DPU

Dr. D. Y. PATIL VIDYAPEETH, PUNE

(Deemed to be University)

Regulations and Competency based Curriculum for

Ayurveda Degree Course UG Programme First Professional B.A.M.S.

For the academic year 2021-22 & onwards



Dr. D. Y. PATIL VIDYAPEETH, PUNE

(Deemed to be University)

(Accredited (3rd Cycle) by NAAC with a CGPA of 3.64 on four point scale at 'A++' Grade) (Declared as Category - I University by UGC Under Graded Autonomy Regulations, 2018) (An ISO 9001:2015 and 14001:2015 Certified University and Green Education Campus)

Dr. A. N. Suryakar Registrar

> Ref. No.: DPU/450-C 22 Date: 04 04 2022

NOTIFICATION

Whereas in pursuance of decision taken by the Board of Management at its meeting held on 21^{st} July, 2018 vide Resolution No. BM-2(i)-18 regarding "Regulations and Curriculum of Ayurveda Degree Course – UG (I-B.A.M.S.) Programme" for the Academic Year 2018-19 and onwards" is hereby repealed for the First Year students admitted to B.A.M.S. Programme from Academic Year 2021-2022 and onwards, however, the same will be continued for the repeater students, till the last student clears his/her First Year of the Programme.

AND WHEREAS the National Commission for Indian System of Medicine has notified and published "The National Commission for Indian System of Medicine (Minimum Standards of Undergraduate Ayurveda Education) Regulations 2022" on 16th February 2022.

AND WHEREAS in pursuance of NCISM (Minimum Standards of Undergraduate Ayurveda Education) Regulations 2022, the Academic Council at its meeting held on 22nd March, 2022 vide Resolution No. AC-08(v)-22 has resolved to recommend and implement "Regulations and Competency Based Curriculum for Ayurveda Degree Course UG Programme First Professional B.A.M.S." from Academic Year 2021 – 2022 & onwards. (Applicable for the batch admitted to First Year of B.A.M.S. in 2021-2022 and for the next subsequent Academic Years).

And whereas in pursuance of the decision taken by the Board of Management at its meeting held on 29th March, 2022 vide Resolution No. BM-07 (i)-22 regarding implementation of "Regulations and Competency Based Curriculum for Ayurveda Degree Course UG Programme First Professional B.A.M.S." from Academic Year 2021 – 2022 & onwards.

It is notified to all concerned that the "Regulations and Competency Based Curriculum for Ayurveda Degree Course UG Programme First Professional B.A.M.S." from the Academic Year 2021-2022 and onwards is hereby published.

Contd...2/-



: 2:

The "Regulations and Competency Based Curriculum for Ayurveda Degree Course UG Programme First Professional B.A.M.S." consists of following courses:

(Subjects for First Professional B.A.M.S.)

Sr. No.	Subject Code	Subject	Equivalent Terms		
1	AyUG-SN andAI	Samskritam evam Ayurved Ithihas Sanskrit and History of Ay			
2	AyUG-PV	PadarthaVigyan Fundamental Principles of Ayurveda and Quantum Mec			
3	AyUG-KS	Kriya Sharira	Human Physiology		
4	AyUG-RS	Rachana Sharira	Human Anatomy		
5	AyUG-SA1	Samhita Adhyayan-1	Study of Ayurveda Classical Text		
6	Electives (Minimum Three) subjects				

The curriculum will be useful to all the concerned.

This will come into force with immediate effect.

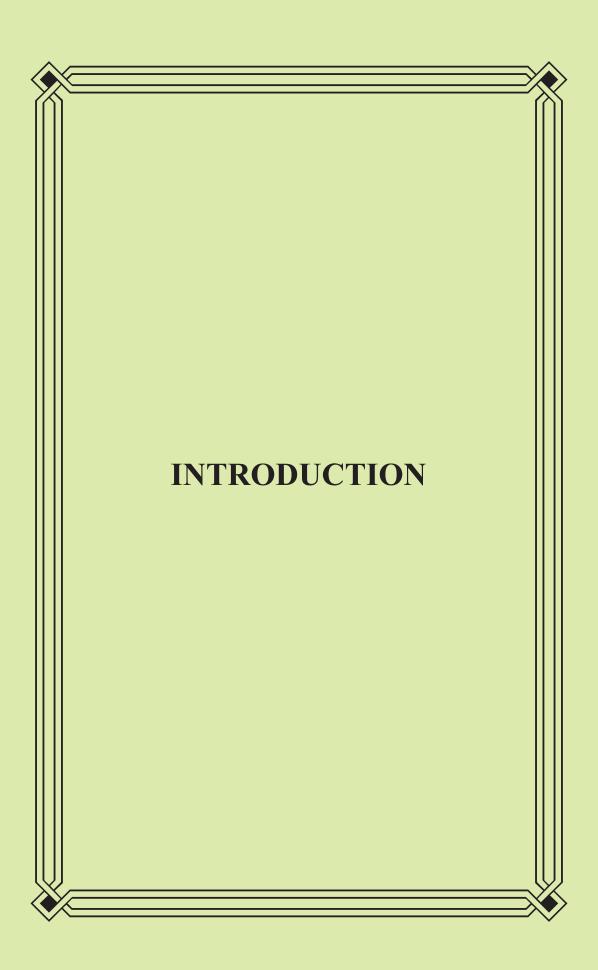
(**Dr. A. N. Suryakar**) Registrar

Copy to:

- 1. PS to Chancellor for kind information of Hon'ble Chancellor, Dr. D. Y. Patil Vidyapeeth, Pune.
- 2. PS to VC for kind information of Hon'ble Vice Chancellor, Dr. D. Y. Patil Vidyapeeth, Pune.
- 3. The Principal, Dr. D. Y. Patil College of Ayurved & Research Centre, Pimpri, Pune
- 4. The Controller of Examinations, Dr. D. Y. Patil Vidyapeeth, Pune.
- 5. Director (IQAC), Dr. D. Y. Patil Vidyapeeth, Pune.
- 6. Web Master for uploading on Website.

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1. INTRODUCTION

The regulation of the Bachelor of Ayurvedic Medicine and Surgery (BAMS) programme conducted by the Dr. D. Y. Patil Vidyapeeth Pune, deemed to be University (DPU) is in accordance with rules and regulations of the National Commission for Indian System of Medicine with the basic objective of providing quality education to enable students to undertake responsibilities as an Ayurvedic Practitioner, propagate knowledge of Ayurveda & cope with challenges, problems and opportunities in Ayurveda through active learning and continued education with competence and concern to ensure the practice of holistic health.

In order to achieve this, the emphasis of the programme will be on providing the following:

a. Sound Foundation

To function effectively as a Vaidya (Ayurvedic Physician), a thorough grasp over the medical concepts is imperative. For this, the educational process shall be perceived as an integrated evolving process and not merely as an acquisition of many disjointed facts. A student shall have to pass through a training procedure, which encompasses the above, right from I BAMS to III BAMS and during the internship period. He/she shall undergo an education process wherein learning of Facts and Concepts right from first Year are in continuity, in an evolutionary and progressive pattern.

b. Execution

Greater emphasis shall be placed on teaching the applied aspects of all the subjects. All the courses need to be studied from Ayurvedic perspectives, with emphasis on applied aspects of Basic Principles in Ayurveda.

c. Inter-Departmental Co-ordination

All departments shall develop a cohesive well-defined programme of inter-departmental co-ordination for teaching of various courses.

d. Student centric Teaching-Learning Methodology

Students must be encouraged to participate in demonstrations, group discussions, seminars and clinics. All these to develop his personality, character, expressions and to ensure rapid grasp over the concepts.

e. Patient Oriented Teaching

The emphasis of the programme will be the patient as the centre of learning, in order to impart the integrated medical education of Ayurveda & Modern sciences. The educational process shall be community as well as hospital based.

Goals of the BAMS Programme

- The prime purpose of our institute is to expand the area of Ayurvedic System of medicine through updated Education, Health Care & Research activities for the well-being of the Society.
- ❖ The Bachelor of Ayurveda education shall aim at producing graduates, having profound knowledge of Ashtanga Ayurveda supplemented with knowledge of scientific advances in modern medicine along with extensive practical training to become efficient physicians and surgeons fully competent to serve the health care services.

2. SHORT TITLE AND COMMENCEMENT

- (i) These regulations may be called National Commission for Indian System of Medicine (Minimum Standards of Undergraduate Ayurveda Education) Regulations-2022.
- (ii) They shall come into force on the date of their publication in the Official Gazette.

3. DEFINITIONS

- (i) In these regulations, unless the context otherwise requires,
 - a) "Act" means the National Commission for Indian System of Medicine, Act, 2020 (14 of 2020);
 - b) "Annexure" means an annexure appended to these regulations;
 - c) "Appendix" means an appendix appended to these regulations.
- (ii) The words and expressions used herein and not defined but defined in the Act shall have the same meanings as respectively assigned to them in the Act.

4. INTRODUCTION OF THE PROGRAMME

I) Bachelor of Ayurvedic Medicine and Surgery programme. The Bachelor of Ayurveda education namely, the Bachelor of Ayurvedic Medicine and Surgery (B.A.M.S.) shall produce Graduates, having profound knowledge of Ashtanga Ayurveda along with the contemporary advances in the field of Ayurveda supplemented with knowledge of scientific and technological advances in modern science and technology along with extensive practical training, as an efficient physicians and surgeons for the health care services.

II) Ashtanga Ayurveda-

- (a) Ashtanga Ayurveda means eight clinical specialties of ayurveda viz., Kayachikitsa (General/Internal Medicine), Shalya Tantra (Surgery), Shalakya Tantra (Ophthalmology, Oto-Rhino-Laryngology and Oro-Dentistry), Kaumarabhritya (Obstetrics and Paediatrics), Agada Tantra (Clinical Toxicology), Bhuta Vidya (Clinical Microbiology, Clinical Psychology and Psychiatry), Rasayana (Preventive, Promotive, Rejuvenative Medicine and Gerentology) and Vajikarana (Reproductive Medicine and Epigenetics).
- (b) All the eight specialties referred to in clause (a) were developed to deal all sort of clinical problems of respective specialty i.e., in general their etiopathogenesis including clinical anatomy, physiology; causative factors in terms of physical, psychological, external (injury, microbes, natural calamities etc.), dietic factors, faulty lifestyles, genetic causes (congenital, hereditary) etc.; clinical manifestation, examination/analysis of biological fluids / secretions/ excretions; various diagnostic tools including scopy (naadiyantra), diagnostic criteria, prognostication, principles of management in terms preventive, promotive, curative, palliative and rehabilitative management including surgical; pharmaco-therapeutics as well as pharmaceutics of related drugs and formulations, relevant therapeutic procedures including physiotherapy techniques such as bandhana, vesthana etc., their methods of administration, complications and management, diet and lifestyle regimen; methods of assessment of improvement/cure, causes of recurrence etc. in relation to that particular clinical condition.
- (c) The specialties referred to in clause (a) also deals with instruments/equipment that are required for administration of various therapeutic procedures/surgeries and other procedures, their methods of usage and maintenance. Hospital architecture, landscaping, air-conditioning and human resource management, qualities of nursing staff including ideal patient qualities.
- (d) Student selection process for medical education, methods of study of medical science, teaching methods including training of clinical skills on models, code of conduct for students, medical practitioners as well as teachers, student assessment methods, award of degrees, oath administration, medical registration etc.

5. GRADUATE ATTRIBUTES AND PROGRAMME OUTCOMES

Ayurved Samhitas explain many attributes of Ayurved Physician. Charak Samhita has explained the Qualities of Pranabhisar Vaidya, (Saviour), Chikitsaprabhrut, Vaidyavrutti and many quotes from almost all chapters of samhita. Sushrut Samhita has elaborate description of teaching learning process and qualities of Vaidya in many chapters e.g. Prabhashaneeya. similarly, Ashtang sangrah and Hridaya and other samhitas contributed many such quotes.

These are the graduate attributes compiled from samhitas. (A student after completion of the course, should gain these attributes.)

Gradua	Graduate Attributes (GA) Sanskrit and English Translation					
GA1	स्वस्थातुरयो:कृते हेतुलिङ्गऔषधात्मकस्य त्रिसूत्रात्मकस्य आयुर्वेदस्य ज्ञाता (भवेत्)					
	Ayurveda professional who is well versed with the Trisutra framework i.e. causes (Hetu), symptoms					
	(Linga) and therapeutics (Aushadha) for the maintenance of health and management of disease					
GA2	विविधगुरुशास्त्रसेवनादिभिः पर्यवदातता विशुद्ध ज्ञानवता बहुशो दृष्टकर्मता च					
	Erudite scholar of pure knowledge of Ayurveda learnt from various gurus, contemporary disciplines and thorough observation of multiple procedures.					
	(Variety of learning experiences.)					
GA3	प्रकृतिवितर्कयुक्तिप्रतिपतिविद् (भवेत्)					
	Physician with a rational approach to clinical decision making that is holistic and based on uniqueness of individual (Prakruti).					
GA4	कर्म कुशल जितहस्ता च (भवेत्)					
	Physician who is dexterous and skilled at performing therapeutic maneuvers.					
GA5	विज्ञाता शासिता योक्ता चिकित्साप्रभृत: (प्राणाभिसर:) च (भवेत्)					
	Saviour of lives, who is well equipped with requisite knowledge, leadership attributes and the					
	ability to practice holistic management of diseases.					
GA6	दक्ष: शुचि: सदवृत्तशील: करुणावान च (भूत्वा वर्तेत)					
	Agile, wise, virtuous, ethical and compassionate professional physician.					
GA7	सतताध्ययनपरः (भवेत्)					
	Self-directed learner taking efforts to enrich his qualities (knowledge and skills) to improve					
	healthcare and societal well-being.					
GA8	सुष्ठु संभाषणक्षम: (स्यात्)					
	Eloquent or good communicator who effectively communicates with patients, families, community					
	and peers.					
GA9	चिकित्सक अन्वेषक अध्यापक गुणानां ज्ञाता अभिकाक्षिण: च (भवेत्)					
	Professional who knows the qualities of a practitioner, researcher and academician and aspires to be					
	one.					

ii) Pro	ogramme learning outcomes (PO)			
At the	e end of the BAMS programme, the students will be able to:			
PO1	Demonstrate comprehensive knowledge and application of the Trisutra concept to explore root causes, identify clinical manifestations of disease to treat ailments and maintain healthy status.			
PO2	Demonstrate knowledge and skills in Ayurveda, acquired through integration of multidisciplinary perspectives and keen observation of clinical and practical experiences.			
PO3	Demonstrate proficiency in holistic, unique assessment of an individual for rational approach and decision-making in management of disease and maintenance of health.			
PO4	Perform procedures and therapeutic maneuvers with skill and dexterity in a variety of situations.			
PO5	Demonstrate knowledge, skills and attitudes to provide holistic quality care and preparedness to practice.			
PO6	Demonstrate agility, virtuous and ethical behavior and compassion to improve the well-being of individuals and society.			
PO7	Demonstrate self-directedness in pursuit of knowledge and skills, which is required for advancing health care and wellbeing of society.			
PO8	Demonstrate the ability to effectively communicate with patients, families, community and peers			
PO9	Demonstrate an understanding of qualities and required skills as a practitioner, researcher and academician and an aspiration to become one.			

GA1 to GA9 are Matched with PO1 to PO9 Respectively.

6. ELIGIBILITY CRITERIA FOR ADMISSION-

- (i) The eligibility to seek admission in Bachelor of Ayurveda education shall be as under,-
- (a) The candidate shall have passed 10+2 or its equivalent examination from any recognised Board with Physics, Chemistry, Biology and have obtained minimum of fifty per cent. marks taken together in Physics, Chemistry and Biology in the case of general category and forty per cent. marks in the case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes:
 - Provided that in respect of persons with disability candidate specified under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), the minimum qualifying marks in the said examinations shall be forty-five per cent. in the case of General category and forty-per cent. in the case of the Scheduled Castes, Scheduled Tribes and Other Backward Classes.
- (b) No candidate shall be admitted to B.A.M.S Degree programme unless the candidate attained the age of seventeen years on or before the 31st December of the year of admission in the first year of the programme and not more than twenty-five years on the 31st December of the year of admission in the first year of the programme:
 - Provided that, the upper age-limit may be relaxed by five years in the case of Scheduled Castes, Scheduled Tribes, Other Backward Classes and disabled candidates.

(ii) National Eligibility-cum-Entrance Test-

There shall be a uniform entrance examination for all medical institutions at the under-graduate level, namely the National Eligibility-cum- Entrance Test(NEET) for admission to under-graduate programme in each academic year and shall be conducted by an authority designated by the National Commission for Indian System of Medicine.

7. DURATION OF B.A.M.S. PROGRAMME-

The duration of the B.A.M.S. Programme shall be five years and six months as per the following table, namely:

Table-1 (Duration of B.A.M.S. Programme)

Sl. No.	Course of the B.A.M.S. Programme	Duration
(a)	First Professional B.A.M.S.	Eighteen Months
(b)	Second Professional B.A.M.S.	Eighteen Months
(c)	Third (Final) Professional B.A.M.S.	Eighteen Months
(d)	Compulsory Rotatory Internship	Twelve Months

- **8. DEGREE TO BE AWARDED-** The candidate shall be awarded Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery-B.A.M.S.) Degree after passing all the examinations and completion of the laid down programme of study extending over the laid down period and the compulsory rotatory internship extending over twelve months and the nomenclature of degree shall be **Ayurvedacharya** (Bachelor of Ayurvedic Medicine and Surgery -B.A.M.S).
- **9. MEDIUM OF INSTRUCTION-** The medium of instruction for the programme shall be English, Sanskrit, Hindi, Marathi
- **10. PATTERN OF STUDY-** (1) The B.A.M.S. Programme shall consist of **Main Programme and Electives** and the pattern of study shall be followed in the following manner, namely:-
 - (A) (i) (a) After admission, the student shall be inducted to the B.A.M.S. Programme through an Induction Programme not less than fifteen working days based on the Transitional Curriculum which intends to introduce newly admitted student to Ayurveda system of medicine and to make him well aware of the B.A.M.S. Programme he is going to study for next four and a half years.
 - (b) During the induction programme, the student of Ayurveda shall learn basic of Sanskrit for Ayurveda and basic life support and first aid along with other subject as laid down in the syllabus.
 - (c) There shall be fifteen days induction programme which shall be not less than ninety hours and every day may consist of six hours.
 - (ii) Total working days for each professional session shall be not less than three hundred and twenty days.

- (iii) (a) Total working days for the First Professional session shall be not less than three hundred and five days except for fifteen days for the induction programme.
 - (b) Total teaching hours for First Professional session shall not be less than 1920.
- (iv) Total teaching hours for Second Professional session shall be not less than 2240 and the proportion of teaching hours in Lecture to Non-lecture shall be 1:2.
- (v) Total teaching hours for Third (Final) Professional session shall not be less than 2240 and during the Third (Final) Professional Session, three hours of clinical classes at Hospital during morning hours shall be conducted and the proportion of teaching hours in Lecture to Non-Lecture hour shall be 1:2.
- (vi) Working hours may be increased by the University or institution as per requirement to complete the stipulated period of teaching and requisite activity.
 Explanation.- For the purposes of this regulation the expression "Lectures" means Didactic teaching i.e., classroom teaching and the expression "Non-lectures" includes Practical / Clinical and Demonstrative teaching and the Demonstrative teaching includes Small group teaching / Tutorials /Seminars / Symposiums / Assignments / Role play / Pharmacy training / Laboratory training / Dissection / Field visits / Skill lab training / Integrated learning / Problem based learning / Case based learning / Early clinical exposure / Evidence based learning etc. as per the requirement of the subject and in Non-lectures, the Clinical / Practical part shall be seventy per cent. and Demonstrative teaching shall be thirty per cent.
- (vii) There shall be minimum of one hour each for library and physical education per week and one hour of recreation (expression of talent and extra-curricular activities) per month has to be allotted in the regular time table of all batches.
- (B) The First Professional session shall ordinarily start in the month of October and the following subjects shall be taught as per the syllabus laid down by the National Commission for Indian System of Medicine from time to time, namely:-

Table-2 (Subjects for First Professional B.A.M.S.)

Sl. No.	Subject Code	Subject	Equivalent Terms				
1	AyUG-SN and	Samskritam evam	Sanskrit and History of Ayurveda				
	AI	Ayurved Ithihas					
2	AyUG-PV	PadarthaVigyan	Fundamental Principles of Ayurveda and Quantum				
			Mechanics				
3	AyUG-KS	Kriya Sharira	Human Physiology				
4	AyUG-RS	Rachana Sharira	Human Anatomy				
5	AyUG-SA1	Samhita Adhyayan-1	Study of Ayurveda Classical Text				
6	Electives (Minimum Three) subjects						

(C) The Second Professional session shall ordinarily start in the month of April after completion of First Professional examination and the following subjects shall be taught as per the syllabuslaid down by the National Commission for Indian System of Medicine from time to time, namely:-

Table-3 (Subjects for Second Professional B.A.M.S.)

CI NI-	(Subjects for Second Professional B.A.M.S.)								
Sl.No.	Subject	Subject	Equivalent Terms						
	Code								
1	AyUG-DG	Dravyaguna Vigyan	Pharmacology and Materia Medica- Herbal						
2	AyUG-RB	Rasashastra evam	Materia Medica- Minerals & Metals and						
		Bhaishajyakalpana	Pharmaceutical Science						
3	AyUG-RN	Roga Nidan evam VikritiVigyan Methods of Diagnosis, Diagnostic Procedures							
		and Pathology							
4	AyUG-AT	Agad Tantra evam Vidhi Vaidyaka	Clinical Toxicology and Medical Jurisprudence						
5	AyUG-SA2	Samhita Adhyayan-2	Study of Ayurveda Classical Text						
6	AyUG-SW	Swasthavritta evam Yoga	Lifestyle Management, Public Health and yoga						
7	Elective (Minimum Three) Subjects								

(D) The Third (Final) Professional session shall ordinarily start in the month of October after completion of Second Professional examination and the following subjects shall be taught as per the syllabus laid down by the National Commission for Indian System of Medicine from time to time, namely:-

Table-4 (Subjects for Third (Final) Professional B.A.M.S.)

Sr.	Subject	Subject	Equivalent Terms					
No.	Code							
1	AyUG-KC	Kayachikitsa including Manasa	Internal Medicine including Psychiatry,					
		Roga, Rasayana & Vajikarana	Rejuvenative Medicine, Reproductive Medicine					
			and Epigenetics					
2	AyUG-PK	Panchakarma & Upakarma	Therapeutic Procedural Management					
3	AyUG-ST	Shalya Tantra	General Surgery					
4	AyUG-SL	Shalakya Tantra	Ophthalmology, Oto-Rhino- Laryngology & Oro-					
			Dentistry					
5	AyUG-PS	Prasuti Tantra evam Stree Roga	Gynecology and Obstetrics					
6	AyUG-KB	Kaumarabhritya	Pediatrics					
7	AyUG-SA3	Samhita Adhyayan-3	Study of Ayurveda Classical Text					
8	AyUG-EM	Atyaikachikitsa	Emergency Medicine					
9	AyUG-RM	Research Methodology and Medical-statistics						
10	Elective (Minimum Three) Subjects							

- (E) University, Institution and College shall prepare Academic Calendar of that particular batch in accordance with the template of tentative Academic Calendar provided in these regulations in **Annexure-iii**and the same shall be circulated to students and hosted in respective websites and followed accordingly.
- (F) The B.A.M.S. programme shall consist of following Departments and subjects, namely:-

Table-5 (Departments and Subjects)

Sr. No.	Department	Subjects	
01	Samhita Siddhanta & Sanskrit	Samskritam	
		Ayurved Ithihas	
		Padartha Vigyan	
		Samhita Adhyayan-1, 2, 3	
02	Rachana Sharira	Rachana Sharira	
03	Kriya Sharira	Kriya Sharira	
04	Dravyaguna	Dravyaguna Vigyan	
05	Rasashastra & Bhaishajyakalpana	Rasashastra evam Bhaishjyakalpana	
06	Roga Nidan & Vikriti Vigyan	Roga Nidan evam Vikriti Vigyan	
07	Agada Tantra	Agada Tantra evam Vidhi Vaidyaka	
08	Swasthavritta & Yoga	Swasthavritta evam Yoga	
		Research Methodology & Medical Statistics	
09	Kayachikitsa	Kayachikitsa including Manasa Roga, Rasayana evam	
		Vajikarana	
		Atyaikachikitsa	
10	Panchakarma	Panchakarma evam Upakarma	
11	Shalya Tantra	Shalya Tantra	
12	Shalakya Tantra	Shalakya Tantra	
13	Prasuti Tantra & Stree Roga	Prasuti Tantra evam Stree Roga	
14	Kaumarabhritya	Kaumarabhritya	

(G) Electives-

- (i) Electives are introduced in B.A.M.S. curriculum to provide opportunity to student of Ayurveda to get introduced, exposed and oriented to various allied subjects that are required to understand and build inter-disciplinary approach.
- (ii) The electives shall be conducted as online programme.

- (iii) Each elective subject shall be of forty-five hours duration and divided in five modules and each module shall have nine hours i.e., five hours of teaching, two hours of guided learning, one hour each for expert interaction/reflection and assessment and in total, each elective will have twenty-five hours of teaching, ten hours of guided learning, five hours of expert interaction/reflection and five hours of assessment (five assessments of one hour each).
 - Explanation.- For the purpose of this regulation, Teaching means video lectures, Power point presentations, audio lectures, video clippings, audio clippings, technical images, study material etc.
- (iv) The study hours for electives are over and above the prescribed teaching hours of B.A.M.S. under these regulations.

(H) Clinical Training.-

(i) Clinical training of the student shall start from the First Professional session onwards and subject related clinical training shall be provided in the attached hospital by the concerned faculty and department in non-lecture hours as per the requirement of the subject as under-

11. EXAMINATION PATTERN

- (a) (i) The First Professional examination shall ordinarily be held and completed by the end of First professional session;
 - (ii) the student who failed in one or two subjects of First Professional shall be allowed to keep terms of the Second Professional session and to appear in Second Professional examination;
 - (iii) the student who failed in more than two subjects shall not be allowed to keep term in Second Professional session and the subsequent supplementary examination of First Professional shall be held at every six months.
- (b) (i) The Second Professional examination shall ordinarily be held and completed by the end of Second Professional session;
 - (ii) the student who failed in one or two subjects of Second Professional shall be allowed to keep the term of the Third (Final) Professional session;
 - (iii) the student who failed in more than two subjects shall not be allowed to keep term in Third (Final) Professional session and the subsequent supplementary examinations of Second Professional shall be held every six months.
- (c) (i) The Third (Final) Professional examination shall ordinarily be held and completed by the end of Third (Final) Professional session.
 - (ii) Before appearing for Third (Final) Professional examination the students shall have to pass all the subjects of first and second professional and shall qualify nine electives.
 - (iii) The subsequent supplementary examination of Third (Final) professional will be held at every six months.
- (d) There shall be no separate class for odd batch student (those students who could not keep the term) and the student has to attend the class along with regular batch or with junior batch as applicable.
- (e) To become eligible for joining the Compulsory Rotatory Internship programme, all three professional examinations shall be passed and qualified in nine electives within a period of maximum ten years from the date of admission.
- (f) The theory examination shall have twenty per cent. marks for Multiple Choice Questions (MCQ), forty per cent. marks for Short Answer Questions (SAQ) and forty per cent. marks for Long Explanatory Answer Questions (LAQ) and these questions shall cover the entire syllabus of the subject.
- (g) The minimum marks required for passing the examination shall be fifty per cent. In theory component and fifty percent in practical component that include practical, clinical, viva-voce, and electives wherever applicable separately in each subject.
 - Apart from above as per the university guidelines it is mandatory to obtain minimum 50 percent Marks in internal assessment of each subject to become eligible for University Examination.
- (h) **Evaluation of Electives-** Electives shall be evaluated in terms of attendance and assessment and on the basis of evaluation, the student shall be awarded credits as well as grades as under-
 - (i) one credit shall be awarded for attending minimum five hours of a modular programme and a student can earn maximum five credits for each elective:
 - (ii) Assessment shall be conducted at the end of each module and average of five modular assessments shall be considered for grading i.e., up to 25 per cent. Bronze; 26-50 per cent. Silver; 51-75 per cent. Gold; 76 per cent. and above Platinum.
 - (iii) The structure of elective shall be as per the following table, namely:-

Table – 6 (Structure of Elective)

Each	Each Elective: Five Modules of Nine Hours Each (5*9=45)						
			ration ours)	Credits	Grades		
Sr. No.	Component	Module	Elective		Grade is awarded on the basis of average of all five modular assessments.		
1	Teaching	5	25	One Credit for attending minimum	Bronze: <25 per cent. Silver:		
2	Guided Learning	2	10	of five hours of each modular	26-50 per cent.Gold: 51-75		
3	Expert Interaction/ Reflection	1	5	programme. Maximum five credits	per cent. Platinum: 76 per cent. &		
4	Assessment	1	5		above.		

- (iv) (a) Student shall have to qualify (obtaining any grade) minimum of three elective subjects for each professional session.
 - (b) List of elective subjects shall be made available under three sets (A, B and C) for each professional session i.e., sets FA, FB and FC for first professional B.A.M.S.; sets SA, SB and SC for second professional B.A.M.S.; sets TA, TB and TC for third professional B.A.M.S.
 - (c) Student may opt any one elective as per their choice from each set specified for respective professional B.A.M.S.
 - (d) Weightage of two marks for each credit and maximum of ten marks shall be awarded for each elective.
 - (e) These elective marks shall be added to the viva-voce marks of respective subjects as specified in these regulations.
 - (f) Apart from three mandatory electives for each profession, students have freedom to choose and qualify as many numbers of additional electives as per their interest.
 - (g) Marks weightage shall be only for three electives per professional session i.e., one elective subject from each set of respective professional session.
 - (h) A separate online certificate shall be generated for each elective mentioning credits earned and grades obtained.
- (v) The examination branch of the institution shall compile the marks of electives obtained by students as specified above and submit to university through the Head of the Institution so that the university shall add the same in viva-voce of respective subjects as shown in Tables 11, 13 & 15.
 - (i) A candidate obtaining sixty-five per cent. and above marks shall be awarded first class in the subject and seventy–five percent and above marks shall be awarded distinction in the subject.
 - (ii) The award of class and distinction shall not be applicable for supplementary examinations.
 - (j) (i) Each student shall be required to maintain minimum seventy-five percent attendance in each subject in theory (i.e., lecture hours) practical and clinicals (i.e., non-lecture hours) separately for appearing in examination.
 - (iii) Where the institute maintains physical attendance register, it shall be recorded in cumulative numbering method as per Annexure-iv and at end of the course/term/ part of the course, after obtaining each student signature the same is to be certified by respective Head of the Department and approved by Head of the Institute.
 - (iv) The approved attendance shall be forwarded to university.
- **12 ASSESSMENT CRITERIA -** Assessment of students shall be in the form of Formative and Summative Assessments as under-
 - (a) **Formative Assessment.-** Students shall be assessed periodically to assess their performance in the class, determine the understanding of programme material and their learning outcome in thefollowing manner, namely:-
 - (i) Periodical Assessment shall be carried out at the end of teaching of a topic or module or a particular portion of syllabus and the evaluation methods as per the following table may be adopted as suits to the content, namely:

Table-7

Sr. No.	Evaluation Method
1.	Practical / Clinical Performance
2.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research Papers/ Samhitas)
5.	Class Presentations; Work Book Maintenance
6.	Problem Based Assignment
7.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination
	(OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures
	(DOP), Case Based Discussion (CBD)
8.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports
	or OtherActivities which may be decided by the department).
9.	Small Project

(Evaluation methods for periodical assessment)

- (ii) (a) Internal evaluation shall be conducted by the College and Institute at the end of six months (First Term Test) for thirty per cent. of the syllabus and at twelve months (Second Term Test) for forty per cent. new part of the syllabus.
 - (b) The remaining thirty percent of syllabus shall be completed in the last six months (Third Term) before university examination.
 - (i) There shall be minimum three periodical assessments for each subject before First Term Test (ordinarily at 6th month of respective professional B.A.M.S.) minimum of three periodical assessment before Second Term Test (ordinarily at 12th month of respective professional B.A.M.S.) and minimum of three periodical assessments before final university examinations (Summative Assessment) of respective professional B.A.M.S.
 - (ii) The scheme and calculation of assessment shall be as per the following tables, namely: -

Table-8
[Scheme of Assessment (Formative and Summative)]

		Duration of Professional Course			
Sr. No.	Professional Course	First Term	Second Term	Third Term	
		(1-6 Months)	(7-12 Months)	(13-18 Months)	
1	First Professional B.A.M.S.	3 PA and First TT	3 PA and Second TT	3 PA and UE	
2	Second Professional B.A.M.S.	3 PA and First TT	3 PA and Second TT	3 PA and UE	
3	Third Professional B.A.M.S.	3 PA and First TT	3 PA and Second TT	3 PA and UE	

PA: Periodical Assessment; TT: Term Test; UE: University Examinations

Table - 9 (Example for Internal Assessment for the subject having 30 marks)

	Periodical Assessment					Term Test Term Assessment			
	A	В	C	D	E	F	G	H	
Term	1	2	3	Average	Converted to 30	Term Test	Sub	Term	
	(15)	(15)	(15)	(A+B+C/3)	(D/45*30)	(30)	Total	Assessment	
FIRST							E+F	E+F/2	
SECOND							E+F	E+F/2	
THIRD						NIL	Е	Е	
Final IA	Avera	Average of Three Term Assessment Marks as Shown in 'H' Column							

Maximum Marks in Parentheses

- (c) Summative Assessment-
- (i) Final university examinations conducted at the end of each professional B.A.M.S. shall be the Summative Assessment.
- (ii) There shall be double valuation system and shall be no provision for revaluation.
- (iii) There shall be two examiner (one internal and one external) for university practical/clinical/viva voca examinations.
- (iv) While declaring the results of Summative Assessment, Internal Assessment component and Elective marks shall be considered as per the distribution of marks pattern provided in **Tables 11, 13 & 15.**

13. DETAILS OF THE PROGRAMME (COURSE WISE)

The Profession wise Subjects, Number of Papers, Teaching Hours and Marks Distribution shall be as per the following tables, namely:-

Table-10 (Teaching Hours for First Professional B.A.M.S. Subjects)

First Professional B.A.M.S.					
Working days=320, Teaching hours=1920, Induction Programme=15 Working days (90 hours)					
Remaining days / Hours = 3	320 - 15 = 305 Days /	1830 Hours			
Subject Code		Number of teaching hours			
_	Lectures	Non-Lectures	Total		
AyUG-SN & AI	100	200	300		
AyUG-PV	90	140	230		
AyUG-KS	150	250	400		
AyUG-RS	180	320	500		
AyUG-SA1	140	260	400		
Total	660	1170	1830		

Table-11 (Number of Papers and Marks Distribution for First Professional B.A.M.S. Subjects)

Sr.	Subject Code	Papers	Theory	Pract	Practical or Clinical Assessment				
No.				Practical/	Viva	Electives	IA	Sub	Total
				Clinical				Total	
1.	AyUG-SN & AI	2	200	-	75*	10 (Set-FA)	15	100	300
2.	AyUG-PV	2	200	100	60	10 (Set-FB)	30	200	400
3.	AyUG-KS	2	200	100	70	-	30	200	400
4.	AyUG-RS	2	200	100	70	-	30	200	400
5.	AyUG-SA1	1	100	-	75	10 (Set-FC)	15	100	200
Grand Total								1700	

^{*}Viva voce examination shall be for Sanskrit and not for Ayurved Ithihasa (Set-FA, FB, FC – sets of Electives for First Professional B.A.M.S.)

