevananda, S. (1999). *The Complete Illustrated Book of Yoga*. Harmony.

**COURSE DETAILS -2**  
**SUBJECT NAME – TEACHING METHOD OF YOGA AND**  
**VARIOUS MEDITATION TECHNIQUES**  
**SUBJECT CODE – BAYSMJ - 402**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

- Have an indepth understanding about session and lesson planning and class room arrangements.
- Have an idea about the different tools used in Yoga teaching.
- To know traditional meaning and definitions of the term ‘meditation’
- To know Preparatory practice of meditation
- To know different types of meditation techniques with their benefits
- To have the knowledge of scientific approach of meditation
- To know database research on meditation

	<b>BLOCK-01: INTRODUCTION OF MEDITATION</b>
<b>UNIT-01</b>	<b>Foundations of Meditation</b> covering the meaning, nature, and scope of meditation, its role as a deployment of concentration, and the concepts of Dharana, Dhyana, and Samadhi.
<b>UNIT-02</b>	<b>Meditation in Spiritual Practices</b> exploring the relationship between prayer, worship, and meditation, the initial stages of meditation, and the psychological basis of meditation.
	<b>BLOCK-02: VARIOUS MEDITATIONS AND THEIR PRACTICE</b>
<b>UNIT-01</b>	<b>Meditation in Hinduism</b> covering OM meditation, So...Ham meditation, Chakra meditation, and the meditation process in the 6th chapter of the Bhagavad Gita.
<b>UNIT-02</b>	<b>Contemporary Meditation Techniques</b> including Transcendental Meditation, Cyclic Meditation, and Mind Sound Resonance Technique (MSRT).
<b>UNIT-03</b>	<b>Relaxation and Energy-Based Techniques</b> focusing on Deep Relaxation Technique (DRT), Quick Relaxation Technique (QRT), Pranic Energization Technique (PET), and Mastering Emotional Technique (MET).



	<b>BLOCK-03: MEDITATION IN BUDDHISM, MEDITATION IN JAINISM</b>
<b>UNIT-1</b>	Meditation in Buddhism; Meditation in Jainism; Zen Meditation; Carrington's CSM; Meditation as a Self-Enhancement and Self-Regulation Strategy; Meditation- Samyama and Siddhis the Possibility and Significance
	<b>BLOCK-04: MEDITATION AND ITS SCIENTIFIC APPROACH</b>
<b>UNIT-01</b>	<b>Psychological Effects of Meditation</b> exploring cognitive effects, paranormal effects, volitional and behavioral effects, and emotional effects
<b>UNIT-02</b>	<b>Therapeutic Benefits of Meditation</b> covering meditation and mortality, yoga and hypertension, and healing and health effects
	<b>BLOCK-05: PRINCIPLES, METHODS, AND TOOLS OF TEACHING YOGA</b>
<b>UNIT-01</b>	<b>Teaching and Learning in Yoga</b> covering the meaning and definition of teaching, qualities of effective teaching, principles, levels, and phases of teaching, scope and methods, factors influencing teaching, sources of teaching, and the importance of teacher training.
<b>UNIT-02</b>	<b>Yogic Learning and Educational Technology</b> explaining the meaning and definition of learning, principles and types of learning, yogic levels of learning (Vidyarthi, Shishya, Mumukshu), relationship between teaching and learning, characteristics of good yoga teaching, use of yoga props, and the role of educational technology in yoga.
	<b>BLOCK-06: YOGA CLASS MANAGEMENT AND LESSON PLANNING</b>
<b>UNIT-01</b>	<b>Managing a Yoga Classroom</b> covering essential features of a yoga classroom, practice levels (beginners, advanced, school children, youth, women, special attention groups), class management problems, techniques of mass instruction, and individualized and group teaching.
<b>UNIT-02</b>	<b>Lesson Planning in Yoga</b> exploring the meaning, significance, and essentials of lesson plans, planning for teaching yoga (Shatkriya, Asana, Mudra, Pranayama & Meditation), models of lesson planning, action research in yoga, and effective use of library and other resources.

## TEXT BOOKS

- Yogrishi Swami Ramdev; Yoga Manual for parents and Yoga Teachers, Divya Prakashan, Haridwar, 2010
- Dr. Gharote M L & Dr S K Ganguly: Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007
- Dr. Shri Krishna : Notes on basic principles & methods of teaching as applied to Yogic practices and a ready reckoner of Yogic practices, Kaivalyadhama, Lonavala, 2009
- Dr. Raj Kumar : Principles & methods of Teaching, Printo graphics, Delhi,
- Saket Raman Tiwari & others : Teaching of Yoga, DPH Publishing Corporation, Delhi, 2007

## Recommended Books

- Rao, K.R. (2005). Consciousness Studies: Cross-Cultural Perspectives. North Carolina: McFarland & Company, Inc.
- Rama, Swamy (1992). Meditation and Its Practice. Honesdale: Himalayan Institute of Yoga Science and Philosophy of USA
- Funderburke, J. (1977). Science Studies Yoga: A Review of Physiological Data. Honesdale: Himalayan Institute of Yoga Science and Philosophy of USA
- Johnson, D. & Farrow, J.T. Ed (1977). Scientific Research on Transcendental Meditation Programme: Collected Papers, Vol I. Los Angeles: MERU Press.
- Rao, K.R. (1989). Meditation: Secular and Sacred. Presidential Address to the Indian Academy of Applied Psychology, University of Calcutta.
- Shapiro, D. H. & Walsh, R.N. (Ed.) (1984). Meditation: Classic and contemporary Perspectives. New York: Aldine.
- Rao, K.R. (2011). Cognitive Anomalies, Consciousness and Yoga, vol. XVI part 1, Centre For Studies in Civilizations, pp 563-661
- Concentration & Meditation, Ramakrishna Vedanta Study Circle, Athens, Greece 2005



**COURSE DETAILS – 3**  
**SUBJECT NAME – STRENGTHS AND VIRTUES (ELECTIVE)**  
**SUBJECT CODE – BAYSMJ – 403(A)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

- To explain the nature and key concepts in positive psychology.
- To know the Eastern and Western perspectives on positive psychology constructs with special reference to Indian Psychology

### Learning Outcomes:

After completion of the course students will be able to:

- To explain the meaning, objectives, and the historical background of positive psychology.
- To describe various interpersonal and intrapersonal character strengths and their role in promoting our well-being and achieving flourishing state of mental health.

	<b>BLOCK-01: INTRODUCTION TO POSITIVE PSYCHOLOGY</b>
<b>UNIT-01</b>	<b>Foundations of Positive Psychology</b> covering its meaning, nature, and objectives.
<b>UNIT-02</b>	<b>Historical Perspectives</b> exploring the contributions of Seligman and Wong.
<b>UNIT-03</b>	<b>Interdisciplinary Connections</b> examining the relationship of positive psychology with other areas of psychology.
<b>UNIT-04</b>	<b>Indian Contributions to Positive Psychology</b> discussing perspectives from Indian psychology.
	<b>BLOCK-02: POSITIVE PSYCHOLOGY AND INDIAN PSYCHOLOGY</b>
<b>UNIT-01</b>	<b>Indian Psychology – Meaning and Scope</b> covering its definitions and relevance.
<b>UNIT-02</b>	<b>Concepts of Happiness and Well-being</b> exploring pleasure, happiness, well-being, and flourishing.

