



E D U C A T I O N A L
S T A N D A R D S
C O M M I T T E E

February 1, 2012

Proposed Educational Standards for the Training of Yoga Therapists

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Definition of Yoga Therapy

Yoga therapy is the process of empowering individuals to progress toward improved health and wellbeing through the application of the teachings and practices of yoga.

Yoga is a scientific system of self-investigation, self-transformation, and self-realization that originated in India. The teachings of yoga are rooted in the Vedas and grounded in classical texts and a rich oral tradition. This tradition recognizes that the human being's essential nature is unchanging awareness that exists in relationship to and identification with the changing phenomena of the empirical world.

The tradition of yoga views humans as a multidimensional system that includes all aspects of body; breath; and mind, intellect, and emotions and their mutual interaction. Yoga is founded on the basic principle that intelligent practice can positively influence the direction of change within these human dimensions, which are distinct from an individual's unchanging nature or spirit. The practices of yoga include, but are not limited to, *asana*, *pranayama*, meditation, *mantra*, chanting, *mudra*, ritual, and a disciplined lifestyle.

Yoga therapy is the application of these teachings in a therapeutic context in order to support a consistent yoga practice that will increase self-awareness and engage the client/student's energy in the direction of desired goals. The goals of yoga therapy include eliminating, reducing, or managing symptoms that cause suffering; improving function; helping to prevent the occurrence or re-occurrence of underlying causes of illness; and moving toward improved health and wellbeing. Yoga therapy also helps clients/students to change their relationship to and identification with their condition.

Yoga therapy requires specialized training and skill development to support the relationship between the client/student and therapist and to effect positive change for the individual.

Yoga therapy is informed by its sister science of Ayurveda. As part of a living tradition, yoga therapy continues to evolve and adapt to the cultural context in which it is practiced and today is also informed by contemporary health sciences. Its efficacy is supported by an increasing body of research evidence, which contributes to the growing understanding and acceptance of its value as a therapeutic discipline.

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Competencies Profile

- I. Yoga Foundations
- II. Contemporary Biomedical and Psychological Knowledge
- III. Knowledge of Teaching and Therapeutic Skills
- IV. Application
- V. Professional Practice

*Note: each competency has a **descriptor**, which outlines the depth of study for each topic. Definitions for the level of knowledge descriptors are at the end of the competencies listing.*

I. Yoga Foundations

A. Yoga Teachings and Philosophy

1. **Familiarity** with the evolution of the teachings and philosophy of the yoga tradition and its relevance and application to yoga therapy, including teachings from Vedic and post-Vedic periods, Samkhya, Yoga, Tantra, and Ayurveda.
 - a. Examples of concepts and models from the above relevant to yoga therapy, including but not limited to
 - i. *tanmatra/bhuta/indriya* (subtle element/gross elements/senses)
 - ii. *purusha/prakrti* (consciousness/material world)
 - iii. *pancamaya kosha* (dimensions of the human system)
 - iv. *guna* (fundamental forces of nature)
 - v. *dubkha* (suffering/discomfort)

B. Yoga and the Mind

1. **Knowledge** of yoga perspectives on the structure, states, functioning, and conditions of the mind, including but not limited to
 - a. *drashtr* (seer), *drsbya* (seen)
 - b. *antahkarana citta* (consciousness), *buddhi* (intellect), *ahamkara* (ego), *manas* (mind)
 - c. *citta vrtti* (activities of the mind), *citta pariama* (structural changes in the mind), *vyutthana/nirodha* (mind's potential for distraction and focus)
 - d. *artha* (cognition), *bhava* (mood), *svabhava* (inborn nature), *vasana* (residue of experience), *samskara* (conditioned pattern of thinking and behavior)
 - e. states of mind—*mudha* (stupefied/dull), *kshipta* (disturbed), *vikshipta*

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(alternating between distraction and focus), *ekagrata* (one-pointed), *nirodha* (focus enveloped/held/ restrained), *vaishvanara* (waking), *taijasa* (dream), *prajña* (deep sleep), *turiya* (beyond)