Table -12 (Teaching Hours for Second Professional B.A.M.S. Subjects)

Sr.	Subject Code	Nu	Number of teaching hours				
No.		Lectures	Non-Lectures	Total			
1.	AyUG-DG	150	250	400			
2.	AyUG-RB	150	300	450			
3.	AyUG-RN	150	300	450			
4.	AyUG-AT	100	200	300			
5.	AyUG-SA2	100	140	240			
6.	AyUG-SW	150	250	400			
Total		800	1440	2240			

Table-13 (Number of Papers and Marks Distribution for Second Professional B.A.M.S. Subjects)

Sr.	Subject	Papers	Theory	Practical or Clinical Assessment					
No.	Code			Practical or	Viva	Elective	IA	Sub	Grand
				Clinical				Total	Total
1.	AyUG-DG	2	200	100	70	-	30	200	400
2.	AyUG-RB	2	200	100	70	-	30	200	400
3.	AyUG-RN	2	200	100	70	-	30	200	400
4.	AyUG-AT	1	100	100	60	10 (Set-SA)	30	200	300
5.	AyUG-SA2	1	100	-	75	10 (Set-SB)	15	100	200
6.	AyUG-SW	2	200	100	60	10 (Set-SC)	30	200	400
Grand Total							2100		

(Set-SA, SB, SC – sets of Electives for Second Professional B.A.M.S.)

Table-14 (Teaching Hours for Third Professional B.A.M.S. Subjects)

Third P	Third Professional B.A.M.S.					
Working	days=320, Teac	hing hours=	2240			
Sr. No.	Subject Code	Numbe	er of teaching ho	urs		
		Lectures	Non-Lectures	Total		
1	AyUG-KC	150	300	450		
2	AyUG-PK	100	200	300		
3	AyUG-ST	125	250	375		
4	AyUG-SL	100	200	300		
5	AyUG-PS	100	175	275		
6	AyUG-KB	100	175	275		
7	AyUG-SA3	50	100	150		
8	AyUG-RM	25	50	75		
9	AyUG-EM		40	40		
Total		750	1490	2240		

Table- 15 (Number of Papers and Marks Distribution for Third Professional B.A.M.S. Subjects)

				Pı	Practical or Clinical Assessment				
Sr.	Subject	Papers	Theory	Practical or	Viva	Electives	IA	Sub	Grand
No.	Code			Clinical				Total	Total
1	AyUG-KC	3	300	100	70	-	30	200	500
2	AyUG-PK	1	100	100	70	-	30	200	300
3	AyUG-ST	2	200	100	70	-	30	200	400
4	AyUG-SL	2	200	100	70	-	30	200	400
5	AyUG-PS	2	200	100	60	10 (Set-TA)	30	200	400
6	AyUG-KB	1	100	100	60	10 (Set-TB)	30	200	300
7	AyUG-	1	100	-	75	10 (Set-TC)	15	100	200
	SA3								
8	AyUG-RM	1	50	-	-	-	-	-	50
Grand Total							2550		

(Set-TA, TB, TC – sets of Electives for Third Professional B.A.M.S.)

14. REGULATIONS FOR MIGRATION

Migration of student during the study-

- (1) The students may be allowed to take the migration to continue their study to another college after passing the First Professional examination, but failed student's transfer and mid-term migration shall not be allowed.
- (2) For migration, the students shall have to obtain the mutual consent of both colleges and universities and it shall be against the vacant seat.

15. INTERNSHIP (RULES AND REGULATIONS)

- (I) (i) The duration of Compulsory Rotatory Internship including Internship Orientation Programme shall be one year and ordinarily commence on **first working day of April for regular batch students and first working day of October for supplementary batch students.**
 - (ii) The student shall be eligible to join the Compulsory Internship programme after passing all the subjects from First to Third (Final) Professional examination including nine electives and after getting Provisional Degree Certificate from respective universities and Provisional Registration Certificates from respective State Board or Council for Compulsory Rotatory Internship.
 - (II) Stipend: During internship, to the interns belonging to Central Government, State Government and Union territory institution, the stipend shall be paid at par with other medical systems under respective government and there shall not be any discrepancy between medical systems.

(III) Migration during Internship.-

- (i) Migration of internship shall be with the consent of both the colleges and university; in the case where migration is between the colleges of two different universities.
- (ii) If migration is only between colleges of the same university, the consent of both the colleges shall be required.
- (iii) Migration shall be accepted by the university on the production of the character certificate issued by the institute or college and the application forwarded by the college and university with a 'No Objection Certificate' as the case may be.

(IV) Orientation Programme.-

- (i) The interns shall mandatorily attend an orientation programme regarding internship and it shall be the responsibility of the teaching institution to conduct the orientation before the commencement of the internship.
- (ii) The orientation shall be conducted with an intention to make the intern to acquire the requisite knowledge about the Rules and Regulations of the Medical Practice and Profession, Medical Ethics, Medico-Legal Aspects, Medical Records, Medical Insurance, Medical Certification, Communication Skills, Conduct and Etiquette, National and State Health Care Programme.
- (iii) The orientation workshop shall be organised at the beginning of internship and a e-logbook shall be maintained by each intern, in which the intern shall enter date-wise details of activities undertaken by him during orientation.
- (iv) The period of orientation shall be seven days.
- (v) The manual for conducting the orientation as prescribed from time to time by the National Commission for Indian System of Medicine shall be followed.

(V) Activities during Internship-

- (i) The daily working hours of intern shall be not less than eight hours; the intern shall maintain a elogbook containing all the activities undertaken by intern during internship.
- (ii) Normally one-year internship shall be as under-
 - (A) Option I.-Divided into clinical training of six months in the Ayurveda hospital attached to the college and six months in Primary Health Centre or Community Health Centre or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of Modern Medicine or Ayurveda Medicine or NABH (National Accreditation Board for Hospitals) accredited private hospital of Ayurveda. Only OPD based clinics having NABH accreditation shall not be eligible for internship.
 - (B) Option II.- All twelve months in Ayurveda hospital attached to the college.
- (iii) The clinical training of six or twelve months, as case may be, in the Ayurveda hospital attached to the college or in non-teaching hospitals laid down by the National Commission for Indian System of Medicine shall be conducted as per the following table, namely:-

Table-16

(Distribution of Internship duration at Ayurveda Teaching Hospital, attached to the college)

S.	Departments	Option	Option
No.		Ι	II
	Kayachikitsa OPD including Manas Roga, Rasayan and Vajikarana,	1.5	3 months
1	Swasthavritta and Yoga, Atyayik Chkitisa, related specialties and respective IPD	months	
2	Shalya OPD including OT, related specialties and respective IPD	1 month	2 months
3	Shalakya OPD, related specialties including OT, Kriayakalpa and	3 weeks	1.5
	respective IPD		months
4	Strirog evam Prasuti OPD related specialties including OTand respective IPD	3 weeks	1.5
			months
5	Kaumarbhritya OPD related specialties including NICU,pediatric	0.5	1 month
	Panchakarma and respective IPD	month	
6	Panchakarma OPD related specialties, Panchakarma therapy rooms and	1 month	2 months
	respective IPD		
7	Visha Chikitsa OPD any other specialties, respective IPD, screening OPD,	0.5	1 month
	Pathya unit etc. (as per choice of internee)	month	
8	Primary Health Centre or Community Health Centre orRural Hospital or	6	-
	District Hospital or Civil Hospital etc.	months	

- (iv) (a) The interns shall be posted in any of the following centers where, National Health Programme are being implemented and these postings shall be to get oriented and acquaint the knowledge of implementation of National Health Programme in regard to,-
 - (A) Primary Health Centre;
 - (B) community Health Centre or Civil Hospital or District Hospital;
 - (C) any recognised or approved hospital of Modern Medicine;
 - (D) any recognised or approved Ayurvedic Hospital or Dispensary;
 - (E) in a clinical unit of Central Council for Research in Ayurvedic Sciences;
 - (b) all the above institutes mentioned in clauses (A) to (E) shall have to be recognised by the concerned University or Government designated authority for taking such a training.

(VI) Electronic Logbook.-

- (a) It shall be compulsory for an intern to maintain the record of procedures done/assisted/observed by him on day-to-day basis in a specified e-logbook and the intern shall maintain a record of work, which is to be verified and certified by the Medical Officer or Head of the Unit or Department under whom he works.
- (b) Failure to produce e-logbook, complete in all respects duly certified by the concerned authority to the Dean/Principal/Director at the end of Internship Training Programme, may result in cancellation of his performance in any or all disciplines of Internship Training Programme.
- (c) The institution shall retain soft copy of the completed and certified e-logbook and is to be made available for verification.

(VII) Evaluation of Internship.-

- (A) The evaluation system shall assess the skills of a candidate while performing the minimum number of procedures as enlisted with an objective that successful learning of these procedures will enable the candidates to conduct the same in his actual practice.
- (B) The evaluation shall be carried out by respective Head of Department at the end of each posting and the reports shall be submitted to Head of the institute in Form-1 under **Annexure-i**
- (C) On completion of one year of compulsory rotatory internship including online course on Public Health, the Head of the Institute evaluate all the assessment reports in the prescribed Form-1 under **Annexure-i,** provided by various Head of the Department at the end of respective posting and if found satisfactory, the intern shall be issued Internship Completion Certificate in Form-2 under **Annexure-ii** within seven working days.
- (D) If a candidate's performance is declared as unsatisfactory upon obtaining below fifteen marks as per Form-2 under **Annexure-ii** or less than fifty per cent. of marks, in an assessment in any of the departments he shall be required to repeat the posting in the respective department for a period of thirty per cent. of the total number of days, laid down for that department in Internship Training and posting.
- (E) Candidate shall have the right to register his grievance in any aspects of conduct of evaluation and award of marks, separately to the concerned Head of the Department and Head of the Institution, within three days from the date of completion of his evaluation, and on receipt of such grievance, the Head of the Institution in consultation with the Head of the concerned department shall redress and dispose of the grievance in an amicable manner within seven working days.

(VIII) Leave for interns.-

- (A) During compulsory rotatory internship of one year, twelve leaves are permitted and any kind of absence beyond twelve days shall be extended accordingly.
- (B) Intern cannot take more than six days including prefix or suffix of any kind of holidays leave at a time.

(IX) Completion of internship:

If any delay in the commencement of internship or abnormal break during internship due to unavoidable conditions, in such cases internship period shall be completed within maximum period of three years from the date of passing the qualifying examination of Third (Final) Professional B.A.M.S including First and Second Professional subjects & 9 electives, specified aseligibility for internship: Provided that in such cases, the student shall get prior permission from the head of the institution in written with all supporting documents and it shall be the responsibility of the head of the institution to scrutiny the documents, and assess the genuine nature of the request before issuing permission letter and while joining internship, the student shall submit the request letter along with supporting documents, and all necessary documents as mentioned in the sub-regulation (a) and undergo the internship orientation programme as mentioned in the sub-regulation (d).

16. ANNEXURE-I

FORM 1 (NAME OF THE COLLEGE AND ADDRESS)

AYURVEDACHARYA (BACHELOR OF AYURVEDIC MEDICINE AND SURGERY – B.A.M.S) PROGRAMM DEPARTMENT OF-----CERTIFICATE OF ATTENDANCE & ASSESSMENT OF INTERNSHIP

Name of the Intern

Attendance during internship

Period of training	FromTo
(a) No. of Working Days	:
(b) No. of Days Attended	:
(c) No. of Days Leave availed	:
(d) No. of Days Absent	:

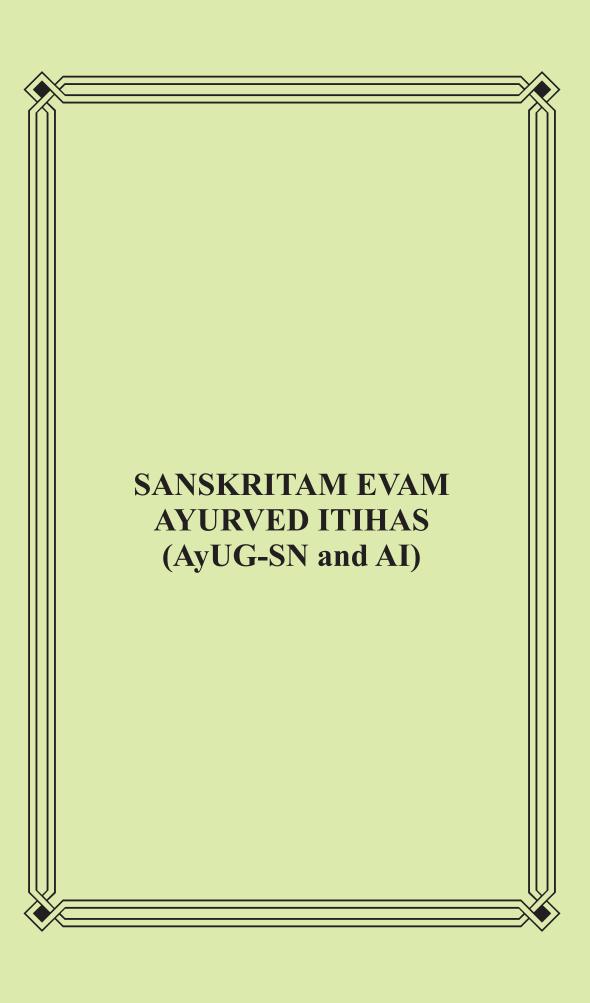
Assessment of Internship

Sr. No.	Category	Marks Obtained
1.	General	Maximum 10
a.	Responsibility and Punctuality	() out of 2
b.	Behavior with sub-ordinates, Colleagues and superiors	() out of 2
c.	Documentation ability	() out of 2
d.	Character and conduct	() out of 2
e.	Aptitude of research	() out of 2
2.	Clinical	Maximum 20
a.	Proficiency in Fundamentals of subject	() out of 4
b.	Bedside manners & Rapport with patient	() out of 4
c.	Clinical Acumen and Competency as acquired	() out of 4
i.	By Performing Procedures	
ii.	By Assisting in Procedures	() out of 4
iii.	By Observing Procedures	() out of 4
Total Sc	ore obtained	() out of 30

Performance Grade of marks

Poor <8, Below average 9-14, Average 15-21, Good 22-25, Excellent 26 and above
Note: An intern obtained unsatisfactory score (below 15) shall be required to repeat one third of the total
period of posting in the concerned department

period or pos	ang in the concerned department.	
Date:		
Place:		
	Signature of the Intern	Signature of the Head of the department
	Office Seal	





(Deemed to be University)



SAMSKRITAM EVAM AYURVED ITHIHAS (SUBJECT CODE-AYUG-SN & AI) SANSKRIT AND HISTORY OF AYURVEDA

COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED BY NCISM)

(Applicable from 2021-22 batch onwards for 5 years or until further notification by Vidyapeeth, whichever is earlier)

Preface

Sanskrit is an ancient still most scientific language of India. The ancient literature created about various subjects in this region is in Sanskrit. The richness of Sanskrit language is accepted by intellectuals across the world. The literature of Ayurveda is also found in Sanskrit. Without understanding the language of the science, it is really hard to read and understand the terminologies, theories, principles of the science given in the Samhitas. Many of the students coming for the course partly introduced or not at all introduced to the Sanskrit language previously. Hence for understanding Ayurveda in its originality, Sanskrit is one of subject in First year BAMS curriculum. Similar to any language Listening, Reading, Writing and Speaking are the four pillars of a sanskrit. Reading, writing and understanding samhitas will be emphasized and listening and speaking can give confidence to the student and enhance the study.

Learning a language just by studying the theory is not enough hence curriculum of Sanskrit is designed by combining traditional Sanskrit teaching with new teaching health science education technologies.

This changed curriculum involves many new teaching learning techniques and assessment methods. Based on the course outcomes, curriculum is devided in papers. Importantent objectives are appropriately planned as per domains of learning. Supported by interactive methods of teaching and learning by using Audio-visual aids. There will be practicals and demonstrations based on Language Lab activities for enhancement of practical use of Sanskrit. Practicals can give a chance of acquiring skills by practice of use of Sanskrit in Samhitadhyayan. Application of learned Sanskrit will be practically ensured by reading newly introduced Ashtang Hrudayam. Students can experience of application of Sanskrit Grammer in Samhitadhyayan. Introduction to Niruktis, dictionaries and Shabdakoshas can motivate students to derive and understand meanings from Sanskrit verses on their own. As this is a language, learning to communicate in this language is very much essential. Addition of Sanskrit communication as a part of curriculum is for overcoming the fear of learning a new language.

History of Ayurved is also added in second part of the Sanskrit. As an ancient science, its gradual development. Important milestones, different Schools of thoughts, impotant traditions, followers in traditions, thier contribution etc will be introduced in History. Contribution of Scholars of modern era, Important institutes and globalization are few more points for history. Activity based learning and objective assessment are the most important changes to change perception towards study of history.

Index Course Code and Name of Course AyUG SN & AI...... Table 1- Course learning outcomes and matched PO. Sanskrit Ayurved Itihas..... Table 2 : Contents of Course AyUG SN & AI.... Paper I Sanskrit Paper II – Part A Sanskrit Paper II – Part B – Ayurved Itihas Table 3: Learning objectives (Theory) of Course AyUG-SN & AI..... Paper I – Sanskrit Paper II Part A - Sanskrit Learning Objective PAPER II Part B Ayurved Itihas.... List of Practicals..... Table 4: Learning objectives (Practical) of AyUG- SN & AI..... Sanskrit Practical..... Table 5: Non Lecture Activities Course AyUG- SN & AI Ayurved Itihas- Table 6: Assessment Summary 6 A-Number of Papers and Marks Distribution 6 B - Scheme of Assessment (formative and Summative)..... 6 C - Calculation Method for Internal assessment Marks (15 Marks)..... 6 D- Evaluation Methods for Periodical Assessment..... 6 E- Paper Layout PAPER-I..... PAPER-II 6 F- Disribution of Theory Exam..... Paper I: Sanskrit Paper II..... Part A Sanskrit Part B 6 G- Question paper blue print..... Paper I – Sanskrit Paper II – Sanskrit and Ayurved Itihas 6 H - Distribution of Practical Exam..... 7. References/ Resourses......

NCISM I professional Ayurvedacharya (BAMS)

SAMSKRITAM EVAM AYURVED ITHIHAS (SUBJECT CODE-AyUG-SN & AI)

SANSKRIT AND HISTORY OF AYURVEDA

(Applicable from 2021-22 batch onwards for 5 years or until further notification by NCISM, whichever is earlier)

Summary

Total nui	AyUG-SN & AI mber of Teaching hou	rs: 300	
Lecture hours (LH) – Theory			100 Hanna
Paper I	50 Hours	100 Hours	100 Hours
Paper II (Sanskrit 40+ AI 10)	50 Hours		(LH)
Non-Lecture hours (NLH) – Theory			
Paper I	74 Hours	140 Hours	200 Hours
Paper II (Sanskrit 46+ AI 20)	66 Hours		(NLH)
Non-Lecture hours (NLH) – Practical		60 Hours	

	Examination (Papers &	Mark Distribu	ıtion)						
Item	Theory Component Marks AyUG-SN & AI			nponent Mar	·ks				
	•	Practical	Viva	Elective	IA				
Danas I	100								
Paper I	Sanskrit 100 Marks							10	10
	100		75*	75* 10 (Set-FA)	15				
Paper II	Sanskrit 80 Marks and			(Set-FA)					
-	Ayurved Itihas 20 Marks								
Sub-Total	200		1	100					
Total marks		300							
	*Viva voce examination shall be for	or Sanskrit and	not for A	yurved Ithiha	.sa				

Course Code and Name of Course

Course code	Name of Course
AyUG SN & AI	Sanksrit and Ayurved Itihas

AyUG SN & AI Course

Table 1- Course learning outcomes and matched PO.

SR1	A1	B1
СО	Course learning Outcome (CO) AyUG SN & AI	Course learning
No	At the end of the course AyUG SN & AI, the student should be able	outcomes matched with
	to-	program learning
		outcomes.
Sanskrit		
	Read and recite Prose (गद्य:) and poem (पद्य:) with the appropriate	
CO1	accent (उच्चारणस्थानानि तथा बाह्याभ्यरप्रयत्नानि).	PO-5, PO-6, PO-7,
	 उच्चारणस्थानानां बाह्यभ्यन्तरप्रयत्नानां च सहाय्येन पाठने तथा लेखने सामर्थ्यम्	PO-8, PO-9
CO 2	Apply various Technical Terms in Ayurveda (परिभाषाशब्दा:), Nouns & Pronouns (नामरूपाणि तथा सर्वनामरूपाणि), Verbs (धातुरूपाणि), suffixes (प्रत्यया:), Grammatical Terms (संज्ञा), Syntax (संघी) and Compounds (समासा:) from Sanskrit Grammar for enhanced interpretation of Ayurveda texts (आयुर्वेद संहिता:). परिभाषाशब्देषु नामरूपेषु सर्वनामरूपेषु क्रियापदेषु प्रत्ययेषु संज्ञासु सन्धिषु समासेषु च ज्ञानं तद्द्वाराआयुर्वेदसंहितासु अर्थावबोधनम् प्रायोगिकविज्ञानञ्च	PO-5, PO-7, PO-9
CO 3	Discriminate and interpret the Cases & meanings (विभाक्त्यर्थ) used in various verses of Ayurveda texts (आयुर्वेद संहिता). कारकविभक्त्यर्थादिषु परिज्ञानं तथा आयुर्वेदसंहितासु तेषां प्रयोगपरिचयञ्च	PO-5, PO-7, PO-9
CO 4	Formulate the Prose order (अन्त्रय:) of Slokas/Sutras in Ayurveda Textbooks (संहिता) to derive the meaning (वाच्यार्थ), to determine the Scientific Meaning (शास्त्रार्थ) and to Translate (Regional or other language). अन्त्रयलेखने वाच्यार्थावबोधने शास्त्रार्थावबोधने च सामर्थ्यं अनुवादनपाटवञ्च	PO-5,PO-6, PO-7, PO- 8, PO-9
CO 5	Interpret the Synonyms (पर्यायाः) and Derivations (निरुक्ति) of Ayurveda Terms using samskrita dictionaries (संस्कृत शब्दकोश). कोशग्रन्थानां सहाय्येन आयुर्वेदे विद्यमानानां पदानां तेषां पर्यायानाञ्च निरुक्तिपूर्वक परिज्ञानं तेषां प्रयोगे परिचयञ्च	PO-5, PO-7, PO-9
CO 6	Speak, Write and Summarize and Express in Samskrit (संस्कृतम्). संस्कृतभाषायां भाषणे लेखने सङ्क्षिप्य लिखने अर्थप्रकाशने च सामर्थ्यम् ।	PO-5,PO-6, PO-7, PO- 8, PO-9
CO 7	Develop the ethical responsibility towards the profession, society and human being. सामाजिक- औद्योकिक-मानुषिक धर्मबोधता	PO-6 & PO-8
Ayurved	l Itihas	
CO 8	Analyse and explain the important milestones in the history of Ayurveda	PO-1
CO 9	Appreciate the status of Ayurveda in different time periods and Contributions made by different Acharyas to Ayurveda.	PO-1

Table 2 : Contents of Course AyUG SN & AI

Sr No	A2 List of Topics AyUG-SN & AI Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
Pap	er I Sanskrit				1104110
1	संस्कृतवर्णानाम् परिचयः – माहेश्वरसूत्राणि, उच्चारणस्थानानि, बाह्यप्रयत्नानि, अभ्यन्तर प्रयत्नानि	I	05	3	10
2	संज्ञा- 2.1 - संयोग:, संहिता, ह्रस्वदीर्घप्लुत:, अनुनासिक:, पदम्, धातु:, उपसर्ग:, गुण:, वृद्धि: [विस्तरेण पाठनम् - Detailed teaching] 2.2 - इत्, लोप:, प्रत्याहार:, उदात्त:, अनुदात्त:, स्विरत:, सवर्ण:, निपात:, प्रगृह्यम्, [सङ्क्षिप्य पाठनम् – Brief teaching]	2.1 – I 2.2 – II	05	05	-
3.	उपसर्गा:- उपसर्गा: क्रियायोगे प्र, परा, अप, सम्, अनु, अव, निस्, निर्, दुस्, दुर्, वि, आङ्, नि, अपि, अधि, अति, सु, उत्, अभि, प्रति, परि, उप	II	05	02	03
4.	अञ्चयानि 4.1 - च अपि खलु हि तु किल ननु वा च एव 4.2 - पुन: विना उच्चै: ऋते एवम् सह सार्धम् युगपत् यथा —तथा यावत्-तावत् इति यदा-तदा यदि-तर्हि साकम् न कुत्र कति कुत: किमर्थम्, कियत् इह अत्र तत्र सर्वत्र अन्यत्र कुत्र एकत्र सदा अन्यथा एकथा [विस्तरेण पाठनम् - detailed teaching] A) Identify अञ्चयानि B) Explain the meaning with reference to the context C) Construct the sentences using अञ्चयानि	I A II B III C	5	I -01 II-01	I-0 II-0 III-03
5.	कारकप्रकरणम् — कर्तृकारकम् , कर्मकारकम् , करणकारकम् , सम्प्रदानकारकम्, अपादान कारकम्, अधिकरणकारकम् , सम्बन्धः, उपपदविभिक्तःः सूत्रसिहतपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि A) Discriminate the विभक्ति and their meaning. B) Identify the karakas from Ayurveda texts like करणम् कारणम् C) Construct sentences D) Translate sentences from English to Sanskrit & from Sanskrit to English.	I A II B III C, D	15	I- 05	II-05 III-05
6.	सन्धि: 6.1 - अच् सन्धि:/स्वरसन्धि: - यण् सन्धि -इको यणचि, गुण सन्धि:=आद्रुण: वृद्धिसन्धि:-वृद्धिरेचि, अयवायाव सन्धि: - एचोऽयवायव:/वान्तो यि	II	15	10	10

	प्रत्यये, लोप सन्धि:-लोप: शाकल्यस्य, पररूपसन्धि:-एङि पररूपम्,				
	पूर्वरूपसन्धि- एङ: पदान्तादित, प्रकृतीभाव- सर्वत्र विभाषा गोः , प्लुत				
	प्रगृह्य अचि नित्यम्				
	्रपृष्ठ जाय निष्यम् सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि				
	6.2 - हल्सिन्ध: /व्यञ्जनसिन्ध: - श्रुत्वसिन्ध:- स्तो: श्रुना श्रु:, ष्टुत्वसिन्ध:-				
	ष्ट्रना ष्टु:, जश्त्व सन्धि:-झलां जशो/न्ते, अनुनासिकसन्धि:-				
	यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धि:-तोर्लि:/वा				
	पदान्तस्य, चर्त्वसन्धिः				
	खरि च, पूर्वसवर्णसन्धि:-झयोऽहोऽन्यतरस्याम्, छुत्वसन्धि:				
	शरछोऽटि/ छत्वममीति वाच्यम्, अनुस्वारसन्धि:- मोऽनुस्वार:, तुगागमसन्धि:-				
	शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धि:-नश्क्रव्यप्रशान्				
	सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि				
	6.3 - विसर्गसन्धि: - रुत्वसन्धि:-ससजुषो रु:, उत्वसन्धि:-अतो				
	रोरप्लुदादप्लुते/हिश च, रो रि, भो भागो अघो अपूर्वस्य योऽशि , रोऽसुपि ,				
	एतत्तदोः सुलोपोऽकोरनञ् समासे हलि, सोऽचि लोपे चेत् पादपूरणम्				
	सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि				
	6.4 रुत्वप्रकरणसन्ध:- [सङ्क्षिप्य पाठनम् — Brief teaching]				
	सम: सुटि, कानाम्रेडिते च, अत्रानुनासिको पूर्वस्य तु				
	वा,अनुनासिकात्परोऽनुस्वार:, खरवसानयोर्विसर्जनीय:, विसर्जनीयस्य				
	स:,सम्पुङ्कानां सो वक्तच्च्य:				
7.	समास				
	7.1 - अव्ययीभावसमास: - 7.1.1 - अव्ययम्				
	विभक्तिसमीपसमृद्धिव्यर्ध्यर्थाभावात्ययसम्प्रतिशब्दप्रादुर्भाभावपश्चायथानुपूर्व्ययौगप				
	द्यसादृउश्यसम्पत्तिसाकल्यान्तवचनेषु 7.1.2 प्रथमा निर्दिष्टम् उपसर्जनम्,/				
	उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्या:/ तृतीयासप्तम्योर्				
	बहुलम्/अव्ययीभावे चाकाले				
	7.2 तत्पुरुष समास: - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापन्नै:, तृतीया	II	15	09	10
	तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ				
	बिलहितसुखरिक्षतै:, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डै:, विशेषणं				
	विशेष्येणबहुलम्, उपमानानि सामान्यवचनै:, नञ्, कर्मधारय, द्विगु:,				
	उपपद तत्पुरुष 7.3 - बहुब्रीहि समास: - अनेकमन्यपदार्थे				
	7.4 - द्वन्त्वसमास: - चार्थे द्वन्द्व:				
	7. ५ - ४.त्यसमास याथ ४.४. सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि				
8.	शब्दरूपणि				
0.	8.1 - पुल्लिङ्ग:शब्दरूपाणि				
	अकारान्त: - वात, वैद्य, रुग्ण, राम आदि				
	इकारान्त: - अग्नि, मुनि आदि	I	10	02	14
	उकारान्त: - ऋतु, भानु गुरु आदि				
ı	5 mil 10 5 mg				
	ऋकारान्त: - नृ, धातृ, पितृ आदि				

	ओकारान्त: - गो आदि				
	नकारान्त — श्लेश्मन्, रोगिन्, ज्ञानिन् आदि				
	` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` `				
	सकारान्त — चन्द्रमस् आदि				
	तकारान्त — मरुत् आदि				
	दकारान्त — सुहृद् आदि				
	जकारान्त — भिषज्, आदि				
	शकारान्त: - कीदृश्, एतादृश् आदि				
	8.2 - स्त्रीलिङ्ग:शब्दरूपाणि				
	आकारान्त: - बला, कला, स्थिरा, माला आदि				
	इकारान्त: - सम्प्राप्ति, प्रकृति, मति आदि				
	ईकारान्त: - धमनी, नदी आदि				
	उकारान्त: - रज्जु, धेनु आदि				
	ऊकारान्त: - वर्षाभू, वधू आदि				
	ऋकारान्त: - मातृ आदि				
	चकारान्त: - वाच् आदि				
	तकारान्त: - योषित्, सरित् आदि दकारान्तः – परिषद् आदि				
	पकारान्तः – पारपप् जााप जकारान्तः - स्रज् आदि				
	सकारान्त: - जलौकस्, सुमनस् आदि				
	षकारान्तः – प्रावृष् आदि				
	8.3 – नपुंसकलिङ्ग शब्दरूपाणि				
	अकारान्त: - पित्त, वन आदि				
	उकारान्तः - अश्रु, मधु आदि				
	इकारान्त: - अक्षि, अस्थि, वारि, दिध आदि				
	ऋकारान्त: - ज्ञातृ, धातृ आदि				
	नकारान्त: - वर्त्मन्, दण्डिन् आदि				
	सकारान्त: - स्रोतस्, मनस् आदि				
	षकारन्तः – सर्पिष्, आयुष् आदि				
	तकारान्त: - शकृत्, जगत् आदि				
	अष्टाङ्गहृदयसंहितायाम् विद्यमानानाम् अन्यानामपि समाननामरूपाणाम्				
	परिचयकरणम् अभिलषणीयम् प्रश्नपत्रे न प्रष्टव्यम्				
	8.4 - सर्वनामपदानि — अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि				
9.	धातुरुपाणि — [विस्तरेण पाठनम्-detailed teaching]				
	9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट्				
	भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गमॢ(गम्) गतौ, पा पाने, जीव्, पच्,				
	त्यज्, दृश् (पश्य)				
	अदादि गण - अद् भक्षणे , हन् हिम्सागत्यो:, वा गतिगन्धनयो: पा रक्षणे, अस्,	I	10	05	05
	श्वस्, स्वप्, ब्रू	1	10	03	US
	जुहोत्यादि गण- धा धारणपोषणयो:, पृ - पलनपूरणयो:, हा त्यागे, दा (दाञ्)				
	दिवादि गण- दिवु क्रीडादौ, त्रसी उद्वेगे, पुष् पुष्टौ, कुप्, नश्, तुष्, स्निह्, जू				
	स्वादि गण- चित्र् चयने, शक्, श्रु				
	तुदादि गण- तुद् व्यथने, कृष् विलेखने, लिख् लेखने, दिश्, कृन्त्, क्षिप्, स्पृश्				
	तुषाप गण- तुष् व्ययन, कृष् ।वलखन, ।लख् लखन, ।दश्, कृन्त्, ।लप्, स्पृश्				

	रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुज्				
	तनादि गण- तन् विस्तारे, कृञ् करणे				
	्र क्रयादि गण- प्रीञ् -तर्पणे कान्ते च, ग्रह उपादाने, ज्ञा				
	चुरादि गण- गण् संस्थाने, साध्, ताड्, धृ, कथ् वाक्यप्रबन्धे				
	आत्मनेपदि-				
	 भ्वादि गण - वृतु वर्त्तने, वृध्(वर्ध्), लभ्, सेव्, रुच्				
	अदादि गण - शीङ् स्वप्ने, ब्रू				
	जुहोत्यादि गण- धा धारणपोषणयो:, दा (दाञ्),				
	दिवादि गण- जनी प्रादुर्भाव, मन्, बुध्, पद्, विद्				
	स्वादि गण- चिञ् चयने,				
	तुदादि गण- तुद् व्यथने, कृष् विलेखने, म्रि, विद्, मुच्, सिञ्च्,				
	रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुज्				
	तनादि गण- तनु विस्तारे, कृञ् करणे				
	क्र्यादि गण- प्रीञ् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा				
	चुरादि गण- चुर्, क्षाल्, कथ्, घोष्, भक्ष्				
	आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम् अभिकाम्यम्				
	9.2 - लृड्ग , आशीर्लिड्ग, लिट , लुड्ग, लुड [सङ्क्षिप्य पाठनम्-Brief				
	teaching] भ्वादि गण, अदादि गण, जुहोत्यादि गण, दिवादि गण, स्वादि				
	गण, तुदादि गण, रुधादि गण, तनादि गण, क्रयादि गण, चुरादि गण				
	पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत् परं परीक्षायाम् न पृष्टव्यानि				
10	प्रत्ययाः				
	10.1 – क्त - क्तवत्, तव्यत् – अनीयर्, शतृ – शानच्, ल्युट् - ण्वुल्,				
	क्त्वा - ल्यप्, णिनि:, क्तिन्, तुमुन्				
	प्रत्ययाणाम् प्रयोगाः एव पृष्टव्याः	TT	10	0.5	
	10.2 - भावे घञ्, करणे घञ्, भावे ष्यञ्, कर्मणि ण्यत्, कर्त्तीर अच् अप्	II	10	05	6
	आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तीर/ताच्छील्ये/ आदि प्रत्ययानां				
	परिचय: करणीय: परं परीक्षायाम् न पृष्टव्या: परीक्षायाम् वाच्य प्रयोग: स्वरुपे				
	पृष्टव्य:				
11	विशेषण विशेष्य	II	05	02	03

Pap	oer II – Part A Sanskrit				
	A2 List of Topics (Maximum Marks – 80 (SAQ & LAQ only)	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	निरुक्ति तथा पर्याय पदानि— A) आयुः, शरीर, मनः, अग्नि:, जलम्, वात:, पित्तम्, कफ: B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र, इन्द्रियम्,श्रोत्रः, चक्षुः, रसना ,, घ्राण C)) धी, धृति, स्मृति,बुद्धी, मति , प्रज्ञा , मूत्र, पुरीष:, स्वेद, आत्मा, रोग:,निदानम्,	A- I B – II C- III	15	7 (A-1, B-3, C-3)	13 (A- 4, B-4, C-5)

	20 2 00				
	रोगि:, भेषजचिकित्सा , आदि परिभाषापदानि –				
2	परिमाषापदान — A) आयुर्वेद:, पञ्चमहाभूतानि, त्रिगुणम्, दोषा:, मलाः, दूष्यम्, सम्सर्गः, सन्निपातः B) द्रव्य ,गुण, कर्म ,सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः,चयः, प्रकोपः, प्रसरः, स्थानसम्श्रयः, दोषगितः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः C) स्रोतस् , कोष्ठः, आमम्, विरुद्धाह्नम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान	A - I B - II C- III	20	10 (A-2, B-4, C-4)	15 (A- 5, B-5, C-5)
	आदि				
3.	अन्वयलेखनम् -				
	A) अष्टाङ्गहृदयम् सूत्रस्थानम् - अध्यायत: सर्वाणि सूत्राणि				
	१.आयुष्कामीयम्				
	२.दिनचर्या				
	३.रोगानुत्पादनीयम्				
	B) अष्टाङ्गहृदयम् सूत्रस्थानम् - अध्यायत: सर्वाणि सूत्राणि दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम्				
	C) वैद्यकीय सुभाषितसाहित्यम् - shloka numbers – (भास्कर गोविन्द घाणेकर लिखित, चौखम्बा प्रकाशन)				
	प्रथम: 1, 2 द्वितीय: 1, 7	A - I B - II	30	20 (A- 4, B- 8, C-	14 (A- 4, B- 5, C-
	तृतीय: 9	C - III		8)	5)
	चतुर्थ: 2,3				
	पञ्चम: 2,3				
	षष्ट: 1, 4, 7				
	सप्तम: 2, 5, 17				
	अष्टम: 13, 12				
	नवम: 12,13				
	दशम: 1, 19				
	एकादश: 1, 2				
	द्वादश: 1, 6				
	त्रयोदश: 1, 7, 8, 9				

	चतुर्दश: 2, 3, 4				
	पञ्चदश: 7, 10				
	षोडश: 5, 6				
	सप्तदश: 1, 4				
	अष्टादश: 1,2,3				
	एकोनविंशति: 2, 3, 4				
	विंशति: , 12, 3, 4				
	श्लोकपूरणं न प्रष्टव्यम् परीक्षायाम् पदच्छेदं विग्रहवाक्यम् अन्वय: वाक्यार्थं				
	भावार्थं इत्यादय: एव प्रष्टव्या:				
4.	पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय				
	कथा -१ नापितक्षपणक कथा				
	कथा-२ नकुलीब्राह्मणी कथा				
	कथा-३ चक्रधर कथा	III	15	03	04
	कथा-४ सिंहकारक मूर्खपण्डितकथा				
	कथा-५ मूर्खपण्डित कथा				
	श्लोकपूरणं तथा अन्वयलेखनं न प्रष्टव्ये				

Pap	Paper II – Part B – Ayurved Itihas –						
	A2 List of Topics AyUG SN & AI (Maximum Marks – 20 (MCQ only)	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours		
1	Derivation (Vyutpatti and Niruktti) and definition of Itihasa. Necessity, Significance and Utility of knowledge of Ayurveda itihasa. Means and method of study of Ayurveda itihasa. Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	I	5	1	2		
2	Origin and lineage of Ayurveda (Ayurvedavatarana) and Introduction of references of Ayurveda in Veda, Upanishat and Puarana.	I		1	2		
3	Structure, Specialities, Time period of Ayurveda Samhitas and their commentaries (including Special contributions of authors and commentators): Charaka Samhita, Sushruta Samhita, Ashtanga Sangraha, Ashtanga Hridaya, Bhela Samhita, Hareeta Samhita, Kashyapa Samhita.	I	5	2	2		

4	Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana, Sharngadhara Samhita, Bhavaprakasha.	II		1	3
5	Origin and period of different systems of medicine in the world.	II		1	2
6	Introduction to Vrukshayurveda, Hastyayurveda and Ashwayurveda. (Included in Transitional Curriculum)	П	5	Ī	1
7	Status of Ayurveda during the period of Ashoka, Mughal and British rule.	II		1	2
8	Contribution of Scholars of modern era: Acharya Gana Nath Sen, Vaidya Yamini Bhushan Rai, Vaidya Shankar Dajishastri Pade, Acharya Swami Lakshmiram, Acharya Yadavji Tikramji, Dr. PM. Mehta, Vaidya B G Ghanekar, Vaidya Damodar Sharma Gaur, Acharya Priyavrat Sharma, Vaidya C Dwarakanath, Vaidya K R Shrikantamurthy, Vaidya VJ Thakkar, Vaidyaratnam PS Varier, Vaidya B V Gokhale.	Ш		1	2
9	Globalization of Ayurveda	III	_	1	2
10	 1)Developmental activities in Ayurveda in the post-independence period: Introduction to various committees and their recommendations Introduction of activities of the following Organizations: Department of AYUSH, CCIM/ NCISM, CCRAS, 2) National institutions Viz- All India Institute of Ayurved (AIIA), National Institute of Ayurveda, Jaipur. ITRA, Jamnagar. Faculty of Ayurveda, BHU, Varanasi. Rashtriya Ayurveda Vidyapeetha, New Delhi. 	Ш	5	1	2

Table 3: Learning objectives (Theory) of Course AyUG-SN & AI

A3 Course outcome	B3 Learning Objective (At the end of the session, the Students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nic e to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formati ve /summa tive	I3 Te rm	J3 Integrat ion
Topic 1- सं	स्कृतवर्णानाम् परिचयः(5 ma	arks) Time: 13	hrs (Lecture	:- 3 hours Non lect	ture10 hrs)				
CO 1, CO 6	Read & write Sanskrit words	Cognitive domain - Knowledge	Must know	Khows how	Practical classes Demonstrations Classroom reading	Oral Written	F&S	I	
CO 1, CO 6	Pronounce Sanskrit as per their appropriate articulations	Cognitive domain – Comprehens ion	Must know	Khows how/ Shows how	1) Practical classes 2) presentation of videos 3) Graphical Representation of Vocal system Class room reading / speaking	Oral / Written Assignment on Identifying the Places of articulation of the words in Ayurveda texts.	F&S	I	
Topic 2- ₹	तंज्ञा (10 marks)- Time: 05 I	Hrs (Lecture:-	5 hours Non	lecture 00 hrs)					
CO 2, CO 4, CO	2.1 Explain the terms related to संज्ञा in Sanskrit grammar	Cognitive domain- Comprehens ion	Desirable to know	Knows	Lecture with Power point presentation	Oral, Conduction of quiz	F&S	II	
CO 2, CO 4, CO 5	2.2 Identify the संज्ञा Explain the meaning of the संज्ञा	Cognitive domain- Comprehens ion	Must know	Khows how	Lecture with Power point presentation	Oral / written Very short answer Differentiate, identify, fill in the blanks etc	F&S	I	

Topic 3 उप	सर्गा: - उपसर्गा: क्रियायोगे (05 mark	s) Time: 05 Hrs	(Lecture:- 02	2 hours Non lecture	03 hrs)	Preparation of MSQ (MCQ) Question- answer sessions			
CO 2, CO 4, CO 6	Identify the उपसर्गा: Explain the meaning of the words with उपसर्गा: Identify the difference in meaning according to the उपसर्गा:	Cognitive domain - Comprehens ion problem solving	Must know	Khows how	Lectures with Power point presentation. Problem Based Learning (PBL) Group Discussions	Oral & Written objective type very short answer compare differentiate etc, Assignments open book test	F&S	II	
Topic 4- 3	भव्ययानि (05 marks) Time:	05 Hrs (Lectur	e:- 02 hours	Non lecture 03 hrs	s)				
CO 2, CO 4, CO 6	4.1 Identify अव्ययानि	Cognitive domain - Comprehens ion	Must know	Knows	Lectures with Power point presentation. Group Discussions	Oral & Written. objective type very short answer - compare, differentiate Assignments on sentence construction, presentation by the students	F&S	I	
CO 2, CO 4, CO 6	4.2 Explain the meaning with reference to the context	Cognitive domain – Application	Must Know	Knows how	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short	F&S	II	

						answer /			
						compare			
						differentiate			
						Assignments			
						open book test			
	Construct the sentences	Cognitive	Must	Shows how	Lectures with Power	Oral &	F&S	1	
	using अन्ययानि	domain - Synthesis	Know	Shows now	point presentation.	Written	165		
					Group Discussions	Construct sentences with			
					Conversation	proper use of			
					Sessions	Avyayas.			
						Use			
						appropriate			
						Avyayas.			
CO 2,						Very short			
CO 4,						answer		III	
CO 6						Assignments		111	
						on finding out			
						the अव्ययानि			
						used in the			
						texts and			
						explain their			
						meaning with			
						reference to			
						the context.			
						Open book			
						test.			
Topic 5—	कारकप्रकरणम् (15 marks)								
	A) Discriminate the	Cognitive	Must	Shows how	Lectures with Power	Oral &	F&S	A)-	
	विभक्ति and their meaning.	domain -	know		point presentation.	Written		I	
	B) Identify the karakas	Synthesis						B) –	
CO 3,	from Ayurveda texts like	problem			Group Discussions	objective type		II	
CO 6	करणम् कारणम्	solving				very short		C) – III	
	C) Construct sentences.					answer /		D) - III	
	D) Translate					compare			
	sentences from English to					differentiate /			
	Statement Hom English to	L	l .	I	1	<u> </u>	l	11	

Topic 6-	Sanskrit & from Sanskrit to English. सन्धि: (15 marks) Time: 20	Hrs (Lecture:-	10 hours No	n lecture 10 hrs)		meaning with reference to the context etc Assignments on identification of the karakas used in the Ayurveda basic principle terms like atum.		
CO 2, CO 6	6.1 Identify सन्धि: Explain the meaning of the context by splitting. Formulate the joined words while writing the sentences	Cognitive domain - Application and problem solving	Must	Knows how	Lectures with Power point presentation. Group Discussions Classes by the students Ashtang hrudaya with the सन्धि:	Oral & Written Objective type, very short answer – compare, differentiate etc. Assignments to find the सन्धि: in Ashtangahruda ya Quiz on सन्धि:	F&S	II
CO 2, CO 6	6.2 Identify सन्धि: Explain the meaning of	Cognitive domain - Application and problem solving	Must know	Khows how	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short	F&S	П

	the context by splitting. Formulate the joined words while writing the sentences				Classes by the students Ashtang hrudaya with the सन्धि:	answer compare and differentiate Assignments to find the सन्धि: in Ashtangahruda ya Quiz on सन्धि: Preparation of charts, mindmaps etc.			
CO 2, CO 6	6.3 Identify सन्धि: Explain the meaning of the context by splitting. Formulate the joined words while writing the sentences	Cognitive domain - Application and problem solving	Must know	Khows how	Lectures with Power point presentation. Group Discussions Classes by the students Ashtang hrudaya with the सन्धि:	Oral & Written objective type very short answer Assignments to find the सन्धि: in Ashtang hrudaya Quiz on सन्धि: Preparation of charts, mindmaps etc.	F&S	II	
CO 2, CO 6	6.4 Identify सन्धि: Explain the meaning of the context by splitting.	Cognitive domain – Comprehens ion Application	Desirable to know	Knows	Lectures with Power point presentation.	Oral Preparation of charts, mindmaps etc.	F&S	П	

	Identify समास: Discriminate between the	Cognitive domain - Comprehens	Must know	Knows	Lectures with Power point presentation.	Oral & Written	F&S		
CO 2	सन्धि:and समास:	ion			Group Discussions Problem Based Learning(PBL) Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम्	objective type very short answer- compare differentiate Assignments to find the समास: in Ashtanga hrudaya Quiz on समास: Puzzles Word cloud Cross words etc.		II	
CO 2, CO 6	7.1 Identify समास: Explain the meaning of the context by writing the विग्रहवाक्यम् Construct the समस्तपदम्while writing the sentences	Cognitive domain - Application and problem solving	Must	Shows how	Lectures with Power point presentation. Group Discussions Problem Based Learning(PBL) Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम्	Oral & Written objective type very short answer Assignments to find the समास: in Ashtangahrday a Quiz on समास: Puzzles Word cloud Cross words	F&S	II	

CO 2, CO 6	7.2 Identify समास: Explaining the meaning of the context by writing the विग्रहवाक्यम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions Problem Based Learning(PBL) Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम्	etc. Preparation of charts, mindmaps etc. Oral & Written objective type very short answer Assignments to find the समास: in Ashtangahrday a Quiz on समास: Puzzles Word cloud Cross words etc. Preparation of	F&S	II	
						charts, mindmaps etc.			
CO 2, CO 6	7.3 Identify समास: Explaining the meaning of the context by writing the विग्रहवाक्यम् Construct the समस्तपदम्while writing the sentences	Cognitive domain - Application and problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions Problem Based Learning(PBL) Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम्	Oral & Written objective type very short answer meaning with reference to the context etc. Assignments to find the समास: in Ashtangahrday	F&S	II	

CO 2, CO 6	7.4 Identify समास: Explaining the meaning of the context by writing the विग्रहवाक्यम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम् Problem Based Learning(PBL)	a Quiz on समास: Puzzles Word cloud Cross words etc. Preparation of charts, mindmaps etc. Oral & Written objective type very short answer Assignments to find the समास: in Ashtangahrday a Quiz on समास: Puzzles Word cloud Cross words etc. Preparation of charts, mindmaps etc.	F&S	II	
Topic 8- 3						0.10	E O C	₊	
CO 2, CO 3, CO 6	Identify & write the अन्तलिङ्गविभक्तिवचनानि of a noun.	Cognitive domain – Synthesis problem	Must know	Shows how	Lectures with Power point presentation. Recitation	Oral & Written objective type very short	F&S	I	
	Construct sentences	solving			Peer learning	answer			

Topic 9- 원	ातुरुपाणि (10 marks) Time	: 10Hrs. (Lecti	ure:- 5 hours	Non lecture 05 hr	Group Discussions	Assignments to find out the अन्तलिङ्गविभ क्तिवचनानि of nouns used in various text books and writing all forms of all विभक्ति. Quizzes Puzzles Word cloud Cross words etc.			
CO 2, CO 6	9.1 Identify & write लकारपदपुरुषवचनानि of the roots. Interpret the meaning according to the लकार: Use for constructing sentences.	Cognitive domain - Synthesis and problem solving	Must	Shows how	Lectures with Power point presentation. Recitation Group Discussions Peer learning	Oral & Written objective type very short answer Assignments to find out the verbs used in various text book in the syllabus and completing all the forms. Quizzes Word cloud etc.	F&S	I	
CO 2, CO 6	9.2 Identify & write लकारपदपुरुषवचनानि of the roots.	Cognitive domain- Comprehens ion problem	Nice to know	Knows	Lectures with Power point presentation. Group Discussions	Oral Assignments Quizzes Word cloud etc.	F&S	I	

	Interpret the meaning according to the লকাং:	solving							
Topic -10	प्रत्ययाः (10 Marks) Time:	11 Hrs (Lectur	re:- 5 hours	Non lecture 06 hr	s)				
CO 2, CO 6	10.1 Identify the प्रत्यया: Interpret the meaning with reference to the context with the support of the प्रत्यया:	Cognitive domain - Comprehens ion and problem solving	Must know	Shows how	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short answer Assignments Quizzes	F&S	II	
CO 2, CO 6	10.2 Identify the प्रत्यया: Interpret the meaning with reference to the context with the support of the प्रत्यया: (परीक्षायाम् वाच्य प्रयोग: स्वरुपे पृष्टव्य:)	Cognitive domain- Application and problem solving	Must to Know	Shows how	Lectures with Power point presentation. Group Discussions	Oral Assignments Quizzes	F&S	II	
Topic 11-	विशेषण विशेष्य (05 Marks) Ti	me: 05 Hrs (L	ecture:-02	hours Non lecture	03 hrs)				
CO 2, CO 6	Identify and discriminate different types of Visheshanas. Effectively use visheshanas in sentences.	Cognitive domain - Application and problem solving	Must know	Knows how / Shows how	Lectures with Power point presentation. Flipped classroom	Oral & Written Quizzes Word cloud etc.	F&S	П	

A3 Course outcome	B3 Learning Objective (At the end of the session, the Students should be able to)	C3 Domain/sub	D3 Must to know/ desira ble to know/ Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Form ative /sum mativ e	I3 Te rm	J3 Integration
Topic 1- नि					hours (A-2, B-5) Non lecture			-	C-
CO 2, CO 5	Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः) A) आयुः ,शरीर, मनः, अग्नि,: जलम्, वातः, पित्तम्, कफः: B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम् ,श्रोत्र, चक्षु , ,रसना, घ्राण C) धी, धृति, स्मृति ,बुद्धी , ,मित प्रज्ञा ,मूत्र ,पुरीषः, स्वेद, आत्मा, रोगः,निदानम् ,रोगि ,: भेषजचिकित्सा , आदि	Cognitive domain - comprehension	Must know	Knows	Lectures with Power point presentation. Flipped classroom Peer learning Ayurveda Samhita Group Discussions	Oral & Written objective type very short answer compare differentiate meanings meaning with reference to the context etc Assignments Open book test	F&S	A- I B – II C- III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.

Topic 2- परिभाषापदानि (20 marks) Time 25 Hrs (Lecture:- 10 (A-2, B-4, C- 4 hours) Non lecture 15 (A-5, B-5, C-5 hrs)

CO 2, CO 5	Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः) Describe the Paribhasapadas (परिभाषापदः) परिभाषापदानि — A) आयुर्वेद:, पञ्चमहाभूतानि, त्रिगुणम्, दोषा; मला:, दूष्यम्, सम्सर्ग:, सन्निपातः B) द्रव्य ,गुण, कर्म ,सामान्य, विशेष, गुरु, लघु, प्रकृति:, विकृति:,चय:, प्रकोप:, प्रसर:, स्थानसम्थ्रय:, दोषगति: भेद:, रस:, वीर्यम्, विपाकः; कार्यकारणभावः C) स्रोतस् , कोष्ठ:, आमम् विरुद्धाह्मम्, विरुद्धाह्मर्, विद्याहार:, विदाहि, विष्टम्भि, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्ग:, अवस्थापाकः, वेग: ,शोधन ,शमन, लंघन , बृहण, अनुपान आदि	Cognitive domain – Comprehension Application	Must	Knows	presentation. Flipped classroom Peer learning Group Discussions	Oral & Written objective type very short answer write short notes Assignments from Ayurveda Samhita Open book test	F&S	A-I B-II C-III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.
1 opic 3 -		· ·	`		, C-8 hours) Non lecture 14		T =	Т.	La
CO 4, CO 6	Identify the subject object Adjective noun verb in a sentence.	Cognitive domain – Comprehension Application	Must know	Shows how	Self-directed learning Flipped classroom Classes by the students	Oral & Written Objective type Very short answer Anvaya writing	F&S	A - I B - II C- III	Sa mh ita

T	T	T T		Las	 	ı	
Write the				Short answer			
पदच्छेदं विग्रहवाक्यम्			Group Discussions	Assignments on writing पदच्छेदं विग्रहवाक्यम्			
अन्वय: वाच्यार्थं and							
भावार्थम्				अन्वय: वाच्यार्थं भावार्थम्			
Of shlokas							
A) अष्टाङ्गहृदयम् सूत्रस्थानम् —							
अध्यायत: सर्वाणि सूत्राणि							
१.आयुष्कामीयम्							
२.दिनचर्या							
३.रोगानुत्पादनीयम्							
B) अष्टाङ्गहृदयम् सूत्रस्थानम् —							
अध्यायत: सर्वाणि सूत्राणि							
दोषादिविज्ञानीयम्							
दोषभेदीयम्							
दोषोपक्रमणीयम्							
द्विविधोपक्रमणीयम्							
C) वैद्यकीय सुभाषितसाहित्यम्							
– shloka numbers -							
प्रथम: 1, 2							
द्वितीय: 1,7							
तृतीय: 9							
चतुर्थ: 2, 3							
पञ्चम: 2, 3							
षष्ठ: 1, 4, 7							
सप्तम: 2, 5, 17							
अष्टम: 13, 12							
नवम: 12, 13							
दशम: 1, 19							
एकादश: 1,2							
द्वादश: 1,6							

	त्रयोदश: 1, 7, 8, 9 चतुर्दश: 2, 3, 4 पञ्चदश: 7, 10 षोडश: 5, 6 सप्तदश: 1, 4 अष्टादश: 1, 2, 3 एकोनविंशति: 2, 3, 4 विंशति: , 12, 3, 4								
CO 4, CO 6	Construct Sanskrit sentences and comprehend a passage. Convert active and passive voice sentences. १. क्षपणक कथा २. नकुलब्राह्मणी कथा ३. चक्रधर कथा ४.सिंहकारकब्राह्मणपुत्र कथा ५. मूर्खपण्डित कथा	Cognitive Domain- Synthesis Problem Solving	Must know	Shows how	Activity based learning Self-directed learning Flipped classroom Group Discussions	Oral & Written objective type very short answer write summery Assignments on finding out प्रत्यय: and क्रियापदानि Assignments of changing the voice. Assignments on translation	F&S	III	

PAPER	PAPER II Part B Ayurved Itihas													
A3	B3	C3	D3	E3	F3	G3	Н3	I3	J3					
Cours	Learning Objective	Domain/s	Must to	Level	T-L method	Assessment	Formati	Те	Integratio					
e		ub	know/	Does/			ve	rm	n					
outco	(At the end of the session,		desirable to	Shows how/			/summa							
me	the students should be able		know/Nice	Knows how/			tive							
	to)		to know	Know										

Topic 1	I- Time (Lecture:- 1 hour, No	n lecture 2	2 hours)						
CO 8	Describe Etymological derivation (Vyutpatti), syntactical derivation (Niruktti) and definition of the word Itihasa.	Cognitive/ Knowledg e(K)	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F&S	I	
CO 8	Describe of knowledge of history, its significance and utility, means and method of Ayurveda history	Cognitiv e/ coprehen sion	Must know	Knows	Lecture & Group Discussion, Tutorial, Video clips	Written MCQ Discussions or debate	F	I	
CO 8 CO 9	Explain Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion, Tutorial, Charts, Edutainment.	Written MCQ	F & S	I	
Topic 2	2- Time (Lecture:- 1 hour, No	n lecture 2	2 hours)				_		
CO 8 CO 9	Explain different opinions of origin and lineage of Ayurveda available in Samhitas and Samudra manthana and origin of Dhanvantari.	Cognitiv e/K	Must know	Knows	Lecture, video & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Outline 2-3 references of Ayurveda in Veda, Upanishat and Puarana	Cognitiv e/K	Desirable to know	Knows	Lecture, charts & Group Discussion, SDL	Written MCQ, Online search of Archiologi cal sites for Ayurved. Presentatio n by Students,	F	I	

CO 8	Describe Ayurveda as Upaveda of Atharvaveda	Cognitiv e/coprehe ntion	Desirable to know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
Topic 3	B- Time (Lecture:- 2 hour, No	n lecture 2	2 hours)		-	1	1	1	-1
CO 8 CO 9	Describe the Structure, Specialities, Time period of Charaka Samhita	Cognitiv e/K	Must know	Knows	Lecture, charts & Group Discussion Online Visit of Charakaranya, elared places.	Written MCQ Chart prepration	F&S	I	
CO 8 CO 9	Briefly explain contribution of Punarvasu Athreya, Agnivesha, Charaka, Drudhabala	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Enumerate the important Commentaries on Charaka Samhita and identify their authors.	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion, Activity on commentary, Compilation.	Written MCQ Online samhitas, Commento ry search	F&S	I	
CO 8 CO 9	Explain the importance of Ayurveda Deepika, Jalpakalpataru.	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion.	Written MCQ	F&S	I	
CO 8 CO 9	Justify Charakastu Chikitsite in view of Global medical history.	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion,	Written MCQ Debate Creativs writing	F	I	Roganida na, Kayachiki tsa
CO 8 CO 9	Describe the Structure, Specialities, Time period of Sushruta Samhita	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ Poster making	F & S	I	
CO 8 CO 9	Briefly explain contribution of Dhanvantari, Sushruta,	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	Salya tantra

	Nagarjuna, Chandrata								
CO 8 CO 9	Enumerate the important commentaries on Sushruta Samhita and identify their authors.	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ Chart or collage	F&S	I	
CO 8 CO 9	Explain the importance of Nibandha sangraha, Nyaya chandrika,	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Justify Shaareere Sushruta	Cognitiv e/compre hension	Must know	Knows	Lecture & Group Discussion	Written MCQ Debate/D iscussions	F	I	Rachana Sharira, Kriya sharira
CO 8 CO 9	Describe the Contributions of Sushruta Samhita to the field of surgery.	Cognitiv e/ Compreh ension	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	I	Shalya Tantra
CO 8 CO 9	Identify the acharyas of Atreya and Dhanvantari Sampradaya	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion Quiz	Written MCQ	F & S	I	
CO 8 CO 9	Describe the Structure, Specialities, Time period of Ahtanga sangraha and Ashtang hridaya.	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion Video Clips	Written MCQ Chart or collage of events	F&S	I	
CO 8 CO 9	Briefly explain contributions of Vruddha and Laghuvagbhata	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Enumerate commentaries on Ahtanga sangraha and Ashtang hridaya and explain importance of Indu, Hemadri and Arunadatta commentary.	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion	Written MCQ Quiz	F & S	I	
CO 8	Justify Sutrasthane tu	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	I	

CO 9	vagbhata	e/K			Discussion	MCQ			
CO 8	Enumerate the salient	Cognitiv	Desirable to	Knows	Lecture & Group	Written	F	I	
CO 9	features of Bhela Samhita	e/k	know		Discussion, SDL	MCQ			
CO 8	Enumerate the salient	Cognitiv	Desirable to	Knows	Lecture & Group	Written	F & S	I	
CO 9	features of Hareeta Samhita	e/k	know		Discussion, SDL	MCQ			
CO 8	Describe the Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	I	
CO 9	Specialties, Time period of	e/k			Discussion	MCQ			
	Kashyapa Samhita					Chart or			
						collage of Events			
CO 8	Briefly explain contribution	Cognitiv	Must know	Knows	Lecture & Group	Written	F&S	T	
CO 9	of Kashyapa, Jeevaka,	e/k	Widst Kilow	Kilows	Discussion	MCQ			
	Vatsya.								
CO 8	Identify contribution of	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	I	
CO 9	Kashyapa Samhita to the	e/k			Discussion	MCQ			
	field of Pediatrics.								
	- Time (Lecture:- 1 hour, No		,	Γ	T	T	1	Г	_
CO 8	Describe Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	
CO 9	Contributions and	e/k			Discussion,	MCQ			
	importance of Madhava Nidana.				Library Session for handing of books.	Library Searching			
	Nidalia.				handing of books.	online			
						availabe			
						Samhitas.			
						Samhita			
						mobile			
						application			
						S			
CO 8	Outline the importance of	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	Roganida
CO 9	Madhavakara,	e/k			Discussion	MCQ			na
	Vijayarakshita, Shrikanthadatta and Justify								
	nidane madhava shreshtha.								
CO 8	Describe Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	

CO 9	Contributions and importance of Sharngadhara Samhita.	e/k			Discussion	MCQ		
CO 8 CO 9	Briefly explain contribution of Sharngadhara, Adhamalla, Kashiram.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	II
CO 8 CO 9	Explain about Bhavamishra and Enumerate the salient features of Bhavaprakasha.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F&S	II
Topic 5	5- Time (Lecture:- 1 hour, No	n lecture 2	2 hours)				_	
CO 8 CO 9	Enlist origin and period of different systems of medicine in the world.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ Assignment s	F & S	II
Topic 6	5- Time (Lecture:- 0 hour, No	n lecture 1	l hours)					
CO 8 CO 9	Explain in brief about Ashwayurveda, Gajayuyrveda, Gavayurveda and Vrukshayurveda.	Cognitiv e/k	Must know	Knows	Lecture (Included in Transitional Curriculum)& Group Discussion	Written MCQ Serach of Use of Ayurved plats in different cattle food. Poster making	F&S	II
Topic 7	/- Time (Lecture:- 1 hour, No	n lecture 2	2 hours)	<u> </u>				
CO 8 CO 9	Describe the Status of Ayurveda during the period of Ashoka, Mughal and British rule.	Cognitiv e/K	Desirable to know	Knows	Lecture & Group Discussion, SDL	Written MCQ Collect the photos online and make a documentor	F & S	II

Topic 8	- Time (Lecture:- 1 hour, No	n lecture 2	2 hours)			y in your voice.			
CO 8 CO 9	Name the Contributions of Acharya Gana Nath Sen, Vaidya Yamini Bhushan Rai, Vaidya Shankar Dajishastri Pade, Acharya Swami Lakshmiram, Acharya Yadavji Tikramji, Dr. PM. Mehta, Vaidya B G Ghanekar, Vaidya Damodar Sharma Gaur, Acharya Priyavrat Sharma, Vaidya C Dwarakanath, Vaidya K R Shrikantamurthy, Vaidya VJ Thakkar, Vaidyaratnam PS Varier, Vaidya B V Gokhale.	Cognitiv e/K	Desirable to know	Knows	Lecture & Group Discussion, Tutorial, Self directed learning (SDL)	Written MCQ, Quiz, Match the pair Edutainmen t Poster making, Video clip making, Compilatio n,	F & S	III	
	- Time (Lecture:- 1 hour, No	1			T		T	1	1
CO 8 CO 9	Discuss Globalization of Ayurveda – Expansion of Ayurveda in Misra (Egypt), Sri Lanka, Nepal other nations. 0- Time (Lecture:- 1 hour, No	Cognitiv e/K	Desirable to know	Knows	Lecture & Tutorial, Video Edutainment	Written MCQ Collect data and make video clip with your own narration.	F & S	III	