UNIT-03	<b>Purushārtha – Life Goals</b> focusing on meaningful life pursuits.
UNIT-04	<b>Ānanda – Sustained Happiness and Well-being</b> understanding long-term psychological fulfilment.
<b>BLOCK-03: CHARACTER STRENGTHS AND VIRTUES</b>	
UNIT-01	<b>Understanding Character Strengths</b> defining their role in positive psychology.
UNIT-02	<b>VIA Classification of Strengths and Virtues</b> exploring the framework for strengths-based development.
UNIT-03	<b>Clifton’s Strengths Finder</b> discussing strengths identification for personal and professional growth.
UNIT-04	<b>The Search Institute’s 40 Developmental Assets</b> understanding youth development and resilience.
<b>BLOCK-04: INTERPERSONAL STRENGTHS</b>	
UNIT-01	<b>Growth Mind-set</b> examining its role in personal development.
UNIT-02	<b>Multicultural Mind-set</b> exploring adaptability and cultural intelligence.
UNIT-03	<b>Grit and Determination</b> understanding perseverance and goal achievement.
UNIT-04	<b>Self-Compassion</b> emphasizing emotional resilience and self-acceptance.
<b>BLOCK-05: EASTERN AND WESTERN PERSPECTIVES ON POSITIVE PSYCHOLOGY</b>	
UNIT-01	<b>Comparative Perspectives</b> analysing distinctions between Western and Indian psychological perspectives.
UNIT-02	<b>Integration of Positive Psychology and Indian Thought</b> discussing commonalities and unique contributions.
UNIT-03	<b>Religious and Spiritual Practices for Well-being</b> exploring their psychological impact.
UNIT-04	<b>Spiritual Practices for Personal Growth</b> discussing meditation, mindfulness, and related practices.



## Reference Book

- Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Psychology & Developing Psychology, 22, 121–155.
- Misra, G., & Mohanty, A. K. (Eds.). (2002). Perspectives on indigenous psychology. New Delhi: Concept.,

## Text Book

- Akhilanand, S. (1948). Hindu psychology: Its meaning for the West. London: George Routledge & Sons.

**COURSE DETAILS – 3**  
**SUBJECT NAME – ANCIENT INDIAN ART & ARCHITECTURE**  
**SUBJECT CODE – BAYSMJ – 403 (B)**

CREDIT: 4	CA: 25	SEE: 75	MM: 100
	<b>BLOCK-01: Art and Architecture</b>		
<b>UNIT-01</b>	Art and architecture of Indus Valley Civilisation		
<b>UNIT-02</b>	Mauryan Art, Art of Bharhut, Sanchi, and Amaravati		
	<b>BLOCK-02: Evolution of Indian Art: From Mathura and Gandhara to Gupta Sculpture and Ajanta Paintings”</b>		
<b>UNIT-01</b>	Mathura School of Art, Gandhara School of Art		
<b>UNIT-02</b>	Gupta sculptural Art, Ajanta Paintings		
	<b>BLOCK-03: Stupa and Rock-Cut Architecture</b>		
<b>UNIT-01</b>	Stupa Architecture : Sanchi mahastupa, Amaravati stupa		
<b>UNIT-02</b>	Rock-cut Architecture : Bhaja, Karle		
	<b>BLOCK-04: Evolution of Temple Architecture</b>		
<b>UNIT-01</b>	Gupta Temples, Khajuraho Temples - Kandariya Mahadeva		
<b>UNIT-02</b>	Orissa Temples - Lingaraja Temple & Konark Sun Temple		
<b>UNIT-03</b>	Pallava Temples - Rock-cut Rathas		
<b>UNIT-04</b>	Rashtrakuta Temples- Kailasa Temple of Ellora		



## Recommended Books:

- Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian People, Vols. II and III (relevant chapters.), Bombay, 1951-57.
- Agrawala, P.K., PrācīnaBhāratiyaKalāevamVāstu (Hindi), Varanasi, 2002.
- Agrawala, V.S., BhāratiyaKalā (Hindi), Varanasi, 1994. Bajpai, K.D., BhāratiyaVāstukalākāItihāsa (Hindi), Lucknow, 1972.
- Brown, P., Indian Architecture (Buddhist and Hindu Periods), Vol. I, Bombay, 1971
- Coomarswamy, A.K., History of Indian and Indonesian Art, London, 1927.

### COURSE DETAILS – 3

**SUBJECT NAME – TRAVEL AGENCY AND TOUR OPERATION BUSINESS  
(ELECTIVE)**

**SUBJECT CODE – BAYSMJ – 403(C)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

## Learning Objective:

The students will understand the conceptual meaning and differentiation between Travel agency and Tour operation. Further they will understand formalities and documentation needed to set up these units.

	<b>BLOCK-01: FUNDAMENTALS OF TRAVEL AGENCY AND TOUR OPERATIONS</b>
<b>UNIT-01</b>	Introduction to Travel Agencies and Tour Operations – Meaning, definitions, and basic concepts.
<b>UNIT-02</b>	Forms & Typologies of Travel Agents and Tour Operators – Classification and operational models.
<b>UNIT-03</b>	Role and Contributions of Travel Agents & Tour Operators – Their impact on tourism development
	<b>BLOCK-02: BUSINESS PROFILE OF A TRAVEL AGENCY</b>
<b>UNIT-01</b>	Organizational Structure of a Travel Agency – Approved agencies and operational framework.



<b>UNIT-02</b>	Approval Process for Travel Agencies – Government formalities at the central and state levels.
<b>UNIT-03</b>	Core Functions of a Travel Agency – Ticketing, travel facilitation, documentation, and marketing.
<b>BLOCK-03: TOUR OPERATION MANAGEMENT</b>	
<b>UNIT-01</b>	Tour Packages – Meaning, components, and classification.
<b>UNIT-02</b>	Organizational Structure and Key Functions of Tour Operators – Planning and execution.
<b>UNIT-03</b>	Tour Itinerary – Meaning, types, and importance in travel planning.
<b>BLOCK-04: LINKAGES IN TOURISM BUSINESS</b>	
<b>UNIT-01</b>	Role of Airlines, Accommodation Providers, and Shopping Emporiums – Their contribution to tourism.
<b>UNIT-02</b>	Security Agencies, Transport Organizations, and Insurance Units – Ensuring safe and smooth travel.
<b>UNIT-03</b>	Foreign Exchange Handling, Embassies, and Government Tourism Departments – International and regulatory linkages.
<b>BLOCK-05: TRAVEL TRADE ORGANIZATIONS AND ASSOCIATIONS</b>	
<b>UNIT-01</b>	United Nations World Tourism Organization (UNWTO) & World Tourism Organization (WTO) – Global tourism governance.
<b>UNIT-02</b>	International Air Transport Association (IATA) & Travel Agents Association of India (TAAI) – Role in air travel and tourism.
<b>UNIT-03</b>	India Tourism Development Corporation (ITDC) & Indian Association of Tour Operators (IATO) – National tourism development initiatives.