2. **Knowledge** of yoga perspectives on distracted/disturbed conditions of mind and their expressions, including but not limited to

- a. *klesha* (affliction)
- b. *lobha*, *krodha*, and *moha* (greed, anger, attachment)
- c. *dubkha* and *daurmanasya* (suffering/discomfort and negative attitude/thinking), *saurpyam* (identification with the contents of the mind or seer taking the same form as the mind)
- d. *antaraya* (obstacles to progress in yoga)

3. **Knowledge** of yoga perspectives on distracted/disturbed conditions of the mind and their expressions, including basic concepts as expressed in such texts as the Yoga Sutras, the Bhagavad Gita, and others.

C. Yoga Practices

1. **In-depth knowledge** of a range of yoga practices and their potential therapeutic effects, including but not limited to

- a. *asana* (postures)
- b. *pranayama* (regulated breathing)
- c. relaxation and meditation techniques such as *bhavana* (visualization), *mantra* (recitation), *mudra* (symbolic gesture), *nyasa* (generic gesture)
- d. *vihara* (lifestyle modifications)

2. **In-depth knowledge** of contraindications of yoga practices for specific conditions and circumstances.

D. Framework For Health and Disease

1. **Knowledge** of the basic perspectives on health and disease from yoga and Ayurveda relevant to the practice of yoga therapy, including the concepts of

- a. *panca maya (kosha)* (fundamental structure of the human system)
- b. subtle anatomy
- c. *tri-dosha* (effect of the elements on the physical body)
- d. *tri-guna* (effect of *sattva* (equilibrium), *rajas* (activity), *tamas* (inertia))
- e. *prakrti/vikrti* (*dosha* constitution at birth/imbalance of the *dosha* currently expressed in the body)
- f. *ama* (undigested food, emotions, etc. accumulated in the body)
- g. *agni* (internal fire(s) and their contribution to health)
- h. *prana vayu* (*prana*, *apana*, *vyana*, *udana*, *samana*)
- i. *prana prakopa* (disturbance of the *vayu*)
- j. *surya/chandra* (sun/moon)
- k. *brmbhana/langhana* (expansion/contraction)
- l. *vyuha model: heyra* (the symptoms), *hetu* (the causes), *hana* (the goal), *upaya* (the tools)

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Competencies Profile

2. **Knowledge** of categorizing illness, including
 - a. Development/evolution of disease (*samprapti*—pathogenesis), including but not limited to direction, intensity, onset, and duration and their influence on the ease or difficulty of healing and disease management.
 - b. Setting priorities: symptoms/pacification (*shamana*—short term) and purification/strengthening (*shodbana*—long term).

II. Biomedical and Psychological Foundations

A. Anatomy and Physiology

1. **Knowledge** of human anatomy and physiology, including all major systems of the body and their interrelationships, as relevant to the work of a yoga therapist.
2. **Knowledge** of biomechanics and movement as they relate to the practice of yoga and the work of a yoga therapist.
3. **Knowledge** of common pathologies and disorders of all the major systems, including symptoms, management, illness trajectories, and contraindications, as relevant to the work of a yoga therapist.

B. Additional Biomedical Knowledge

1. **Familiarity** with commonly used drugs and surgical procedures as relevant to the work of a yoga therapist.
2. **Familiarity** with common medical terminology.
3. **Knowledge** of how to reference current healthcare information relevant to the work of a yoga therapist, including pathologies, disorders, drugs, and surgical procedures.

C. Psychology and Mental Health

1. **Basic knowledge** of commonly occurring mental health conditions, their symptoms, and common approaches/interventions, from psychological distress to psychiatric conditions, as they relate to the work of a yoga therapist.
2. **Basic knowledge** of psychological concepts and terminology, including mood, cognition, behavior, and personality, as relevant to the work of a yoga therapist.

D. Additional Knowledge

1. **Familiarity** with models of human development, including developmental stages, lifecycles, and personality, and their importance to medical and psychological health and well-being.
2. **Familiarity** with the influence of familial, social, cultural, and religious conditioning on mental and medical perspectives of health and healing.

