



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Yogic Science (Sem. III & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in Yogic Science (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2024 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

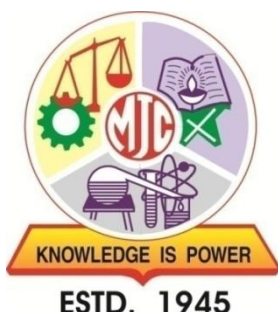
Khandesh College Education Society's
Moolji Jaitha College, Jalgaon

An “Autonomous College”

Affiliated to

Kavayitri Bahinabai Chaudhari

North Maharashtra University, Jalgaon- 425001



STRUCTURE AND SYLLABUS

B. A. Honors / Honors with Research

S. Y. B. A./ S.Y.B.Com./ S. Y. B.Sc. Yogic Science

(Major (DSC), Mino, SEC, OE, & CEP/FP)

As per NEP-2020 Guidelines

Under Choice Based Credit System (CBCS)

Academic Year 2025-26

Preface

Yoga is an invaluable gift of ancient Indian tradition it embodies unity of mind and body, A Holistic approach about health and well being its result is harmony. To study and fulfils these aims M. J. College has adopted the Soham department of yoga and naturopathy.

The college has prepared the syllabus for second year under graduate of Yogic science. The syllabus aims to cultivate theoretical and practical knowledge of different fields among the students of yogic science. The contents of syllabus have been prepared to accommodate the fundamental aspect of various disciplines of yogic science and build the foundation for various applied sectors of yogic science. Beside this in Second year the students will be aware with the skill related to yogic science which will enhance student's personality and employability.

The overall curriculum of 3 / 4 year cover basic information of yogic science and its practices, yoga for fitness, yoga for health, yoga in sports, yoga for personality development, competitive aspect of Yoga. Since the curriculum is endowed with more practical that will run hand in hand with theory. The detailed syllabus of each paper is appended with the given readings.

Program Specific Outcome PSO (B.A. Yogic Science):

After completion of this course, students are expected to learn/understand the:

PSO No.	PSO
1	Understand the basic principles, philosophy, and practices of Hathyoga, including its historical and spiritual significance.
2	Develop proficiency in fundamental Yogasanas and Pranayama techniques to enhance physical and mental well-being.
3	Apply yoga techniques for improving strength, flexibility, and endurance, promoting a healthy and active lifestyle.
4	Learn and incorporate yogic ethical principles to develop self-discipline, inner peace, and holistic personality growth
5	Participate in yoga-based community service programs to spread awareness about the benefits of yoga for individual and societal well-being
6	Deepen knowledge of Hathyoga principles, their application in daily life, and their role in physical and mental well-being.
7	Understand the integration of Yoga with Indian philosophical traditions, Ayurveda, and traditional healing sciences
8	Gain insights into the role of Yoga in education, its teaching methodologies, and how it contributes to holistic learning.
9	Apply advanced Yogasanas, Pranayama, and meditation techniques to enhance physical strength, flexibility, and endurance.
10	Develop a value-based lifestyle by adopting ethical principles of Yama, Niyama, and mindfulness practices.
11	Conduct field projects and research to assess the impact of yoga on individual and community health.

SYBA YOGIC Science Sem.- III					
Course	Credit	Hours/ Week	TH/ PR	Code	Title of the Paper
DSC	4	4	TH	YOG- DSC- 231	Introduction to Hathyoga-I
DSC	2	4	PR	YOG- DSC- 232	Yogasana & Pranayama Practices
MIN	4	4	TH	YOG- MIN- 231	Introduction to Hathyoga-I
MIN	2	4	PR	YOG- MIN- 232	Yogasana & Pranayama Practices
SEC	2	4	TH	YOG- SEC- 231	Yoga For Fitness
OE/GE*	2	2	TH	YOG- OE- 231	Yogic Value Education
CEP#	2	4	PR	YOG- CEP- 231	Community Engagement Program
SYBA Yogic Science Sem- IV					
DSC	4	4	TH	YOG- DSC- 241	Introduction to Hathyoga-II
DSC	2	2	PR	YOG-DSC-242	Yogic Practices for Well-being
MIN	4	4	TH	YOG- MIN- 241	Introduction to Hathyoga-II
SEC	2	2	TH	YOG- SEC- 241	Introduction of Yoga Education
SEC	2	4	PR	YOG- SEC- 242	Practical Aspects of yoga
OE/GE*	2	4	TH	YOG- OE 241	The Evolution of Yoga
FP#	2	4	PR	YOG- FP- 241	Field Project

*For Commerce and Science faculty only.

CEP & FP guidelines are given on pages 16 to 21 in this document.

DSC	: Department-Specific Core course	YOG	: Yogic Science
DSE	: Department-Specific elective	ES	: Environmental studies
GE/OE	: Generic/ Open elective	CI	: Constitution of India
SEC	: Skill Enhancement Course	IKS	: Indian Knowledge System
MIN	: Minor course	CC	: Co-curricular course
AEC	: Ability Enhancement Course	TH	: Theory
VEC	: Value Education Courses	PR	: Practical
ENG	: English		

Multiple Entries and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree- Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