### Text Books:

- Travel Agency Management-Dr Mohinder Chand- Anmol Publication, New Delhi, 2007
- International Airfare and Ticketing- Dr. S.K. Gupta, UDH Publisher, New Delhi, 2007

- The Business of Tourism- Hollway JC, Mc Donald and Evans, Plymouth, 1983
- Guide to Starting and Operating Successful Travel Agency, Stevens Lawrence, Delmar Publishers Inc, New York, (1990)
- Travel and Tourism Management, Foster Douglas McMillan, London, 1983

**COURSE DETAILS – 3**  
**SUBJECT NAME – SANSKRITAM- IV (ELECTIVE)**  
**SUBJECT CODE – BAYSMJ – 403(D)**

CREDIT: 4	CA: 25	SEE: 75	MM: 100
	<b>BLOCK-01: विभक्त्यर्थप्रकरणम् (वाक्यरचनाअनुवादश्च)</b>		
<b>UNIT-01</b>	सूत्रव्याख्या, सूत्रस्मरणम्, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-02: रघुवंशः – द्वितीयसर्गः</b>		
<b>UNIT-01</b>	श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-03: नीतिशतकम् (१-५०)</b>		
<b>UNIT-01</b>	(श्लोकस्मरणम्), श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-04: उपपदविभक्तिः – परिचयः, प्रयोगःउपसर्गवृत्तिः</b>		
<b>UNIT-01</b>	उपसर्गपरिचयः, उपसर्गार्थः, उपसर्गप्रयोगः		
	<b>BLOCK-05: सृष्टिरचना</b>		
<b>UNIT-01</b>	सृष्टिरचना - सांख्यमतानुसारम्		

**निर्धारितग्रन्थाः**

1. व्याकरणचन्द्रोदय (२) - डॉ०आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. रघुवंशः - कालिदासः, चौखम्बासुरभारतीप्रकाशन, वाराणसी
3. नीतिशतकम् - भर्तृहरिः, चौखम्बाप्रकाशन, वाराणसी
4. उपसर्गवृत्तिः - रामचन्द्राचार्यः
5. साङ्ख्यदर्शनम् - आचार्यआनन्दप्रकाशः



**COURSE DETAILS – 4**  
**SUBJECT NAME – UPANISHAD PARICHAY**  
**SUBJECT CODE – BAYSMN – 404**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

## Learning Objectives:

Following the completion of this course, students shall be able to

- Understand the basic teachings of Upanishads.
- Apply the essence of Upanishads in life.

<b>Block-1:</b>	<b>Introduction to Upanishads (20 hours)</b>
<b>Unit-01</b>	Etymology of The Word Upanishad, Meaning, Place of Upanishads in the Tradition of Vedic Literature
<b>Unit-02</b>	Evaluation Of Upanishads, Number of Upanishads.
<b>Unit-03</b>	Opinions Of Various Scholars About It, Importance of Upanishads.
<b>Unit-04</b>	Brief Introduction to Principal Upanishads.
<b>Block-2:</b>	<b>Essence of Ishavasyopanishad, Kena Upanishad, Kath &amp; Prashna upnishad: [20 hrs]</b>
<b>Unit-01</b>	<b>Ishavasyopanishad:</b> Concept of Karmanishta; Concept of Vidya and Avidya; Knowledge of Brahman; Atma Bhava.
<b>Unit-02</b>	<b>Kena Upanishad:</b> Self and the Mind; Intuitive realization of the truth; Moral of Yaksha Upakhyana.
<b>Unit-03</b>	<b>Katha Upanishad:</b> First Chapter (First, Second, Third Valli)
<b>Unit-04</b>	<b>Prashna Upanishad:</b> Concept of Prana and Rayi (creation); Panchapranas; The six main questions;
<b>Block-3:</b>	<b>Essence of Mundaka Upanishad, Mandukya Upanishad, Aitareya Upanishad, Taaittiriya Upanishad (20 hrs)</b>

<b>Unit-01</b>	<b>Mundaka Upanishad:</b> Two approaches to Brahma- Vidya- Para and Aparā; The greatness of Brahmagvidyā; Worthlessness of Selfish-karma; Tapas and Gurubhakti; The origin of creation, the ultimate aim of Meditation- Brahmanubhūti.
<b>Unit-2</b>	<b>Mandukya Upanishad:</b> Four States of Consciousness and their relation to syllables in Omkara.
<b>Unit-3</b>	<b>Aitareya Upanishad:</b> Concept of Atma, Universe and Brahman.
<b>Unit-4</b>	<b>Taittiriya Upanishad:</b> Shiksha Valli (XI Anuvaak)
<b>Block-4:</b>	<b>Essence of Chhandogya Upanishad &amp; Shvetashvataropanishad (20 hours)</b>
<b>Unit-1</b>	<b>Chhandogya Upanishad:</b> NaradaSanatkumarDialogue (1-26 Vols.)
<b>Unit-2</b>	<b>Shvetashvataropanishad:</b> (Chapter 1-4)

#### Prescribed Text Book

एकादशोपनिषद- डॉ०सत्यव्रत सिद्धान्तालंकार, विजयकृष्ण लखनपाल, नई दिल्ली

#### Supporting Book

ईशादिनौपनिषद-गीताप्रेस, गोरखपुर

कल्याण (उपनिषदांक)-गीताप्रेस, गोरखपुर

#### COURSE DETAILS – 5

**SUBJECT NAME – ANTHROPOMETRIC ASSESSMENT & TRADITIONAL VEDIC DIAGNOSTIC TOOLS**

**SUBJECT CODE – BAYSSE- 306**

<b>CREDIT: 2</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

Following the completion of this course, student will be able to

- Label of Anthropometry Measurements
- Experiment with Physiological parameters and clinical examination



- To determine the Measurement and Recording
- To develop the Physiology and Application of Asanas.

## Learning Outcomes:

Following the completion of this course, student will be able to

- Apply and analyse the measurements of Body Mass Index and Body Circumferences.
- Explain the concept of Physiological parameters and clinical examination
- Identify the data recording and analysis with Spirometry
- Define the Physiology and Application of Asana.

	<b>BLOCK-01: MEASUREMENT AND RECORDING</b>
<b>UNIT-01</b>	<b>Anthropometric Measurements</b> – Weight, stature, eye height, Body Mass Index, and Body Surface Area.
<b>UNIT-02</b>	<b>Circumferential Measurements</b> – Shoulder height, elbow height, head circumference, neck circumference, mid-upper arm circumference, chest, waist, and hip circumference; Waist-Hip Ratio.
<b>UNIT-03</b>	<b>Body Composition and Physiological Assessments</b> – Measurement of fat percentage, GAIT analysis, heart rate, pulse rate, respiratory rate, blood counts.
<b>UNIT-04</b>	<b>Effects of Yogic Practices</b> – Influence of Yogasana (prone, supine, sitting, standing), Suryanamaskar, Pranayama, and Meditation on human body.
<b>UNIT-05</b>	<b>Functional Assessments</b> – Spirometry, muscle strength evaluation, and flexibility measurement.
	<b>BLOCK-02: UNDERSTANDING PHYSIOLOGY AND APPLICATION OF ASANAS</b>
<b>UNIT-01</b>	<b>Muscle Physiology</b> – Understanding muscles using models/charts and application in Asanas.
<b>UNIT-02</b>	<b>Biomechanics of Yogic Postures</b> – Concepts of Center of Gravity (COG), Line of Gravity (LOG), and Base of Support (BOS) in Asanas.
<b>UNIT-03</b>	<b>Functional Analysis of Joints and Muscles</b> – Assessment of movement and stability in relation to Asanas.