E. Body and Mind Integration

1. **Knowledge** of the interaction of the body, breath, mind, intellect, and emotions in health and well-being.

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Competencies Profile

III. Teaching and Therapeutic Skills

A. Basic Principles of the Therapeutic Relationship

1. **In-depth knowledge** of, and observed capacity for, well-developed communication skills: listening, presence, directive and non-directive dialog.
2. **Demonstrated ability** to recognize, adjust, and adapt to specific client/student needs in the evolving therapeutic/professional relationship.
3. **Demonstrated ability** to recognize and manage the subtle dynamics inherent in the therapist/client relationship.
4. **Knowledge** of the scope of practice of yoga therapy and how to assess the need for referral to other professional services.

B. Principles and Skills for Educating Clients/Students

1. **In-depth knowledge of and ability** to implement effective teaching methods, adapt to unique styles of learning, provide supportive and effective feedback, acknowledge the client's/student's progress, and cope with unique difficulties/successes.
2. **In-depth knowledge of and ability** to transmit the value of self-awareness and self-responsibility throughout the therapeutic process.
3. **In-depth knowledge of and ability** to develop and adjust appropriate practice strategies to the client/student.

C. Principles and Skills for Working with Groups

1. **Basic knowledge of and ability** to design, implement, and evaluate group programs.
2. **Familiarity** with group dynamics and techniques, including communication skills, time management, and the establishment of priorities and boundaries, as well as techniques to address the specific needs of individual participants, to the degree possible in a group setting.

IV. Application

A. Developing and Maintaining Therapeutic Relationships

1. **Demonstrated ability** to foster trust by establishing an appropriate therapeutic environment through privacy, confidentiality, and safety.
2. **Demonstrated ability** to practice effective, client/student-centered communication based upon a respect for, and sensitivity to, individual, familial, cultural, social, ethnic, and religious factors.

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Competencies Profile

B. Client/Student Intake, Evaluation, Observation

1. **Demonstrated ability** to gather and assess the client/student, including
 - a. Taking a history of the client and his/her conditions
 - b. Assessing the current condition using the tools relevant to the yoga therapist, including an evaluation of the physical, energetic, mental, emotional, and spiritual dimensions of well-being
2. **Demonstrated ability** to elicit the goals, expectations, and aspirations of the client/student.
3. **Demonstrated ability** to integrate information from the intake, evaluation, and observation to develop a working assessment of the client's condition, limitations, and possibilities.

C. Strategy

1. **Demonstrated ability** to apply knowledge of how to determine which aspects of the client/student's conditions, goals, and aspirations might be addressed through yoga therapy.
2. **Demonstrated ability** to identify priorities and set both long- and short-term goals with the client/student.
3. **Demonstrated ability to apply knowledge** of pacification, purification, and strengthening strategies.
4. **Demonstrated ability to apply knowledge** of strategies that address common disorders and pathologies of the major human systems and common mental health conditions, as well as other goals and aspirations of the student as relevant to the work of a yoga therapist.
5. **Demonstrated ability to apply knowledge** of how to combine intake, evaluation, observations, and working assessment to develop an appropriate practice or session strategy for individual clients/students as well as group classes, taking into consideration the holistic nature of the individual.
6. **Demonstrated knowledge** of how to choose and prioritize the use of yoga tools and techniques, including selecting, sequencing, adapting, and modifying Yoga practices appropriate to the needs of clients.

D. Provide Yoga Therapy

1. **Demonstrated ability** to teach or deliver the appropriate practices for individuals as well as groups, taking into consideration the assessment of their conditions, limitations, possibilities, and the overall practice strategy.
2. **Demonstrated ability** to facilitate the client/student's experience of the practice, including
 - a. Instruction, demonstration, education of the client/student using multimodal strategies of education such as auditory, visual, and kinesthetic learning tools.
 - b. Providing supportive strategies for the client/student to actively participate in his/her practice, such as a means to remember his/her practice (e.g., auditory and visual tools).