SEMESTER

III

S. Y. B. A. (Yogic Science)
Semester – III
YOG -DSC- 231: Introduction to Hathayoga – I

Credits: 4

Internal Examination: 40

Total Marks: 100

External Examination: 60

Course objectives	- To impart the students with basic concepts of Hathyoga. - To impart the students with basic concepts in Hathapradipika. - To impart the basic knowledge of Gherand Samhita. - To familiarize the students with Hathayogic Text.	
Course outcomes	After successful completion of this course, students are expected to: - Gain the knowledge of Hathayoga. - Gain the knowledge of Hathapradipika. - Understand the concepts in Gherand Samhita. - Able to understand the introduction of Yogic texts.	
Unit	Contents	Hours
I	- Meaning of Hathayoga - Introduction of Chaturang Yoga - Yama and Niyama According to Hathapradipika - Ideal Place for Yoga Practice	15
II	- Sadhak And Badhak Tatva - Diet Concept in Hathapradipika - Suitable Season and time to start yoga practices in Hathapradipika - Concept of Asana According to Hathapradipika	15
III	- Introduction of Saptangyoga / Ghatsthayoga - Shatkarma with Subtypes According to Gherand Samhita - Concept of Asana According to Gherand Samhita - Ahstakumbhaka According to Hathapradipika and Gherand Samhita	15
IV	- Mudra and Bandha According to Hathapradipika and Gherand Samhita - Symptoms of Hatasiddhi - Introduction of Goraksha samhita - Introduction of Shivasamhita	15
Study Resources	- Deokule, V.G. <i>Hathpradeepika</i>. Adarsh Vidhyarthi prakashan, Pune. - Deokule, V.G. (2001). <i>Gherandsamhita</i>. T.R.Enterprises, Pune. - Saraswati, swami Niranjananand, (2004). <i>Gherand samhita</i>. Yog Publications Trust, Munger, Bihar. - Basavreddi, Dr. Ishwar & Pathak, Dr.Satyaprakash (2011). <i>Hathyog ke adhar evam Prayo</i>. Morarji Desai Rashtriya Yog Sansthan, New Delhi. - Varnekar, Dr.S.B. Pragyabharti <i>Samagra Yog darshan</i>. Janardhan Swami Yogabhyasi Mandal, Nagpur. - Gautam, Dr. Chaman Lal (2018). <i>Goraksh Samhita</i>. Sankrit Sansthan Prakashan.	

S. Y. B. A. (Yogic Science)

Semester – III

YOG – DSC- 232: Yogasana And Pranayama Practices

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course Objectives	• Practicing prayer and Omkar Sadhana by the students. • Practicing Surya Namaskar and Yogasanas for Fitness. • Pranayama and Shuddhikriya to be studied by the students for the purpose of physical and mental Fitness	
Course Outcomes	After successful completion of this course, students are expected to: • Knowledge of Omkar sadhana and prayer will be imparted. • Practical knowledge of Yogasana and Pranayama will be acquired. • Students will use Pranayama and Shuddhikriya for physical and mental health.	
Unit	Contents	Hours
I	• Omkar Sadhana, Prayer, Guruvandna, • Patanjali Naman, Vishwakalyan Prayer, Shantipath • Micro Exercise • Suryanamskar Practice	15
II	• Yogasana – Supine Position : Sarvangasana, Halasana, Matsyasana, Kandharasana, Setuaasan, Pavanmuktasana, Shavasana • Yogasana- Prone Position: Saralhasta Bhujangasana, Tiryak Bhujangasana, Viparit Naukasana, Shalabhasana, Dhanurasna, Makrasana	15
III	• Yogasana - Sitting Position: Siddhasana, Suptavajrasana, Ushtrasna, Janushirasana, Aakarna Dhanurasana, Kurmasana • Yogasana- Standing position: Nataraja Aasana, Vatayanasana, Ekpadasna, Utakatasana, Garudasana	15
IV	• Shatkarma : Jalaneti, Vaman, Agnisar, Kapalbhathi, Tratak • Pranayama- Bhramari, Suryabhedan, Bhastrika, Sitkari • Bandha : Jalandhar Bandha, Moolabandha, Uddiyaan Bandha • Mudra : Praan Mudra, Apaana mudra, Aakash Mudra, Pruthvi Mudra	15
Study Resources	• Mandlik, Vishvas (2008). <i>Yogapravesh</i> (Third Edition). Yoga Chaitana Prakashan Vibhag, Nashik. • Swami, Swatmarama. <i>Hathayoga Pradipika</i>. Kaivalyadhama, Lonavala. • Swami, Niranjannada, <i>Gherandasamhita</i>. Bihar School of Yoga, Munger, Bihar. • Gharote, M. L. (1982). <i>Guidelines for Yogic Practices</i>. Medha publication, Lonavala. • Saraswati, Swami Satyananda (1989). <i>Aasan Pranayam Mudra Bandha</i>. Bihar school of Yoga Munger, Bihar • Mandalik, Dr. Vishawas, <i>Yoga parichay</i>. Yoga Chaitanya prakashan, Nashik • Chikode, Dr. Ranjeet (2013). <i>Yogajivan</i>. Riya Publications Kolhapur.	