CO 8 CO 9	Enumerate the various Committees and 2-3 recommendations	Cognitiv e	Must know	Knows	Lecture	Written MCQ	F & S	III	
CO 8 CO 9	Explain activities of Department of AYUSH, CCIM/ NCISM, CCRAS	Cognitiv e/K	Must know	Knows	Lecture & Group Discussion, Tutorial	Written MCQ Visit to Website of the Department s and discussion	F & S	Ш	
CO 8 CO 9	Identify the institutes All India Institute of Ayurved, New Delhi, (AIIA), National Institute of Ayurveda, Jaipur. ITRA, Jamnagar. Faculty of Ayurveda, BHU, Varanasi. Rashtriya Ayurveda Vidyapeetha, New Delhi.	Cognitiv e/K	Desirable to know	Knows	Lecture & Group Discussion, Video	Written MCQ, Visit to web sites of colleges and Discussions	F&S	III	

List of Practicals

Hours: 180 Hrs

SN	Name of Practical Sanskrit	Term	Hours
P1	Use of Dictionaries and Shabdakoshas अमरकोश:, वनौषधिवर्ग:, शब्दकल्पद्रुम:, वाचस्पत्यम्	I	15
P2	Translation from Sanskrit to desirable language.	II	15
P3	Translation from desirable language to Sanskrit.	II	15
P4	सम्भाषण भाषा पठनम् Spoken Sanskrit and Communication Skills	III	15
P5	All activity based practicals from above table are enlisted. (In table 2 and Table 3) They are as follows:		
	1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc.	I	
	2. Graphical Representation of Vocal system	I	
	3. Reading / Pronounciation	I	
	4. Preparing different Shabdarupani and recitation	I/II	
	5. Preparing different Kriyapadani.	I	
	6. Practicals on Karakani.	I/II	
	7. Practicals on Pratyayas	II	
	8. Practicals on Sandhis	II	120 hours
	9. Practicals on Samasa	II	
	10. Practicals on Upasargas.	II	
	11. Practicals on Avyayas	II	
	12. Practicals on Visheshan – Visheshya	II	
	13. Practicals on Anvay lekhana	I/II/III	
	14. Practicals on Nirukti	II/III	
	15. Practicals on Paribhasha	I/II/II	
	16. Practicals on Panchatantra	III	

Table 4: Learning objectives (Practical) of AyUG- SN & AI

Sanskrit l	Practical								
A4 Course outcome	B4 Learning Objective (At the end of the session, the Students should be able to)	C4 Domain/sub	D4 Must to know/ desirabl e to know/Ni ce to know	E4 Level Does/ Shows how/ Knows how/ Knows	F4 T-L method	G4 Assessment	H4 Formativ e /summati ve	I4 Te rm	J4 Integratio n
Practical 1	Refer the	Cognitive	Must to	Dictionaries knows	Demonstration for	Clinical 15 hour	s) F & S		
CO 5	dictionaries. Refer the Books on synonyms	domain - comprehensi on	know		identifying the meaning of the words with the support of the shabdakoshas like Amarkosha, Shabda kalpadruma, vachaspatyam etc. Record writing			Ι	
CO 5, 6	Improve the vocabulary. Use in reading and writing.	Cognitive domain - comprehensi on	Desirabl e know	knows	Group Discussions Record writing	Oral Recitation Competition s Aksharashlo ka competitions etc.	F & S	II	
Practical 2	2 - Translation from Sans	skrit to desirable la	anguage. Tin	ne: 15 Hrs. (Practical/ Clinical 15 hrs)				
CO 3, 4, 5, 6	Translate from Sanskrit to	Cognitive domain -	Must to know	Shows how	Demonstration Group Activity	Oral Written	F & S	II	

	desirable language.	comprehensi on, synthesis.			Record writing				
Practical 3	Practical 3 - Translation from desirable language to Sanskrit. Time: 15 Hrs. (Practical/ Clinical 15 hrs)								
CO 3, 4, 5, 6	Translate from desirable language to Sanskrit.	Cognitive domain - comprehensi on, synthesis.	Must to know	Shows how	Demonstration Group Activity Record writing	Oral Written	F & S	II	
Practical 4	ı- सम्भाषण भाषा पठनम् -	Spoken Sanskr	it Time: 15	Hrs (Practica	al/ Clinical 15 hrs)				
CO 6, 7	Apply Sanskrit grammar. Write a small paragraph or Script. Speak atleast 5 to 10 lines in Sanskrit fluently. Stage a skit.	Cognitive domain - comprehensi on. Psychomotor domain - articulation Psychomotor domain - articulation	Must to know	Shows	Staging small skits. Script writing, elocution competitions. Games Conversation Peer learning Creating conversations Conversations in different situations by the students.	Oral	F & S	III	

P5 All activity based practicals from above table are enlisted. (In table 2 and Table 3) They are as follows: (NLH 120)

- 1. Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani etc.
- 2. Graphical Representation of Vocal system
- 3. Reading / Pronounciation
- 4. Preparing different Shabdarupani and recitation
- 5. Preparing different Kriyapadani.
- 6. Practicals on Karakani.
- 7. Practicals on Pratyayas

- 8. Practicals on Sandhis
- 9. Practicals on Samasa
- 10. Practicals on Upasargas.
- 11. Practicals on Avyayas
- 12. Practicals on Visheshan Visheshya
- 13. Practicals on Anvay lekhana
- 14. Practicals on Nirukti
- 15. Practicals on Paribhasha
- 16. Practicals on Panchatantra

Table 5: Non Lecture Activities Course AyUG- SN & AI

List non lecture Teaching-Learning methods	No of Activities	Total
Sanskrit		
Presentation of videos	2	
Graphical Representation of Vocal system	1	
Guided Reading,	5	
Peer learning	4	
PBL	36	120
Quizes, puzzles, cross word, word cloud	13	
Group activities	37	
SDL	17	
Recitation	5	
Practical (Refer Table 4	60	60
Ayurved Itihas	20	20
		200

Topic wise details –

List non lecture Teaching-Learning methods	No of Activities
Presentation of videos about Maheshwar Sutra, Prayatna, Uccharana Sthanani	2
etc.	
Graphical Representation of Vocal system	1
Reading / Pronounciation (Guided Reading, Peer learning)	7
Preparing different Shabdarupani and recitation (PBL, Peer learning, Quizes, word cloud, crosswords, recitation etc.)	14
Preparing different Kriyapadani. (PBL, Group activities)	5
Practicals on Karakani. (PBL, Group Discussions)	10
Practicals on Pratyayas. (PBL, Group Discussions)	6
Practicals on Sandhis (PBL, Quizes, puzzles, Group activities)	10
Practicals on Samasa (PBL, Quizes, puzzles,)	10
Practicals on Upasargas. (PBL, group activities)	3
Practicals on Avyayas (PBL, group activities)	3
Practicals on Visheshan – Visheshya (PBL)	3
Practicals on Anvay lekhana (PBL, SDL, Group Discussions)	14
Practicals on Nirukti (PBL, SDL, Group Discussions)	13
Practicals on Panchatantra - Vachya of sentences, Writing sentences using	4
appropriate Shabdarupani and Kriyapadani etc. (SDL, PBL, group activities)	
Practicals on Paribhasha (PBL, SDL, Group Discussions)	15
	120

Ayurved Itihas-

List non lecture Teaching-Learning methods	No of Activities
Group Discussion,	10
Video clips	5
Online Search, Prroject	
Tutorial	
Quiz, Collage, Puzzle	5
	20

Table 6: Assessment Summary

6 A-Number of Papers and Marks Distribution

				Practical/Clinical Assessment					Grand
S.No.	Subject Code	Papers	Theory	Practical/Clinical	Viva	Electives	IA	Sub Total	Total
1.	AyUG-SN & AI	2	200	-	75*	10 (Set-FA)	15	100	300
*Viva	*Viva voce examination shall be for Sanskrit and not for Ayurved Ithihasa								

6 B - Scheme of Assessment (formative and Summative)

			PD OFFICEION A	DURATION	OF PROFESSIONA	L COURSE
SR.NO.			PROFESSIONAL COURSE	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)
1	AyUG- SN & AI		First	3 PA & First TT	3 PA & Second TT	3 PA & UE
PA: Peri			odical Assessment; T	T: Term Test; UE	: University Examina	ations

6 C - Calculation Method for Internal assessment Marks (15 Marks)

		PERIODICAL ASSESSMENT*					TERM A	ASSESSMENT
	Α	В	C	D	E	F	G	Н
TERM	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 15 Marks (D/15*15)	Term Test (Marks converted to 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (/15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		Е
Final IA		Ave	rage of T	hree Term A	ssessment N	larks as Shown	in 'H' Col	umn.
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert total marks to 15 marks.						d C.	

6 D- Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods
1.	Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.
2.	Practical / Clinical Performance
3.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
4.	Open Book Test (Problem Based)
5.	Summary Writing (Research Papers/ Samhitas)
6.	Class Presentations; Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
9.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
10.	Small Project
11.	Specific Periodic Assessment AyUG-SN & AI Sanskrit (3 PA / term) Quiz, Puzzles, Word cloud, Cross words, Preparation of charts, mindmaps, Assignments, Open book test, Recitation. SanskritTopics 8 and 9 शब्दरूपाणि and धातुरुपाणि from paper 1 can be asked for recitation, word cloud, crossword etc. in all Terms Test and viva or any from above table. Ayurved Itihas (3 PA/term) Quiz, Puzzles, Word cloud, Cross words, Preparation of charts, mindmaps, Assignments, Open book test, Video Clips making. Any of Evaluation Methods for Periodical Assessment

6 E- Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS AyUG SN & AI

PAPER-I

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100 Sanskrit

		Number of Questions	Marks per question	Total Marks
		Questions		
Q 1	Multiple Choice Questions (MCQ)	20	1	20
	All Sanskrit			
Q 2	Short answer questions (SAQ)	8	5	40
	All Sanskrit			
Q 3	Long answer questions (LAQ)	4	10	40
	All Sanskrit			
				100

I PROFESSIONAL BAMS EXAMINATIONS

AyUG SN & AI

PAPER-II

Time: 3 Hours

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100 = [Sanskrit, (LAQ and SAQ) 80 marks + Ayurved Itihas, (MCQ) 20 marks]

		Number of	Marks per	Total Marks
		Questions	question	
Q 1	Multiple Choice Questions (MCQ)	20	1	20
	Ayurved Itihas, (all 20)			
Q 2	Short answer questions (SAQ)	8	5	40
	All Sanskrit			
Q 3	Long answer questions (LAQ)	4	10	40
	All SaAnskrit			
				100

6 F- Disribution of Theory Exam

Or-	Disribution of Theory Exam Paper 1: Sanskrit				n	
	Paper I: Sanskrit			"Ye "No" s	D pe of Questio es" can be ask hould not be a	ed.
	A	В	С	MCQ	SAQ	LAQ
	List of Topics	Term	Marks	(1 Mark)	(5 Marks)	(10 Marks)
1	संस्कृतवर्णानाम् परिचयः — माहेश्वरसूत्राणि, उच्चारणस्थानानि, बाह्यप्रयत्नानि, अभ्यन्तर प्रयत्नानि	I	05	5	No	No
2	संज्ञा- 2.1 - संयोग:, संहिता, ह्रस्वदीर्घप्लुत:, अनुनासिक:, पदम्, धातु:, उपसर्ग:, गुण:, वृद्धि 2.2 - इत्, लोप:, प्रत्याहार:, उदात्त:, अनुदात्त:, स्विरत:, सवर्ण:, निपात:, प्रगृह्यम्,	2.1 – I 2.2 – II	05	5	No	No
3.	उपसर्गा:- उपसर्गा :क्रियायोगे प्र, परा, अप, सम्, अनु, अव, निस्, निर्, दुस्, दुर्, वि, आङ्, नि, अपि, अधि, अति, सु, उत्, अभि, प्रति, परि, उप	II	05	No	Yes (1 que of 5 marks)	No
4.	अव्ययानि 4.1 - च अपि खलु हि तु किल ननु वा च एव 4.2- पुन: विना उच्चै: ऋते एवम् सह सार्धम् युगपत् यथा —तथा यावत्-तावत् इति यदा-तदा यदि-तिर्हि साकम् न कुत्र कित कुत: किमर्थम् ,िकयत् इह अत्र तत्र सर्वत्र अन्यत्र कुत्र एकत्र सदा अन्यथा एकथा A) Identify अव्ययानि B) Explain the meaning with reference to the context C) Construct the sentences using अव्ययानि	I A II B III C	5	No	Yes (1 que of 5 marks)	No
5.	कारकप्रकरणम् तथा वाच्य प्रयोगः — कर्तृकारकम् , कर्मकारकम् , करणकारकम् , सम्प्रदानकारकम्, अपादान कारकम्, अधिकरणकारकम् , सम्बन्धः, उपपदविभिक्तः A) Discriminate the विभक्ति and their meaning. B) Identify the karakas from Ayurveda texts like करणम् कारणम् C) Construct sentences D) Translate sentences from English to Sanskrit & from Sanskrit to English.	I A II B III C, D	15	5	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)

6.	सिन्धः 6.1 - अच् सिन्धिः स्वरसिन्धः - यण् सिन्धः इको यणिच, गुण सिन्धः आदुणः वृद्धिसिन्धः वृद्धिरेचि, अयवायाव सिन्धः - एचोऽयवायव/ःवान्तो यि प्रत्यये, लोप सिन्धः - लोपः शाकल्यस्य, पररूपसिन्धः -एङि पररूपम्, पूर्वरूपसिन्धः -एङः पदान्तादित, प्रकृतीभावः सर्वत्र विभाषा गोः , प्लुत प्रगृह्य अचि नित्यम् 6.2 - हल्सिन्धः /व्यञ्जनसिन्धः - श्रुत्वसिन्धः -ःस्तो : श्रुना श्रुः, ष्रुत्वसिन्धः -ःषुना ष्रुः, जश्त्व सिन्धः -ःझलां जशो/न्ते, अनुनासिकसिन्धः -ःयरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसिन्धः -ःतोर्लि/ःवा पदान्तस्य, चर्त्वसिन्धः खिरं च, पूर्वसवर्णसिन्धः -ःझयोऽहोऽन्यतरस्याम्, छुत्वसिन्धः शश्छोऽटि /छत्वममीति वाच्यम्, अनुस्वारसिन्धः -ः मोऽनुस्वारः, तुगागमसिन्धः -ः स्त्वअदेशसिन्धः -ः मोऽनुस्वारः, तुगागमसिन्धः - स्त्वसिन्धः स्त्वअवेशसिन्धः -ः अतो रोरप्लुदादप्लुते/हशि च, रो रि, भो भागो अघो अपूर्वस्य योऽशि , रोऽसुपि , एतत्त्वः सुलोपोऽकोरन्ज् समासे हिल, सोऽचि लोपे चेत् पादपूर्णम् 6.4 स्त्वप्रकरणसिन्धः - [सङ्क्षिप्य पाठनम् — Brief teaching] समः सुटि, कानाभ्रेडिते च, अत्रानुनासिको पूर्वस्य तु वा,अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः,सम्पुङ्कानां सो वक्तच्वः	II	15 (6.1- 5marks 6.2/6.4- 5marks)	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)
7.	समास 7.1 - अव्ययीभावसमास: - 7.1.1 - अव्ययम् विभक्तिसमीपसमृद्धिव्यर्ध्याभावात्ययसम्प्रतिशब्दप्रादुर्भाभावप श्चायथानुपूर्व्यगैगपद्यसादृउश्यसम्पत्तिसाकल्यान्तवचनेषु 7.1.2 प्रथमा निर्दिष्टम् उपसर्जनम्,/ उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्या/: तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले 7.2 तत्पुरुष समास: - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापन्नै:, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरिक्षतै:, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डै ;: विशेषणं विशेष्येणबहुलम् ,उपमानानि सामान्यवचनै,: नञ् ,कर्मधारय ,द्विगु,: उपपद तत्पुरुष	II	15 (7.1.1 &7.1.2 5marks 7.1.3 - 5marks 7.14 & 7.15 - 5marks)	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)

	7.3 - बहुव्रीहि समास - :अनेकमन्यपदार्थे					
	7.4 - द्वन्त्वसमास - :चार्थे द्वन्द्व :					
8.	शब्दरूपणि					
8.	 7.4 - द्वन्त्वसमास - :चार्थे द्वन्द्व : शब्दरूपणि 8.1 - पुल्लिङ् शब्दरूपाणि अकारान्त: - वात, वैद्य, रुग्ण, राम आदि इकारान्त: - अमि, मुनि आदि उकारान्त: - ऋतु, भानु गुरु आदि ऋकारान्त: - गो आदि नकारान्त: - गो आदि नकारान्त — श्ढेश्मन्, रोगिन्, ज्ञानिन् आदि सकारान्त — मरुत् आदि तकारान्त — मरुत् आदि तकारान्त — मरुत् आदि रकारान्त: - कीदृश्, एतादृश् आदि शकारान्त: - कीदृश्, एतादृश् आदि शकारान्त: - कला, कला, स्थिरा, माला आदि इकारान्त: - धमनी, नदी आदि उकारान्त: - धमनी, नदी आदि उकारान्त: - वर्षाभू वधू आदि उकारान्त: - वर्षाभू वधू आदि उकारान्त: - वर्षाभू तधू आदि उकारान्त: - योषित्, सिरत् आदि दकारान्त: - योषित्, सिरत् आदि दकारान्त: - योषित्, सिरत् आदि दकारान्त: - परिषद् आदि तकारान्त: - प्रावृष् आदि सकारान्त: - प्रावृष् आदि सकारान्त: - प्रावृष् आदि सकारान्त: - प्रावृष् आदि उकारान्त: - अक्षु, मधु आदि इकारान्त: - अक्षु, मधु आदि इकारान्त: - अक्षि, अस्थि, वारि, दिध आदि तकारान्त: - आदि, यान् आदि तकारान्त: - असि, अस्थि, वारि, दिध आदि तकारान्त: - वर्मन्, दिण्डन् आदि सकारान्त: - वर्मन्, दिण्डन् आदि सकारान्त: - योतस्, मनस् आदि 	I	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)
9.	षकारन्तः – सर्पिष्, आयुष् आदि तकारान्तः - शकृत्, जगत् आदि 8.4- सर्वनामपदानि – अस्मद्, युष्पद्, तद्, एतद्, यद्, किम्, इदम् आदि धातुरुपाणि– 9.1 - परस्मैपदि - लट्/ऌट्/लङ्/विधिलिङ्/लोट् भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गमू)गम् (गतौ, पा	I	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)

	पाने, जीव्, पच्, त्यज् ,दृश्(पश्य)					
	अदादि गण - अद् भक्षणे , हन् हिम्सागत्यो:, वा					
	गतिगन्धनयोः पा रक्षणे ,अस्, श्वस्स्वप ,् ब्रू ,					
	जुहोत्यादि गण- धा धारणपोषणयो:, पॄ - पलनपूरणयो:, हा					
	त्यागे ,दा (दाञ्)					
	दिवादि गण- दिवु क्रीडादौ, त्रसी उद्वेगे, पुष् पुष्टौ, कुप्, नश्, तुष्, स्निह्, जृ					
	स्वादि गण- चिञ् चयने, शक्श्रु ,					
	तुदादि गण- तुद् व्यथने, कृष् विलेखने ,लिख् लेखने ,दिश्,					
	कृन्त्, क्षिप्, स्पृश्					
	रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे , भुज ्					
	तनादि गण- तनु विस्तारे, कृञ् करणे					
	त्रयादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह् उपादाने ज्ञ ा					
	चुरादि गण- गण् संस्थाने, साध्, ताड्, धृ, कथ् वाक्यप्रबन्धे					
	आत्मनेपदि -					
	भ्वादि गण - वृतु वर्त्तने ,वृध्(वर्ध्), लभ्, सेव्, रुच्					
	अदादि गण - शीङ् स्वप्नेब्र् ,					
	जुहोत्यादि गण- धा धारणपोषणयो ,:दा (दाञ्),					
	दिवादि गण- जनी प्रादुर्भाव ,मन्, बुध्, पद्, विद्					
	स्वादि गण- चिञ् चयने,					
	तुदादि गण- तुद् व्यथने, कृष् विलेखने ,म्रि, विद्, मुच्, सिञ्च्,					
	रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणेभुज ,्					
	तनादि गण- तनु विस्तारे, कृञ् करणे					
	क्र्यादि गण- प्रीञ्- तर्पणे कान्ते च, ग्रह् उपादानेज्ञ ,ा					
	चुरादि गण- चुर् ,क्षाल्, कथ्, घोष्, भक्ष्					
	आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम्					
	अभिकाम्यम्					
	9.2 - लृङ्ग , आशीर्लिङ्ग, लिट , लुङ्ग, लुड [सङ्क्षिप्य					
	पाठनम्-Brief teaching] भ्वादि गण ,अदादि गण ,					
	जुहोत्यादि गण ,दिवादि गण ,स्वादि गण ,तुदादि गण ,रुधादि					
	गण ,तनादि गण ,क्र्यादि गण ,चुरादि गण					
	पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत् परं					
10	परीक्षायाम् न पृष्टव्यानि					
10	प्रत्ययाः 10.1 – क्त - क्तवत् ,तव्यत् – अनीयर् ,शतृ – शानच् ,					
•	ल्युट् - ण्वुल् ,क्त्वा - ल्यप् ,णिनि ,:क्तिन्, तुमुन्					
	प्रत्ययाणाम् प्रयोगाः एव पृष्टव्या :				Yes (2 Que	Yes (1
	त्रत्ययाणाम् प्रयागाः एव पृष्टव्या . 10.2 - भावे घञ् ,करणे घञ् ,भावे ष्यञ् ,कर्मणि ण्यत् ,	I	10	3	of 1 mark)	que of 5
	10.2 - माय वर्ष्, करण वर्ष्, माय वर्ष्, कमाण व्यस्, कर्त्तीर अच् अप्				Of I mark)	marks)
	् आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तरि/ताच्छील्ये/					
	अदि प्रत्ययानां परिचय :करणीय : परं परीक्षायाम् न					
<u> </u>	1 7	l	1	1	I .	

	पृष्टव्या : परीक्षायाम् वाच्य प्रयोगः स्वरुपे पृष्टव्य :					
11	विशेषण विशेष्य	II	05	2	Yes (3 Que of 1 mark)	No

	Paper II Sanskrit and Ayurved Itihas			D Type of Questions "Yes" can be asked. "No" should not be asked.		
	Part A Sanskrit List of Topics	B Term	C Mar ks	MCQ (1 Mar k)	SAQ (5 Marks)	LAQ (10 Marks)
1	निरुक्ति तथा पर्याय पदानि— A) आयुः ,शरीर, मनः, अग्नि,: जलम्, वात:, पित्तम्, कफ: B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्,श्रोत्रः, चक्षुः, रसना ,, घ्राण (C धी, धृति, स्मृति,बुद्धी, मित , प्रज्ञा ,मूत्र ,पुरीषः, स्वेद, आत्मा, रोगः,निदानम् ,रोगि ,:भेषजचिकित्सा , आदि	A -I B – II C- III	15	No	Yes (2 que of 5 marks)	Yes (1 que of 5 marks)
2	परिभाषापदानि — A) आयुर्वेद:, पञ्चमहाभूतानि, त्रिगुणम्, दोषा,: मला:, दूष्यम्, सम्सर्ग:, सिन्नपात: B) द्रव्य,गुण , कर्म ,सामान्य, विशेष, गुरु, लघु, प्रकृति:, विकृति:,चय:, प्रकोप:, प्रसर:, स्थानसम्थ्रय:, दोषगित: भेद:, रस:, वीर्यम्, विपाक:, कार्यकारणभाव: C) स्रोतस् , कोष्ठ:, आमम्, विरुद्धाह्नम्, विरुद्धाहार:, विदाहि, विष्टम्भि, सात्म्यम्, ओकसात्म्यम्, देशसात्म्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्ग:, अवस्थापाक:, वेग: ,शोधन,शमन , लंघन , बृहण, अनुपान आदि	A - I B - II C- III	20	No	Yes (2 que of 5 marks)	Yes (1 Que. of 10 marks)
3.	अन्वयलेखनम् - A) अष्टाङ्गहृदयम् सूत्रस्थानम् —अध्यायत :सर्वाणि सूत्राणि १.आयुष्कामीयम् २.दिनचर्या ३.रोगानुत्पादनीयम् B) अष्टाङ्गहृदयम् सूत्रस्थानम् —अध्यायत :सर्वाणि सूत्राणि दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम् C) वैद्यकीय सुभाषितसाहित्यम् — shloka numbers - प्रथम: 1, 2 द्वितीय: 1, 7 तृतीय: 9	A- I B-II C-III	30 (A B C 10 mark s each)	No	Yes (3 que of 5 marks)	Yes (1 Que. of 10 marks and 1 Que of 5 marks as part A of Que. 3)

	चतुर्थ: 2, 3					
	पञ्चम: 2, 3					
	षष्ट: 1, 4, 7					
	सप्तम: 2, 5, 17					
	अष्टम: 13, 12					
	नवम: 12, 13					
	दशम: 1, 19					
	एकादश: 1, 2					
	द्वादश: 1, 6					
	त्रयोदश: 1, 7, 8, 9					
	चतुर्दश: 2, 3, 4					
	पञ्चदश: 7, 10					
	षोडश: 5, 6					
	सप्तदश: 1, 4					
	अष्टादश: 1, 2, 3					
	एकोनविंशति: 2, 3, 4					
	विंशति: , 12, 3, 4					
4.	पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय	III	15	No	Yes (1 que of 5 marks)	Yes (1 que of 10 marks)
	Part B					
	Ayurved Itihas					
	All Topics			Yes	No	No

6 G- Question paper blue print Paper I – Sanskrit

A	В	C
Question Sr.	Type of Question	Question Paper Format
No		
Q1	Multiple choice	1. Topic number 1
	Questions	2. Topic number 1
	(MCQ)	3. Topic number 1
	20 Questions	4. Topic number 1
		5. Topic number 1
	1 mark each	6. Topic number 2
		7. Topic number 2
	All compulsory	8. Topic number 2
		9. Topic number 2
	Must know part 15 MCQ, Desirable to know 3	10. Topic number 2
		11. Topic number 5
		12. Topic number 5
	MCQ. Nice to Know 2	13. Topic number 5
	MCQ	14. Topic number 5
		15. Topic number 5

	1			
		16. Topic number 10		
		17. Topic number 10		
		18. Topic number 10		
		19. Topic number 11		
		20. Topic number 11		
Q2	Short answer Questions (SAQ) 8 questions 5 marks for each que. All compulsory	Q1 Topic 6 अधोदत्तानां पदानां सिन्धं छित्वा वा योजयित्वा लिखत (5 Que x 1 marks each)		
		Q2 Topic 7 अधोदत्तानां पदानां विग्रहवाक्यं समस्तपदं वा लिखत 5 Que x 1		
		mark each		
		Q3 Topic 4 - अधोदत्तै: अव्ययपदै: रिक्तस्थानम् पूरयत 5 Que x 1 mark		
	Must know part 7 questions, 1question on Desirable to know. No Questions on Nice to know.	each		
		Q4 Topic 8 - शब्दरुपाणि लिखत (5 Que x 1 mark each)		
		Q5 Topic 3 - उपसर्गाः (स्व)वाक्येषु योजयत 5 Que x 1 mark each		
		Q6Topic 10 and 11- (स्व)वाक्येषु योजयत – 5 Que x 1 mark each		
		Q7 Topic 9 - धातुरुपाणि लिखत 5 Que x 1 mark each		
		Q8 Topic 5, 6 – अधोदत्ते श्लोके रेखाङ्गितानां पदानां कारकसंबंधं विशदीकृत्वा /		
		निश्चयीकृत्वा तदनुसृत्य पदानां अर्थं लिखतु (shlokas should		
		be taken from the syllabus.) 5 Que x 1 mark each		
Q3	Long answer Questions (LAQ) All compulsory 4 questions 10 marks for each que.	Q1 Topic 8, 5 — उचितं शब्दरूपं विलिख्य वाक्ये योजयत 5 Que. X 2 mark		
		Q2 Topic 7 - अधोदत्तेषु श्लोकेषु रेखाङ्गितानां समस्तपदानां विग्रहवाक्यं समस्तपदम्		
		वा समासनाम्ना सह लिखत (Underline 5 Samast padas or		
		give 5 Vigrah vakyas from a 5 to 7 line passage or 2 to 3 shlokas from the syllabus.) 5 Que. X 2 marks Q3 Topic 6 - अधोदत्ते परिच्छेदे रेखाङ्गितानां सन्धिं छित्वा वा योजयित्वा सन्धि		
	All questions on must know. No Questions on Nice to know and Desirable to know.	सूत्रम् च लिखत।(Underline 5 Sandhi padas or Sandhi		
		Vigrahas from a 5 to 7 line passage or 2 to 3 shlokas from the syllabus.) 5 Que. X 2 marks		
		Q4 Topic 5, 9, 10 -		
		अ) अधोदत्तस्य धातोः तव्यत् तुमुन् ल्यप् क्तवत् शतृ/शानच्		
		प्रत्ययरूपाणि लिखत 5 Que. X 1 marks		
		आ) वाच्य प्रयोगः 5 Que. X 1 marks		
		(Sentences should be taken from syllabus Panchatantra.)		