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Competencies Profile

E. Follow Up and Re-planning

1. **Demonstrated ability** to gather feedback, re-assess, and refine the practice and to determine short-term and long-term goals and priorities.
2. **Demonstrated ability** to address new and changing conditions, goals, aspirations, and priorities of the student/client and to provide appropriate support.
3. **Demonstrated ability** to provide appropriate closure for the therapy sessions.

V. Professional Practice

A. Ethical Principles

1. **In-depth knowledge** of yoga practices and methods for self-inquiry related to establishing, practicing, and maintaining ethical principles.
2. **In-depth knowledge** of generally accepted ethical principles of health care codes of conduct and yoga's ethical principles.
3. **Demonstrated ability to apply knowledge** of generally accepted ethical principles and related concepts from the yoga tradition to professional interactions and relationships.
4. **In-depth knowledge** of the scope of practice of yoga therapy, resulting in the demonstrated ability to discern the need for referral to other modalities.
5. **Knowledge** of the extent of one's own individual training, skills, and evolving experience in yoga therapy, and knowledge of the importance of practicing within such parameters.

B. Legal, Regulatory, and Business Issues Pertaining to Yoga Therapy

1. **Knowledge** of current relevant local, state, and national laws and regulations impacting the work of a yoga therapist.
2. **Basic knowledge** of business practices relevant to the work of a yoga therapist, including record keeping, planning, and financial management.

C. Relationships with Peers, Mentors, Clinicians, and Organizations

1. **Basic knowledge** of other healthcare fields and their potential role in and relevance to the work of a yoga therapist.
2. **Basic knowledge** of how to establish, maintain, and utilize a referral network of peers and related healthcare practitioners and organizations.
3. **Basic knowledge** of how to develop and maintain ongoing collaborative relationships.

D. Personal and Professional Development and Continuing Education

1. **Knowledge** of the fundamental value of ongoing personal practice, long-term mentorship, and skills maintenance/development through continuing education.
2. **Knowledge** of when and how to seek advice and support for case consultation, educational advancement, and personal practice.

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Competencies Profile

Definitions for the Level-of-Knowledge Descriptors

Familiarity

Acquire introductory knowledge of a subject sufficient to bring the student's awareness to the existence and central essence of that subject and for the student to know when further knowledge is required for the practice of yoga therapy.

Basic Knowledge

Acquire an overview of the broad principles of a subject, including a general awareness of its relevance to and/or potential use in the practice of yoga therapy.

Knowledge

Develop an understanding of all aspects of a subject and its specific applications to the practice of yoga therapy.

In-Depth Knowledge

Through study and practicum, acquire a confident, in-depth knowledge of a subject and its multiple applications as well as its potential limitations in the practice of yoga therapy.

Demonstrated Ability

Demonstrate the ability to undertake particular tasks associated with the work of a yoga therapist.

Demonstrated Ability to Apply Knowledge

Demonstrate the application of knowledge to specific cases.

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Admission Requirements, Hours of Training, and Definitions

In-depth definitions, essential to understanding the requirements for training entry-level yoga therapists follow the admission requirements and hours of training outlined here. Defined words and phrases are in bold throughout the document.

I. Admission Requirements and Hours of Training

A. Admission Requirements

1. This document outlines the *minimum admission requirements* to attend a yoga therapy school. Schools may choose to have additional requirements. It is recommended that schools develop an application form that includes a summary of the applicant's previous training and experience.
2. To ensure that students have a basic foundation in yoga teaching, the minimum admission requirement for a yoga therapy training program is a 200-hour teacher training, such as a Yoga Alliance 200-hour registered school program (RYS 200) or its equivalent.
3. In addition to minimum yoga teacher training, students must have completed the following, which can be completed concurrently:
 - a. One year of teaching experience, with specifics to be determined by the school.
 - b. One year of personal practice, with specifics to be determined by the school.