	• Iyankgar, Dr. B. K. S.(2010). <i>Yoga Sarvansathi</i>. Rohan Prakashan Pune. • Jain, Dr. Kiran (2008). <i>Swarvansathi Praathmik Yogasadhna</i>. Yoga Krida Prabodhini, Nashik. • Saraswati Swami Satyananda (2007). <i>Suryanamskar</i>. Yoga publications Trust, Yoga Munger, Bihar • Saraswati, Swami Satyananda (2005). <i>Yoganidra</i>, Yoga publications Trust, Yoga Munger, Bihar • Saraswati, Swami niranjananada (2004). <i>Gherand Samhita</i>, Yoga publications Trust, Yoga Munger, Bihar • Trilok, Rajiv jain (2015). <i>Sampurn Yoga Vidya</i>. Manjul Publications House, Bhopal. • Zha, Swami Digambarji & Dr. Pitambar (2011). <i>Hathapradipika</i>, kaivalyadham, Shri manmadhav yoga manidr Samiti, Lonavala. • Gore, M. M. (2018). <i>Anatomy & physiology of Yogic practices</i> (5th edition). kaivalyadham Lonavala, • Tiwari, O. P. <i>Aasana Why & How?</i> Kaivalyadham, lonavala.	
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S. Y. B. A. (Yogic Science)
Semester – III
YOG –MIN- 231: Introduction to Hathayoga – I

Credits: 4

Internal Examination: 40

Total Marks: 100

External Examination: 60

Course objectives	- To impart the students with basic concepts of Hathyoga. - To impart the students with basic concepts in Hathapradipika. - To impart the basic knowledge of Gherand Samhita. - To familiarize the students with Hathayogic Text.	
Course outcomes	After successful completion of this course, students are expected to: - Gain the knowledge of Hathayoga. - Gain the knowledge of Hathapradipika. - Understand the concepts in Gherand Samhita. - Able to understand the introduction of Yogic texts.	
Unit	Contents	Hours
I	- Meaning of Hathayoga - Introduction of Chaturang Yoga - Yama and Niyama Accordnig to Hathapradipika - Ideal Place for Yoga Practice	15
II	- Sadhak And Badhak Tatva - Diet Concept in Hathpradipika - Suitable Season and time to start yoga practies in Hathapradipika - Concept of Aasana Accordnig to Hathapradipika	15
III	- Introduction of Saptangyoga / Ghtasthayoga - Shatkarma with Subtypes Accordnig to Gherand Samhita - Concept of Aasana Accordnig to Gherand Samhita - Ahstakumbhaka According to Hathapradipika and Gherand Samhita	15
IV	- Mudra and Bandha Accordnig to Hathapradipika and Gherand Samhita - Symptomes of Hathasiddhi - Introduction of Goraksha samhita - Introduction of Shivasamhita	15
Study Resources	- Deokule, V.G, <i>Hathpradeepika</i>. Adarsh Vidhyarthi prakashan, Pune. - Deokule, V.G. (2001). <i>Gherandsamhita</i>. T.R.Enterprises, Pune. - Saraswati, swami Niranjananand (2004). <i>Gherand samhita</i>. Yog Publications Trust, Munger, Bihar. - Basavreddi, Dr. Ishwar & Pathak, Dr.Satyaprakash, <i>Hathyog ke adhar evam Prayog</i> (2011). Morarji Desai Rashtriya Yog Sansthan, New Delhi. - Sharma, Dr. Raghavendra (2020). <i>Shiv Samhita</i>. Chaukhamba Sankrit Pratishthan.	

S. Y. B. A. (Yogic Science)**Semester – III****YOG – MIN- 232: Yogasana and Pranayama Practices****Credits: 2****Internal Examination: 20****Total Marks: 50****External Examination: 30**

Course Objectives	• Practicing prayer and Omkar Sadhana by the students. • Practicing Surya Namaskar and Yogasanas for Fitness. • Pranayama and Shuddhikriya to be studied by the students for the purpose of physical and mental Fitness	
Course Outcomes	After successful completion of this course, students are expected to: • Knowledge of Omkar sadhana and prayer will be imparted. • Practical knowledge of Yogasana and Pranayama will be acquired. • Students will use Pranayama and Shuddhikriya for physical and mental health.	
Unit	Contents	Hours
I	• Omkar Sadhana, Prayer, Guruvandna, • Patanjali Naman, Vishwakalyan Prayer, Shantipath • Micro Exercise • Suryanamskar Practice	15
II	• Yogasana – Supine Position : Sarvangasana, Halasana, Matsyasana, Kandharasana, Setuaasan, Pavanmuktasana, Shavasana • Yogasana- Prone Position: Saralhasta Bhujangasana, Tiryak Bhujangasana, Viparit Naukasana, Shalabhasana, Dhanurasna, Makrasana	15
III	• Yogasana - Sitting Position: Siddhasana, Suptavajrasana, Ushtrasna, Janushirasana, Aakarna Dhanurasana, Kurmasana • Yogasana- Standing position: Nataraja Aasana, Vatayanasana, Ekpadasna, Utakatasana, Garudasana	15
IV	• Shatkarma : Jalaneti, Vaman, Agnisar, Kapalbhathi, Tratak • Pranayama- Bhramari, Suryabhedan, Bhastrika, Sitkari • Bandha : Jalandhar Bandha, Moolabandha, Uddiyan Bandha • Mudra : Praan Mudra, Apaana mudra, Aakash Mudra, Pruthvi Mudra	15
Study Resources	• Mandlik, Vishvas (2008). <i>Yogapraves</i> (Third Edition). Yoga Chaitanya Prakashan Vibhag, Nashik. • Swami, Swatmarama. <i>Hathayoga Pradipika</i>. Kaivalyadhama, Lonavala • Swami, Niranjannada. <i>Gherandasamhita</i>. Bihar School of Yoga, Munger, Bihar. • Gharote, M. L. (1982). <i>Guidelines for Yogic Practices</i>, Medha publication, Lonavala. • Saraswati, Swami Satyananda (1989). <i>Aasan Pranayam Mudra Bandha</i>, Bihar school of Yoga Munger, Bihar • Mandalik, Dr. Vishawas. <i>Yoga parichay</i>. Yoga Chaitanya prakashan, Nashik • Chikode, Dr. Ranjeet (2013). <i>Yogajivan</i>, Riya Publications, Kolhapur. • Iyankar, Dr. B. K. S.(2010). <i>Yoga Sarvansathi</i>, Rohan Prakashan, Pune. • Jain, Dr. Kiran (2008). <i>Swarvansathi Praathmik Yogasadhna</i>, Yoga	