	<b>BLOCK-03: AYURVEDA, SIDDHA &amp; UNANI SYSTEM DIAGNOSIS METHODS</b>
<b>UNIT-01</b>	<b>Ayurvedic Diagnostic Methods</b> – Nidana Panchaka, Nadi (Pulse), Mutra (Urine), Mala (Stool), Jihwa (Tongue), Shabda (Speech), Sparsha (Touch), Drik (Eye), and Akrti (Body shape).
<b>UNIT-02</b>	<b>Siddha Diagnosis</b> – Ashtasthana Pareeksha (Examination of eight sites): Nadi (pulse), Kan (eyes), Swara (voice), Sparisam (touch), Varna (colour), Na (tongue), Mala (faeces), and Neer (urine).
<b>UNIT-03</b>	<b>Unani Diagnosis</b> – Pulse examination (size, strength, speed, consistency, fullness, rate, temperature, constancy, regularity, and rhythm); Urine assessment (odor, quantity, maturation, and age-related variations); Stool analysis (color, consistency, froth, and passage time).
	<b>BLOCK-04: NATUROPATHY DIAGNOSIS METHODS</b>
<b>UNIT-01</b>	<b>Facial Diagnosis</b> – Interpretation of facial features in health assessment.
<b>UNIT-02</b>	<b>Iris Diagnosis</b> – Eye-based assessment techniques in naturopathy
<b>UNIT-03</b>	<b>Modern Diagnostic Techniques</b> – Integration of contemporary tools in traditional diagnosis.

## REFERENCE BOOKS:

- Dr. Kanika Jain, Dr Ajiy Kumar Wahane: Standardization of Praman for practical use in Anthropometric Fitness.
- Charles Roberts: A manual of Anthropometry.
- S.P. Singh, Promil Mehta: Human Body Measurements: concepts & applications.
- Anjali Thakare: Test, Measurement & Evaluation in Physical Education.



# SEMESTER V

COURSE DETAILS – 1  
SUBJECT NAME – VARIOUS HATHA YOGIC TEXTS-I  
SHASTRA SMARAN  
SUBJECT CODE –BAYSMJ - 501

CREDIT: 6	CA: 25	SEE: 75	MM: 100
-----------	--------	---------	---------

## Learning Objectives:

- To introduce different Hatha yoga texts such as Siddha Siddhanta Paddhati (SSP), Hatha Tanavali (HR) and Siva Samhita (SS).
- To enrich the varieties of hatha yogic techniques in these texts

## Learning Outcomes:

- By introducing Hatha Yoga, students shall be able to understand about pre- requisites, principles about Hatha Yoga practices.
- Understand different Hatha Yoga Techniques described in above Classical texts. And understand the therapeutic application of Yogic Techniques explained in these texts

	<b>BLOCK 1: SIDDHA SIDDHANTA PADDHATI</b>
<b>UNIT-01</b>	The origin and home of Natha yogis- Spiritual lineage and date of Gorak-sanath- works of Gorksanath
<b>UNIT-02</b>	Special features of Siddha Siddhanta Paddhati (SSP), Outlines of the SSP: Upadesha-I: origin of the body; Upadesha-II: discussion of the body.
<b>UNIT-03</b>	Upadesha-III: knowledge of the body. Outlines of the SSP: Upadesha-IV: the foundation of the body.
<b>UNIT-04</b>	Upadesha-V: the union of the body with the Supreme Reality; Upadesha-VI: the definition of an Avadhuta Yogi.
	<b>BLOCK 2: HATHA RATNAVALI</b>



<b>UNIT-01</b>	Date & authorship of Hatha Ratnavali (HR)- Yama and Niyamas of Srinivasabhatta-Philosophy and Theology in Hatha Ratnavali- concept of 'Hatha' – Ayurvedic thought in Hatha Ratnavali- Astakarmas- Tantra practices in Hatha Ratnavali.
<b>UNIT-02</b>	Outlines of chapters of Hatha Ratnavali: four yogas, eight purificatory techniques, eight/nine breathing techniques, ten mudras, names of Kundalini and naadis, names of eighty-four postures, Samadhi and Nada.
<b>BLOCK 3: SIVA SAMHITA I</b>	
<b>UNIT-01</b>	Introduction to Siva Samhita, Outlines of Shiva Samhita, Ch.I : Karma kanda, Jnana kanda, the spirit, Yoga maya, Definition of Paramahansa, Absorption or Involution.
<b>UNIT-02</b>	Siva Samhita Ch.II: The microcosm, The nerve centers, the nerves, the pelvic region, the abdominal region, the jivatma.
<b>BLOCK 4: SIVA SAMHITA II &amp; SHASTRA SMARAN</b>	
<b>UNIT-01</b>	Siva Samhita Ch.III: On yoga practice: The Vayus, the Adhikari, the place, the pranayama, the four postures: Siddha, Padma, Ugra, and Svastika; and Ch. IV: Yoni mudra: the secrete drink of the Kaulas.
<b>UNIT-02</b>	Siva Samhita Ch. V: Bhoga (enjoyment), Dharma (Ritualism of religion) Jnana (Knowledge)- invocation of shadow (pratikopasan)- Raja yoga-various kinds of dharanas- the moon of mystery- the mystic mount kailas- the Raja yoga- the Rajadhiraja yoga; and SHASTRA SMARAN

**COURSE DETAILS –2**  
**SUBJECT NAME – YOGA PRACTICUM & LESSON PLAN**  
**SUBJECT CODE – BAYSMJ - 502**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### **Objectives:**

Following the completion of the course, students shall be able to

- Sketch lesson plan for Yoga teaching



- Systematic arrangement of Yoga teaching
- Teach Yoga in the given class.

### Learning outcomes:

On completion of this course, the students will be able to:

- Develop to have a perception of different yogic techniques.
- Attain perfection to perform different yogic practices.
- Perform practically the Yoga session with lesson plan.
- Develop skill to conduct practical sessions.

Students will be required to prepare, present and submit at least 10 lesson plans on Yogic activities on prescribed format including 01 lesson plan on Mantra Chanting/Yajna.

#### Block-1: PREPARATION OF 10 LESSON PLAN [50 HRS.]

Students have to prepare 10 lesson plans on prescribed format of various Yoga practices allotted by the cause coordinator.

#### Block-2: APPLICATION OF PREPARED LESSON PLAN [20 HRS.]

Students have to teach the prepared lesson plan in previous semester Yoga Practice classes under supervision of Yoga Teachers/Instructors.

#### Block-3: PRESENTATION OF LESSON PLAN [10 HRS.]

Each student has to present lesson plans to be evaluated by Yoga Teachers/Instructors/ Assistant Professors.

#### Block-4: SWASTIVACHANA (1015 VERSES) [20 HRS]

To have a perception, memorization and recitation of Mantras

#### Block-5: CONTINUOUS EVALUATION BY THE TEACHER [20 HRS]

### Text Books

1. Yogrishi Swami Ramdev; Yoga Manual for parents and Yoga Teachers, Divya Prakashan, Haridwar, 2010
2. Dr. Gharote K L & Dr S K Ganguly: Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007

**COURSE DETAILS – 3**  
**SUBJECT NAME – CLINICAL PSYCHOLOGY (ELECTIVE)**  
**SUBJECT CODE – BAYSMN – 503(A)**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

- To familiarize students with the basic nature of Clinical Psychology and tools used for assessment psychological disorders.
- To introduce the etiological understanding and the therapeutic interventions for the various psychological problems.