AyUG SN & AI :
Paper II – Sanskrit and Ayurved Itihas

A	В	C	
Question Sr. No	Type of Question	Question Paper Format	
Q1	Multiple choice Questions (MCQ)	All Questions From Ayurved Itihas .Paper II Part B 1. Topic number 1/2 2. Topic number 3/4	
	Ayurved Itihas 20 Questions	 3. Topic number 5/6 /7 /8 4. Topic number 9/ 10 5. Topic number 1/2 	
	1 mark each All compulsory	6. Topic number 3/4 7. Topic number 5/6 /7 /8 8. Topic number 9/ 10	
		9. Topic number 1/2 10. Topic number 3/4 11. Topic number 5/6 /7 /8	
	Must know part 15 MCQ, Desirable to know 3 MCQ. Nice to Know 2 MCQ	12. Topic number 9/ 10 13. Topic number 1/2 14. Topic number 3/4 15. Topic number 5/6 /7 /8	
		16. Topic number 9/ 10 17. Topic number 1/2 18. Topic number 3/4 19. Topic number 5/6 /7 /8 20. Topic number 9/ 10	
Q2	Short answer Questions (SAQ) Sanskrit	Topic number 3 अधोदत्तस्य श्लोकस्य पदच्छेदं लिखित्वा रेखाङ्गितानां पदानां शब्दरुपाणि धातुरुपाणि वा लिखत	
	All compulsory 8 questions	2. Topic number 3 अधोदत्तस्य श्लोकस्य अन्वयम् अर्थम् च लिखत	
	5 marks for each que. Must know part 7 questions, 1 question on Desirable to know. No Questions on Nice to know.	3. Topic number 2/3 अधोदत्तस्य श्लोकस्य अन्वयम् अर्थम् च लिखत 4. Topic number 3/4 प्रयोगं विपरिणमयत 5 Que x 1 markeach	
		Topic number 2 अधोदत्तानाम् टिप्पणिर्लिखत	
		6. Topic number 1 शब्दस्य निरुक्तिं तथा पर्यायवचनानि च लिखत	
		7. Topic number 3/4 संस्कृत भाषायां अनुवदत	
Q3	Long answer Questions (LAQ) Sanskrit	8. Topic number 3/4 मातृभाषायां अनुवदत 1. Topic 4 अधोदत्तकथाया: साराम्शं सम्स्कृत भाषायाम् लिखत or Comprehension. 2. Topic 2 अधोदत्तानाम् टिप्पणिर्लिखत 2x5 (5 marks for each)	
	All compulsory 4 questions 10 marks for each que.	3. Topic 1, 3A) प्रश्नानाम् पूर्णवाक्येन उत्तराणि लिखत 5 Que.X 1 Mark for eachB) निरुक्तिं तथा पर्यायवचनानि च लिखत 5 Que. X 1 mark for each	

All questions on must know. No Questions on Nice to know and Desirable to know.	4. Topic 3 अधोदत्तस्य श्लोकस्य पदच्छेदं विग्रहवाक्यम् अन्वय: वाक्यार्थं शास्त्रार्थं च लिखत 5 Que. X 2 marks
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6 H - Distribution of Practical Exam

Practical 100 Marks – (Viva 75 + Elective 10 + IA 15) Marks

SN		Heads	Marks
A	VIVA (75)		
	1	Reading (structured approach)	10
	2	Shabdarupani and Karakani	10
	3	Sandhi and Padachcheda, Dhaturupani	
	4	Samas	5
	5	Paribhasha, Nirukti	5
	6	Anvay	10
	7	Constructing sentences and conversation	10
	8	Compilation/ Record writing	10
		[Compilation/ Record writing book should contain	
		1. Anvay	
		2. Padachcheda	
		3. Samas	
		4. Shabdarupani	
		5. Dhaturupani	
		6. Bhavarth	
		Of the 40 shlokas from Sanskrit Paper 2 topic numbers 3 A and B	
		Ashtanga Hridayam and ten verses from Charak Samhita Sutrasthan 5	
		and 6 from Samhita Adhyayan - 1 subject.]	
	9	Communication Skill	5
В	Internal Assessment (15)		15
C	Electives (10)	10
		Total Marks	100

7. References/ Resourses Sanskrit

Books

- 1. संस्कृतपाठ्यपुस्तकम् प्रथम: तथा द्वितीयभाग:- Sanskrit for Ayurveda part-I and Part-II Published by CCIM New Delhi
- 2. आयुर्वेदस्य भाषा-पञ्चभागा:- Ayurvedasya bhaSha part I to part –V samskrita samvardhana prathisthan mumbai
- 3. लघुसिद्धान्तकौमुदि: वरदराज Laghusiddhantakaumudi of bhattojidikshita
- 4. सिद्धन्तकौमुदि भट्टोजिदीक्षित: siddhantakaumudi
- 5. वैद्यकीयसुभाषितसाहित्यम् Vaidyakiyasubhashitasahityam, भास्कर गोविन्द घाणेकर, चौखम्बा प्रकाशन
- 6. पन्तन्त्रम् अपरीक्षितकारकम् Pancatantra aparikshitakarakam 1 to 5 stories
- 7. शब्दकल्पद्रम: Sabdakalpadruma:
- 8. वाचस्पत्यम्- Vachaspatyam
- 9. अमरकोश:- Amarakosha
- 10. सिद्धारूपम् Siddharupam
- 11. धात्पाठ:- Dhatupatha
- 12. Sanskrit to English and English to Sanskrit Dictionary Monier Williams
- 13. Sanskrit to Hindi and Hindi to Sanskrit Dictionary Va. Shi. Apte
- 14. Sanskrit to Regional/ Desirable language dictionaries.
- 15. Ayurvediya Shabdakosha
- 16. Encyclopedic dictionary of Ayurveda Dr. Kanjiv Lochan, Dr. P.S. Byadgi (Chaukhambha Publications)

Online Recourses:-

Crossword Online

https://crosswordlabs.com/

Readymade Sanskrit Puzzles

http://webapps.samskrutam.com/tools/CrosswordPuzzle.aspx

• Learning Sanskrit - Pronunciation 1

https://www.sanskrit-trikashaivism.com/en/learning-sanskrit-pronunciation-1-1/456

Pronunciation of all Sanskrit letters.....

sanskritdocuments.org

http://sanskritdocuments.org/learning_tools/sarvanisutrani/allsutrani.htm

sanskrit.jnu.ac.in

http://www.taralabalu.org/panini/greetings.htm

Vyakarana –

https://sites.google.com/site/samskritavyakaranam/

- कोशाः / Dictionaries -
- Cologne Digital Sanskrit Lexicon:

https://www.sanskritlibrary.org/cologne.html

https://www.sanskritdictionary.com/

www.monierwilliams.com

• Sanskrit Computational tools Samsadhani-

https://sanskrit.uohyd.ac.in/scl/

• Learning

https://www.learnsanskrit.cc/

• The Sanskrit Heritage Site

https://sanskrit.inria.fr/

• Sanskrit Dictionary for Spoken Sanskrit

www.learnsanskrit.cc

https://spokensanskrit.org/index.php?mode=3&direct=es&script=hk&tran input=name

Ayurved Itihas

Reference book

1. Upodghata of Kashyapasamhita (Paragraph of acceptance of Indian medicine) Rajguru Hem Raj Sharma

2. Upodghata of Rasa Yogasagar Vaidya Hariprapanna Sharma

3. Ayurveda Ka Itihas KaviraSuram Chand

4. Ayurveda Sutra
 5. History of Indian Medicine (1-3 part)
 Rajvaidya Ram Prasad Sharma
 Dr. GirindrNath Mukhopadhyaya

6. A Short history of Aryan Medical Science Bhagwat Singh

7. History of Indian Medicine

8. Hindu Medicine

9. Classical Doctrine of Indian Medicine

Filiyosa

10. Indian Medicine in the classical age

AcharyaPriyavrata Sharma

11. Indian Medicine (Osteology)12. Ancient Indian MedicineDr. HarnleyDr. P. Kutumbia

13. Madhava Nidana and its Chief Commentaries (Chapters highlighting history) Dr. G.J. Mulenbelt

14. Ayurveda Ka BrihatItihasaVaidya Atridev Vidyalankara15. Ayurveda Ka VaigyanikaItihasaAcharya Priyavrata Sharma16. Ayurveda Ka PramanikaItihasaProf. Bhagwat Ram Gupta17. History of Medicine in IndiaAcharya Priyavrata Sharma18. Vedome AyurvedaVaidya Ram GopalS hastri19. Vedomein AyurvedaDr. Kapil Dev Dwivedi

20. Science and Philosophy of Indian Medicine Dr. K.N. Udupa

21. History of Indian Medicine from Pre-Mauryan to Kushana Period Dr. Jyotirmitra

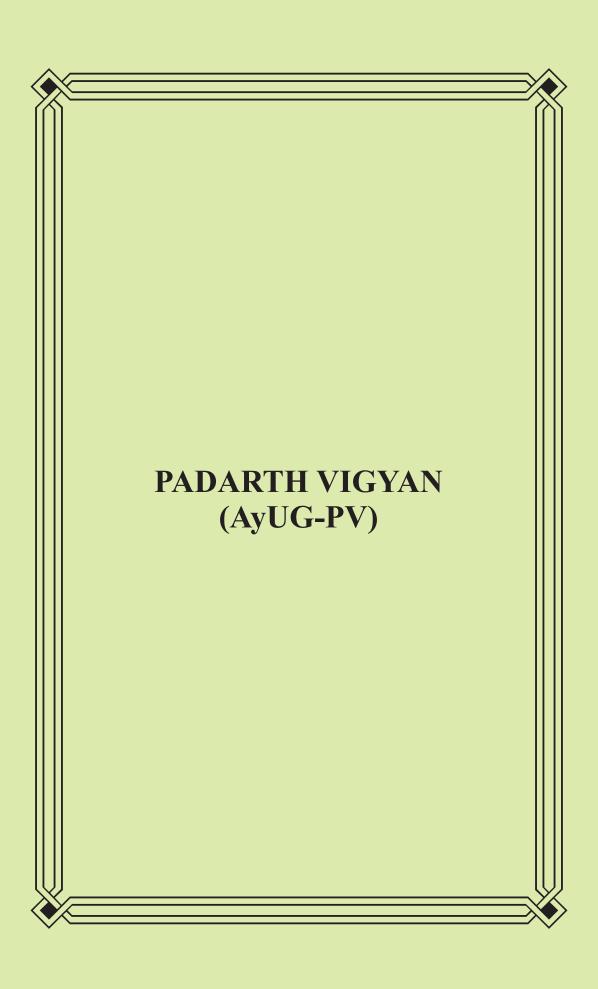
22. An Appraisal of Ayurvedic Material in Buddhist literature Dr. Jyotirmitra

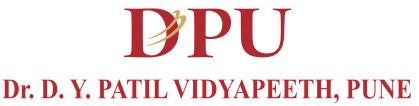
23. Mahayana Granthon mein nihita Ayurvediya Samagri Dr. RavindraNathTripathi
 24. Jain Ayurveda Sahitya Ka Itihasa Dr. Rajendra Prakash Bhatnagar
 25. Ayurveda- Prabhashaka Jainacharya Acharya Raj Kumar Jain

26. CharakaChintanaAcharya Priyavrata Sharma27. Vagbhata VivechanaAcharya Priyavrata Sharma

28. Atharvaveda and AyurvedaDr. Karambelkara29. Ayurvedic Medicine Past and PresentPt. Shiv Sharma30. Ancient ScientistDr. O.P. Jaggi

31. Luminaries of Indian Medicine
32. Ayurveda Ke Itihasa Ka Parichaya
33. Ayurveda Ke Pranacharya
34. Ayurveda Itihasa Parichaya
35. Ayurveda Itihasa Parichaya
36. Dr. K.R. Shrikanta Murthy
37. Dr. RaviduttaTripathi
38. Ratnakara Shastri
39. Prof. Banwari Lal Gaur





(Deemed to be University)



PADARTHA VIJNANAM (SUBJECT CODE- AyUG-PV) FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS

COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED BY NCISM)

(Applicable from 2021-22 batch onwards for 5 years or until further notification by Vidyapeeth, whichever is earlier)

PREFACE

All Medical sciences whether ancient or modern, needs frequent updating. Acharya Vagbhata stresses upon reform of Ayurveda according to the present time (yuganurupasandarbha). The syllabus of Ayurveda also needs reformation for effective dissemination of principles of Ayurveda which is strongly based on Padartavijnanam. Acharya Vagbhata says one who seeks long life should respect Ayurveda by four strategies that are knowedge (Adhiti), comprehension(Bodha)skill(Acharana) and Attitude(pracharana). These teaching methodologies are evolved from the ancient upanishadic way of teaching(Adhyapanavidhi). The new principles of teaching strategies of blooms taxonomy correlate with the ancient way of teaching and the syllabus of Padarthavijnanam has been revamped according to the need of hour.

Padartha Vijnanam is a unique and mandatory subject needed for learning the stream of Ayurveda. It is the combination of science and philosophy. One can say that the science and philosophy are the two sides of the same coin. The search behind "existence of world/self" when progresses outward it travels the path of science and when this search is inwards it becomes philosophy. Thus, Padartha Vijnanam is an essential base of Ayurveda education. When the foundation becomes strong building also becomes strong.

Padartha Vijnanam not only provides the platform to understand Ayurveda better but it also helps the students to appreciate the moral values beneficiating them in developing the personality. As mentioned in graduate attributes this subject helps the student to become eloquent communicator and self-directed learner who constantly endeavors to advance knowledge and skills to improve healthcare and social well-being.

This syllabus reform of Padartha Vijnanam has taken care of adopting the modern teaching-learning methodology well-merging with the ancient one. This will definitely enhance the understanding of the subject in a better way.

Introduction of practicals is the zest for the subject. As we all know- "I hear, and I forget. I see and I remember. I do, and I understand". The teaching learning process must be joyful along with lecture methods like group discussions, debate, roleplay and PBL. They are also mentioned and the flexibility is kept. Here in this syllabus, the activity book is introduced to induce activity-based learning. This will definitely create the interest in the subject. There are some self-learning activities also which will induce the thirst for the knowledge in the student. This will help the student to understand theoretical concepts in a lucid way and also provides hands on experience

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NCISM

I professional Ayurvedacharya (BAMS)

Subject Code: AyUG-PV

Padartha Vijnanam FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS

Total number of Teaching hours: 230								
Lecture hours (LH) - Theory		00 11						
Paper I	45 Hours	90 Hours	90 Hours					
Paper II	45 Hours		(LH)					
Non-Lecture hours (NLH) – Theory								
Paper I	70 Hours	140 Hours	140 Hours					
Paper II	70 Hours		(NLH)					
Non-Lecture hours (NLH) - Practical		Hours						

Examination (Papers & Mark Distribution)									
Item	Theory Component Marks	Practical Component Marks			rks				
		Practical	Viva	Elective	IA				
Paper I	100	100	60	10	30				
Paper II	100	100	00	(Set-FB)	30				
Sub-Total	200 200								
Total marks		400			•				

Course Code and Name of Course

Course code	Name of Course
AyUG-PV	Padartha Vijnanam (Fundamental Principles of Ayurveda and Quantum Mechanics)

AyUG-PV Course

Table 1- Course learning outcomes and matched PO.

СО	Course learning Outcomes (CO) AyUG-PV At the end of the course AyUG-PV, the student should be able to-	Course learning Outcome matched with program learning outcomes.
CO 1	Illustrate the scope and utility of Ayurveda	PO1
CO 2	Explain Philosophical foundation of Ayurveda, Principles (Siddhantha) of Darshana along with their similarities and relevance in Ayurveda and contemporary sciences.	PO1, PO2, PO6
CO 3	Analyse and interpret Padartha (Prameya) in Darshana and Ayurveda. Recognize their applications in Ayurveda.	PO1, PO2, PO9
CO 4	Distinguish, analyse and apply concept of Pramana shastra (Epistemology) in Darshana and Ayurveda. Demonstrate their applications in Ayurveda.	PO1, PO2, PO9
CO 5	Analyse and apply concept of Karya Karana Bhava in Ayurveda.	PO1, PO2, PO9

 $Table\ 2: Contents\ of\ Course\ AyUG-PV$

Sr	A2 List of Topics AyUG-PV	B2	C2	D2	E2
No	•	Term	Marks	Lecture hours	Non- Lecture
	Paper I				hours
1	Ayurveda Nirupana				
	1.1 Lakshana of Ayu, composition of Ayu.				
	1.2 Lakshana of Ayurveda. Swaroopa and Prayojana of	I		_	6
	Ayurveda 1.3 Lakshana and classification of Siddhanta.			5	6
	1.4 Introduction to Basic Principles of Ayurveda and				
	their significance.				
2	Padartha and Darshana Nirupana		-		
-	2.1 Padartha Lakshana, Enumeration and classification				
	of Padartha, Bhava and Abhava Padartha, Padartha				
	according to Acharya Charaka (Karana-Padartha).		25		
	2.2 Etymological derivation of the word "Darshana".		25		
	Classification and general introduction to 9 Schools of				
	Indian Philosophy with an emphasis on: Nyaya,				
	Vaisheshika, Sankhya ,Yoga, Meemamsa and Vedanta	I		10	14
	darshana.				
	2.3 Ayurveda as unique and independent school of				
	thought (philosophical individuality of Ayurveda).				
	2.4 Principles and examples in contemporary sciences				
	which will enhance understanding concept of Padartha. 2.5 Relevance of Study of Darshana and Padartha				
	Vignana in Ayurveda				
3.	Dravya vijnaneeyam				
•	3.1 Dravya: Lakshana, Classification and Enumeration				
	3.2 Panchabhuta: Various theories regarding the creation				
	(theories of Taittiriyopanishad, Nyaya-Vaisheshika,				
	Sankhya-Yoga, Sankaracharya, Charaka and Sushruta),				
	Lakshana and qualities of each Mahabhoota.				
	3.3 Kala: Etymological derivation, Lakshana, division /				
	units and significance.				
	3.4 Dik: Lakshana ,division and significance.				
	3.5 Atma: Lakshana, classification, seat, Gunas, Linga				
	according to Charaka, the method / process of knowledge				
	formation (atmanah jnasya pravrittih). 3.6 Purusha: According to Ayurveda - Ativahikapurusha/	II	48	14	20
	Sukshmasharira/ Rashipurusha/ Chikitsapurusha/	11	10	17	20
	Karmapurusha/ Shaddhatvatmakapurusha.				
	3.7 Manas: Lakshana, Synonyms, Qualities, Objects,				
	Functions, dual nature of mind (ubhayaatmakatvam), as a				
	substratum of diseases, Influence of Panchabhoutika				
	aahara and aushadha (penta-elemental diet)on manas.				
	3.8 Role of Panchamahabhuta and Triguna in				
	Dehaprakriti and Manasaprakriti respectively.				
	3.9 Tamas as the tenth Dravya.				
	3.10 Practical study/Application and Importance of each				
	Kaarana dravya in Ayurveda.				
	3.11 Principles and examples in contemporary sciences				

	which will enhance understanding concept of Kaarana				
	dravya.				
4.	Guna vijnaneeyam				
	4.1 Etymological Derivation, Classification and				
	Enumeration according to various Darshana and				
	Charaka,				
	4.2 Lakshana and Classification of Sartha Guna,				
	Gurvadiguna, Paradiguna, Adhyatmaguna (41 Guna)			4	6
	4.3 Gunapradhanyata (Importance of Guna)	II			
	4.4 Practical / clinical application of each Guna in	11			
	Ayurveda				
	4.5 Principles and examples in contemporary sciences				
	which will enhance understanding concept of Guna.				
5.	Karma vijnaneeyam				
	5.1 – Introduction of concept of Karma According to				
	Darshanaand Ayurveda				_
	- Classification of Karma			2	4
	5.3 - Practical application of karma	II			
	5.4 - Principles and examples in contemporary sciences				
	which will enhance understanding concept				
6.	Samanya vijnaneeyam				
	6.1 – Introduction of concept of Saamaanya According to				
	Darshana and Ayurveda.				
	- Classification of Saamaanya	III		3	6
	6.3 - Practical application of saamaanya				
	6.4 - Principle and examples in contemporary sciences				
	which will enhance understanding the concept of				
	Saamanya.				
7.	Vishesha vijnaneeyam				
	7.1 – Introduction of concept of Vishesha according to				
	Darshana and Ayurveda				
	7.2 - Classification of Vishesha	III		3	6
	7.3 - Practical Application of vishesha				
	7.4- Principles and examples in contemporary sciences				
	which will enhance understanding the concept of		27		
0	Vishesha		27		
8.	Samavaya vijnaneeyam				
	8.1 – Introduction of concept of Samavaaya According				
	toDarshana and Ayurveda.	III		2	4
	8.2 – Practical application of Samavaaya	111		2	4
	8.3- Principles and examples in contemporary sciences				
	which will enhanceunderstanding the concept of				
0	Samavaya				
9	Abhava vijnaneeyam 9.1 – Introduction of concept of Abhaava According to				
	1				
	Darshana and Ayurveda.				
	9.2 – Classification of Abhaava.	III		2	4
	9.3 – Practical application of Abhaava				
	9.4- Principles and examples in contemporary sciences				
	which will enhance understanding the concept of				
	Abhava.				

Pap	er II				
	A2 List of Topics – AyUG-PV	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
1	 Pariksha 1.1.Definition, Significance, Necessity and Use of Pariksha. 1.2.Definition of Prama, Aprama, Prameya, Pramata, Pramana. 1.3.Significance and importance of Pramana, Enumeration of Pramana according to different schools of Philosophy. 1.4.Four types of methods for examination in Ayurveda (Chaturvidha-Parikshavidhi), Pramana in Ayurveda. 1.5.Subsudation of different Pramanas under three Pariksha. 1.6.Practical application of methods of examination (Parikshavidhi) in Nidan and Chikitsa. 	I	26	6	12
2	 Aptopdesha Pariksha/Pramana 1. Lakshana of Aptopadesha, Lakshana of Apta. 2. Lakshana of Shabda, and its types. 3. Shabdavritti-Abhidha, Lakshana, Vyanjana and Tatparyakhya. Shaktigrahahetu. 4. Vaakya: Characteristics, Vaakyarthajnanahetu- Aakanksha, Yogyata, Sannidhi. Importance of Aptopadesha in maintaining Health, Prevention of Diseases, Diagnostics, 	I		6	10
3.	 Therapeutics and Research. 3. Pratyaksha Pariksha/Pramana 3.1.Lakshana of Pratyaksha, types of Pratyaksha-Nirvikalpaka-Savikalpaka with description, description of Laukika and Alaukika types and their further classification. 3.2.Indriya-prapyakaritvam, six types of Sannikarsha. 3.3.Indriyanam lakshanam, classification and enumeration of Indriya. Description of Panchapanchaka, Penta-elemental nature of Indriya (<i>Panchabhautikatwa</i> of Indriya) and similarity in sources (<i>Tulyayonitva</i>) of Indriya. 3.4. Trayodasha Karana, dominance of Antahkarana. 3.5. Hindrances in direct perception (<i>pratyaksha-anupalabdhikaarana</i>), enhancement of direct perception (Pratyaksha) by various 	II	42	8	14

				ı	
	instruments/ equipments, necessity of other Pramanas in addition to Pratyaksha. 3.6. Practical study/ application of Pratyaksha in Sharir, Nidan (Diagosis), Chikitsa(Treatment) and Anusandhan (Research).				
4.	 4. Anumanapariksha/Pramana 4.1. Lakshana of Anumana. Introduction of Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta. Types of Anumana mentioned by Charaka and Nyayadarshana. 4.2. Characteristics and types of Vyapti. 4.3. Lakshana and types of Hetu, Description of Ahetu and Hetwabhasa. 4.4. Characteristics and significance of Tarka (logic). 4.5. Practical study/ application of Anumanapramana in Sharir, Nidan, Chikitsa and Anusandhan. 	II		10	15
5.	5. Yuktipariksha/Pramana5.1. Lakshana and description.5.2. Importance in Ayurveda.5.3. Practical study and utility in diagnostics, therapeutics and research.	III		2	2
6.	6. UpamanaPramana6.1. Lakshana.6.2. Application in Sharir, diagnostics, therapeutics and research.	III		2	4
7.	Karya- Karana Siddhanta 7.1. Lakshana of Karya and Kaarana. Types of Kaarana. 7.2. Significance of Karya and Kaarana in Ayurveda. 7.3. Different opinions regarding the manifestation of Karya from Kaarana: Satkaryavada, Parinamavada, Vivartavada, Asatkaryavada, Arambhavada, Paramanuvada, Kshanabhanguravada, Pilupaka, Pitharpaka, Anekantavada, Swabhavavada, Swabhavoparamavada. Importance/ Utility of each of these in Ayurveda 7.4 Study of cause effect relationship, causality, causation in Contemporary sciences.	III	32	11	13

Table 3: Learning objectives (Theory) of Course AyUG-PV

Paper I									
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/	F3 T-L method	G3 Assessment	H3 Format ive /summ ative	I3 Te rm	J3 Integ ration
Topic 1- A	yurveda Nirupana Time (L	ecture:5 hours	Non lecture 6 he	ours)					
CO1	Describe the Nirukti (etymology) and Definition of Ayu	Cognitive/ Recall	Must Know	Knows	Lecture Group discussion	Written and Viva	F and S	I	
CO1	Describe the components of Ayu	Cognitive/ Recall	Must Know	Knows	Lecture Group Discussion Enquiry Based learning	Written and Viva	F and S	I	
CO1	Explain Synonyms of Ayu with their meaning and importance	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva	F and S	I	
CO1	Distinguish between 4 types Ayu namely Sukhayu, Dukhayu, Hitayu, Ahitayu	Cognitive Comprehensi on	Must Know	Knows	Lecture Group Discussion/ Problem Based Learning	Written and Viva, Quiz	F and S	I	
CO1	Realises that the balance between hitayu	Affective	Must know	Knows	Group Discussion/	viva	F	I	

	and Sukhayu will offer better living				Debate				
CO1	Describe Lakshana of Ayurveda and Enlist Synonyms of Ayurveda	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva	Fand S	I	
CO1	Explain different Swarupa of Ayurveda and Discuss Ayurveda Prayojana	Cognitive Comprehensi on	Must Know	Knows	Lecture Group Discussion/Prob lem Based Learning	Written and Viva Open Book Test	F and S	I	
CO1	Explain Trisutra of Ayurveda and discuss Nityatva (eternity) of Ayurveda	Cognitive Comprehensi on	Must Know	Knows	Lecture Group Discussion/ Debate	Written and Viva	F and S	I	
CO1, CO 2	Define Siddhanta	Cognitive Recall	Must Know	Knows	Lecture Presentation Discussion	Written and Viva	F and S	I	
CO1, CO 2	Distinguish the types of Siddhanta	Cognitive Comprehensi on	Must Know	Knows	Lecture Group Discussion/ Enquiry Based Learning	Written and Viva, Puzzle	F and S	I	
CO1, CO 2	Elaborate the Basic Principles of Ayurveda like Lokapurusha Samya Siddhanta Panchamahabhoota Siddhanta Tridosha Siddhanta Samanya Vishesha Siddhanta Karya Karana Siddhant	Cognitive Comprehensi on	Must Know	Knows	Lecture/ Group Discussion /Problem Based Learning/ Flipped Classroom	Written and Viva, quiz PBA CBA	F and S	I	

CO1, CO 2	Justify the Application of Basic Principles in Ayurveda Recite the concern verses from Tarkasangraha and Charak Samhita	Affective Cognitive Recall	Must know Desirable to know	Knows	Lecture Demonstration/ Group Discussion Audio clips, classroom recitation	Written and Viva Viva, recitation competition	F and S	I
Topic 2-	Padartha and Darshana Nir	rupana Time (Le	ecture:10 h	ours Non lec	ture14_hours)			
CO1, CO 2	Classify padartha, differentiate bhava, abhava padartha and Appreciate Shat karana of Acharya Charaka.	Cognitive Recall	Must Know	Knows	Lecture/ Discussions PBL	Written and Viva, puzzle	F & S	I
CO1, CO 2	Discuss similarity and dissimilarity of padartha	Cognitive Comprehensi on	Desirable to Know	Knows	Lecture/ Discussions/ Activity based learning	Written and Viva	F & S	I
CO2	Explain nirukti and vyakhya (definition) of darshana	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F & S	I
CO2	Describe Origin of darshana and Explain Importance of darshana (prayojana)	Cognitive Comprehensi on	Must know	Knows how	Lecture / Group Discussion	Written and Viva, Quiz	F & S	I
CO1, CO 2	Analyse terms viz - philosophy, metaphysics, aesthetics, epistemology, psychology in relation with darshana	Cognitive Comprehensi on	Nice to know	Knows	Lecture / Group Discussion/ Activity Based learning	Written and Viva	F & S	I
CO2	Classify darshana and differentiate between asthika, nasthika, asthikanasthika	Cognitive Recall	Must Know	Knows	Lecture / Enquiry Based Learning	Written and Viva	F & S	I

	darshana								
CO1, CO 2	Enumerate darshana relevant for Ayurveda study and mention the pioneers of each darshana	Cognitive Recall	Must Know	Knows	Lecture/ Role play/Group Discussion	Written and Viva, Puzzle	F & S	I	
CO1, CO 2	Outline the reason for study of darshana in Ayurveda and Comprehend Philosophical foundation of Ayurveda	Cognitive Comprehensi on	Must Know	Knows how	Lecture/ Problem Based Learning/ Group discussion/Tutor ial	Written and Viva, Open Book Test	F & S	I	
CO2	Explain meaning of nyaya and synonyms of nyayadarshana	Cognitive Recall	Must Know	Knows	Lecture Group discussion	Written and Viva	F & S	I	
CO2	Enumerate nyayoktha 16 padarthas, 12 prameyas	Cognitive Recall	Desirable to Know	Knows	Lecture /Enquiry Based Learning	Written and Viva	F & S	I	
CO2	Recall the content of nyaya sutra	Cognitive Recall	Nice to know	Knows	Lecture	Written and Viva	F & S	I	
CO2	Outline salient features of nyayadarshana viz-chaturvida pramana, pitharapaka, arambhayada.	Cognitive comprehensi on	Must Know	Knows	Lecture/ Group discussion / Activity Based Learning	Written and Viva, Quiz	F & S	I	
CO2	Explain meanings of vaisheshika and synonyms	Cognitive Recall	Must Know	Knows	Lecture/	Written and Viva	F & S	I	
CO2	Recall the content of vaisheshika sutra	Cognitive Recall	Nice to Know	Knows	Lecture	Written and Viva	F & S	I	

CO2	Identify salient features of vaisheshika darshana viz-shatpadartha, paramanuvada, peelupakavada	Cognitive comprehensi on	Must Know	Knows	Lecture group discussion/Activ ity based learning	Written and Viva, quiz, puzzle	F & S	I
CO2	Explain the meaning of sankhya	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva		I
CO2	Enumerate, define and categorise 25 tatvas	Cognitive Recall	Must Know	Knows	Lecture discussion	Written and Viva puzzle	F & S	I
CO2	Recall the trividhadukha, triguna, satkaryavada	Cognitive Recall	Must Know	Knows	Lecture/ Inquiry based learning	Written and Viva	F&S	I
CO2	Define yoga and explain ashtangayoga	Cognitive comprehensi on	Must Know	Knows	Lecture Group discussion/demo nstration	Written and Viva, quiz	F & S	I
CO2	Recall content of yoga sutra	Cognitive Recall	Nice to know	Knows	Lecture	Written and Viva	F & S	I
CO2	Enumerate chittavrutti, panchaklesha, ashtasiddhi	Cognitive Recall	Must Know	Knows	Lecture Debate /Group Discussion	Written and Viva, quiz	F & S	I
CO2	Recall different type of yoga	Cognitive Recall	Nice to know	Knows	Lecture Self-Directed learning/Activit y based learning	Written and Viva, open book test	F & S	I
CO1, CO 2	Outline the salient features of meemamsa darshana and Vedanta darshana Viz. karma siddhanta, atma, maya, vivartavada,	Cognitive comprehensi on	Must Know	Knows	Lecture Group Discussion/ Debate	Written and Viva, Quiz	F & S	I

CO1, CO 2	Explain similarity between Nyaya, vaisheshika, Sankyha, yoga, meemamsa and Vedanta darshana with Ayurveda	Cognitive comprehensi on	Must Know	Knows how	Lecture discussion PBL/ Flip classroom	Written and Viva	F&S	I
CO1, CO 2	Explain Charvaka, Jaina and Bouddha darshana and their influence in Ayurveda	Cognitive comprehensi on	Must Know	Knows	Lecture Group Discussion	Written and Viva	F&S	I
CO1, CO 2	Demonstrate Ayurveda as unique and independent school of thought (philosophical individuality of Ayurveda).	Cognitive Comprehensi on Affective	Must Know	Knows how/	Lecture/ Group Discussions PBL	Written and Viva	F & S	I
CO 1 CO 2	Compare the the Srishtiutpatti krama by different darshanas with contemporary theories like- Big Bang, The multiverse, brane world, the hylographic universe, Simulation theory etc	Cognitive Comprehensi on	Nice to Know	Knows	Lecture with Videos, Group discussion/ self learning	Puzzle, viva	F	I
CO 1	Respect ancient philosophy and Ayurveda	Affective	Must know	Know	Discussion	Discussion Debate	F	I
CO1, CO 2	Enumerate padartha according to different schools of thought	Cognitive Recall	Desirable to Know	Knows	Lecture Group Discussion	Written and Viva, Puzzle	F & S	I
CO1, CO 2	Find principles and examples in contemporary sciences	Cognitive/ Comprehensi on	Nice to know	knows	Lecture/ Discussions/ Self-learning,	-	F	I

CO1, CO 2	which will enhance understanding concept of Padartha. For ex- matter and energy. Analyse role of padartha in darshana and in Ayurveda and Demonstrate the role of Padarthavijnana in Ayurveda	Cognitive / Comprehensi on	Must Know	Knows how	Lecture/ Seminars /PBL	Written and Viva, Open Book Test	F & S	I
CO2	Recite concern verses	Cognitive Recall	Desirable to know	kmows	Edutainment Audio clips, classroom recitation	Viva, recitation competition	F&S	I
Topic-3 I	Oravya vijnaneeyam Time ((Lecture:14_ l	nours Non lectur	e _20hou	rs)			
CO3	Explain Nirukti and Paribhasha (definition) of Dravya	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F and S	II
CO3	Classify Dravya and Differentiate between Karana and Karya dravya	Cognitive Recall	Must Know	Knows	Lecture Group Discussion/ Enquiry Based Learning	Written and Viva, Puzzle	F and S	п
CO3	Enumerate Darvya as per different schools of thoughts	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva, puzzle	F and S	II
CO3, CO1	Value Practical application of study of Dravya in Ayurveda	Affective	Desirable to know	Knows how	Lecture Group Discussion	Written and Viva	F and S	II
CO3	Explain the various theories (theories of Taittiriyopanishad, Nyaya-Vaisheshika,	Cognitive/ Comprehensi on	Must Know	Knows	Lecture Group Discussion /Activity Based	Written and Viva, Quiz	F and S	II

CO3	Sankhya-Yoga, Sankaracharya, Charaka and Sushruta) regarding creation of Panchamahabhoota Describe Prithvi	Cognitive /	Must Know	Knows	Learning Lecture	Written and	F and S	
	Mahabhoota Explain qualities of Prithvi Mahabhoota	Comprehensi			Seminar/ Group Discussion	Viva		II
CO3	Describe Aap Mahabhoota Explain qualities of Ap Mahabhoota	Cognitive, Comprehensi on	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	П
CO3	DescribeTeja Mahabhoota Explain qualities of Teja Mahabhoota	Cognitive, Comprehensi on	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	II
CO3	Describe Vayu Mahabhoota Explain qualities of Vayu Mahabhoota	Cognitive, comprehensi on	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	II
CO3	Describe Aakash Mahabhoota. Explain qualities of Aakash Mahabhoota	Cognitive, Comprehensi on	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	п
CO3, CO1	Value Practical application of Panchamahabhoota in Ayurveda	Affective	Must know	Knows	Lecture Group Discussion, Demonstration	Written and Viva, Open Book Test	F and S	п

CO2	Compare elementary particles/subatomic particles with Tanmatra/triguna.	Cognitive/ Recall	NK	Know	Video clips, discussions SDL	Quiz	F	п
CO3, CO1	Define the term <i>Kala</i> from various <i>darshanas</i> and <i>Ayurveda</i> .	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	п
CO3	Explain classification/types of <i>Kala</i>	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	П
CO3, CO1	Find illustrations of kala explained in Ashtang Hridaya.	Cognitive/ Comprehensi on	Must know	Knows	Lecture /Activity Based Learning	Written and Viva	F&S	П
CO3, CO2 CO1	Give examples of importance of Kala in Ayurveda and time as per contemporary sciences	Cognitive/ Recall	Must know	Knows how	Problem Based Learning/ Group Discussion	Written and Viva, Quiz	F&S	п
CO3	Define <i>the term Dik</i> . Explain classification/ division of <i>Dik</i> .	Cognitive/ Recall	Must know	Knows	Lecture /Activity Based Learning	Written and Viva, puzzle	F & S	II
CO3, CO1	Illustrate significance of <i>Dishas</i> in Ayurveda with examples.	Cognitive/ Comprehensi on	Must know	Knows how	Lecture /Seminar	Written and Viva	F & S	П
CO3	Find illustrations of Dik explained in Ashtangahridaya.	Cognitive/ Comprehensi on	Must know	Knows how	Group Discussion	Written and Viva, Open book test	F & S	II
CO3	Define the term Atma,	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	п
CO3	Explain atma at different levels, seat, Gunas of Atma,	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	п

CO1 CO3	Explain Atma Linga according to Charaka Samhita.	Cognitive/ comprehensi on	Must know	Knows	Lecture / Flipped Classroom	Written and Viva	F & S	п
CO3	Describe the method / process of knowledge formation (atmanah jnasya pravrittih).	Cognitive/ Comprehensi on	Must know	Knows how	Lecture/ Demonstration/	Written and Viva	F & S	п
CO3	Describe Purusha as mentioned in Ayurveda	Cognitive/ Recall	Must know	Knows	Lecture	Written and Viva	F & S	II
CO3	Differentiate Ativahikapurusha/ Sukshmasharira/ Rashipurusha/ Chikitsapurusha/ Karmapurusha/ Shaddhatvatmaka-purusha.	Cognitive/ Comprehensi on	Must know	Knows how	Lecture / Group discussions	Written and Viva	F & S	II
CO3	Recognize and state significance of Atmavijnanam	Affective	Desirable to know	Knows	Group Discussions/ Problem Based Learning	viva	F	п
CO3	Define term Manas, Enlist synonyms, Explain it's Guna. Karma, Vishay. Explain dual nature of mind. (ubhayaatmakatvam),	Cognitive/Re call and Comprehensi on	Must know	Knows	Lecture / Activity Based Learning/Debate	Written and Viva. Puzzle	F&S	II
CO3	Explain influence of Panchabhoutika aahara and aushadha (penta- elemental diet) on manas	Cognitive/ Recall	Must know	Knows how	Lecture/ discussions/ PBL	Written and Viva. Open Book Test	F&S	П