	Krida Prabodhini, Nashik. • Saraswati, Swami Satyananda, (2007). <i>Suryanamskar</i>. Yoga publications Trust, Munger, Bihar. • Saraswati Swami Satyananda, (2005). <i>Yoganidra</i>. Yoga publications Trust, Munger, Bihar. • Saraswati, Swami Niranjananada (2004). <i>Gherand Samhita</i>, Yoga publications Trust, Munger, Bihar. • Trilok, Rajiv jain (2015). <i>Sampurn Yoga Vidya</i>. Manjul Publications House, Bhopal. • Zha, Swami Digambarji & Dr. Pitambar (2011). <i>Hathapradipika</i>. kaivalyadham, Shri manmadhav yoga manidr Samiti, Lonavala. • Gore, M. M. (2018). <i>Anatomy & physiology of Yogic practices</i> (5th edition). kaivalyadham Lonavala. • Tiwari, O. P. <i>Aasana Why & How?</i>. Kaivalyadham, lonavala.	
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S. Y. B. A. (Yogic Science)
Semester – III
YOG -SEC-231: Yoga for Fitness

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course Objectives	• To understand the concept of fitness in its physical and mental dimensions. • To explain the role of yoga practices, especially Asanas and Pranayama, in enhancing fitness. • To compare and contrast yoga and physical exercise in terms of their effects on the body and mind. • To discuss the role of nutrition in supporting fitness and overall health.	
Course Outcomes	After successful completion of this course, students are expected to: • Understand the Fundamentals of Fitness • Explain the Role of Yoga in Physical and Mental Fitness • Apply Yoga Practices for Stress and Lifestyle Management • Understand the Role of Nutrition in Supporting Fitness Goals	
Unit	Contents	Hours
I	• Concept of Fitness – Physical, Mental • Definition of Fitness • Definition of Physical Fitness • Fitness Components	7
II	• Importance of Fitness • Importance of Physical Fitness in daily life • Importance of Asana for Fitness • Importance of Pranayama for Fitness	8
III	• Physical Fitness and Life Style • Need and Benefits of Physical Fitness • Importance of Yoga in Student Life • Importance of Yoga and Fitness	7
IV	• Comparison between Yoga and Physical Exercise • Yoga for Stress Management • Yoga, Fitness and Personality • Nutrition for Fitness	8
Study Resources	• “Asana, Pranayama, Mudra, Bandha”, 1969, Swamy Sathyananda Saraswati, Bihar Yoga Bharati, Munger • Fitness and Wellness, Werner. W.K. Hoegar, Sharon.A. Hoegar, 1990, Morton Publishing Company, Englewood, Colorado • Fitness Education, Teaching Concepts – Based Fitness in Schools, 1997, Garsuch scaris brick Publishers, Arizona • New Perspectives in Stress Management, 2014, Dr.H.R.Nagendra, Swamy Vivekananda Yoga Prakashna, Bangalore • Physical Fitness and Wellness, Dr. Samjay R.Agashe, Khel Sahithya Kendra, 7/26 Ansari Road, Darya Ganj, New Delhi • Yoga for Promotion of Positive Health, 2011. Dr.H.R.Nagendra and Dr.R.Nagarathna, Swamy Vivekananda Yoga Prakashna, Bangalore	

S. Y. B. Com. / S. Y. B. Sc.
Semester – III
YOG – OE - 231: Yogic Value Education

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course objectives	• Introduce students to the meaning, origin, history, and significance of yoga, especially in the modern era and student life • Educate students on the meaning, importance, and necessity of value education in shaping ethical and responsible individuals. • Provide knowledge about Yama and Niyama, their adherence, and their role in developing discipline, morality, and self-control in students' lives. • Teach students about different types of values, moral principles, their nature, and their significance in personal and social life.	
Course outcomes	After successful completion of this course, students are expected to: • Able to explain the meaning, history, and importance of yoga and its necessity in modern life. • Gain insight into value education and its role in character building, applying these principles in daily life. • Develop the ability to incorporate Yama and Niyama principles into their personal and academic life for ethical growth. • Identify and analyze different types of values, their objectives, and their role in personal and societal development.	
Unit	Contents	Hours
I	• Yoga - Meaning & Definitions • Origin & History of Yoga • Importance of Yoga in Modern Era • Need of Yoga in Students Life	7
II	• Value - Meaning & Definitions • Value Education - Meaning & Definitions • Importance of Value Education in Modern Era • Need of Value Education in Students Life	8
III	• Introduction of Ashtang Yoga • Effects of Yama adherence • Effects of Niyama adherence • Necessity of Yama & Niyama in Students Life	7
IV	• Types of Values • Introduction Ten Moral Values • Moral Values – Nature • Objectives & Symptoms of Values	8