	<b>BLOCK-01: INTRODUCTION TO CLINICAL PSYCHOLOGY</b>
<b>UNIT-01</b>	Meaning and Definition of Clinical Psychology
<b>UNIT-02</b>	Nature and Characteristics of Clinical Psychology
<b>UNIT-03</b>	Professional Issues – Roles and Ethics in Clinical Psychology
<b>UNIT-04</b>	Training and Qualifications of a Clinical Psychologist
	<b>BLOCK-02: CLINICAL ASSESSMENT</b>
<b>UNIT-01</b>	Importance and Scope of Clinical Assessment
<b>UNIT-02</b>	Case Study Method in Clinical Psychology
<b>UNIT-03</b>	Clinical Interview – Techniques and Applications
<b>UNIT-04</b>	Psychological Tests – MMPI and Rorschach Inkblot Test
	<b>BLOCK-03: UNDERSTANDING STRESS</b>
<b>UNIT-01</b>	Meaning, Definitions, and Types of Stress
<b>UNIT-02</b>	Factors Influencing Stress and Its Impact
<b>UNIT-03</b>	Concept of Psycho-Immunity – Psychological Resilience
<b>UNIT-04</b>	Stress Management – Techniques and Therapeutic Approaches



	<b>BLOCK-04: THE PROFESSION OF CLINICAL PSYCHOLOGY IN INDIA</b>
<b>UNIT-01</b>	Role of the Rehabilitation Council of India (RCI) in view of Central Institute of Psychiatry, Ranchi – Contributions and Programs National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore
<b>UNIT-02</b>	Future of Clinical Psychology – Emerging Trends and Career Prospects

### Text Books:

- Sing, A.K. (2013.) UchatarNaidanicManovigyan, (Advanced Clinical Psychology) 7th revised edition.
- Khokhar. C.P. (2008) Stress Coping Behaviour, Meerut usandhanVidhiyan.

### Reference Books:

- Irwin, B.W. (1976). Clinical Methods in Psychology. NewYork: Willey Interscience.
- Kendall. (1980). Modern Clinical Psychology, NewYork: Willey.
- Korchin, S.J. (1976). Modern Clinical Psychology. NewYork: Basic Books.
- Shaffer, G.W. & Lazarus, L.S. (1952). Fundamental concepts of clinical Psychology.
- Wolberg, L.R. (1988). The Techniques of Psychotherapy (Vol. 1 & 2). London: Jason Aronson Inc.
- Wolman, B.B. (1965). Handbook of clinical Psychology, New York: Mc Graw Hill.

#### COURSE DETAILS – 3

SUBJECT NAME – HISTORY OF INDIA (1206 A.D. TO 1739A.D.)

SUBJECT CODE – BAYSMN – 503(B)

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
<b>BLOCK-1</b>	<b>Foundation and Growth of the Delhi Sultanate: Dynastic Rule, Administrative Policies, and External Invasions (1206–1526 CE)</b>		
<b>UNIT-1</b>	Foundation and Consolidation of the Delhi Sultanate: Gulam Vans		
<b>UNIT-2</b>	Khiljis- Conquests, Administration and Deccan Policy		

UNIT-3	Tughlaqs-Mohammad-Bin-Tughlaq and FerozShah Tughlaq, Timor's invasion
UNIT-4	Lodi Vans: Sikandar Lodi, Ibrahim Lodi
<b>BLOCK-2</b>	<b>Rise and Conflict Among Medieval Indian Kingdoms: Vijayanagar, Bahmani, and Regional States</b>
UNIT-1	Vijayanagar Empire: its Foundation and Conflict with the Bahmani Kingdom
UNIT-2	Bahmani Kingdom; Its Expansion and Disintegration
UNIT-3	Struggle for Empire in North India: Eastern India_ Bengal, Assam and Orissa, Western India: Gujarat Malwa, Mewar, Northwest and North India, Kashmir
<b>BLOCK-3</b>	<b>From Invasion to Empire: The Mughal Dynasty under Babur to Aurangzeb</b>
UNIT-1	Babur's invasion of Indian territories, Humayun-His difficulties, Battle with Sher Shah and the Causes of his failure
UNIT-2	Sher shah- Administration and Reforms
UNIT-3	Akbar-Conquests and Religious Policy, Jahangir and Nurjahan's Supremacy on his administration
UNIT-4	ShahJahan- His reign represents the Golden age of Mughal History, Aurangzeb and his Policy: Deccan Policy, Rajput Policy and Religious Policy
<b>BLOCK-4</b>	<b>The Rise and Expansion of the Maratha Power: From Shivaji to the Third Battle of Panipat</b>
UNIT-1	The Rise of the Marathas: Shivaji- his achievements and Administration
UNIT-2	His successors- Balaji Vishwanath, Bajirao I,
UNIT-3	BALAJI BAJIRAO Third Battle of Panipat
<b>BLOCK-5</b>	<b>Popular Uprisings and the Decline of the Mughal Empire: Jats, Sikhs, Afghans, and the Invasion of Nadir Shah</b>



UNIT-1	Popular Revolts and movements for Regional Independence: Jat, Sikhs and Afghan
UNIT-2	Invasion of Nadir Shah
UNIT-3	Causes of the Downfall of the Mughal Empire

### Recommended Books:

- A.L. Srivastava: Bharat ka Itihas (1000-1707). Shivalal Agarwal and Co. Agra, 1995
- Satish Chandra: Essays in Medieval Indian Economic History. New Delhi, 1987
- K.S. Lal: History of Khaljis. New Delhi, 1980
- L.P. Sharma: Madhyakalin Bharat
- HarbansMukhia: Madhyakalin Bharat, Naya Aayam. Tr. by Nadim, RajkamalPrakshan, Delhi S.B.P. Nigam: Nobility under the Delhi Sultannate. Delhi, 1968
- Hindi Grant Akadmi, Jaipur, 1986
- Madhyakalin Bharatiya Sanskriti. Shivalal Agarwal and Co., Agra
- Tarachand: Influence of Islam on Indian Culture. Allahabad
- R.P. Tripathi: Some Aspects of Muslim Administration. Allahabad, 1974
- S.C. Verma: Madhyakalin Bharat - I., Delhi University, 1993
- B.N.S. Yadav: Society and Culture in Northern India in the 12th Century. Allahabad, 1973

#### COURSE DETAILS – 3

SUBJECT NAME – MAJOR TOURIST ATTRACTIONS OF WORLD (ELECTIVE)

SUBJECT CODE – BAYSMN – 503(C)

CREDIT: 6	CA: 25	SEE: 75	MM: 100
-----------	--------	---------	---------

### Learning Objective:

This course gives information of major Tourist places of World and its importance. It helps students to know the background elements of Cultural & Natural Tourism Resources from around the world.