CO3	Recognizes the utility of Knowledge of Mana	Affective	Must Know	Knows	Case Based learning	viva	F &S	П
CO3, CO1	Explain Concept of mind in other sciences.	Cognitive/ Recall	Nice to know	Knows	Discussions/ Videos	Written and Viva	F	П
CO1	Explain Role of Panchamahabhuta and Triguna in Dehaprakriti and Manasaprakriti respectively.	Cognitive/ Comprehensi on	Must know	Knows how	Lecture / discussions/ C B L	Written and Viva	F & S	II
CO3	Discuss the role of Tamas as the tenth Dravya	Cognitive/Co mprehension	Desirable to know	Know	Lecture Edutainment Role Play	Written and Viva	F & S	II
CO3	Realize Practical application of study of dravya in Ayurveda	Affective	Desirable to know	Know	Group Discussions/ Case Base Learning/ Demonstration.	Written and Viva, quiz	F&S	П
CO3	Recite Dravya Granth of Tarka Sangrah& defn from Charak	Cognitive Recall	Desirable to know	kmows	Audio clips/ classroom recitation	Viva, Recitation Competetio	F&S	
CO3. CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Karana dravya. For ex- Quantum Physics	Cognitive/Co mprehension	Nice to know	Know	Lecture/ Discussions/ Self-learning activity	Open book testh	F	II
Topic -4 (Guna vijnaneeyam Time (L	ecture:-4 hours No	on lecture 6 hou	rs)				
CO3	Define Guna and classify Guna according to various Darshanas and Charaka Samhita	Cognitive Recall	Must know	knows how	Lecture /Demonstration	Written and Viva	F&S	П

CO3	Explain the Lakshana of indriyartha Gunas with examples.	Cognitive Comprehensi on	Must know	Knows how	Lecture / Group Discussion	Written and Viva	F&S	II
CO3	Discuss the Lakshana of Gurvadi Guna with examples.	Cognitive Comprehensi on	Must know	Knows how	Lecture /Seminar/ Group Discussion	Written and Viva, puzzle	F&S	II
CO3	Explain the Lakshana of Paradi Guna with examples.	Cognitive Comprehensi on	Must know	Knows how	Lecture /Seminar/ Group Discussion	Written and Viva, Puzzle	F&S	П
CO3	Describe the Lakshana of Adhyatma Guna with examples.	Cognitive Comprehensi on	Must know	Knows how	Lecture /Seminar/ Group Discussion	Written And Viva	F&S	II
CO3	Appreciate the importance of Guna (Gunapradhanyata)	Affective	Must know	Knows	Discussion	Written Discussion viva	F&S	П
CO3	Describe the practical application of Indriyartha Gunas in diagnosis of disease and Treatment	Cognitive Comprehensi on	Must know	Knows how	Lecture / Demonstration/ Case based learning	Written And Viva	F&S	II
CO3	Describe the practical application of Gurvadi Guna in diagnosis of disease and Treatment	Cognitive Comprehensi on	Must know	Knows how	Lecture / Demonstration/ Case based learning	Written And Viva	F&S	II
CO3	Describe the practical application of Paraadi Gunas.	Cognitive Comprehensi on	Must know	Knows how	Lecture / Demonstration/ Activity based learning	Written And Viva	F&S	П

CO3	Describe the practical application of Adhyatma Guna.	Cognitive Comprehensi on	Must know	knows how	Lecture / Demonstration/ Problem Based Learning	Written And Viva	F&S	П
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation	viva	F&S Recitati on competi tion	П
CO1 CO2	Discuss Principles and examples in contemporary sciences which will enhance understanding the concept of Guna.	Cognitive Comprehensi on	Nice to know	Knows	Lecture/ Discussions/ Self-learning activity	-	F	II
Topic - 5	. Karma vijnaneeyam Tin	ne (Lecture:2_	hours Non lect	ure _4hou	rs)			
CO3	Define <i>Karma</i> acco. to various Darshana and Ayurveda.	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	II
CO3	Compare the <i>Karma Lakshana</i> (characteristics) from <i>Charaka Samhita</i> and Darshana	Cognitive Comprehensi on	Must know	Knows	Lecture/ Group discussion/ Flipped Classroom	Written And Viva	F&S	II
CO3	Explain the types of <i>Karma</i>	Cognitive Comprehensi on	Must know	Knows	Lecture and discussion, demonstration	Written And Viva	F&S	П
CO3	Describe the process of production and destruction of <i>Laukika Karma</i> with one	Cognitive Comprehensi on	Desirable to know	Knows how	Lecture and demonstration	Written And Viva	F&S	II

	example.								
CO3	Describe the <i>Adhyaatmika</i> karma and its causal relationship with health and disease.	Cognitive Comprehensi on	Must know	Knows how	Lecture and discussion	Written And Viva	F&S	II	
CO3	Enlist the other types of processes or pharmacological actions which came under the title of <i>Karma</i> in <i>Ayurveda</i> . Viz: <i>Panchakarma</i> , <i>Shastrakarma</i> , <i>Lekhana</i> , <i>Bruhana</i> etc.	Cognitive Recall	Must know	Knows	Lecture and discussion/ Self Directed Learning	Written And Viva	S	II	
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation/ Edutainment	viva	F&S Recitati on competi tion	П	
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Karma.	Cognitive Recall	Nice to know	Knows	Lecture/ Discussions/ Self-learning	-	F	II	
	Samanya vijnaneeyam	(1)							
Time (Le	ecture:- 3 hours Non lectur Explain the	ce 6 hours) Cognitive	Must know	Knows	Lecture	Written	F&S		
CO3	Samanya(According to Ayurveda &Darshana)	Comprehensi	Widst Kilow	Kilows	Lecture	And Viva	1005	III	
CO3	Distinguish the Samanya concept of Ayurveda from	Cognitive Comprehensi on	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III	

	Darshana.							
CO3	Describe the <i>Anuvrutti Buddhi</i>	Cognitive Recall	Desirable to know	knows	Lecture and discussion	Written	F & S	III
CO3	Explain the types of Samanya (Acc. To Ayurveda and Darshana)	Cognitive Recall	Must know	Knows	Lecture and discussion/Flipped Classroom	Written And Viva	F & S	III
CO3	Explain the importance of samanya in diagnosis and treatment	Cognitive Comprehensi on	Must know	Knows	Lecture and discussion/Case Based Learning	Written And Viva ,Quiz	S	III
СОЗ	Identify the examples of <i>Dravya-guna-karma Samanya</i> with each <i>DOSHA-DHATU- MALA</i>	Cognitive Comprehensi on	Must know	Knows how	Lecture and Demonstration/ Group Discussion	Written And Viva, Open Book Test	S	III
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation	viva	F&S Recitati on competi tion	
CO1	Discuss principle and examples in contemporary sciences which will enhance understanding the concept of Samanya. For ex-system biology	Cognitive Comprehensi on	Nice to know	knows	Self -Directed learning	-	F	III
	Vishesh vijnaneeyam	L	I		1	I		1
Time (Le	cture:3_hours Non lectur		T	1	T	T .		T T
CO3	Explain Vishesha According to <i>Ayurveda</i> & <i>Darshana</i>	Cognitive Comprehensi on	Must know	Knows	Lecture and Group Discussion	Written And Viva	F&S	III

CO3	Distinguish <i>Vishesha</i> concept of <i>Ayurveda</i> from <i>Darshana</i> .	Cognitive Comprehensi on	Must know	Knows	Lecture and Group Discussion	Written and Viva	F&S	III
CO3	Describe the Vyavrutti Buddhi	Cognitive Recall	Desirable to know	knows	Lecture and discussion	Written	F & S	Ш
CO3	Explain Vishesha in the context of Mahabhoota Paramanu	Cognitive Recall	Nice to know	knows	Lecture	Written	F & S	III
CO3	Discuss the Viruddha Vishesha and Aviruddha Vishesh aand other types of Vishesha	Cognitive Comprehensi on	Must know	Knows how	Lecture and discussion, demonstration	Written And Viva	F&S	III
CO3	Explain the statement "Pravruttirubhayasyatu"	Cognitive Comprehensi on	Must know	Knows how	Lecture, Problem Based Learning	Written Viva	F&S	III
CO3	Provide different classifications of vishesha and their utility in Diagnosis and Treatment.	Cognitive recall	Must know	Knows how	Lecture/ Activity Based Learning	Written, Viva, Open Book Test	F&S	III
CO3	Identify the examples of <i>Dravya-guna-karma Vishesha</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehensi on	Must know	Knows how	Lecture and demonstration/ Game Based Learning	Written And Viva Quiz	S	III
CO1, CO2	Describe principles and examples in contemporary sciences which will enhance understanding the concept of Vishesha For ex- System Biology	Cognitive Comprehensi on	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	viva-	F	III

CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation	viva	F&S Recitati on competi tion	III
Topic - 8 Time (L	s. Samavay vijnaneeyam ecture:- 2 hours Non lectur	e 4 hours)						
CO3	Explain Samavaya (Acc. To <i>Ayurveda</i> and <i>Darshana</i>)	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	III
СОЗ	Describe the eternal relation between ayutasiddhavritti	Cognitive Comprehensi on	Must know	Knows how	Lecture and demonstration	Written And Viva	F&S	III
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Samavaya	Cognitive Recall	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	-	F	III
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation	Viva, Recitation competition	F&S	
	. Abhav vijnaneeyam	4 1						
CO3	ecture:- 2 hours Non lectur Define Abhava	Cognitive Recall	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III
CO3	Discuss the supportive and contradictory views for the acceptance of <i>Abhava</i> as a <i>Padartha</i>	Cognitive comprehensio n	Must know	Knows How	Lecture Group Discussion/ debate	Written And Viva	F&S	III
CO3	Explain the view of <i>Ayurveda</i> about <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture demonstration	Written And Viva	F&S	III

CO3	Explain the four types of <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture ,Activity Based Learning	Written And Viva, Puzzle	F&S	III	
СОЗ	Demonstrate the utility of the knowledge of <i>Abhava</i> in Ayurveda	Cognitive Comprehensi on	Must know	Knows how	Lecture, Group discussions Problem Based Learning	Written And Viva	F&S	III	
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the conceptof Abhava	Cognitive Recall	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	-	F	III	
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	kmows	Audio clip/ classroom recitation	viva	F&S Recitati on compet etion		
Paper II			l	ı		l			
Topic	1- (Pariksha) Time (Lectur	re:- 6 hours Non le	ecture 12 hours)						
CO4	Describe Pariksha	Cognitive/ Recall	Must know	Knows	Lecture/Group Discussion	Written And Viva	F&S	I	
CO4	Explain the necessity & significance of pariksha	Cognitive Comprehensi on	Must know	Knows how	Lecture/Problem Based Learning/Debate	Written And Viva	F&S	I	
CO4	Describe Buddhi and its classification	Cognitive / Recall	Must know	Knows	Lecture/Activity based learning	Written And Viva	F&S	I	
CO4	Describe Prama, Prameya, Pramata, Pramana and differentiate Prama and	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva, open book test	F&S	I	

Aprama

CO4	Describe the Significance of Pramana	Cognitive / comprehensi on	Must know	Knows how	Problem based learning	Written And Viva	F&S	I	
CO4	Enumerate Pramana according to different schools of philosophy.	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva, puzzle	F&S	I	
CO4	Enumerate Pariksha as per Ayurveda.	Cognitive / Recall	Must know	Knows	Lecture/ Enquiry based learning	Written And Viva	F&S	I	
CO4	Describe the Pramana accepted by different schools of Philosophy with one example each.	Cognitive / Recall	Must know	Knows	Lecture/ group discussion	Written And Viva, quiz	F&S	I	
CO4	Describe 4 Pariksha explained by Ayurveda with one example each	Cognitive / Recall	Must know	Knows	Lecture/ activity based learning	Written And Viva, puzzle	F&S	I	
CO4	Justify the inclusion of Pramanas under three Pariksha	Cognitive / Comprehensi on	Must know	Knows how	Problem based learning and flipped classroom	Written And Viva	F&S	I	
CO4	Describe the practical application of Pariksha Vidhi in Diagnosis and Treatment.	Cognitive / Recall	Must know	Knows	Case based learning/ Group discussion	Written, open book test And Viva	F&S	I	
CO4	Establish that the Pramanas are tool to gain the knowledge	Affective	Must know	knows	Group discussion	Viva	F&S	I	
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I	

CO 4	Describe Apta and Aptopadesh	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I
CO 4	Describe the significance of Aptopadesha in Chikitsa	Cognitive / Recall	Must know	Knows	Case based learning/ Group discussion	Written And Viva	F&S	I
CO 4	Define the term Shabda	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I
CO 4	Describe types of Shabda	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define the term Shaba artha bodhaka Vrutti	Cognitive / Recall	Must know	Knows	Lecture/ group discussion	Written And Viva	F&S	I
CO 4	Enumerate Shabaartha bodhaka vrutti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva, quiz	F&S	I
CO 4	Define Abhidha Vrutti with illustration	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define Lakshana Vrutti with examples	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Enumerate the types of Lakshanavrutti and define each of them with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define Vyanjana vrutti with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I
CO 4	Define Tatparyakhya vrutti with	Cognitive / Recall	Must know	Knows	Lecture/ Activity based	Written And Viva	F&S	I

	example				learning			
CO 4	Define the term Pada with specification to Shakti and enumerate the types of Pada	Cognitive / Recall	Must know	Knows	enquiry based learning	Written And Viva	F&S	I
CO 4	Enumerate Shaktigraha hetu	Cognitive / Recall	Must know	Knows	Lecture/ group discussion/ Problem based learning	Written And Viva, puzzle	F&S	I
CO 4	Describe Shakti graha hetu	Cognitive / Recall	Must know	Knows	Lecture/ Tutorial/Proble m based learning	Written And Viva	F&S	I
CO 4	Enumerate Vaakyarthajnana hetu	Cognitive / Recall	Must know	Knows	Lecture/ group discussion/ Problem based learning	Written And Viva, quiz	F&S	I
CO 4	Define Akanksha with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva	F&S	I
CO 4	Define Yogyata with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva	F&S	I
CO 4	Define Sannidhi with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva	F&S	I

CO 4	Describe importance of Aptopadesha in maintaining Health, Prevention of diseases, diagnostics, therapeutics and research.	Cognitive/ Comprehensi on	Must know	knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva, open book test	F&S	I
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I
Topic 3-	 Pratyaksha Pariksha/Prai	nana Time (Lec	ture:8_ hour	s Non lectur	e _14hours)			
CO4	Define Pratyaksha	Cognitive / Recall	Must know	Knows	Lecture/ Tutorial/Activit y based learning	Written And Viva	F&S	II
CO4	Enumerate the types of Pratyaksha	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	П
CO4	Describe types of Pratyaksha	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva, quiz	F&S	П
CO4	Describe Indriya Prapyakaritva Mechanism of sensory perception)	Cognitive / comprehensi on	Must know	Knows	Lecture/ Flip classroom/ Problem based learning	Written And Viva,	F&S	п
CO4	Define Sannikarsha	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	П

CO4	Describe the types of Sannikarsha	Cognitive / comprehensi on	Must know	Knows how	Lecture/ Problem based learning	Written And Viva, puzzle	F&S	II	
CO4	Define Indriya	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II	
CO4	Enumerate the types of Indriya	Cognitive / Recall	Must know	Knows	Lecture/ role play	Written And Viva	F&S	II	
CO4	Define Jnanendriya	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II	
CO4	Enlist the functions of Karmendriya	Cognitive / Recall	Must know	Knows	Problem based learning	Written And Viva	F&S	II	
CO4	Describe the function of Manas in relation to Jnanotpatti	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning	Written And Viva	F&S	II	
CO4	Justify the role of Manas as ubhayendriya in relation with Jnanotpatti and Karma.	Cognitive / Comprehensi on	Must know	Knows how	Problem based learning / Group discussion/Deba te	Written And Viva, open book test	F&S	П	
CO4	Enumerate Panchapanchaka and describe its significance with respect to Pratyaksha Jnana	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	II	
CO4	Enumerate and describe briefly the various theories of Darshana and Ayurveda, which highlight the relationship of Indriya	Cognitive / Comprehensi on	Must know	Knows	Group discussion/ role play/debate	Written And Viva, open book test	F&S	II	

	and Panchamahabhuta.								
CO4	Justify the specificity of Indriya for perceiving specific Artha	Cognitive / Comprehensi on	Must know	Knows how	Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	П	
CO4	Enumerate Trayodasha Karana	Cognitive / Recall	Must know	Knows	Lecture/Tutorial / Activity based learning	Written And Viva, puzzle	F&S	II	
CO4	Enumerate Antahkarana	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II	
CO4	Enumerate the functions of Antahkarana	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II	
CO4	Illustrate the role Antahkarana in Jnanotpatti with example to highlight the significance	Cognitive / Comprehensi on	Must know	Knows how	Lecture/ Problem based learning / Group discussion	Written And Viva, open book test	F&S	П	
CO4	Describe the factors which create hindrance for perception with an illustration (pratyaksha- anupalabdhikaarana)	Cognitive / Comprehensi on	Must know	Knows	Activity based learning/ Problem based learning / Group discussion	Written And Viva, puzzle	F&S	II	
CO4	Enumerate a few equipments or aids which help in enhancing the direct perception	Cognitive / Recall	Must know	Knows	demonstrations/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	II	
CO4	Justify the necessity of other pramana with textual references and	Cognitive / Application	Must know	Knows how	Lecture/ Activity based learning/	Written And Viva, open book	F&S	П	

	illustrations				Problem based learning / Group discussion	test		
CO4	Describe the practical application of Pratyaksha in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive / comprehensi on	Must know	Knows	Lecture/ case- based learning / Group discussion	Written And Viva	F&S	П
CO4	Justify the role Pratyaksha (Observation and interpretation skills for generalization of results) in research	Cognitive / Application	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	П
CO4	Realizes importance as well as limitation of Pratyaksha	Affective	Must know	Knows	Group discussion	Viva	F&S	II
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	II
Topic 4 -	Anumana pariksha/Pran	nana Time (Lect	ure:10 hour	s Non lectur	re _15hours)			<u> </u>
CO4	Describe Anumana	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	II
CO4	Define the terms with an example (Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta)	Cognitive / Recall	Must know	Knows	Lecture/ enquiry based learning	Written And Viva, quiz	F&S	II
CO4	Describe the types of anumana	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ group discussion	Written And Viva,	F&S	II

CO4	Describe Pancha Avayava Vakya	Cognitive / Recall	Must know	Knows	Lecture/ gamification/ Problem based learning / Group discussion	Written And Viva	F&S	II
CO4, CO2	Associate Contemporary method of carrying out research with Pancha Avayava Vakya	Cognitive / Comprehensi on	Desirable to know	Knows how	Self directed learning, / Problem based learning / Group discussion	Written And Viva, open book test	F&S	II
CO4	Define vyapti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II
CO4	Describe the types of vyapti	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning	Written And Viva	F&S	II
CO4	Define hetu	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II
CO4	Describe the types of hetu	Cognitive / Recall	Must know	Knows	group discussion	Written And Viva	F&S	II
CO4	Enlist Sad-hetu Lakshana	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning	Written And Viva, quiz	F&S	II
CO4	Define Hetwabhasa	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning	Written And Viva	F&S	II
CO4	Explain the types of Hetwabhasa	Cognitive / Comprehensi on	Must know	Knows	Lecture/Tutorial group discussion	Written And Viva, puzzle, quiz	F&S	II
CO4	Describe Ahetu	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II

CO4	Describe Tarkaas per Nyaya Sutra and Tarka Sangraha	Cognitive / Recall	Must know	Knows	Lecture Tutorial/ Problem based learning	Written And Viva, quiz	F&S	II
CO4	Distinguish between Tarka as Aprama and tool in Anumana	Cognitive / Comprehensi on	Must know	Knows how	Enquiry based learning/ group discussion/debat e	Written And Viva	F&S	II
CO4	Justify the role of Tarka in Anumana	Cognitive / Comprehensi on	Must know	Knows how	Activity based learning/ Problem based learning / Group discussion	Written And Viva, open book test	F&S	П
CO4	Demonstrate the practical applications of Anumana Pariksha (with few examples) in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive / Application	Must know	Knows how	Role play/ Game based learning / Group discussion	Written And Viva, open book test	F&S	II
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I
Topic	5 - Yukti pariksha/Prama	ana Time (Lecti	ire:2 hours	Non lecture	_2hours			
CO4	Describe Yukti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Group discussion	Written And Viva	F&S	Ш
CO4	Compare Yukti as an independent Pariksha and as a part of Anumana	Cognitive / Comprehensi on	Must know	Knows how	Lecture/ Activity based learning/ Problem based	Written And Viva, open book test	F&S	Ш

					learning / Group discussion			
CO4	Describe the Importance of Yukti in Ayurveda	Cognitive / Recall	Must know	Knows how	Lecture / Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III
CO4	Describe the practical application of Yukti in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive Recall	Must know	Knows how	Lecture/ Activity based learning/ Problem based learning / Group discussion	Written And Viva	F&S	III
CO4	Recite the concern Verses from CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III
8. Topic	6 – Upamana Pramana T	ime (Lecture:	2_ hours Non le	ecture _4h	ours)			
CO4	Define UpamanaEnlist the types of Upaman	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	III
CO4	Describe the Importance of Upamana in Ayurveda	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning / Group discussion	Written And Viva	F&S	III
CO4	Describe the practical applications of Upamana in Sharir, Nidan, Chikitsa and Anusandhan.	Cognitive/ Comprehensi on	Must know	Knows	Lecture/ Game based learning/ Problem based learning / Group discussion	Written And Viva, quiz	F&S	III
CO4	Recite the concern Verses from Tarkasangrah & Charak	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III

	- Karya- Karana Siddhant					White a seed	F&S	Т
CO5 CO2	Define Karya and Karana. List types of Karana. Charakokta Dashvidha Parikshya Bhava.	Cognitive/ Recall	Must know	Knows	Lecture Tutorial	Written and Viva	r & S	III
CO5	Explain Charakokta Dashvidha Parikshya Bhava.	Cognitive/Co mprehension	Must know	Knows	Lecture/Problem Based learning	Written and Viva	F & S	III
CO5 CO2	Describe the significance of Karya and Kaarana in Ayurveda	Cognitive/ Comprehensi on	Must know	Knows how	Lecture/problem based activity	Written and Viva	F&S	III
CO5 CO2	Realises the utility of Charakokta Dashvidha Parikshya Bhav in understanding situations and taking decisions	Affective	Must know	Knows	Group discussion/ Role play/ Debate		F	III
CO5 CO2	Distinguish different opinions regarding the manifestation of Karya from Karana	Cognitive / Application	Must know	Knows how	Edutainment Role play/ Debate group discussion/debat e	Written and Viva, quiz	F&S	III
CO5 CO2	Analyse Satkaryavada and relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/deba te	Written and Viva	F & S	III
CO5 CO2	Analyse Asatkaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/deba te	Written and Viva	F & S	III

CO5 CO2	Analyse Parinamavada & relate it with	Cognitive / Application	Must know	Knows how	Lecture & Group	Written and Viva	F & S	III
CO5	Ayurveda Siddhanta Analyse Arambhavada	Cognitive /	Must know	Knows	Discussion Lecture &	Written and	F & S	
CO2	& relate it with Ayurveda Siddhanta	Application		how	Group Discussion	Viva		III
CO5 CO2	Analyse Paramanuvada and relate it with Ayurveda Siddhanta	Cognitive / Application	how Group Viva Discussion		F&S	III		
CO5 CO2	Explain Vivartavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F&S	III
CO5 CO2	Explain Kshanabhangurvada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F&S	III
CO5 CO2	Explain Swabhavavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F & S	III
CO5 CO2	Explain Peelupakavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion/deba te	Written and Viva	F&S	III
CO5	Explain Pitharapakavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion/deba te	Written and Viva	F&S	III
CO5	Explain Anekantavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F & S	III
C05 CO2	Explain Swabhavoparamavada.	Cognitive/ Comprehensi on	Must know	Knows how	Lecture & Group Discussion	Written and Viva	F&S	III

CO5 CO2	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	
CO5, CO2	Value cause and effect theory	Affective	Must know	Knows	Debate/Group Discussion	Viva	F	III	
CO 5, CO2	Analyse cause effect relationship, causality, causation in contemporary sciences	Cognitive / Comprehensi on	Nice to know	Knows	Self directed learning, Flipped classroom, Group Discussions.	-	-	III	

List of Practicals

Course AyUG-PV_: Practical List

Marks: 100

Hours:- 45 (included in non Lecture hours)

SN	Name of Topic/ Name of	Term	Activity / Practical
	Practical		
P1	Ayurved Nirupan	I	Ayurved Perception identification: Ask the meaning of Ayurveda to your parents, friends and family members (min 10) and write it, give your opinion on it.
			Introduction to communication skills. Conduct of survey.
P2	Darshana and Padartha	I	 Darshan concept development: Find and write names of different philosophies? Discussions: meanings of philosophy, darshana, spirituality, religion. Are they same or different? Write in Activity Book.
Р3	Hitayu/ Sukhayu lakshanas	I	Identification of characters of Hitayu, & Sukhayu in Healthy individuals.
P4	Dravya	I	 Identification of Guna and Karma. Make a list of 10 dravyas surrounding you and identify Guna and Karma in it. Panchbhautik nature identification: Demonstrate the Panchamahabhuta in any five ahara dravya and five sharira dravya/ avayava with a neat labeled diagramme. (ex-cell, blood, vata, pitta, kapha etc). Determination of Directions: Identify the directions in and enlist the content in each direction in your campus. Conceptualize Time: Discussion and understanding of Kala as per Ayurved and contemporary sciences. Categorization of Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv / Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons. Early Clinical Exposure(ECE): Visit the OPD, find the diseases common for different age groups (balyavastha/ tarunyavastha/ vruddhavastha)

P5	Guna	II	Identification:
			Sartha Guna: Identify concept of Shabda, Sparsha, Rupa, Rasa, Gandha in Dravya.
			Application and demonstration find the different therapies based on 5 Sartha
			Gunas. e.g. Gandha. Shabda, Sparsha.
			Observe /Experience/ Study / Read book or article present on (any one)
			Aromatherapy- Gandha Chikitsa. Music therapy/ Mamtra Chikitsa -Shabda guna.
			Sparsha- Touch therapy.
			Gurvadi Guna: Identify guna in any five
			ahara dravya : different vargas.
			in Sharir dravya: dosha, dhatu mala.
			Comparison Gurvadi gunas and corelate with concepts learned in Physics,
			Chemistry and Biology.
			Observation(survey) of the effects of Seasons on Gurvadi gunas in body, nature etc.
			Paradi Guna and their application in five examples.
			Atma Guna identification: Making or Framing their real life situations related to
			Atma Guna(sukha, dukkha etc)
P6	Karma	II	Conceptualization Karma, its application in branch of Ashtanga Ayurveda.(panchakrma/ Shastrakarma etc
			Illustration : Make a collage of pictures/ photos depicting five types of karma and their similarity with concepts learned in Physics, Chemistry etc.
P7	Pratyaksha Praman	II	Observation: Note down the factors from Prakruti analysis which you can

			understand through pratyaksh (like- colour, dry skin)
			Identification: Find few identification marks for identification of herbs/ minerals
			which need Pratyaksha.
			ECE: Pramans in examination of patient and Diagnosis of disease.
			Identifies the gunas which can be perceived by one sense (ekendriya) organ and
			more than one sense organ (Dwiendriya etc).
			Demonstrate with examples of Shabda,(snigdha/ ruksha etc) Sparsha (snigdha/
			ruksha etc), Rupa, Rasa(taste threshold video), Gandha. (5 examples)
P8	Pratyaksha Praman	II	Observation : Find out how one can overcome limitations of Pratyaksha by
	Limitations		advances in equipment. (microscopre, telescope etc)
			Justification of use of various equipment in examination of patient and Diagnosis
			of disease. (X ray, USG etc)
P9	Anuman Praman	II	Application in Real life situation
			Write 3 examples of Vyapti (associations)in real life.
			Find and explain 5 examples of Anumana pramana as per types.
			Write 3 examples of panchavayava vakya. Correlate it with practicals that you have
			conducted.
			Examples of Hetvabhas.(Any three)
			Study use of inference in various sciences.
P10	Samanya Vishesh Siddhant	III	Identification: Visit vanaushadhi udyan of your college. Find samanyatva and
			visheshatva among plants. Illustration: Make a chart of food articles and activities to illustrate the relationship
			of samanya/vishesha with dosha-dhatu-malas.
			Application: Make a list/ collection of seasonal vegetables and fruits which are

			Samanya/Vishesha with the dosha.(five examples)
P11	Samvay	III	Conceptualization Mention five real life examples of Nitya and anitya sambandha.
P12	Abhav	III	Application: Write five real life experiences of pragabhava, pradhwamsabhava,
			atyantabhava and anyonyabhav.
P13	Upman Praman	III	Illustration: Upamana in practical life or with your prior learning. (Examples of
			upamana from Ashtang Hridaya and Charak samhita)and prior learning (Examples
			in Physics, chemistry etc)
P14	Yukti Praman	III	Conceptualization: How various factors influence the process of the decision
			making?
			Application : Write 5 examples of Yukti in practical life or with your prior
			learning.
			ECE: Role of Yukti in Sharir, Nidan, Chikitsa and Anusandhan.
P15	Satkaryavad and other	III	Justification: Parinama vada: Describe 3 real life or with your prior learning
	vadas		examples (Physics, Chemistry etc).
			Justification of Satkarya vada.: Describe 3 real life or with your prior learning
			examples.
			Swabhavoparama vada: Describe 3 real life or with your prior learning examples.
			Pakajotpatti siddhanta.: Write 3 examples of real life or with your prior learning.
			Justification of Arambhavada Describe 3 real life or with your prior learning
			examples
P16	Cause and effect theory	III	Illustration: Karya Karan Bhav: Write Samavayi, asamavayi and Nimitta Karana of
			a karya in real life examples (5 examples). Examples learned in Physics, Chemistry, Biology.
			Search Find out use of cause effect theory in other sciences.
			Schematic representation of cause effect in any examples.

			Application: Assess the 10 factors of Charakokta Karyakarana bhava regarding any task consider the task as karya Remember and write theories of evolution you learned within and other than syllabus.
A1	Other Activities in Journal.	I,	1. Oral presentation: on allotted topic, PPT slides be made and Copy of slides be
		II,	pasted in activity book
		III.	2. Quiz: Participation of all students in Quiz on some topic of Padartha vijnana.
			3. Recitation: Important shloka of padartha vijnana recitation everyday or
			alternate days by students and written in diary.
			4. Each student will do Pick and speak on topics of Padartha Vijnana.
			5. e charts / animations etc.

Table 4: Learning objectives (Practical) of AyUG-PV

A4 Cours e outco me	B4 Learning Objective (At the end of the session, the Students should be able to)	C4 Domain/ sub	D4 Must to know/ desirab le to know/ Nice to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-L method	G4 Assessmen t	H4 Formativ e /summati ve	I4 Te rm	J4 Integrati on
	Practical1-Ayurved Nir	upan Time	(practical	- 2 hours)					
CO1	Define Ayurved	Cognitive Recall	MK	knows	discussion	Viva	F&S	Ι	
CO1	Conduct the survey to identify the perception about Ayurved in the society	Psychom otor	MK	Shows	Demonstration/ discussion	Viva	F&S	I	
	Practical2-Darshan and	Padarth (I	Practical-	lhour)			,		1
CO2	Discuss and compare the meanings of philosophy, darshana, spirituality, religion.	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F &S	I	
CO2	Find and write names of different philosophies?	Cognitiv e/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	

CO 1	Discuss characters of hitayu, &Sukhayu	Cognitive /Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO 1	Identifies characters of hitayu, &Sukhayu in healthy individuals	Cognitive / Compreh ension	MK	Knows How	Demo/Practical	Viva	F& S	I	
Practica	al 4- Dravya Time (Practica	l/ Clinical 6 ho	ours)						
CO1,3	Define dravya, discuss nature of dravya	Cognitive Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO1,3	Identify pentaelemental nature of Ahar Dravya Aushadh Dravya in given examples	Cognitive/ Comprehe nsion	MK	Shows	Practical/Demon stration	Viva/ Practicals	F& S	Ι	
CO1,3	Identify the Guna and Karma in the given dravya	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	I	
CO1,3	Categorize the Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv /Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	I	
CO1,3	Identify the directions in and enlist the content in each direction in your campus.	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	I	
CO1,3	Discus the concept of Kala as per Ayurved and	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/	Viva	F&S	I	

	contemporary sciences.				brainstorming				
CO1,3	find the diseases common for different age groups (balyavastha/ tarunyavastha/ vruddhavastha)	Cognitive/ Comprehe nsion	MK	Knows how	Early Clinical Exposure.	Viva/ Practicals	F&S	I	
Practica	l - 5(Guna) Time (Practical/	Clinical 5 hours	s)						
CO 3	Discuss Guna,	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO 3	Identify Gunas in given Ahar dravya.	Cognitive/ Comprehe nsion	MK	Knows How	Demo/Practical	Viva/ Practicals	F&S	II	
CO 3	Identify Gunas in given Sharir dravya.	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO 3	Identify the specification of Shabda, Sparsha, Rupa, Rasa, Gandha in Dravy	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration of Dravyas like- kutki, gojihva, guduchi, yashtimadhu, sariva etc.	Viva/ Practicals	F&S	П	
	find the different								
	therapies based on 5	Cognitive/			Demonstration/				
CO 3	Sartha Gunas.	Comprehe nsion	DK	knows	discussion/ brainstorming	Viva/ Practicals	F&S	II	
	e.g.Gandha. Shabda,	1151011			8	g Practicals			
	Sparsha.								