Study Resources	• Kolhatkar, K.K. (2003). <i>Patanjal Yog Darshan</i>. Aditya pratishtan, Pune. • Bharambe B.M. (2007). <i>Patanjal Yog Darshan</i>. Bhakti sadhana Foundation, Jalgaon. • Deokule, V.G. <i>Hathpradeepika</i>. Adarsh Vidhyarthi prakashan, Pune. • Deokule, V.G, <i>Gherandsamhita</i> (2001). T.R.Enterprises, Pune. • Saraswati, swami Niranjananand. <i>Gherand samhita</i> (2004). Yog Publications Trust, Munger, Bihar. • Basavreddi, Dr. Ishwar & Pathak, Dr.Satyaprakash. <i>Hathyog ke adhar evam Prayog</i> (2011). Morarji Desai Rashtriya Yog Sansthan, New Delhi. • Varnekar, Dr.S.B. Pragyabharti. <i>Samagra Yog darshan</i>. Janardhan Swami Yogabhyasi Mandal, Nagpur. • Grose. D. N. <i>A text book of Value Education</i> (2005). New Delhi. • Gawande. E. N – <i>Value Oriented Education</i> (2002). Vision for better living. New Delhi. • Brain, Trust Aliyar- <i>Value Education for Health Happiness and Harmony</i> (2004). Vethathiri publications. • Dauneria, Sadhana (2021). <i>Value Oriented Yoga In The Field Of Higher Education</i>. Chaukhamba Surbharati Prakashan.	
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S. Y. B. A. (Yogic Science)
Semester – III
YOG- CEP- 231: Community Engagement Programme

Credits: 2

Internal Examination: 50

Total Marks: 50

Guidelines for CEP & FP

In alignment with the National Education Policy (NEP) 2020, Moolji Jaitha College (Autonomous), Jalgaon is introducing the Community Engagement Program and Field Project at the undergraduate level. The NEP 2020 emphasizes holistic development, inclusivity, and integrating vocational education with academic learning, aiming to nurture socially responsible individuals. This course fosters a strong connection between education and real-world applications. We believe that experiential learning, community involvement, and fieldwork are essential components of a well-rounded education. These initiatives aim to bridge the gap between theoretical knowledge and practical experience, helping students develop critical thinking, problem-solving skills, and a sense of civic responsibility. Additionally, students will learn about the challenges faced by vulnerable households and appreciate local wisdom and lifestyles.

Inspired by NEP 2020, the Community Engagement Program and Field Project aim to produce knowledgeable, compassionate, and proactive graduates, contributing to a more just, equitable, and sustainable society.

Objectives

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.
- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

Course Structure: 2 Credits Course (30 hours)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages”, rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	– Classroom discussions – Field visit – Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit – Group discussions in class – Assignment

3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	– Classroom – Field visit – Group presentation of assignment
4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of the programme for the poor. Special focus on the urban informal sector and migrant households.	– Classroom – Each student selects one program for field visit – Written assignment

Note: The modules are suggestive in nature and students can opt any one activities for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;
- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological

resources and biodiversity, forest and wildlife conservation, and sustainable development and living

- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.
- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers’ livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women’s empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.
- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.
- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions

- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.
- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyze their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

SEMESTER

IV

S. Y. B. A. (Yogic Science)
Semester – IV
YOG-DSC- 241: Introduction to Hathayoga – II

Credits: 4

Internal Examination: 40

Total Marks: 100

External Examination: 60

Course Objectives	- To impart the concepts of Hathayoga. - To impart the knowledge about Dharana, Dhyan & Samadhi. - Give information about the lives of Various Yogis.	
Course Outcomes	After successful completion of this course, students are expected to: - Get the Knowledge of Various Concepts in Hathayoga. - Get the Knowledge of Dharana, Dhyana & Samadhi - Get the Information about the lives of Various Yogis.	
Unit	Contents	Hours
I	- Pratyahar Concept According to Gherand Samhita - Nadanusandhan and It's Stages - Concept of Shatachakra And Kundalini - Concept of Panchaprana	15
II	- Dharna and Its Types Accordnig to Gherand Samhita - Dhyan And Its Types Accordnig to Gherand Samhita - Samadhi And Its Types According to Gherand Samhita - Types of Bandha Accordnig to Gherand Samhita.	15
III	- Brief Introdction of Yogi Arvindo biography - Introduction of Swami Vivekanand - Swami Dayananda Sarsavti introduction - Maharshi Mahesh Yogi life Intrduction	15
IV	- Swami Shivanand life Highlights - Introduction of Swami Kuvlyananda's life - Swami Satyananda Saraswati - Paramahansa Yogananda life introduction	15
Study Resources	- Sarasavti., Swami Niranjana, <i>Gherandasamhita</i>. Bihar School of Yoga, Munger, Bihar. - Saraswati, Swami Satyananda (1989). <i>Aasan Pranayam Mudra Bandha</i>. Bihar school of Yoga Munger, Bihar. - Saraswati, Swami Niranjana (2004). <i>Gherand Samhita</i>. Yoga publications Trust, Yoga Munger, Bihar - Trilok, Rajiv Jain (2015). <i>Sampurn Yoga Vidya</i>. Manjul Publications House, Bhopal. - Zha, Swami Digambarji & Dr. Pitambar (2011). <i>Hathapradipika</i>, kaivalyadham, Shri manmadhav yoga manidr Samiti, Lonavala. - Arya, Dr. Somveer, Yadav, Dr. Dharamveer. <i>Yogiyo ka Jivan Parichay</i> (2022). Aarshya Sahitya Publications.	