	<b>BLOCK-01: EUROPE (UK &amp; FRANCE)</b>
<b>UNIT-01</b>	To study the Eiffel Tower and Louvre, Museum of France. London Eye and the British Museum of UK
	<b>BLOCK-02: ASIA (CHINA &amp; SINGAPORE)</b>
<b>UNIT-01</b>	A brief analysis of Great wall and Forbidden city of China and evaluating resource attraction of Singapore Zoo, bird Park and Sentosa Island
	<b>BLOCK-03: AFRICA (SOUTH AFRICA &amp; EGYPT)</b>
<b>UNIT-01</b>	An exploratory study of Kruger National Park of South Africa & In-depth study of Pyramids of Giza of Egypt.
	<b>BLOCK-04: AMERICA (USA &amp; BRAZIL)</b>
<b>UNIT-01</b>	A brief analysis of Disney land, Lakes & waterfalls of USA and the Rainforest & Carnival of Brazil.
	<b>BLOCK-05: Australia</b>
<b>UNIT-01</b>	To study the tourism attraction features of Sydney, Canberra

## Reference:

- Ahmad, Aizaz: General Geography of India, NCERT, New Delhi
- Goh Cheong Long: An Economics Atlas of India, Oxford University.
- World Atlas, Oxfordpress.
- Singh, R.L. (ed) India: A Regional Geography National Geographical Society of India, Varanasi, 1989.
- Manorama Year Book
- Indian Year Book, Publication Division, Govt. of India, New Delhi
- Tourism Planner.
- Tour Brochures of related places.
- Lonely Planet-India and related destinations.
- Websites of related destinations.



**COURSE DETAILS – 3**  
**SUBJECT NAME – SANSKRITAM-V (ELECTIVE)**  
**SUBJECT CODE – BAYSMN – 503(D)**

CREDIT: 6	CA: 25	SEE: 75	MM: 100
	<b>BLOCK-01: समासप्रकरणम् (समासविधायकसूत्रमात्रम्)</b>		
<b>UNIT-01</b>	सूत्रव्याख्या, सूत्रस्मरणम्, समास-विग्रहकरणम्		
	<b>BLOCK-02: केनोपनिषद्</b>		
<b>UNIT-01</b>	श्लोकव्याख्या, श्लोकस्मरणम्, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-03: भगवद्गीता – द्वादशाध्यायः</b>		
<b>UNIT-01</b>	श्लोकस्मरणम्, श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-04: सत्यार्थप्रकाशः (द्वितीयसमुल्लासः)</b>		
<b>UNIT-01</b>	श्लोक-मन्त्रव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-05: छन्दःपरिचयः (लक्षण-उदाहरणम्)</b>		
<b>UNIT-01</b>	अनुष्टुप्, वसन्ततिलका, उपजातिः, शार्दूलविक्रीडितम्, शिखरिणी, मालिनी		

**निर्धारितग्रन्थाः**

1. व्याकरणचन्द्रोदय (२) - डॉ०आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. एकादशोपनिषद् - डॉ०सत्यव्रतसिद्धान्तालङ्कार
3. भगवद्गीता - गीताप्रेस, गोरखपुर
4. सत्यार्थप्रकाशः - महर्षिदयानन्दसरस्वती, आर्षसाहित्यप्रचारट्रस्ट्, ब्रजवासीआर्ट्, नोएडा
5. वृत्तरत्नाकरः - केदारभट्टः, चौखम्बाप्रकाशन, वाराणसी

**COURSE DETAILS – 4**  
**SUBJECT NAME – INTERNSHIP**  
**SUBJECT CODE – BAYSSE-504**

CREDIT: 6	CA: 25	SEE: 75	MM: 100
-----------	--------	---------	---------



# SEMESTER VI

**COURSE DETAILS – 1**  
**SUBJECT NAME – VARIOUS HATHA YOGIC TEXTS-II**  
**SHASTRA SMARAN**  
**SUBJECT CODE – BAYSMJ - 601**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

## Learning Objectives:

Following the completion of the course, students shall be able to

- To introduce different Hatha yoga texts such as Yoga Vashistha, Goraksha Samhita and Vivekachudamani.
- Knowing about the Aadhi-Vyadhi, Panchakosha & Guna
- Classify Nadi, Mudra, Pranayama and Shatachakra as per Yogic texts.
- To introduce about the Human life, purpose of life, Jivanmukti etc.
- To enrich the varieties of hatha yogic techniques in these texts

## Learning Outcomes:

- By introducing Hatha Yoga, students shall be able to understand about pre- requisites, principles about Hatha Yoga practices.
- Understand different Hatha Yoga Techniques described in above Classical texts. And understand the therapeutic application of Yogic Techniques explained in these texts.

	<b>BLOCK 1: YOGA VASHISTHA</b>
<b>UNIT-01</b>	General introduction of Yoga Vashistha, concept of Aadhi-Vyadhi, Panchakosha relationship, 5 barriers of Yoga, 8 organs of meditation.
<b>UNIT-02</b>	Sapta Bhumi of knowledge, Sapta Bhumi of Yogabhyas. Development of Sattva Guna and 12 types of wisdom etc.
	<b>BLOCK 2: GORAKSHA SAMHITA</b>



<b>UNIT-01</b>	General introduction of Goraksha Samhita, nature of Yoga elements in Goraksha Samhita – six limbs of yoga, description of Asanas
<b>UNIT-02</b>	Goraksha Samhita – Shatachakra, Ten Nadi, Ten Vayu, Panch Mudra, Pranayama's description, meditation description etc.
<b>BLOCK 3: VIVEKACHUDAMANI &amp; SHASTRA SMARAN</b>	
<b>UNIT-01</b>	The Purpose of Human Life, Sravana - Hearing the Truth, Manana - Reflection on the Teaching, Nididhyasana - The Theory, Nididhyasana - The Practice.
<b>UNIT-02</b>	Nirvikalpa Samadhi - Self-Realisation, Jivanmukti - Liberation While Living; and SHASTRA SMARAN.
<b>BLOCK 4: SHASTRA SMARAN</b>	

### Reference Books:

- Yoga Vashistha - Khem Raj Sri Krishnadas, Geeta Press, Gorakhpur.
- Goraksha Samhita - Dr. Chaman Lal Gautam 3. Vivekachudamani- Geeta Press, Gorakhpur.

**COURSE DETAILS – 2**  
**SUBJECT NAME – YOGA PRACTICUM & LESSON PLAN**  
**SUBJECT CODE – BAYSMJ- 602**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

Following the completion of the course, students shall be able to

- Sketch lesson plan for Yoga teaching
- Systematic arrangement of Yoga teaching
- Teach Yoga in the given class.

## Learning outcomes:

On completion of this course, the students will be able to:

- Develop to have a perception of different yogic techniques.
- Attain perfection to perform different yogic practices.
- Perform practically the Yoga session with lesson plan.
- Develop skill to conduct practical sessions.

### **BLOCK-1: PREPARATION OF 10 LESSON PLAN**

Students have to prepare 10 lesson plans on prescribed format of various Yoga practices allotted by the Course coordinator.

### **BLOCK -2: APPLICATION OF PREPARED LESSON PLAN**

Students have to teach the prepared lesson plan in previous semester Yoga Practice classes under supervision of Yoga Teachers/Instructors.

### **BLOCK -3: PRESENTATION OF LESSON PLAN**

Each student has to present lesson plans to be evaluated by Yoga Teachers/Instructors/ Assistant Professors.