B. Length of Program

1. An entry-level yoga therapy training **program** must be at least 800 hours total, taught over a *minimum* of two years. Schools may choose to allow more time for completion of the 800 hours.
 - a. The hours must include a **practicum course**. The **practicum course** must be a *minimum* of 150 hours. It can be a combination of **contact** and **non-contact hours**.
 - b. The 800 hours does *not* include the **admission requirements**.
 - c. The **program** may include up to 300 **transfer hours** from **courses** that directly contribute to the **competencies** criteria.

C. Hours

1. Contact Hours

The total **program** must have a minimum of 600 **contact** hours.

2. Transfer Hours

Up to 300 **transfer hours** from another school **program** or **course** may be transferred at the discretion of the school.

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Admission Requirements, Hours of Training, and Definitions

3. Distance Learning

- a. A maximum of 200 **distance-learning hours** may be included in the total 800 hours. The distance-learning hours may, at the school's discretion, be distributed between **instructional** and **mentored practicum hours**.
- b. **Distance-learning courses** can only be offered to meet a **competency** requirement(s) in the following areas: Yoga Foundations (except yoga practices), Biomedical and Psychological Foundations, and Professional Practices.
- c. No **competency**, except **mentored practicum**, can be more than 25 percent fulfilled by distance learning.
- d. Up to 90 percent of the **mentored practicum course** may be fulfilled by **distance learning** and **distance mentoring**.
- e. The option to allow credit for **distance learning** is at the discretion of individual schools.

II. Definitions

Admission requirements are the specific criteria a school uses when accepting a student into the yoga therapy **program**. A school may have requirements in addition to IAYT's minimum admission requirements.

Competency is the expected measurable knowledge, skills, and abilities at the completion of a training **course** or **program**.

Contact and Non-Contact Hours

1. **Contact hours** are the time a student spends in *direct contact* with a **faculty member** or assigned mentor. Contact hours may be in a classroom; on the telephone; in electronic format such as a computer; or fulfilling a **course**, **distance-learning course**, or **practicum** mentored hours. A contact hour is a minimum of 50 minutes of instruction.
2. A **non-contact hour** is a student's time spent in *independent study* through a **distance-learning course** or a **practicum course**. Schools must pre-assign the number of hours that are considered appropriate for the completion of the course. **Non-contact** hours must be supervised by a **mentor** or **faculty member**.
3. Basic reading and homework assignments are not considered either **contact** or **non-contact** hours.

Continuing Education is a **course** that leads to an occupational objective, or enhances education in a specific program area, or is required for renewal of a certification.

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Admission Requirements, Hours of Training, and Definitions

Co-requisite: a **course** or **workshop** that can be taken concurrently with a **program** or with another **course** or **workshop**.

Course: A **course** provides depth and breadth in an area of study within the full training **program**, such as anatomy and physiology.

Director and Faculty

1. School Director

- a. The school director determines educational objectives and activities of any course or program area, including but not limited to, measures; assessments; records; reports or evaluation of students' attendance; and achievement or completion of lessons, courses, or training programs.
- b. The school director oversees the essential student records and data for which he or she is responsible according to state law or school policy and exercises technical and functional supervision over instructional staff, aides, or volunteers.
- c. If there is no school director, the responsibilities of the school director are merged into the responsibilities of the program director.

2. Program Director

- a. The program director oversees the total training program regardless of the amount of time he or she is in the classroom.
- b. The program director supervises and advises **faculty** and **mentors**.
- c. The program director is supervised by the **school director** when one exists.

3. Faculty Members

- a. A faculty member is a teacher of the **program**, **course**, or **workshop** who meets the requirements to teach the **course** as outlined in point (3)b.
- b. A faculty member must have well-established expertise and experience in the course he or she is teaching, including being trained, certified, or having a diploma in the field plus a minimum of two years practical experience.
- c. A faculty member is employed or contracted by a school to provide either a classroom or **distance-education course/program** for the purpose of delivering instruction or training necessary to meet the stated objectives of the **course/program**.
- d. Faculty members are supervised by the **school director** or the school's **program director**.