S. Y. B. A. (Yogic Science)
Semester – IV
YOG-DSC- 242: Yogic Practices for Well-being

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course objectives	• Practicing prayer and Omkar Sadhana by the students. • Practicing Surya Namaskar and Yogasanas for Fitness. • Pranayama to be studied by the students for the purpose of physical and mental Fitness	
Course outcomes	After successful completion of this course, students are expected to: • Knowledge of Omkar sadhana and prayer will be imparted. • Practical knowledge of surynamaskara and Yogasana for Fitness will be acquired. • Students will use Pranayama for physical and mental health.	
Unit	Contents	Hours
I	• Omkar Sadhana, Prayer, Guruvandana, • Patanjali Naman, Vishwakalyan Prayer, Shantipatha • Micro Exercise • Suryanamaskar Practice	15
II	• Yogasana – Supine Position : Uttan padaasana, Naukasana Vipareet Karani, Shavasana • Yogasana-Prone Position: Vakrahasta Bhujangasana, Saralhasta Bhujangasana, Viparit Naukasana, Shalabhasana, Makarasana	15
III	• Yogasana - Sitting Position: Padmasana, Swastikasana, Vajrasana. Vakrasana, Pashchimottanasana, Shashankasana • Yogasana- Standing position: Veerasana, Tadasana, Trikonasana, Vrikshasana	15
IV	• Shatkarma : Kapalbhathi, Tratak • Breathing Techniques: Fast Breathing Type 1 to 3, Deep Breathing • Pranayama- Anulom Vilom, Shitali, Bhramari • Mudra : Vajrasana Yogamudra Type 1 & 2, Padmasana Yogamudra Type 1 & 2	15
Study Resources	• Mandlik, Vishvas (2008). <i>Yogapravesh</i> (Third Edition). Yoga Chaitana Prakashan Vibhag, Nashik. • Gharote, M. L. (1982). <i>Guidelines for Yogic Practices</i>. Medha publication, Lonavala. • Saraswati Swami Satyananda (1989). <i>Aasan Pranayam Mudra Bandha</i>, Bihar school of Yoga Munger, Bihar. • Mandalik, Dr. Vishwas. <i>Yoga parichay</i>. Yoga Chaitanya prakashan, Nashik. • Chikode, Dr. Ranjeet (2013). <i>Yogajivan</i>, Riya Publications, Kolhapur. • Iyankar, Dr. B. K. S.(2010). <i>Yoga Sarvansathi</i>, Rohan Prakashan, Pune. • Jain, Dr. Kiran (2008). <i>Swarvansathi Praathmik Yogasadhna</i>. Yoga Krida Prabodhini, Nashik • Saraswati, Swami Satyananda (2007). <i>Suryanamskar</i>. Yoga publications Trust, Yoga Munger, Bihar	

	• Saraswati, Swami Satyananda (2005). <i>Yoganidr</i>. Yoga publications Trust, Munger, Bihar. • Saraswati, Swami Niranjananada (2004). <i>Gherand Samhita</i>. Yoga publications Trust, Yoga Munger, Bihar • Trilok, Rajiv jain (2015). <i>Sampurn Yoga Vidya</i>, Manjul Publications House, Bhopal. • Zha, Swami Digambarji & Dr. Pitambar (2011). <i>Hathapradipika</i>. kaivalyadham, Shri manmadhav yoga manidr Samiti, Lonavala. • Gore, M. M. (2018). <i>Anatomy & physiology of Yogic practices</i> (5th edition). kaivalyadham Lonavala. • Tiwari, O. P. <i>Aasana Why & How?</i>. Kaivalyadham, lonavala.	
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S. Y. B. A. (Yogic Science)**Semester – IV****YOG-MIN- 241: Introduction to Hathayoga – II****Credits: 4****Internal Examination: 40****Total Marks: 100****External Examination: 60**

Course Objectives	• To impart the concepts of Hathayoga. • To impart the knowledge about Dharana, Dhyana & Samadhi. • Give information about the lives of Various Yogis.	
Course Outcomes	After successful completion of this course, students are expected to: • Get the Knowledge of Various Concepts in Hathayoga. • Get the Knowledge of Dharana, Dhyana & Samadhi • Get the Information about the lives of Various Yogis.	
Unit	Contents	Hours
I	• Pratyahar Concept According to Gherand Samhita • Nadanusandhan and It's Stages • Concept of Shatachakra And Kundalini • Concept of Panchaprana	15
II	• Dharna and Its Types According to Gherand Samhita • Dhyana And Its Types According to Gherand Samhita • Samadhi And Its Types According to Gherand Samhita • Types of Bandha Accordnig to Gherand Samhita.	15
III	• Brief Introduction of Yogi Arvindo biography • Introduction of Swami Vivekanand • Swami Dayananda Sarsavti introduction • Maharshi Mahesh Yogi life Intrduction	15
IV	• Swami Shivanand life Highlights • Introduction of Swami Kuvlyananda's life • Swami Satyananda Saraswati • Paramahansa Yogananda life introduction	15
Study Resources	• Swami, Swatmaram. <i>Hathayoga Pradipik</i>. Kaivalyadhama, Lonavala • Swami, Niranjana Sarasvati, <i>Gherandasamhita</i>. Bihar School of Yoga, Munger, Bihar. • Saraswati, Swami Satyananda (1989). <i>Aasan Pranayam Mudra Bandha</i>. Bihar school of Yoga Munger, Bihar • Saraswati Swami Niranjana (2004). <i>Gherand Samhita</i>, Yoga publications Trust, Yoga Munger, Bihar. • Trilok, Rajiv jain (2015). <i>Sampurn Yoga Vidya</i>. Manjul Publications House, Bhopal. • Arya Dr. Somveer, Yadav Dr. Dharamveer (2022). <i>Yogiyo ka Jivan Parichay</i>. Aarshya Sahitya Publications.	