### **BLOCK-4: SHIV SANKALP**

To have a perception, memorization and recitation of Mantras

### **CONTINUOUS EVALUATION BY THE TEACHER**

## TEXT BOOKS

- Yogrishi Swami Ramdev; Yoga Manual for parents and Yoga Teachers, Divya Prakashan, Haridwar, 2010
- Dr. Gharote M L & Dr S K Ganguly: Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007



**COURSE DETAILS – 3**  
**SUBJECT NAME – PSYCHOLOGY OF PERSONALITY (ELECTIVE)**  
**SUBJECT CODE – BSYSMN – 603(A)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
	<b>BLOCK-01: Introduction</b>		
<b>UNIT-01</b>	Definition and nature of Personality		
<b>UNIT-02</b>	Theoretical approaches to personality: psychoanalytic, life span approach, type approach, trait approach, cognitive approach		
<b>UNIT-03</b>	Methodological viewpoints: idiographic and nomothetic		
<b>UNIT-04</b>	Data of personality psychology: life record data, observer data, test data, self-repot data		
	<b>BLOCK-02: Factors affecting Personality</b>		
<b>UNIT-01</b>	Biological or Physical determinants		
<b>UNIT-02</b>	Psychological determinants		
<b>UNIT-03</b>	Environmental determinants: Social, Educational and Family Determinants		
<b>UNIT-04</b>	General conclusion about determinants of personality		
	<b>BLOCK-03: Development of personality</b>		
<b>UNIT-01</b>	Meaning of personality development		
<b>UNIT-02</b>	Process of personality development		
<b>UNIT-03</b>	Methods of studying personality developments		
<b>UNIT-04</b>	Theoretical explanation of personality development: Freud's view, piaget's view		
	<b>BLOCK-04: Theories of personality</b>		
<b>UNIT-01</b>	Trigun theory of Personality		

<b>UNIT-02</b>	Henry Murray-Need Theory of Personality
<b>UNIT-03</b>	Gordon All Port: Trait theory of Personality
<b>UNIT-04</b>	Eysenck Theory
<b>BLOCK-05: Enhancing Individual's potential</b>	
<b>UNIT-01</b>	Enhancing Cognitive Potential
<b>UNIT-02</b>	Self-Regulation
<b>UNIT-03</b>	Self enhancement
<b>UNIT-04</b>	Fostering creativity

### Reference Books:

- Corsini&Marsella (1983). Personality Theories, Research and Assessment. F.E. Peacock.
- Burger, J. M. (2010). Personality (8th ed.). Belmont, CA: Wadsworth Publishing
- Engler, B. (2008). Personality Theories: An Introduction (8th ed.). Boston: Houghton Mifflin. Text Books
- Tripathi. R.B & Singh R.N. (2001). Psychology of Personality Varanasi: Gangasran and Grand Sons.
- Singh, A.K.& Singh, A.K. (2010). The Psychology of Personality.MotilalBanars

### COURSE DETAILS – 3

**SUBJECT NAME – HISTORY OF INDIA (1760 A.D. TO 1950A.D.)**

**SUBJECT CODE – BSYSMN – 603(B)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
<b>BLOCK-1</b>	<b>Establishment and Expansion of British Power in Bengal and India: From Plassey to Dalhousie</b>		
<b>UNIT-1</b>	Rise of the British Power in Bengal: Plassey and Buxar		
<b>UNIT-2</b>	Clive's second govern ship of Bengal, Warren Hastings, Cornwallis, Wellesley, William Bentinck		
<b>UNIT-3</b>	Lord Dalhousie-Reforms and Doctrine of Lapse		



<b>BLOCK-2</b>	<b>From Revolt to National Awakening: 1857 and the Growth of Indian Nationalism</b>
<b>UNIT-1</b>	Revolt of 1857-Causes, Nature and its impact
<b>UNIT-2</b>	Indian National Congress from 1885-1905 Extremists and Monetarists
<b>UNIT-3</b>	Birth of Nationalism
<b>BLOCK-3</b>	<b>Rise of Revolutionary Nationalism in India: From Swadeshi Movement to Azad Hind Fauj</b>
<b>UNIT-1</b>	Partition of Bengal and Swadeshi Movement
<b>UNIT-2</b>	Revolutionary Movement-Causes of its emergence and main activities in India
<b>UNIT-3</b>	Ghadar Party- Formation and Activities
<b>UNIT-4</b>	Hindustan Socialist Republican Association-Bhagat Singh and BatukeshwarDutt, Subhash Chandra Bose and Azad Hind Fauj
<b>BLOCK-4</b>	<b>National Movements in Colonial India: From Home Rule to Civil Disobedience</b>
<b>UNIT-1</b>	Home Rule movement and Khilafat movement
<b>UNIT-2</b>	Gandhian Era
<b>UNIT-3</b>	Non-Co-Operation movement
<b>UNIT-4</b>	Simon Commission and Nehru Report. Civil-Disobedience movement
<b>BLOCK-5</b>	<b>From Quit India to Partition: Decisive Years of Indian Independence</b>
<b>UNIT-1</b>	Quit-India movement
<b>UNIT-2</b>	Cripps Mission
<b>UNIT-3</b>	Rise of Communalism Mountbatten's Plan & Partition
<b>UNIT-4</b>	The Indian Independence Act of 1947

## Recommended Books:

- Ramkrishna Mukherji: The Rise and Fall of the East Indian Company
- R.C. Mazumdar, H.C. Roychaudhuri & Kalikinkar Datta: An Advanced History of India (In Hindi: Bharat ka BrihadItihas)
- S.C. Sarkar & K.K. Datta: Modern Indian History, Vol.II (In Hindi: Adhunik Bharat ka Itihas)
- T.G.P. Spear: The Oxford History of Modern India
- G.S. Sardesai: New History of the Marathas, (In Hindi: Marathon ka Naveen Itihas)
- A.R. Desai: Social Background of Indian Nationalism (In Hindi: Bhartiya Rashtravad Ki Samajik Pristabhoomi)
- Ram Lakhan Shukla: Adhunik Bharat ka Itihas Satya Rao: Bharat mein Upnivesh vad aur Rashtravad
- G.N. Singh: Landmarks in the Constitutional and National Development of Indian (In Hindi: Bharat ka Samvaidhanik aur Rashtriya Vikas)
- S.C. Sarkar: The Bengal Renaissance (In Hindi: Bengal ka Navjagaran)

### COURSE DETAILS – 3

**SUBJECT NAME – INTERNATIONAL TRAVEL MANAGEMENT (ELECTIVE)**

**SUBJECT CODE – 603 (C)**

<b>CREDIT: 4</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

**Objectives:** Tourism industry is growing at very fast pace. In India the outbound tourism and inbound tourism are also growing. International tourism involves several types of formalities. The students of tourism should know about such formalities, which are needed in the form of several documents. In this course the students will learn about required documents in foreign travels.