4. Mentor

- a. A mentor is a graduate of a yoga therapy school or a currently practicing yoga therapist who has been approved by the school to supervise a student(s) in training whether in person, on the telephone, or through other electronic media formats such as computer, as determined by the school .
- b. Mentors are supervised by the **program director** or a **faculty member**. They are appointed by the **program director**.

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Distance Learning: See Modes of Presentation.

Elective: a course that is offered in the **program** hours but is not required for completion of the yoga therapy training program.

Faculty: See Director and Faculty.

Modes of Presentation

1. **Instructional hours** are the time allocated for the presentation of educational material to fulfill a competency.
2. **Mentored hours** are the hours spent with a **faculty** member or **mentor** who supports and/or tutors the student's curriculum studies and guides his or her personal growth in relation to maturing as a yoga therapist. A mentor also advises students in the **practicum course**.
3. **Instructional distance learning** is a **course** supervised and delivered by the **program's faculty** that presents and assesses a **competency** or fulfills hours within the **practicum-mentored** component of a **program**. Distance learning varies in presentation style and may include online, electronic media formats and correspondence courses. **Distance-learning courses** may vary in scope and length.
4. A **distance-learning course** is facilitated by a **faculty** member with material prepared in a logical sequence and delivered to the student in an academic format (e.g., reading assignments with study guides, instructional DVDs, television programs, online prerecorded material). The student completes the prescribed material, including an assessment by a **faculty member** or **mentor**, that indicates he or she has met the educational **competency** for the course. Credit hours for the correspondence course are predetermined by the school, based on the average hours the material would be presented in a **contact-hour** format, regardless of the length of time a student takes to complete the material.
5. **Modes of Distance-Learning Delivery**
 - a. An **online course**, without the presence of a teacher, is a **non-contact-hour course**. The class material is presented specific to a **competency** and must include an assessment process. Hours are predetermined by the school, based on the average hours the material would be presented in a **contact-hour** format, regardless of the length of time a student takes to complete the material.
 - b. An **online interactive course** is computer-based instruction for a **course** within the **program** where a student has **contact hours** with the **faculty**, and possibly with other students, in an online-class format. The class material is presented specific to a competency and must include an assessment process by a **faculty member** or **mentor**. Hours are determined by the time spent online.
 - c. A **supervised independent-study course** is a **non-contact hour course**. The **course** meets the criteria of a **distance-learning course** (see #4 in Modes of Presentation).

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Practicum Hours

1. **Practicum hours** are educational experiences with a focus on gaining practical experience while being mentored by a **faculty member** or **mentor**. Such hours may be conducted in an in-house clinic/classroom, community setting, or other approved location under either direct mentorship or **distance-mentored** hours as defined below.
2. **All practicum hours** must be mentored. The **faculty** member or **mentor** is not required to be present at all qualifying yoga therapy sessions. The mentored status is accomplished through the student's relationship with a **faculty member** and/or **mentor** who will review the required documentation of the cases and oversee the class reports and/or through **distance-mentored practicum** sessions.
3. The hours for **practicum** can be a combination of **contact**, **non-contact**, and **distance-mentored contact** hours.
4. **Distance-mentored practicum hours** are **non-contact hours** the student spends independently taking cases, developing and/or delivering a yoga therapy session, and preparing the required reports/mentored materials for the **faculty member** or **mentor**. The objective is for the student to actively develop a clinical practice through a mentorship. The student receives and integrates feedback on his or her ability to apply the instructional education to taking a client's case history, assessing the client, preparing an individualized or group session, and following through with the client. Schools must pre-assign the number of hours that are considered appropriate for such a process.
5. **Distance-mentored hours** are documented **contact hours** a student spends in any distant communications format (e.g., telephone, videoconferencing, web-conferencing) with a **faculty member** or **mentor** guiding the student with issues arising from their studies and, specifically, with managing yoga therapy cases. All hours must be related to yoga therapy and the growth of the student and/or review of **practicum** cases.

Prerequisite is a **course** or topic that must be completed before another course or topic can be started.