S. Y. B. A. (Yogic Science)
Semester – IV
YOG -SEC-241: Introduction of Yoga Education

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course objectives	• To impart the students with basic concepts of yoga education. • To impart the students with aims and objectives of Lesson plan. • To impart the basic knowledge of Types of Yoga Education • To familiarize the students with Suitable Place and Environment for Yoga Class.	
Course outcomes	After successful completion of this course, students are expected to: • Know about Yoga education. • Able to take lesson plan. • Understand how to effectively conduct Yoga classes. • Able to understand the basic principles about application of Yoga education.	
Unit	Contents	Hours
I	• Education – Definitions • Origin and Development • Principles of Yoga Education	8
II	• Qualities of Ideal Yoga teacher • Aims of Yoga Education • Objectives of Yoga Education	7
III	• Types of Yoga Education • Importance of Community Yoga Education • Management of Yoga Class	8
IV	• Suitable Place and Environment for Yoga Class • Physical Conditions for Yoga Practices • Importance of Prayer and Omkar Chanting in Yoga class	7
Study Resources	• Gharana, Dr. Y.D. (2029). <i>Yoga Teacher</i>. Sumit Prakashan. • Yogi Vikas (2022). <i>An Integrated Approach to Teaching & Learning of Yoga</i>. Chaukhamba Surbharati Prakashan. • Gharote, Dr. M.L. & Ganguly, S.K. (2018). Ganguly. <i>Teaching Methods of Yoga</i>.Kaivalyadhama Samiti Lonavala. • Shrama, Dheeraj Kumar&Panwar, Dr. Arjun Singh & Bhajpae, Anil Kumar (2023). <i>Yoga Education</i>. Khel Sahitya Kendra.	

S. Y. B. A. (Yogic Science)
Semester – IV
YOG -SEC-242: Practical Aspects of yoga

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course Objectives	• Practicing prayer and Omkar Sadhana by the students. • Practicing Surya Namaskar and Yogasanas for Fitness. • Pranayama and Shuddhikriya to be studied by the students for the purpose of physical and mental Fitness	
Course Outcomes	After successful completion of this course, students are expected to: • Knowledge of Omkar sadhana and prayer will be imparted. • Practical knowledge of Yogasana and Pranayama will be acquired. • Students will use Pranayama and Shuddhikriya for physical and mental health.	
Unit	Contents	Hours
I	• Akhanda Omkar Sadhana, Prayer, Guruvandna, • Patanjali Naman, Vishwakalyan Prayer, Shantipath • Micro Exercise • Suryanamskar Practice	15
II	• Yogasana – Supine Position : Sarvangasana, Padma Sarvangasana, Kandharasana, Karnapidasana, Chakrasana, Mtsyasana • Yogasana- Prone Position: Saralhasta Bhujangasana, Sarpasana, vakra hasta Bhujangasana, Dhanurasna, Makarasana	15
III	• Yogasana - Sitting Position: Marichayasana, Janushirasana, Aakarna Dhanurasana, Baddhpadmasana, Gomukhasana, Marjaraasan, Bhadrasana • Yogasana- Standing position: Natrajasana, Bakasana, Kati chkrasana, Vatayanasana, Garudasana	15
IV	• Shatkarma : Jalaneti, Rabarneti, Dandadhauti, Agnisar, Kapalbhathi, Tratak • Pranayama- Nadishuddhi, Bhramari, Suryabhedan, Bhastrika, Sitkari, Ujjai • Bandha : Jalandhar Bandha, Moolabandha, Uddiyan Bandha, Mahabandha • Mudra : Jalamudra, Vayu mudra, Suryamudra, Shunyamudra	15
Study Resources	• Mandlik, Vishvas (2008), <i>Yogapravesh</i>, Third Edition, Yoga Chaitana Prakashan Vibhag, Nashik. • Swami Swatmaram, <i>Hathayoga Pradipika</i>, Kaivalyadhama, Lonavala • Swami Niranjananada, <i>Gherandasamhita</i> - Bihar School of Yoga, Munger, Bihar. • Gharote, M. L. (1982), <i>Guidelines for Yogic Practices</i>, Medha publication, Lonavala. • Saraswati Swami Satyananda, (1989), <i>Aasan Pranayam Mudra Bandha</i>, Bihar school of Yoga Munger, Bihar • Mandalik, Dr. Vishawas, <i>Yoga parichay</i>, Yoga Chaitanya prakashan, Nashik • Chikode, Dr. Ranjeet (2013), <i>Yogajivan</i>, Riya Publications,	