	<b>BLOCK-01: Preparing Passport</b>
<b>UNIT-01</b>	Passport types, requirements, and checklists
<b>UNIT-02</b>	Application procedure (online application process), changes, Fees structure and Tatkal scheme
<b>UNIT-03</b>	Passport Act and penalties under Section 12(1)B
	<b>BLOCK-02: Rules and Regulations for International Travel</b>



<b>UNIT-01</b>	Eligibility criteria and documentation for traveling out of India
<b>UNIT-02</b>	Foreign Exchange Management Act (FEMA) and Basic Travel Quota
<b>UNIT-03</b>	Foreign exchange for business visits and travel insurance
<b>UNIT-04</b>	Regulations for traveling into India: Foreign and Indian currency, encashment process, and travel insurance
<b>BLOCK-03: Obtaining Visas</b>	
<b>UNIT-01</b>	Required documents for visa applications for major tourist destinations
<b>UNIT-02</b>	Types of visas and visa fees
<b>UNIT-03</b>	Health check documents and medical requirements
<b>UNIT-04</b>	Refused or pending visas and destination departure records
<b>BLOCK-04: Visiting Tourist Destinations</b>	
<b>UNIT-01</b>	Tourist visa process for New Zealand and Australia
<b>UNIT-02</b>	Tourist visa process for Europe
<b>UNIT-03</b>	Tourist visa process for the USA and Canada
<b>BLOCK-05: Airport &amp; Airline Codes</b>	
<b>UNIT-01</b>	IATA city codes of India and the world
<b>UNIT-02</b>	IATA airport codes of India and the world
<b>UNIT-03</b>	IATA airline codes of India and the world

## Reference:

- Websites of UK, USA, Canada and Australia
- Websites of Indian ministries and offices related to foreign exchange <http://passport.gov.in/pms/onlineRegistration.jsp>
- <http://passport.gov.in/>
- Galileo systems
- ABC & OAG Guide, TIM Air Tariff
- Visa formalities of different countries. (See websites of countries)



**COURSE DETAILS –3**  
**SUBJECT NAME – SANSKRITAM-VI (ELECTIVE)**  
**SUBJECT CODE – BSYSMN – 603(D)**

CREDIT: 4	CA: 25	SEE: 75	MM: 100
	<b>BLOCK-01: कृदन्तप्रकरणम् एवं तद्धितप्रकरणम्</b>		
<b>UNIT-01</b>	कृदन्तप्रकरणम् (वाक्यरचना अनुवादश्च) - क्त, क्तवतु, शतृ, शानच्, क्तव्य, अनीयर, तुमुन्, क्त्वा, ल्यप् तद्धितप्रकरणम् (वाक्यरचना अनुवादश्च) - मतुप्, वतुप्, तरप्, तमप्, मयट्, तल्, टाप्, डीप्		
	<b>BLOCK-02: छान्दोग्योपनिषद् - नारदसनत्कुमारसंवादः</b>		
<b>UNIT-01</b>	श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-03: नीतिशतकम् (५१-१००)</b>		
<b>UNIT-01</b>	(श्लोकस्मरणम्), श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-04: अभिज्ञानशाकुन्तलम् - चतुर्थाङ्कः</b>		
<b>UNIT-01</b>	श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		
	<b>BLOCK-05: भगवद्गीता – षोडशाध्यायः</b>		
<b>UNIT-01</b>	श्लोकस्मरणम्, श्लोकव्याख्या, निबन्धात्मकप्रश्नाः		

**निर्धारितग्रन्थाः**

1. व्याकरणचन्द्रोदय (२) - डॉ० आचार्यसाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. एकादशोपनिषद् - डॉ० सत्यव्रतसिद्धान्तालङ्कार
3. नीतिशतकम् - भर्तृहरिः, चौखम्बाप्रकाशन, वाराणसी
4. अभिज्ञानशाकुन्तलम् - कालिदासः, श्रीकृष्णमणित्रिपाठी, चौखम्बाप्रकाशन, दिल्ली
5. भगवद्गीता - गीताप्रेस, गोरखपुर



**COURSE DETAILS – 4**  
**SUBJECT NAME – RESEARCH METHODOLOGY& CASE STUDY**  
**SUBJECT CODE – BSYSMN – 604**

<b>CREDIT: 6</b>	<b>CA: 25</b>	<b>SEE: 75</b>	<b>MM: 100</b>
------------------	---------------	----------------	----------------

### Learning Objectives:

Following the completion of the course, students shall be able to

- Understand the concept of research and its methodology for carrying minor and major research.
- Feed and analyze the data.
- Organize the data and represent the data.

### Learning Outcomes:

Following the completion of this course, students shall be able to

- Understand the meaning and definition of Research.
- Know the nature and different types of Hypothesis.
- Understand the scientific methods of Observations and Experiments.
- Define nature of Variable, Sampling and Research Design.
- Learn the Graphical representation of Research data.
- Become aware of measures of Central Tendency and Variability
- To Have a perception the report writing.

	<b>BLOCK-01: INTRODUCTION TO RESEARCH METHODOLOGY</b>
<b>UNIT-01</b>	Definition of research; Importance of Studying Research Methods: Evaluating Research Reports;
<b>UNIT-02</b>	Conducting Research, Thinking Critically about Research;
<b>UNIT-03</b>	Types of research Applied Research & Basic Research;
<b>UNIT-04</b>	Goals of Research: description, explanation, prediction, and control of behaviour;
<b>UNIT-05</b>	Ethics of research: Informed consent, Anonymity, Confidentiality, Plagiarism.
	<b>BLOCK-02: INTRODUCTION TO RESEARCH PROCESS</b>

<b>UNIT-01</b>	Research questions; Literature review; Different Sources of Information: Primary, Secondary, Tertiary source; Electronic Databases: Google Scholar, Pubmed & PsycINFO
<b>UNIT-02</b>	Hypothesis Sampling and Generalization - Population and Sample; Probability Sampling: Simple Random Sampling, Systematic Sampling, Stratified Sampling, Cluster Sampling; Sampling Bias and Non-probability Sampling: snowball sampling, convenience
<b>UNIT-03</b>	Types of Biological data (Scales of measurement) – nominal, ordinal, interval, ratio; Types of variables – Independent, dependent, confounding variable; Reliability & Validity.
<b>BLOCK-03: INTRODUCTION TO RESEARCH DESIGN</b>	
<b>UNIT-01</b>	Cross-sectional studies and its advantages and disadvantages
<b>UNIT-02</b>	Cohort studies and its advantages and disadvantages
<b>UNIT-03</b>	Randomized controlled trials and its advantages and disadvantages
<b>UNIT-04</b>	Factors need to be considered when designing a study: Availability of data, Sampling methods, Data collection, Cost of the design, time implications and loss to follow-up, Controls, Ethical issues, Issues of bias and confounding.
<b>BLOCK-04: REPORTING RESEARCH</b>	
<b>UNIT-01</b>	Parts and Order of Dissertation, Title Page, Abstract, Introduction, Method Section, Results Section, Discussion Section, Reference Section.

### TEXT BOOKS:

- R. L. Bijlani. (2008). Medical Research: All You Wanted to Know But Did Not Know Who to Ask. Jaypee Brothers Medical Publishers Pvt. Ltd. New Delhi.
- Research Methodology in Yoga and Naturopathy, CCRYN, New Delhi
- Research Publications: Patanjali Research Foundation, Haridwar

### REFERENCE BOOKS:

- C R Kothari. (2009). Research Methodology: Methods and Techniques. New Age International (P) Ltd. New Delhi.
- Zar, J. H., & Zar. (1999). Biostatistical Analysis. Pearson Education. New Delhi