Program: A **program** is the full curriculum for the yoga therapy training. It includes a group or series of organized **courses** pursued to attain a yoga therapy certification

Specialty Training /Area of Interest is a **course** that has a yoga therapy foundation, addresses a special area of interest (e.g., specific diseases or health conditions, back care, and so on) or a specific tool of yoga (e.g., Yoga Nidra), and is taught by qualified **faculty**. The acceptance of specialty trainings is at the discretion of the school.

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Transfer hours are hours completed in another yoga therapy training **program** or educational institution that can be applied to total hours. They must directly apply to a required **competency(ies)**. Transfer hours are at the discretion of the school.

Workshop: A **workshop** focuses on a topic of study within a yoga therapy-related **course**.

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Other Topics

1. Implementation

A timeline for an implementation process has not been developed. Once standards are adopted, schools will have time to adjust their programs to accommodate the standards.

2. Grandparenting

Grandparenting applies to individual practitioners rather than schools. As a field develops standards, grandparenting is typically addressed and is a generous process.

3. Other Topics

We realize there are other issues that may need to be addressed, including specialty programs, electronic media, and faculty qualifications. We welcome suggestions for other important topics that are of concern to you.

Transliterated Sanskrit Words with Diacritical Marks

agni
ahaṅkara
antaḥkaraṇa
antarāya
apāna
artha
āsana
āśrama
ātma
Āyurveda
bhakti
bhāvana
bhūta
Brahma
br̥mhaṇa
buddhi
cakra
candra
citta
darśana
daurmanasya
dharma
doṣa
draṣṭṛ
dṛśya
duḥkha
ekāgratā
guṇa
hāna
hetu
heya
indriya
krodha
kṣipta
kuṇḍalinī
laṅghana
lobha
manas
mantra
marga
moha
mūḍha
mudrā

nāḍī
nirodha
pariṇāma
prakopa
pañcamaya (kośa)
prāṇa
prajñā
prakṛti
prāṇāyāma
praśna
puruṣa
śakti
samāna
śamana
Sāṃkhya
saṃskāra
sārūpyam
Śiva
śodhana
sparśana
sūrya
svabhāva
tanmātra
taijasa
turiya
tantra
upāya
vāyu
vaiśvānara
vāsanā
vikṣipta
vṛtti
vyāna
vyutthāna
Yoga

Sanskrit Pronunciation Key with standard transliteration.

14 Vowels

a	<u>another</u>
ā	<u>father</u> (2 beats)
i	<u>pin</u>
ī	<u>need</u> (2 beats)
u	<u>flute</u>
ū	<u>mood</u> (2 beats)
ṛ	<u>macabre</u>
ṝ	<u>trill for 2 beats</u>
ḷṛ	<u>table</u>
e	<u>etude</u> (2 beats)
ai	<u>aisle</u> (2 beats)
o	<u>yoke</u> (2 beats)
au	<u>flautist</u> (2 beats)

Two Special Letters

am̐	<u>hum</u>
aḥ	<u>out-breath</u>

33 Consonants

ka	<u>paprika</u>
kha	<u>thick honey</u>
ga	<u>saga</u>
gha	<u>big honey</u>
ṅa	<u>ink</u>
ca	<u>chutney</u>
cha	<u>much honey</u>
ja	<u>Japan</u>
jha	<u>raj honey</u>
ña	<u>inch</u>
ṭa	<u>borscht again</u>
ṭha	<u>borscht honey</u>
ḍa	<u>shdum</u>
ḍha	<u>shd hum</u>
ṇa	<u>shnum</u>
ta	<u>pasta</u>
tha	<u>eat honey</u>
da	<u>soda</u>
dha	<u>good honey</u>
na	<u>banana</u>
pa	<u>paternal</u>
pha	<u>scoop honey</u>
ba	<u>scuba</u>
bha	<u>rub honey</u>
ma	<u>aroma</u>
ya	<u>employable</u>
ra	<u>abra cadabra</u>
la	<u>hula</u>
va	<u>variety</u>
śa	<u>shut</u>
ṣa	<u>shnapps</u>
sa	<u>Lisa</u>
ha	<u>honey</u>