CO 3	Observe and record the effects of Seasons on Gurvadi gunas in body and nature	Cognitive/ analysis	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	П	
CO 3	Correlate Gurvadi gunas with concepts learned in Physics, Chemistry and Biology.	Cognitive/ comprehens ion	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	П	
CO 3	Identify the paratva- aparatva in five examples	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	П	
CO 3	Perform the Sanskar (toyasannikarsha/vasan/ Bhavana)	Psychomot or	MK	Shows	Practical/Demon stration	Viva/ Practicals	F&S	П	
CO 3	Frame the real life situations related to Atma Guna(sukha, dukkha etc)	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	П	
Practic	al -6 Karma Time (Practica	al/Clinical 3 h	ours)						
CO 3	Discuss Karma	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO 3	Classify Karma in given	Cognitive/ Comprehe	MK	Knows how	Demonstration/ Practical	Viva/ Practicals	F&S	II	

	examples (panchakarma/Shastrakarm a)	nsion							
CO 3	Illustrate five types of Karma in collage of pictures/ photos	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO 3	compare Karma with concepts learned in Physics, Chemistry etc.	Cognitive/ Comprehen sion	MK	Knows	Practical/Demon stration	Viva/ Practicals	F&S	II	
Practic	al – 7 Pratyaksha Praman '	Fime (Practica	l/ Clinica	1 5 hours)				•	
CO4	Discuss Pratyaksha Praman	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO4	Find identification marks for identification of herbs/ minerals which need Pratyaksha.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical	Viva/ Practicals	F&S	II	
CO4	Note down the factors from Prakruti analysis which need pratyaksh (like- colour, dry skin)	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO4	Discuss the use of pratyaksha in examination of patient and Diagnosis of disease.	Cognitive/ Comprehe nsion	MK	Knows how	ECE/ discussion	Viva/ Practicals	F&S	П	
CO4	identifies with examples of Shabda,(snigdha/ ruksha etc) Sparsha (snigdha/ ruksha etc),	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration/ Shabd from recordings, (snigdha/	Viva/ Practicals	F&S	П	

	Rupa, Rasa(taste threshold video), Gandha.				ruksha etc) Sparsha by touching or instruments. (snigdha/ ruksha etc), Rupa, Rasa(taste threshold video), Gandha.(intens ity of Smell)				
CO4	Identifies the gunas which can be perceived by one sense (ekendriya) organ and more than one sense organ (Dwiendriya etc).	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practicals	F&S	П	
Practic	al -8 Pratyaksha Badhakar	Bhav Time (Pi	ractical/ (Clinical 2 ho	urs)				
CO4	Discuss Pratyaksha Badhakar Bhav (limitations of pratyaksha.)	Cognitive/r ecall	MK	Knows	Lecture	Viva	F&S	II	
CO4	Identify and classifies Pratyaksha badhakar Bhav in given examples.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical. Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	П	

CO4	Justify the use of various equipment in examination of patient and Diagnosis of disease.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ discussion/ brainstorming/ Video Clips	Viva/ Practicals	F&S	II	
Practic	al -9 Anuman praman Tim	e (Practical/ Cl	inical 5	hours)					
CO4	Discuss Anuman praman	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO4	Identify and classify Anuman praman with type in given examples.	Cognitive/ Comprehe nsion	MK	knows	Demonstration/ Practical, Ask examples or encourage to identify examples.	Practical/De monstration	F&S	II	
CO4	Find and discuss examples of Vyapti (associations)in real life.	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration. Ask examples or encourage to identify examples.	Practical/De monstration	F&S	II	
CO4	Apply panchavayava vakya for drawing inference in practicals conducted	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Practical/De monstration	F&S	П	
CO4	Identify and discuss Hetvabhas in given examples	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration. Ask examples or encourage to identify	Practical/De monstration	F&S	II	

					examples.				
CO4	Draw inference in various sciences on the basis of Vyapti.	Cognitive/ recall	MK	knows	Demonstration/ discussion/ brainstorming	Practical/De monstration	F&S	II	
Practic	al -10 Samanya Vishesh Sid	ldhant Time (l	Practical/	Clinical 5 l	iours)				
CO 3	Discuss Samanya vishesh Siddhant	Cognitive/ Reall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO 3	Identify and classifies Samanya vishesh Siddhant with type in given examples.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practical	F&S	III	
CO 3	Identify samanyatva and visheshatva among plants in Vanaushadhi udyan	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration.	Viva/ Practicals	F&S	III	
CO 3	Make a chart/ eChart of food articles and activities to illustrate the relationship of samanya/vishesha with dosha-dhatu-malas.	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Presentation/ Viva/ Practicals	F&S	III	
CO 3	Make a poster seasonal vegetables and fruits which are Samanya/Vishesha with the dosha.	Cognitive/ Comprehe nsion	MK	Knows how	Practical	Presentation /Viva/ Practicals	F&S	III	

CO 3	Discuss Samavay Mention five real life examples of Nitya and anitya sambandha.	Cognitive/ Recall Cognitive/ Comprehe nsion	MK MK	Knows Knows how	Demonstration/ discussion/ brainstorming Demonstration/ Practical/ Ask examples or encourage to identify	Viva Viva/ Practical	F&S	III	
Dugatia	al 12 Abbay Time (Duration	1/ Clinical 1)			examples.				
CO 3	al -12 Abhav Time (Practica Discuss Abhav	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	Ш	
CO 3	Write real life experiences of pragabhava, pradhwamsabhava, atyantabhava and anyonyabhav.	Cognitive/ Comprehe nsion	MK	Shows	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva	F&S	Ш	
Practic	al - 13 Upman Praman	Time (Practic	al/ (Practi	cal/ Clinical	1 hour)				1
CO4	Discuss Upaman Praman	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva/ Practical	F&S	III	
CO4	Illustrate Upamana in practical examples and real life situation.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	Ш	
CO4	Identify Examples of upamana from Ashtang	Cognitive/ Comprehe	MK	Knows how	Demonstration/ discussion/	Viva/ Practicals	F&S	III	

	Hridaya and Charak Samhita	nsion			brainstorming.				
CO4	Identify examples in Physics, chemistry biology where Upaman is used	Cognitive/ Comprehen sion	MK	Knows how	Demonstration/ discussion/ brainstorming/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
Practic	al -14 Yukti Praman Timo	e (Practical/ Cli	nical 1	hour				1	
CO4	Discuss Yukti Praman	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO4	Illustrate examples of Yukti in practical life or with your prior learning.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical/ Ask exapmles or encourage to identify examples.	Viva/ Practicals Quiz	F&S	III	
CO4	Identify Role of Yukti in Nidan, Chikitsa and Anusandhan (research).	Cognitive/ Comprehe nsion	MK	Knows how	ECE/ Demonstration/	Viva/ Practicals/ PBL	F&S	III	
Practic	al -15 Various Vadas Tir	ne (Practical/ C	Clinical 3	hour)					
CO5 CO2	Discuss Satkaryavad	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO5 CO2	Justify Satkaryavad through real life	Cognitive/ comprehens ion	MK	Knows how	Demonstration/ Practical//Ask examples or	Viva/ Practicals/ PBL	F&S	III	

	examples/ examples from prior learning				encourage to identify examples.				
CO5 CO2	Justify Parinamvad through real life examples/ examples from prior learning	Cognitive/ comprehens ion	MK	Knows how	Practical/Demon stration//Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Pakajotpatti through real life examples/ examples from prior learning	Cognitive/ comprehens ion	MK	Knows how	Practical/Demon stration//Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Swabhavoparamvad through real life examples/ examples from prior learning	Cognitive/ comprehens ion	MK	Knows how	Demonstration/ discussion/ brainstorming/ /Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Arambhvad through real life examples/ examples from prior learning	Cognitive/ comprehens ion	MK	Knows how	Demonstration/ Practical//Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
Practic	al -16 Cause and Effect theo	ory Time (Pra	ctical/ Cl	inical 2 hou	ırs)				
CO5, CO2	Discuss Cause and effect theory	Cognitive/ comprehen d	MK	Knows	Demonstration/ discussion/ brainstorming	Viva/ Quiz	F&S	III	
CO5 CO2	Identify Samavayi, Asamavayi and Nimitta	Cognitive/ Comprehe	MK	Knows How	Demonstration/ Practical/Ask	Viva/ Practicals	F&S	III	

	karan of a Karya in real life examples/ examples withprior learning	nsion			examples or encourage to identify examples.				
CO5	Find out use of cause effect theory in other sciences.	Cognitive/ comprehens ion	MK	Knows how	Practical/Demon stration	Viva/ Practicals/ Debate	F&S	III	
CO5	Represent cause and effect schematically in any examples	Cognitive/ comprehens ion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	III	
CO5	Assess the 10 factors of Charakokta Karyakarana bhava regarding any task consider the task as karya	Cognitive/ analysis	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	III	
CO5	Write theories of evolution you learned within and other than syllabus.	Cognitive/ comprehens ion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	III	

Table 5: Non Lecture Activities Course AyUG-PV

Table 5- Course AyUG-PV Non Lecture Activities- 140

	List non lecture Teaching-Learning methods *	No of Activities
1	GROUP DISCUSSION	20
2	PRACTICALS AND DEMONSTRATIONS	45
3	ACTIVITY BASED LEARNING	10
4	PROBLEM BASED LEARNING	10
5	ENQUIRY BASED LEARNING	8
6	CASE BASED LEARNING	6
7	GAME BASED LEARNING	8
8	FLIPPED CLASSROOMS	6
9	DEBATE	8
10	SEMINARS	6
11	TUTORIALS	5
12	ROLE PLAY	5
13	SELF DIRECTED LEARNING	3
		140

Table 6: Assessment Summary AyUG-PV

6 A - Number of Papers and Marks Distribution

	•			Pra	ectical/C	Clinical Assess	ment		Grand
S.No.	Subject Code	Papers	Theory	Practical/ Clinical	Viva	Electives	IA	Sub Total	Total
1.	AyUG-PV	2	200	100	60	10 (Set-FB)	30	200	400

6 B - Scheme of Assessment (formative and Summative)

	DDOEESSIONAL	DURATION OF PROFESSIONAL COURSE			
SR.NO.	PROFESSIONAL COURSE	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)	
1	First	3 PA & First TT	3 PA & Second TT	3 PA & UE	

PA: Periodical Assessment; TT: Term Test; UE: University Examinations

6 C - Calculation Method for Internal assessment Marks (30 Marks)

		PERIODICAL ASSESSMENT*						TERM ESSMENT
	A	В	C	D	E	F	G	Н
TERM	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15)*30)	Term Test (Marks converted to 30)	Sub Total _/60 Marks	Term Assessment (/30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		Е
Final IA		Avera	ge of Thr	ee Term Asse	ssment Marks a	s Shown in 'I	H' Colum	ın.
	*Select and Periodic at the ** Condu Marks)	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100						

6 D - Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods
1.	Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.
2.	Practical / Clinical Performance
3.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
4.	Open Book Test (Problem Based)
5.	Summary Writing (Research Papers/ Samhitas)
6.	Class Presentations; Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE),
	Objective Structured Practical Examination (OPSE),
	Mini Clinical Evaluation Exercise (Mini-CEX),
	Direct Observation of Procedures (DOP),
	Case Based Discussion (CBD)
9.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or
	Other Activities which may be decided by the department).
10.	Small Project
11.	AyUG-PV Specific
	Test on Topics in list of practicals.

6 E- Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS AyUG-PV

Paper-I

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

I PROFESSIONAL BAMS EXAMINATIONS

AyUG PV

Paper-II

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

		Number of	Marks per question	Total Marks
		Questions		
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

6 F- Disribution of Theory Exam

	Paper I			D		
				T	ype of Question	ıs
				"Y	es" can be ask	ed.
				"No"	should not be a	sked.
	A	В	C	MCQ	SAQ	LAQ
	List of topics	Term	Marks	(1 mark)	(5 marks)	(10
						marks)
1	Ayurveda nirupana	I	25	Yes	Yes	Yes
2	Padartha and darshana nirupana	I		Yes	Yes	Yes
3.	Dravya vijnaneeyam	II	48	Yes	Yes	Yes
4.	Guna vijnaneeyam	II		Yes	Yes	Yes
5.	Karma vijnaneeyam	II		Yes	Yes	Yes
6.	Samanya vijnaneeyam	III	27	Yes	Yes	Yes
7.	Vishesha vijnaneeyam	III		Yes	Yes	Yes
8.	Samavaya vijnaneeyam	III	1	Yes	Yes	No
9	Abhava vijnaneeyam	III		Yes	Yes	No

	Paper II				D	
	_			Туре	of Question	ıs
				"Yes"	can be aske	d.
				"No" sho	uld not be a	sked.
	A	В	С	MCQ	SAQ	LAQ
	List of Topics	Term	Marks	(1 Mark)	(5	(10
					Marks)	Marks)
1	Pariksha	I	26	YES	YES	YES
2	Aptopdesha Pariksha/Pramana	I	20	YES	YES	YES
3.	Pratyaksha Pariksha/Pramana	II	42	YES	YES	YES
4.	Anumanapariksha/Pramana	II	1 42	YES	YES	YES
5.	Yuktipariksha/Pramana	III		YES	YES	NO
6.	UpamanaPramana	III	32	YES	YES	NO
7.	Karya- Karana Siddhanta	III] 32	YES	YES	YES

6 G- Question paper blue print Paper I –

Paper I –	l n	
A Question Sr. No	B Type of Question	C Question Paper Format
.Q1	Multiple choice Questions	1. Topic number 1
.01	(MCQ)	2. Topic number 2
	, ,	3. Topic number 3
	20 Questions	4. Topic number 4
		5. Topic number 5
	1 mark each	6. Topic number 6
	All commissions	7. Topic number 7
	All compulsory	
		'
		9. Topic number 9
	(Must Know 15 MCQ	10. Topic number 2
	Desirable to know 3 MCQ	11. Topic number 3
	Nice to know 2 MCQ)	12. Topic number 4
	,	13. Topic number 5
		14. Topic number 6
		15. Topic number 7
		16. Topic number 9
		17. Topic number 1
		18. Topic number 2
		19. Topic number 3
		20. Topic number 4
Q2	Short answer Questions	1. Topic no.1
	(SAQ)	2. Topic no.2
	Eight Questions	3. Topic no.3
	5 Marks Each All compulsory	4. Topic no.4
	All compulsory	5. Topic no.5
	(Must know 7.	6. Topic no.6/ Topic no.7
	Desirable to know 1	7. Topic no.8/ Topic no.9
	No Questions on Nice to know.)	8. Topic no.3/ Topic no.4
Q3	Long answer Questions	1. Topic no.1/ Topic no.2
	(LAQ)	2. Topic no.3
	Four Questions	·
	10 marks each	3. Topic no.4/Topic no.5
	All compulsory	4. Topic no.6/ Topic no.7
	(All questions on Must to know. No Questions on	
	Nice to know and Desirable to know	_(.)
	THE TO KNOW AND DESITABLE TO KNOW	'''

Paper II

Paper II		
A	В	C
Question Sr. No	Type of Question	Question Paper Format
Q1	Multiple choice Questions	1. Topic number 1
	(MCQ)	2. Topic number 2
	20.0	3. Topic number 3
	20 Questions	4. Topic number 4
	1 mark each	5. Topic number 5
	i mark cacii	6. Topic number 6
	All compulsory	7. Topic number 7
		8. Topic number 1
		9. Topic number 2
		10. Topic number 3
	(Must know 15 MCO	11. Topic number 4
	(Must know 15 MCQ	12. Topic number 5
	Desirable to know 3 MCQ	13. Topic number 6
	Nice to know 2 MCQ)	14. Topic number 7
		15. Topic number 1
		16. Topic number 2
		17. Topic number 3
		18. Topic number 4
		19. Topic number 7
		20. Topic number 4
Q2	Short answer Questions	1. Topic no.1
	(SAQ) Eight Questions	2. Topic no.2
	5 Marks Each	3. Topic no.3
	All compulsory	4. Topic no.4
	Office land and 7	5. Topic no.5
	(Must know 7 . Desirable to know 1	6. Topic no.6
	No Questions on Nice to know.)	7. Topic no.7
		8. Topic no.3/ Topic no.4
Q3	Long answer Questions	1. Topic no.1/ Topic no.2
	(LAQ) Four Questions	2. Topic no.3
	10 marks each	3. Topic no.4
	All compulsory	4. Topic no.7
	(All questions on must know	
	No Questions on Nice to know and	
	Desirable to know)	

6 H Distribution of Practical Exam

Practical – (Practical 100 +Viva 60+Elective 10+ IA 30) =(Total 200 Marks)

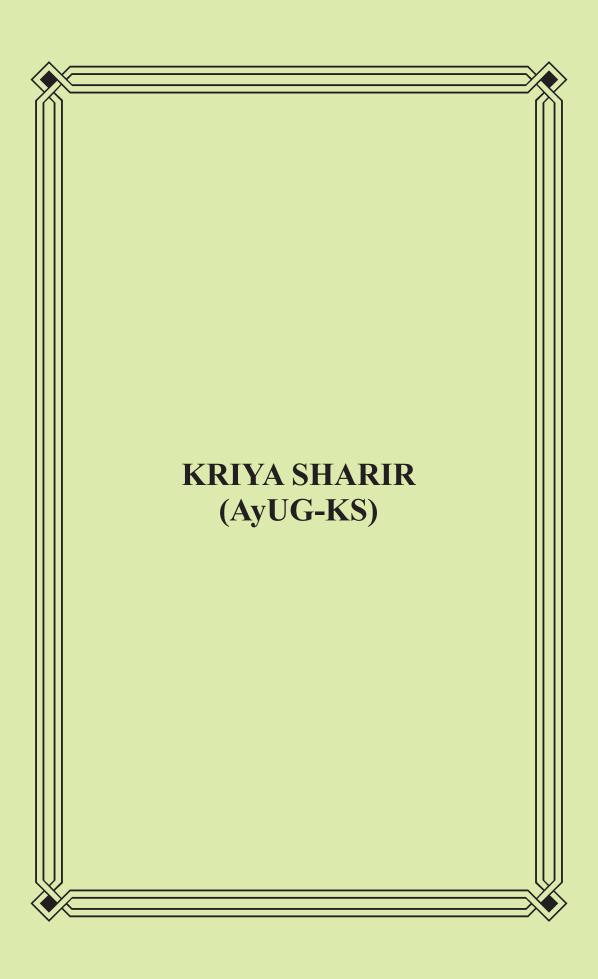
SN	Heads	Marks
1	Practical (Total Marks 100)	100
a.	Spotting (4 Spots) Problem based on Principles in PV.	20
	Topics	
	 Pratyaksha praman/Pratyaksha Badhakar Bhav Vada (Any one) Abhav/Samavay Upaman/Yukti 	
b.	Journal of Activity book/ Projects.	20
	(Viva on journal and communication skill)	
c.	Practical I (10 Marks Each)	30
	 Identify panchamahabhoot dominance in the given dravya Identify Samanya- Vishesh in the given dravyas Identify the Gunas in the given dravyas 	
	(Use different dravys for different students.)	
d.	Practical II (Problem based questiones/ Situations)(10 Marks Each)(Any three)	30
	 Identify and explain the Karya Karan with types in given problem Frame and Write Panchavayav vakya for the given anuman. Identify Vyapti, Paksh, Sadhya, Hetu, Pakshadharmata, Sapaksha, Vipaksha in the give example. Identify and explain Hetvabhas in given example. Identify the vada applicable in given example.(any one vada.) Identify Upama, Sajna- sajni sambhandha in given example. 	
2	Viva Voce	60
	Recitation of Shloka: 10 marks (sutras in Tarka sangraha, Samhitas, other)	
	Questions on Darshan 10 marks	
	Question on Dravya/ Guna/ Karma. 10 marks	
	Question on Samany/vishesh/samavaya/ Abhav 10 Marks	
	Question on one Praman 10 Marks	

	Question on Karya karan bhav 10 Marks.	
3	Internal Assessment	30
4	Electives	10
		200

7. References /Resourses

Reference Books

Pada	rthaVignana books	Authorus
1.	Padarthavigyan	Acharya Ramraksha Pathak
2.	AyurvediyaPadarthaVigyana	Vaidya Ranjit Rai Desai
3.	Ayurved Darshana	Acharya Rajkumar Jain
4.	PadarthaVigyana	Kashikar
5.	PadarthaVigyana	Balwant Shastri
6.	SankhyatantwaKaumadi	GajananShastri
7.	Psycho Pathology in Indian Medicine	Dr. S.P. Gupta
8.	CharakEvumSushrutkeDarshanik Vishay	Prof.Jyotirmitra Acharya
9.	AyurvediyaPadarthaVigyana	Dr. Ayodhya Prasad Achal
10.	PadarthaVigyana	Dr. Vidyadhar Shukla
11.	Post graduate text book of Samhitha&Sidhanta	Dr P.P.Kirathamoorthy and Dr Anoop AK
12	Padartha Vigyana	Dr. Ravidutta Tripathi
13.	AyurvediyaPadarthaVigyana	Vaidya Ramkrishna Sharma Dhand
14.	AyurvediyaPadartha Vigyan Parichaya	Vaidya Banwarilal Gaur
15.	AyurvediyaPadartha Darshan	Pandit Shivhare
16.	Scientific Exposition of Ayurveda	Dr. Sudhir Kumar
17	Padarthavignana and Ayurveda itihasa	Dr C R Agnives
18	Essentials of padarthavignana	Dr Vinodkumar MV
19	Padarthavignanevam Ayurveda Itihas	Dr RamnihorTapsi Jaiswal
20.	AyurvediyaPadarthavignana	Dr C R Agnives
21	AyurvediyaMoulikaSiddhanta	Dr V J Thakkar





(Deemed to be University)



KRIYA SHARIRA (SUBJECT CODE- AyUG-KS) HUMAN PHYSIOLOGY

COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED BY NCISM)

(Applicable from 2021-22 batch onwards for 5 years or until further notification by Vidyapeeth, whichever is earlier)

Preface

Kriya Sharir (Human Physiology) is an important subject of the BAMS program for the undergraduate students of Ayurveda. The term sharir means 'in the sharir' or 'related to the sharir' thus Sharir Kriya deals with the study of the human body concerning its physiological norms i.e., the functioning of the human body in its normal state. This subject refers to the physiology and biochemistry of contemporary medical science.

The swasthya of an individual is based on 3 pillars of the body i.e., dosha, dhatu & mala. Kriya Sharir subject mainly deals with these 3 pillars. The basic concepts, knowledge, and applicability of Tridosha (Vata, Pitta, Kapha), Sapta Dhatus (Rasa, Rakta, Mamsa, Meda, Asthi, Majja, Shukra), and Trimala (Mutra, Purish, Sweda) are very important in the critical understanding of the disease. Kriya Sharir also deals with Prakriti, Strotas, Kostha, Agni, Oja, Mana, Aahar (Basic principles of food), shatkriyakal, the system-wise study of contemporary science, senses function and dysfunction, etc. All these fundamental topics are essential for the proper understanding of etiopathogenesis, diagnosis of disease, and its management which will be covered in para-clinical and clinical subjects.

New curriculum of Kriya Sharir is designed considering cognitive, affective, and psychomotor domains. There are group discussions, workshops, field visits, and activities beyond the textbook during the practical hours like preparation of charts, models, seminar presentations by students. Kriya Sharir subject also deals with teaching-learning methods like role play, flipped the classroom, etc. Some assessment methods like OSPE, PBL, DOPS, CBD, skill assessment, etc are incorporated. The main aim of the curriculum is to highlight the basic knowledge and to give a new scientific approach to undergraduate students to develop their skills of Ayurveda and make them competent to apply in clinical practice and research.

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NCISM I professional Ayurvedacharya (BAMS)

Subject Code: AyUG KS

Kriya Sharir

Summary

Total nu	AyUG KS Imber of Teaching hou	rs: 400	
Lecture hours (LH) - Theory			150 Hanne
Paper I	75 Hours	150 Hours	150 Hours (LH)
Paper II	75 Hours		
Non-Lecture hours (NLH) – Theory	·		
Paper I	25 Hours	50 Hours	250 Hours
Paper II	25 Hours		(NLH)
Non-Lecture hours (NLH) - Practical	·	200 Hours	

AyUG KS Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	IA	
Paper I	100	100	70	20	
Paper II	100	100	70	30	
Sub-Total	200	200			
Total marks		400			

Course Code and Name of Course

Course code	Name of Course	
AyUG KS	Kriya Sharir (Human Physiology)	

AyUG KS Course

Table 1- Course learning outcomes and matched PO.

SR1	A1	B1
CO	Course learning Outcomes (CO) AyUG KS	Course learning
No	At the end of the course AyUG-KS, the student should be able to-	Outcomes
		matched with
		program
		learning
		outcomes.
CO 1	Explain all basic principles & concepts of Kriya Sharir along with essentials of contemporary human physiology and biochemistry related to all organ systems.	PO1, PO2
CO 2	Demonstrate and communicate normal and abnormal variables pertaining to Kriya Sharir such as Sara, Agni, Koshtha, Srotas etc.	PO2, PO3
CO 3	Differentiate between Prakriti and Vikriti in the individuals after	PO1, PO2, PO3,
	carrying out relevant clinical examinations.	PO5
CO 4	Carry out clinical examination and experiments using equipments with interpretation of their results	PO4
CO 5	Differentiate the strengths & limitations of Ayurved and contemporary sciences	PO2
CO 6	Present a short project work / research activity covering the role of	PO5, PO6, PO7,
	Kriya Sharir in preventive and promotive healthcare.	PO8, PO9
CO 7	Show a sense of curiosity and questioning attitude towards the life	PO2, PO5, PO6,
	processes and to display compassion and ethical behaviour	PO7, PO9
CO 8	Effectively communicate verbally and in writing preferably using	PO8, PO9
	Ayurvedic terminology along with contemporary terminology among	
	peers, teachers and community	

Table 2 : Contents of Course AyUG KS

n					
Sr No	A2 List of Topics AyUG-KS Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
PAI	RT-A (Marks-60)				
1	Sharir: Definition and synonyms of term Kriya, Sharir & Shaarir. Description of Sharir Dosha and Manasa Dosha. Mutual relationship between Triguna-Tridosha & Panchmahabhuta.	I		2	1
2	Basic principles of Ayurveda: Dosha dhatu mala mulam hi shariram. Description of basics of Srotas	I	000	2	1
3.	Tridosha: General description of Tridosha. Inter relationship between Ritu-Dosha-Rasa- Guna. Biological rhythms of Tridosha on the basis of day-night-age-season and food intake. Role of Dosha in the formation of Prakriti of an individual and in maintaining of health. Prakrita and Vaikrita Dosha.	I	- 08	3	0
4.	Vata Dosha: Vyutpatti (derivation), Nirukti (etymology) of the term Vata, general locations, general properties and general functions of Vata, five types of Vata (Prana, Udana, Samana, Vyana, Apana) with their specific locations, specific properties, and specific functions.	I		6	2
5.	Pitta Dosha: Vyutpatti, Nirukti of the term Pitta, general locations, general properties and general functions of Pitta, five types of Pitta (Pachaka, Ranjaka, Alochaka, Bhrajaka, Sadhaka) with their specific locations, specific properties, and specific functions. Similarities and differences between Agni and Pitta.	I	26	5	1
6.	Kapha Dosha: Vyutpatti, Nirukti of the term Kapha, general locations, general properties and general functions of Kapha, five types of Kapha (Bodhaka, Avalambaka, Kledaka, Tarpaka, Śleshaka) with their specific locations, specific properties, and specific functions.	II	20	4	1
7.	Dosha Vriddhi-Kshaya: Etiological factors responsible for Dosha Vriddhi, Dosha Kshaya and their manifestations.	II		1	1
8.	Kriyakala: Concept of Kriyakala, applied physiology of diseases produced due the vitiation of vata, pitta and kapha.	П		1	1
9	Prakriti: Deha- Prakriti: Vyutpatti, Nirukti, various definitions and synonyms for the term "Prakriti". Intra-uterine and extra-uterine factors influencing Deha-Prakriti, classification and characteristic features of each kind of Deha-Prakriti. Manasa- Prakriti: Introduction and types of Manasa- Prakriti	II		7	3
10.	Ahara : Definition, classification and significance of Ahara,	III		3	1

	Ahara-vidhi-vidhana, Ashta Aharavidhi Viseshayatana, Ahara Parinamkar Bhava.				
11.	Agni : Definition and importance, synonyms, classification,		-		
11.		III	26	4	1
	location, properties and functions of Agni and functions of	111	20	4	1
10	Jatharagni, Bhutagni, and Dhatvagni.				
12.	Aharapaka (Process of digestion): Description of				
	Annavaha Srotas and their Mula. Description of				
	Avasthapaka (Madhura, Amla and Katu). Description of				
	Nishthapaka (Vipaka) and its classification. Role of Grahani				
	& Pittadhara Kala. Separation of Sara and Kitta. Absorption	III		7	2
	of Sara. Genesis of Vata-Pitta-Kapha during Aharapaka				
	process. Definition of the term Koshtha. Classification of				
	Koshtha and the characteristics of each type of Koshtha.				
PAR	T-B (Marks-40)				
		<u> </u>	1	<u> </u>	
1	Physiology Homeostasis: Definition and mechanisms of				
	maintenance of homeostasis. Cell physiology. Membrane				
	physiology. Transportation of various substances across	т.		_	1
	cell membrane. Resting membrane potential and action	I		5	1
	potential. Acid-base balance, water and electrolyte balance.				
	Study of basic components of food.				
2	Physiology of Respiratory system: functional anatomy of		-		
	respiratory system. Definition of ventilation, mechanism of				
	respiration, exchange and transport of gases, neural and	l II		_	2
	chemical control of respiration, artificial respiration,	II		5	2
	asphyxia, hypoxia. Introduction to Pulmonary Function		22		
	Tests.		23		
3	Physiology of Gastrointestinal system: Functional				
	anatomy of gastro-intestinal tract, mechanism of secretion				
	and composition of different digestive juices. Functions of				
	salivary glands, stomach, liver, pancreas, small intestine				
	and large intestine in the process of digestion and				
	absorption. Movements of the gut (deglutition, peristalsis,	II		7	2
	defecation) and their control. Enteric nervous system.				
	Digestion and metabolism of proteins, fats and				
	carbohydrates. Vitamins & Minerals- sources, daily				
	requirement, functions, manifestations of hypo and				
	hypervitaminosis.				
4	Physiology of Nervous System: General introduction to				
	nervous system, neurons, mechanism of propagation of				
	nerve impulse, physiology of CNS, PNS, ANS; physiology of				
	sensory and motor nervous system, Functions of different	III		7	2
	parts of brain, intelligence, memory, learning and	111			3
	motivation. Physiology of sleep and dreams, EEG.		1.7		
	Physiology of speech and articulation. Physiology of		17		
	temperature regulation.				
5	Physiology of Endocrine glands: General introduction to				
	endocrine system, classification and characteristics of	III		6	2
	hormones, physiology of all endocrine glands, their	111			<u> </u>
	functions and their effects.				