	Kolhapur • Iyankgar, Dr. B. K. S.(2010), <i>Yoga Sarvansathi</i>, Rohan Prakashan, Pune. • Jain, Dr. Kiran (2008), <i>Swarvansathi Praathmik Yogasadhna</i>, Yoga Krida Prabodhini, Nashik • Saraswati Swami Satyananda, (2007), <i>Suryanamskar</i>, Yoga publications Trust, Yoga Munger, Bihar • Saraswati Swami Satyananda, (2005), <i>Yoganidra</i>, Yoga publications Trust, Yoga Munger, Bihar • Saraswati Swami niranjananada, (2004), <i>Gherand Samhita</i>, Yoga publications Trust, Yoga Munger, Bihar • Trilok, Rajiv jain (2015), <i>Sampurn Yoga Vidya</i>, Manjul Publications House, Bhopal. • Zha Swami Digambarji & Dr. Pitambar, (2011), <i>Hathapradipika</i>, kaivalyadham, Shri manmadhav yoga manidr Samiti, Lonavala. • Gore, M. M. (2018), <i>Anatomy & physiology of Yogic practices</i>, kaivalyadham Lonavala, 5th edition. • Tiwari, O. P., <i>Aasana Why & How?</i> Kaivalyadham, lonavala..	
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S. Y. B.Com. / S. Y. B. Sc.
Semester – IV
YOG – OE- 241: The Evolution of Yoga

Credits: 2

Internal Examination: 20

Total Marks: 50

External Examination: 30

Course Objectives	- To provide an understanding of the definition, history, and philosophical foundations. - To explore different paths of Yoga (Karma Yoga, Bhakti Yoga, Hatha Yoga, and Raja Yoga) and their significance in spiritual and personal growth. - To develop practical knowledge of Asanas, Pranayama, Meditation, and Mantra Chanting for physical, mental, and emotional well-being. - To analyze the relevance of Yoga in contemporary society, focusing on its integration into education, mental health, and holistic development.	
Course Outcomes	After successful completion of this course, students are expected to: - Demonstrate a clear understanding of Yoga's history, philosophy, and its role in the Evolution of Yoga - Differentiate and apply the principles of various Yoga paths, including Karma, Bhakti, Hatha, and Raja Yoga. - Exhibit proficiency in Asanas, Pranayama, Meditation, and Mantra Chanting, understanding their scientific and spiritual benefits. - Critically evaluate the role of Yoga in modern society, particularly its applications in education, health, and well-being.	
Unit	Contents	Hours
I	- Definition of Yoga - History of Yoga in the context of Indian philosophy - The role of Yoga in the Indian knowledge system - The relationship between mind, body, and soul in the context of Yoga	7
II	- Karma Yoga - Bhakti Yoga - Hatha Yoga - Raja Yoga	8
III	- Asanas (Physical Postures) and their significance in Yoga - Pranayama (Breathing techniques) and their impact on health and mind - Meditation techniques (Dhyana) in different forms of Yoga - The role of mantra chanting and visualization in the Yogic process	7
IV	- Yoga and its relevance in contemporary society - The benefits of Yoga in physical and emotional well-being - Yoga for mental health - Integration of Yoga practices in modern educational	8
Study Resources	- Feuerstein, G. (2008). <i>The Yoga Tradition: Its History, Literature, Philosophy and Practice</i>. Hohm Press. - Saraswati, S. S. (2008). <i>Four Chapters on Freedom: Commentary on the Yoga Sutras of Patanjali</i>. Yoga Publications Trust. - Iyengar, B. K. S. (2005). <i>Light on Yoga</i>. Harper Collins. - Vivekananda, S. (2013). <i>Raja Yoga</i>. Advaita Ashrama. - Miller, B. S. (1996). <i>Yoga: Discipline of Freedom: The Yoga Sutra</i>	

	<i>Attributed to Patanjali. Bantam.</i> • Taimni, I. K. (2007). <i>The Science of Yoga: The Yoga-Sutras of Patanjali in Sanskrit with Transliteration in Roman, Translation in English and Commentary.</i> Theosophical Publishing House. • Desikachar, T. K. V. (1999). <i>The Heart of Yoga: Developing a Personal Practice.</i> Inner Traditions. • Sivananda, S. (2017). <i>The Practice of Yog.</i> Divine Life Society. • White, D. G. (2014). <i>The Yoga Sutra of Patanjali: A Biography.</i> Princeton University Press. • Mallinson, J., & Singleton, M. (2017). <i>Roots of Yoga.</i> Penguin Books.	
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S. Y. B. A. (Yogic Science)
Semester – IV
YOG-FP- 241: Field Project

Credits: 2

Internal Examination: 50

Total Marks: 50

Refer to the Guidelines for CEP and FP given on Pages 16 to 21 in this Document.

Board of Studies - Yogic Science
M. J. College (Autonomous) Jalgaon

Sr. No.	Name	Designation	College / Institute
1	Dr. Devanand S. Sonar	Chairman	M. J. College (Autonomous) Jalgaon
2	Mrs. Jyoti D. Wagh	Member	M. J. College (Autonomous) Jalgaon
3	Mr. Pankaj P. Khajbage	Member	M. J. College (Autonomous) Jalgaon
4	Mr. Anant S. Mahajan	Member	M. J. College (Autonomous) Jalgaon
5	Mrs. Sonal A. Mahajan	Member	M. J. College (Autonomous) Jalgaon
6	Dr. Kalapini Agasthi	Member	K. K. Sanskrit University, Ramtek
7	Dr. Vashishtha A. Khodaskar	Member	Nehru Mahavidyalaya, Nerpersopant, Yavatmal
8	Dr. Nilesh Wagh	Member	Yoga Mahavidyalaya, Nashik
9	Mr. Subodh Tiwari	Member	Kaivalayadham Yoga Institute, Lonavala
10	Dr. Priti R. Patil	Member	Jalgaon (Postgraduate meritorious alumnus)
11	Mrs. Geetanjali K. Bhangale	Invited Member	KBC North Maharashtra University, Jalgaon