Pap	er II – AyUG-KS				
	A2 List of Topics Paper II	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
PAF	RT-A (Marks-60)	•	1		1
1	Dhatu : Etymology, derivation, definition, general introduction of term Dhatu, different theories related to Dhatuposhana (Dhatuposhana Nyaya)	I		2	1
2	Rasa Dhatu: Etymology, derivation, location, properties, functions and Praman of Rasa-dhatu. Physiology of Rasavaha Srotas, Formation of Rasa Dhatu from Aahara Rasa, circulation of Rasa (Rasa-Samvahana), role of Vyana Vayu and Samana Vayu in Rasa Samvahana. Description of functioning of Hridaya. Ashtavidha Sara, characteristics of Tvakasara Purusha, conceptual study of Aashraya-Aashrayi Bhaava and its relation to Rasa and Kapha. Manifestations of kshaya and Vriddhi of Rasa	I		4	1
3.	Rakta Dhatu: Etymology, derivation, synonyms, location, properties, functions and Praman of Rakta Dhatu. Panchabhautikatva of Rakta Dhatu, physiology of Raktavaha Srotas, formation of Raktadhatu, Ranjana of Rasa by Ranjaka Pitta, features of Shuddha Rakta, specific functions of Rakta, characteristics of Raktasara Purusha, manifestations of Kshaya and Vriddhi of Raktadhatu, mutual interdependence of Rakta and Pitta.	I	18	3	1
4.	Mamsa Dhatu: Etymology, derivation, synonyms, location, properties and functions of Mamsa Dhatu, physiology of Mamsavaha Srotas, formation of Mamsa Dhatu, characteristics of Mamsasara Purusha, manifestations of Kshaya and Vriddhi of Mamsa Dhatu, Concept of Peshi.	I		2	1
5.	Meda Dhatu: Etymology, derivation, location, properties, functions and Praman of Meda Dhatu, physiology of Medovaha Srotas, formation of Medo Dhatu, characteristics of Medasara Purusha and manifestations of Kshaya and Vriddhi of Meda.	I		3	1
6.	Asthi Dhatu: Etymology, derivation, synonyms, location, properties, functions of Asthi Dhatu. Number of Asthi. Physiology of Asthivaha Srotas and formation of Asthi Dhatu, characteristics of Asthisara Purusha, mutual interdependence of Vata and Asthi Dhatu, manifestations of Kshaya and Vriddhi of Asthi Dhatu.	II	19	2	1
7.	Majja Dhatu: Etymology, derivation, types, location, properties, functions and Praman of Majjaa Dhatu, physiology of Majjavaha Srotas, formation of Majja Dhatu, characteristics of Majja Sara Purusha, relation of Kapha, Pitta, Rakta and Majja, manifestations of Kshaya and Vriddhi of	II		3	1

	Majja Dhatu.				
8.	Shukra Dhatu: Etymology, derivation, location, properties, functions and Praman of Shukra Dhatu, physiology of Shukraravaha Srotas and formation of Shukra Dhatu. Features of Shuddha Shukra, characteristics of Shukra-Sara Purusha, manifestations of Kshaya and Vriddhi of Shukra Dhatu.	П		3	1
9	Concept of Ashraya-Ashrayi bhava i.e. inter-relationship among Dosha, Dhatu Mala and Srotas. Applied physiology of diseases asserting saptadhatu enlisted under dhatu pradoshaj vikar.	II		1	1
10.	Ojas : Etymological derivation, definition, formation, location, properties, Praman, classification and functions of Ojas. Description of Vyadhikshamatva. Bala Vriddhikara Bhava. Classification of Bala. Etiological factors and manifestations of Ojavisramsa, Vyapat and Kshaya.	II		3	1
11.	Upadhatu: General introduction, etymological derivation and definition of the term Upadhatu. Formation, nourishment, properties, location and functions of each Upadhatu. Stanya: Characteristic features and methods of assessing Shuddha and Dushita Stanya, manifestations of Vriddhi and Kshaya of Stanya. Artava: Characteristic features of Shuddha and Dushita Artava. Differences between Raja and Artava, physiology of Artavavaha Srotas. Tvak: classification, thickness of layer and functions.	II		6	1
12.	Mala: Etymological derivation and definition of the term Mala. Aharamala: Enumeration and description of the process of formation of Aharamala. Purisha: Etymological derivation, definition, formation, properties, quantity and functions of Purisha. Physiology of Purishavaha Srotas, manifestations of Vriddhi and Kshhaya of Purisha. Mutra: Etymological derivation, definition, formation, properties, quantity and functions of Mutra. Physiology of Mutravaha Srotas, physiology of urine formation in Ayurveda, manifestations of Vriddhi and Kshhaya of Mutra. Sveda: Etymological derivation, definition, formation and functions of Sveda. Manifestations of Vriddhi and Kshaya of Sveda. Discription of Svedvaha Srotas Dhatumala: Brief description of each type of Dhatumala.	III	23	6	2
13	Indriya vidnyan: Physiological description of Panchagyaanendriya and physiology of perception of Shabda, Sparsha, Rupa, Rasa and Gandha. Physiological description of Karmendriya.	III		1	1
14	Manas: Properties, functions and objects of Manas. Physiology of Manovaha Srotas.	III		2	1
15	Atma: Properties of Atma. difference between Paramatma and Jivatma; Characteristic features of existence of Atma in living body.	III		2	0
16	Nidra & Swapna : Nidrotpatti, types of Nidra, physiological and clinical significance of Nidra; Svapnotpatti and types of Svapna.	III		2	0

PAF	RT-B (Marks-40)				
1	Haemopoetic system: composition, functions of blood and blood cells, Haemopoiesis (stages and development of RBCs, and WBCs and platelets), composition and functions of bone marrow, structure, types and functions of haemoglobin, mechanism of blood clotting, anticoagulants, physiological basis of blood groups, plasma proteins, introduction to anaemia and jaundice.	I		5	2
2	Immunity: classification of immunity: Innate, acquired and artificial. Different mechanisms involved in immunity: Humoral (B-cell mediated) and T-Cell mediated immunity. Hypersensitivity.	I	18	2	0
3	Physiology of cardio-vascular system: Functional anatomy of cardiovascular system. Cardiac cycle. Heart sounds. Regulation of cardiac output and venous return. Physiological basis of ECG. Heart-rate and its regulation. Arterial pulse. Systemic arterial blood pressure and its control.	I		5	2
4	Muscle physiology : comparison of physiology of skeletal muscles, cardiac muscles and smooth muscles. Physiology of muscle contraction.	II	0.5	2	0
5	Adipose tissue : lipoproteins like VLDL, LDL and HDL triglycerides. Functions of skin, sweat glands and sebaceous glands.	П	07	2	1
6	Physiology of male and female reproductive systems: Description of ovulation, spermatogenesis, oogenesis, menstrual cycle.	П		5	2
7	Physiology of Excretion : functional anatomy of urinary tract, functions of kidney. Mechanism of formation of urine, control of micturition. Formation of faeces and mechanism of defecation.	III	15	4	2
8	Special Senses, Sleep and Dreams : Physiology of special senses. physiology of sleep and dreams	III		5	1

Table 3: Learning objectives (Theory) of Course AyUG-KS

PAPEI	RI								
A3 Course outcome	B3 Learning Objective (At the end of the session, the Students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
	Paper I (Part A) (60	Hours)						•	
	Topic 1 – <i>Sharir</i> (huma	n body) (3 hr) [Lect	ure: 2 hours, no	n-lecture: 1 ho	our]				
CO 1	Explain the definition and synonyms of the term <i>kriya</i> , <i>sharira</i> and <i>shaarira</i>	Cognitive (recall, comprehension)	Mk	K	Lecture	Written/ (MCQ, MEQ, LAQ, SAQ) Viva voce	F & S	I	
CO 2	Enlist the <i>sharira dosha</i> and <i>manasa dosha</i> and	Cognitive (recall, comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Explain mutual relationship between triguna, panchmahabhuta and tridosha	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I	
	Topic 2 – Basic Princip	les of <i>Kriya Sharir</i> (3	3 hr) [Lecture: 2	hours, non-le	cture: 1 hour]				
CO 1	Express critical view of why <i>dosha- dhatu-mala</i> are described in specific numbers.	Cognitive (recall)	Dk	Kh	Discussion	Written	F	I	
CO 1	Explain the principle of "dosha-dhatu-mala mulam hi shariram".	Cognitive (recall)	Mk	Kh	Lecture Discussion	Written	F & S	I	
CO 1	Discuss term homeostasis in <i>dosha-</i>	Cognitive (comprehension)	Dk	Kh	Discussion	Viva voce	F	I	

	dhatu-mala.								
CO 1	Explain role of <i>srotas</i> in the body.	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Explain the basic concept of <i>srotas</i> and classify different <i>srotas</i> based on Rachana (morphological), <i>kriya</i> (functions) and <i>guna</i> (properties)	Cognitive (comprehension)	Mk	Kh	Lecture Discussion Flipped classroom	Written/ Viva voce	F & S	I	Rachana sharir
CO 1	Describe the significance of the knowledge of <i>srotas</i> in <i>kriya sharira</i>	Cognitive (comprehension)	Mk	Kh	Discussion	Written/ Viva voce	F & S	I	
CO 1	Compare <i>mula sthana</i> of <i>srotas</i> described in <i>samhitas</i> in view of <i>kriya sharir</i> and contemporary medical science	Cognitive (application)	Dk	Kh	Model Discussion Tutorial Assignment	Viva voce	F&S	I	
CO 1	Find out similarities and differences between <i>srotas</i> and system of contemporary science.	Cognitive (application)	Nk	Kh	Discussion Self-learning Think-Pair- Share	Short notes	F	I	
CO 1	Document observations on correlation of anyone environmental global change and physiological variation as per Ayurved, contemporary sciences.	Cognitive (application)	Nk	Kh	Discussion Self-learning Think-Pair- Share	Short notes	F	I	
CO 1	Recognize the contribution of Ayurveda in the formation of four basic principles of Bioethics mentioned in contemporary science.	Cognitive (recall) (comprehension)	Nk	Kh	Lecture Discussion	Written	F	I	
	Topic 3 – <i>Tridosha</i> (Thi	ree humors of the bo	ody) (3 hr) [Le	cture: 3 hours, r	on-lecture: 0 hou	urs]			
CO 1	Describe <i>utpatti</i>	Cognitive	Mk	K	Lecture	Written/	F & S	I	

	(prasad & malabhuta), locations of dosha.	(recall)				Viva voce			
CO 1	State biological rhythms or circadian cycle of <i>tridosha</i> based on day-night-ageseason food intake and relation to the environment	Cognitive (comprehension)	Mk	Kh	Lecture discussion Seminar	Written/ Viva voce	F&S	I	
CO 1	Explain the applied role of <i>dosha</i> in maintaining health and State of equilibrium and recognize the role of <i>dosha</i> in the formation of <i>prakriti</i> of an individual	Cognitive (comprehension)	Mk	Kh	Lecture discussion Seminar	Written/ Viva voce	F & S	I	
CO 1	State importance of dosha in lifestyle management and mutual relationship between ritu-kaladosha-rasa-guna	Cognitive (application)	Nk	Kh	Discussion PBL	Viva voce	S	I	
CO 1	Interpret gurvadi guna of dosha in term of applied physiology and clinical aspect in different chapters of Charak.	Cognitive (application)	Nk	Kh	Discussion PBL/CBD	Written	F	I	Padartha Vijnana. Kayachikitsa
CO 1	Interpret sama & niram lakshana of dosha	Cognitive (comprehension)	Dk	Kh	Discussion	Written	F	I	
CO 1	Discuss the evidences of functional significance of <i>vata</i> , <i>pitta</i> and <i>kapha</i> in perspective of nervous, endocrine, immune or any other system.	Cognitive (application)	Nk	Kh	Discussion Think-Pair- Share	Self- assessment	SA	I	
CO 1	Discuss how to examine vruddhi- kshaya of dosha	Cognitive (comprehension)	Dk	Kh	Discussion PBL	Viva voce	S	I	
CO 1	State materialism and	Cognitive	Mk	Kh	Discussion	Viva voce	F	I	

	immaterialism of tridosha	(comprehension)							
	Topic 4 – Vata dosha (8	hr) [Lecture: 6 hou	rs, non-lectur	e: 2 hours]					
CO 1	Define the <i>vyutpatti</i> and <i>nirukti</i> of <i>vata</i> .	Cognitive (Recall)	Mk	K	Lecture	Written/ Viva voce	F & S	I	
CO 1	Describe <i>guna</i> and general locations of <i>vata dosha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I	
CO 1	Describe general properties & functions of <i>vata dosha</i> and demonstrate the normal <i>guan, karma of vata dosha</i> in a healthy person.	Cognitive (Comprehension)	Mk	Kh/Sh	Lecture Discussion	Written/ Viva voce	F&S	I	Rognidan Vikriti Vidnyan
CO 1	Enlist five types of vata and describe prana, udana vata with their specific locations, properties and functions.	Cognitive (Recall & Comprehension)	Mk	Kh	Lecture Confusion technique Demonstration Chart, Model	Written/ Viva voce Skill assessment	F&S	I	
CO 1	Explain the term nishwas, ucchwas, shwasan & describe the role of prana vayu & udana vayu in shwasan prakriya.	Cognitive (Comprehension)	Mk	Kh	Lecture	Written/ Viva voce	F&S	I	
CO 1	Describe shwasan prakriya according to sharangadhar.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Model, Video	Written/ Viva voce	F&S	I	
CO 1	Describe clinical importance of classification of swara and vyanjana according to their uccharana sthan.	Cognitive (Application)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self- assessment	SA	I	Sanskrit
CO 1	Describe the formation and articulation of shabda (words) and explain the biophysiology of	Cognitive (Comprehension)	Dk	Kh	Lecture A/V aids.	Written/ Viva voce	F&S	I	

	induction of <i>vaak</i> and role of <i>udaan vaayu</i> in it.								
CO 1	Explain role of pranayama, puraka, rechaka and kumbhaka in samyaka shwasana, swara/ ghosha utpatti	Cognitive (Analysis)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self- assessment	SA	I	Swasthavrutta
CO 1	Describe <i>samana</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Confusion technique Demonstration Chart, Model	Written/ Viva voce	F & S	I	
CO 1	Describe <i>vyana vata</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Confusion technique Demonstration Chart, Model	Written/ Viva voce	F & S	I	
CO 1	Describe role of vyana vayu & samana vayu in the process of rasa-samvahanana	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	I	
CO 1	Review the contribution of <i>vyan</i> and saman vayu in the process of cardiac circulation.	Cognitive (Comprehension)	Dk	K	Discussion	Written/ Viva voce	F	Ι	
CO 1	Interprete microbiota, gut brain axis for understanding enteric nervous system in perspective of <i>vata</i> , <i>saman vayu</i> .	Cognitive (Comprehension)	Nk	K	Discussion	Self- assessment	SA	I	
CO 1	Describe <i>Apana vata</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Confusion technique Demonstration	Written/ Viva voce	F&S	I	

CO 1	Document & discuss your observations on correlation of functions of <i>apana vayu</i> with which type of nervous system & why?	Cognitive (Comprehension)	Nk	K	Discussion	Self- assessment	SA	I	
CO 1	Illustrate gati (directions) of types of vata by using lebel diagramme.	Cognitive (analysis)	Dk	Kh	Illustration	Self- assessment Peer evaluation.	SA	I	
CO3	Explain difference between kshaya & vriddhi lakshana of vata Dosha	Cognitive (Comprehension)	MK	Kh	Chalk-board Presentation Symposium Discussion	Written/ Viva voce	F & S	I	
CO5	Interpret which type of vata dosha gets vitiated and in which clinical condition the use of proper aahar dravya is prevalent as per kshaya, vriddhi of vata dosha.	Cognitive (Application)	Dk	Sh	Demonstration Discussion PBL	Written/ Viva voce	F & S	I	
CO 1	Recite and to explain the important verses of vata dosha. (ex- sthana, karma, types, vriddhi and kshaya)	Cognitive (Recall)	Dk	Sh	Discussion Recitation	Written/ Viva voce	F&S	I	Sanskrit Samhita
	Topic 5 – Pitta dosha (6	hr) [Lecture: 5 hou	rs, non-lecture	e: 1 hour]				•	•
CO 1	Define the <i>vyutpatti</i> and <i>nirukti</i> of <i>pitta</i> .	Cognitive (Recall)	Mk	Kh	Lecture	Written/ Viva voce	F & S	II	
CO 1	Describe <i>guna</i> and general locations of <i>pitta dosha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce Skill assessment	F & S	II	
CO 1	Describe general	Cognitive (Recall	Mk	Kh	Lecture	Written/	F & S	II	Rognidan

	properties & functions of <i>pitta dosha</i> and explain the normal <i>guna, karma of pitta dosha</i> in a healthy person.	& Comprehension)			Discussion Seminar	Viva voce			Vikriti Vidnyan
CO 1	Enlist five types of pitta dosha and describe pachaka with their specific locations, properties and functions.	Cognitive Recall	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce	F&S	II	
CO 1	Record your opinions about functions of pachak pitta and digestive enzymes seperatly.	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self- assessment	SA	II	
CO 1	Describe <i>ranjaka</i> pitta with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce	F & S	II	
CO 1	Describe role of ranjaka pitta in rasaranjan process as per different aacharyas.	Cognitive (Comprehension)	Dk	Kh	Lecture	Written/ Viva voce	F & S	II	
CO 1	Interprete stages of erythropoiesis and role of intrinsic factor, vit. B ₁₂ etc in hemopoiesis.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	II	
CO 1	Describe <i>alochaka</i> , <i>bhrajaka</i> , <i>sadhaka</i> pitta with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce	F&S	II	
CO 1	Discuss rhodopsin and iodopsin along with <i>alochaka pitta</i> and note down	Cognitive (Recall)	Nk	Kh	Self study	Self- assessment	SA	II	

CO 1	Elaborate the functions of bhrajaka pitta in term physiology.	Cognitive (Comprehension)	Nk	Kh	Self study	Self- assessment	SA	II	
CO 1	Describe the role of sadhaka pitta in sadhana, concentration and observe changes upon heart rate and respiratory rate	Attitude (Imitation)	Nk	Sh	Discussion Demonstration	Self- assessment	SA	II	
CO 1	Find out similarities and differences between fuctions of sadhaka pitta and neurotransmitter.	Cognitive (Analysis)	Nk	Kh	Self study	Self- assessment	SA	II	
CO 1	Explain difference between kshaya & vriddhi lakshana of pitta Dosha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 5	Interpret which type of pitta dosha gets vitiated and in which clinical condition the use of proper aahar dravya is prevalent as per kshaya, vriddhi of pitta dosha.	Cognitive (Application)	Dk	Sh	Demonstration Discussion PBL	Written/ Viva voce	F & S	II	Swasthavrutta
CO 1	Distinguish the similarities & differences between agni and pitta in terms of their guna with examples in compendia.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion PBL Seminar	Written/ Viva voce	S	II	
CO 1	Make inferences and find evidences / examples in daily regimen to support generalization of agni & pitta statement.	Cognitive (Analysis)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self- assessment	SA	II	
CO 1	Recite and explain the important verses of <i>pitta dosha</i> . (ex-	Cognitive (Recall)	Dk	Kh	Discussion Recitation	Written/ Viva voce	F & S	II	

	sthana, karma, types,								
	vriddhi and kshaya)								
	Topic 6 – Kapha dosha	(5 hr) [Lecture: 4 ho	ours, non-lectu	ıre: 1 hour]	_ 				<u> </u>
CO 1	Define the <i>vyutpatti</i> and <i>nirukti</i> of <i>kapha dosha</i> .	Cognitive (Recall Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe general properties & functions of <i>kapha dosha</i> and demonstrate the normal <i>guan, karma</i> of <i>kapha dosha</i> in a healthy person.	Cognitive (Recall) (Application)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce Skill assessment	F&S	II	
CO 1	Enlist five types of kapha dosha & describe bodhaka kapha kledaka, tarpaka with their specific locations, properties and functions.	Cognitive (Recall)	Mk	Knows	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Identify the role of saliva in taste perception and also in other way.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe role of kledaka kapha in lubricating and protective properties of mucus.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the role of tarpaka kapha in protects the sensory organs.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe avalambaka, sleshaka with their specific locations, properties and functions.	Cognitive (Recall)	Mk	Knows	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the role of	Cognitive	Dk	Kh	Lecture	Written/	F & S	II	

	avalambaka in heart protection and sleshaka kapha in arthritis.	(Comprehension)			Discussion	Viva voce			
CO 1	Explain difference between kshaya & vriddhi lakshana of kapha Dosha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	State importance of prakrit shleshmik bala / veerya & vikrit shleshmik mala & find out significance of above cognitive in applied aspect	Cognitive (Application)	Nk	Kh	Lecture Discussion	Self- assessment	SA	II	Kayachikitsa
CO 5	Interpret which type of kapha dosha gets vitiated and in which clinical condition the use of proper aahar dravya is prevalent as per kshaya, vriddhi of kapha dosha.	Cognitive (Application)	Nk	Sh	Demonstration Discussion PBL	Viva voce	F & S	II	Swasthavrutta
CO 1	Recite and explain the important verses of kapha dosha. (ex- sthana, karma, vriddhi and kshaya)	Cognitive (Recall & Comprehension)	Dk	Sh	Discussion Recitation	Written/ Viva voce	F&S	II	
CO 1	Describe neural & chemical communication system of body	Cognitive (Comprehension)	Nk	Kh	Self study	Self- assessment	SA	II	
	Topic 7 – Dosha Vriddh	ni-Kshaya (Hyper an	d hypo state	e of dosha) (2 hr)	[Lecture: 1 hour, no	on-lecture: 1 l	nour]		
CO 1	Describe etiological factors causing tridosha vriddhi & kshaya on the basis of dravya, guna, karma, aahaar & vihara.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	Dravyaguna
CO 1	Describe, observe and interpret individual	Cognitive (Comprehension	Nk	Sh	Demonstration Discussion	Self- assessment	SA	II	

CO 1	causes and symptoms of panchavidha vataprakopa. (Ashtanga Hridaya nidana sthana 16) Describe vriddhi-	Application) Cognitive	Mk	Kh	PBL	Written/	F & S	II	
COT	kshaya lakshana of vata dosha	(Comprehension)			Discussion	Viva voce			
CO 1	Describe vriddhi & kshaya lakshana of pitta and kapha dosha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Enumerate the nanatmaj vyadhi of tridosha	Cognitive (Recall)	Nk	K	Lecture	Self- assessment	SA	II	
	Topic 8 – Kriyakala (Tr	eatment as per prev	alent kala) (2	2 hr) [Lecture:	1 hour, non-lecture	e: 1 hour]			
CO 1	Explain the Concept of kriyakala & enumerate stages of kriyakala.	Cognitive (Recall) (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	Rognidan Vikriti Vidnyan
CO 1	Describe the stages sanchaya, prakopa, prasara of kriyakala.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the stages sthansanshraya, vyaktavastha & bhedavastha of kriyakala.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the applied physiology of diseases produced due the vitiation of <i>vata</i> , <i>pitta</i> and <i>kapha</i> .	Cognitive (Comprehension)	Nk	Sh	Lecture Discussion	Self- assessment	SA	II	
CO 1	Describe ideas given in the <i>shat-kriyakala</i> about preventive measures	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self- assessment	SA	II	
	Topic 9 – <i>Prakriti (Deha</i> [Lecture: 7 hours, non-		<i>Prakriti</i>) (Bo	dy constitution	, personality, tempe	rament of indiv	iduals) (10 h	ır)	
CO 1	Define the term prakriti and describe etymology & different	Cognitive (recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	

	meanings of the term prakriti.							
CO 1	Describe the role of different matrijadi bhava (genetic, intrauterine and extrauterine factors) influencing prakriti according to Charaka and Sushruta	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Symposium	Written/ Viva voce	F&S	II
CO 1	Describe the classification of different <i>prakriti</i> according to various Samhitas	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	П
CO 1	Enumerate types of deha prakriti and classify deha prakriti into eka-doshaja, dvanvaja, samadoshaja.	Cognitive (Recall)	Mk	Kh	Lecture Discussion Model Demonstration	Written/ Viva voce	F&S	II
CO 1	Describe the <i>guna</i> (attributes) of <i>vata</i> prakriti according to <i>Charaka</i> Samhita	Cognitive (Comprehension)	Mk	Sh	Lecture Discussion Model Demonstration	Written/ Viva voce	F&S	П
CO 1	Describe the <i>guna</i> (attributes) of pitta prakriti according to <i>Charaka</i> Samhita	Cognitive (Comprehension)	Mk	Sh	Discussion Role play real life experience	Written/ Viva voce	F & S	П
CO 1	Describe the <i>guna</i> (attributes) of <i>kapha</i> prakriti according to <i>Charaka</i> Samhita	Cognitive (Comprehension)	Mk	Sh	Lecture Discussion video show Simulation	Written/ Viva voce	F & S	II
CO 1	Describe guna of vata, pitta & kapha prakriti according to Vagbhata (abhiruchi) & Sushruta samhita (anukatva)	Cognitive (Comprehension)	Mk	Sh	Discussion Model Demonstration Team project work, Tutorial	Written/ Viva voce	F&S	II
CO 1	Describe the <i>guna</i> (attributes) of <i>vata</i> , <i>pitta & kapha prakriti</i> according to	Cognitive (Comprehension)	Nk	Sh	Discussion	SA	SA	П

	Sharangadhara Samhita								
CO 1	Describe the relationship between individual <i>prakriti</i> & agni, koshtha.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe classification of <i>bhautik prakriti</i> and characteristic features of the individuals belonging to each kind of <i>bhautik prakriti</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe classification of manas <i>prakriti</i> and characteristic features of the <i>satvic prakriti</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the characteristic features of <i>rajasic & tamasic</i> manas <i>prakriti</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe classification of and characteristic features of the individuals belonging to each kind of <i>jatyadiprakriti</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written	F & S	II	
CO 1	Similarities and difference between the sharirik & manas prakriti descriptions given in various Samhitas.	Cognitive (Comprehension)	Dk	Kh	Discussion Team project work	Written	F	II	Kayachikitsa
CO 1	Significance of the Cognitive of <i>prakriti</i> in clinical aspect and <i>pathya-apathya kalpana</i> in <i>ahara</i> and <i>vihara</i> of each type of <i>prakriti</i> .	Cognitive (Comprehension)	Mk	Kh	Discussion Self-learning Buzz group	Written Role play	F & S	II	
CO 1	Appreciate the use of various validated tools for assessing	Cognitive (Application)	Mk	Sh	Discussion Tutorial, Demonstration	Written/ Viva voce	F & S	II	

	Ayurvedic concept of human constitution (prakriti) (software/ questionnaire) to evaluate <i>prakriti</i> - Ex-CCRAS portal								
CO 1	Describe the relevance of desha-kala-ritu-vaya-ahara-vihara-satmya, aushadha of parents especially of mother on prakriti of individual.	Cognitive (Application/ Analysis)	Dk	Kh	Tutorial, Discussion	Viva voce Seli- assessment	SA	II	Kayachikitsa
CO 1	Appreciate the application of recent advances in the domain of research related to <i>prakriti</i> (genetic, physiological basis)	Cognitive (Application/ Analysis)	Nk	Kh	Discussion	Seli- assessment	SA	II	
CO 1	Recite and explain the important verses of vata, pitta & kapha doshaja prakriti.	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Written/ Viva voce	F&S	II	
CO 1	Observe distinguish features of individuals of three contrasting prakriti types vata, pitta and kapha by IGIB. Link: https://doi.org/10.1186/1479-5876-6-48	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO 1	Observe standardized prakriti assessment tool by CCRAS. Link: doi/10.5005/jp-journals-10064-0019	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO 1	Compare human constitution (prakriti) & genomic	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self- assessment	SA	II	
CO 1	Record the known physiological variation	Cognitive (Application)	Dk	Kh	Real life experience	Demonstrati on	SA	II	

of your friends in				Role play				
				Role play				
different <i>prakriti</i> .								
Discuss correlation of	Cognitive	Nk	Kh	Group	Self-	SA	II	
genotype and	(Comprehension)			discussion	assessment			
	g ::	2.11	771	D: .	0.10		11	
		NK	Kh	Discussion		SA		
	(Comprehension)				assessment			
	Cognitive	Nk	Kh	Survey	Self-	SA	П	
		1111			assessment			
difference as per								
different prakriti.								
Discuss manas prakrIti	Cognitive	Dk	Kh	Role pay	Self-	SA	II	
					assessment			
		Nk	Kh			SA	II	
	(Comprehension)				assessment			
				Seminar				
	Cognitive	Nk	Kh	Online	Self-	SA	П	
	e e	TVIK	TKII	material	1			
human dosha prakriti.	()							
Topic 10 – Ahara (Diet a	and nutrition in Ayu	rveda) (4 hr) [Lecture: 3 hours	, non-lecture: 1	hour]			
Describe the <i>Nirukti</i>	Cognitive (Recall)	Mk	K	Lecture	Written/	F & S	III	
(etymology)&				Discussion	Viva voce			
paribhasa (definition)								
of ahar.								
	Cognitive (Recall)	Mk	Kh	Lecture		F & S	III	
,				Discussion	Viva voce			
	Cognitive	Mlz	Vh	Lacture	Writton/	E & C	Ш	
*		IVIK	Kil			ras	111	
ahara in detail with	(Comprehension)			Tutorial	VIVA VOCC			
				- 4001101	1			
	Discuss correlation of genotype and phenotype with prakriti. Trace interrelationship between aging and prakriti Point out hematological difference as per different prakriti. Discuss manas prakrIti and personality. Role of prakriti (Ayurgenomics) in the concept of personalised medicine Explore thes Immunophenotyping & human dosha prakriti. Topic 10 – Ahara (Diet and Diet and personalised medicine) Describe the Nirukti (etymology)& paribhasa (definition) of ahar. Describe the Bheda (classification) and upayogita (importance) of ahara. Define, enlist and describe- the types of	different rutu as per different prakriti. Discuss correlation of genotype and phenotype with prakriti. Trace interrelationship between aging and prakriti Point out hematological difference as per different prakriti. Discuss manas prakrIti and personality. Role of prakriti (Comprehension) Role of prakriti (Comprehension) Role of prakriti (Comprehension) Role of prakriti (Comprehension) Explore thes (Comprehension) Explore thes (Comprehension) Explore thes (Comprehension) Describe the Nirukti (etymology)& paribhasa (definition) of ahar. Describe the Bheda (classification) and upayogita (importance) of ahara. Define, enlist and describe- the types of Cognitive (Comprehension) Cognitive (Recall) Cognitive (Recall)	different rutu as per different prakriti. Discuss correlation of genotype and phenotype with prakriti. Trace interrelationship between aging and prakriti Point out hematological difference as per different prakriti. Discuss manas prakrlti and personality. Role of prakriti (Ayurgenomics) in the concept of personalised medicine Explore thes Immunophenotyping & human dosha prakriti. Describe the Nirukti (etymology)& paribhasa (definition) of ahar. Describe the Bheda (classification) and upayogita (importance) of ahara. Define, enlist and describe- the types of	different rutu as per different prakriti. Discuss correlation of genotype and phenotype with prakriti. Trace interrelationship between aging and prakriti Point out hematological difference as per different prakriti. Discuss manas prakrIti and personality. Role of prakriti (Ayurgenomics) in the concept of personalised medicine Explore thes Immunophenotyping & human dosha prakriti. Topic 10 – Ahara (Diet and nutrition in Ayurveda) (4 hr) [Lecture: 3 hours Describe the Bheda (classification) and upayogita (importance) of ahara. Define, enlist and describe- the types of Cognitive (Comprehension) Nk Kh Kh Kh Cognitive (Comprehension) Nk Kh Kh Kh Cognitive (Comprehension) Mk Kh Kh Kh Kh Kh Kh Kh Kh Kh K	different rutu as per different prakriti. Discuss correlation of genotype and phenotype with prakriti. Trace interrelationship between aging and prakriti Point out hematological difference as per different prakriti. 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Nk Kh Survey Self-assessment prakriti Discuss manas prakriti Cognitive (Comprehension) Nk Kh Role pay Self-assessment discussion prakriti Discuss manas prakriti Cognitive (Comprehension) Nk Kh Group Self-assessment discussion prakriti Cognitive (Comprehension) Nk Kh Group Self-assessment discussion prakriti Cognitive (Comprehension) Nk Kh Group Self-assessment discussion prakriti Cognitive (Comprehension) Nk Kh Group Self-assessment prakriti Cognitive (Comprehension) Cognitive (Comprehension) Explore thes (Comprehension) Topic 10 - Ahara (Diet and nutrition in Ayurveda) (4 hr) [Lecture: 3 hours, non-lecture: 1 hour] Describe the Nirukii (etymology)& paribhasa (definition) of ahar. Describe the Bheda (classification) and upayogita (importance) of ahara. Describe the Bheda (Cognitive (Recall) Mk Kh Lecture Discussion Viva voce of ahara. Define, enlist and Cognitive (Comprehension) Mk Kh Lecture Written/Viva voce Written/Viva voce	different rutu as per different prakriti. Discuss correlation of genotype and phenotype with prakriti. Point out hematological difference as per different prakriti. Discuss manas prakriti (Comprehension) Role of prakriti (Ayurgenomics) in the concept of personalised medicine Explore thes Immunophenotyping & human dosha prakriti. Topic 10 – Ahara (Diet and nutrition in Ayurveda) (4 hr) [Lecture: 3 hours, non-lecture: 1 hour] Describe the Bheda (classification) and uprayogita (importance) of ahara. Define, enlist and describe- the types of (Comprehension) Cognitive (Comprehension) Nk Kh Group discussion Self-assessment SA SA Self-assessment SA Role pay Self-assessment SA SA Group discussion Self-assessment SA SA Cognitive (Comprehension) Nk Kh Online Self-assessment SA SA Cognitive (Comprehension) Describe the Bheda (classification) and uprayogita (importance) of ahara. Define, enlist and describe- the types of (Comprehension) Define, enlist and describe- the types of (Comprehension)	different prakriti. Discuss correlation of genotype and phenotype with prakriti. Trace interrelationship between aging and prakriti. Point out hematological different eas per different prakriti. Discussion with prakriti. Discussion with prakriti. Discussion with prakriti. Point out (Analysis) Cognitive (Nk Kh Survey Self-assessment different prakriti. Discuss mans prakrlti and personality. Cognitive (Comprehension) Nole of prakriti (Comprehension) Role of prakriti (Role of prakriti) Role

CO 1	Define, enlist and describe ashta aharavidhi-viseshayatana (8 factors to be considered while preparing and processing the food) in detail with examples	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	III	Swathavritta
CO 1	Describe <i>ahara vidhi</i> vidhana (rules for consuming the food) in detail with examples.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Viva voce	F&S	111	
CO 1	Explains the role of ahara vidhi vidhana in the context of present-day lifestyle, cooking habits and eating behaviour.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Real life experience Evidance based learning	Written/ Viva voce	F & S	III	
CO 1	Define, enlist and describe <i>ahara</i> parinamkara bhava (factors responsible for proper digestion) and the importance of each of these factors in the process of digestion	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	Ш	
CO 1	Explain the concept of viruddha ahara (incompatible diet) and its relevance in present-day food processing methods and dietary consumption behaviour in individuals.	Cognitive (application)	Dk	Sh	Lecture Discussion Observation	Written/ Viva voce	SA	III	Swathavritta
CO 1	Explain the role of <i>ahara</i> in today's aspect related to <i>anupana</i> habits etc.	Cognitive (application)	Nk	Sh	Lecture Discussion	Self assessment	SA	III	
CO 1	Explain the role in today's lifestyle of food, compatible food, the proper time for	Cognitive (application)	Nk	Sh	Lecture Discussion Assignment	Self-notes	SA	III	

CO 1	food taking, practice regarding food intake etc. in individual's health. Explain dietary guidelines, how to eat food in Ayuvedic view.	Cognitive (application)	Nk	Kh	Lecture Discussion	Self assessment	SA	III	
	Topic 11 – Agni (The di	gestive fire of the bo	ody) (5 hr) [Le	cture: 4 hours, no	on-lecture: 1 ho	ur]			
CO 1	Describe different meanings of <i>agni</i> in different contexts and define <i>agni</i> in the context of <i>kriya sharir</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	State the importance of agni in maintaining the different aspects of human physiology	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Enumerate and explain the different synonyms of <i>agni</i> regarding <i>kriya sharir</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Enumerate and define various classifications of <i>agni</i> concerning their locations and functions in the body	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Describe the physiological roles of <i>jatharagni</i> , <i>bhutagni</i> and <i>dhatvagni</i> and explain the differences and similarities between the three.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	Ш	Kayachikitsa
CO 1	Classify and explain the features of four functional / abnormal states of jatharagni: samagni, vishamagni, mandagni & tikshnagni and explain evaluation process of jarana-	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	Rognidan

	shakti.							
CO 1	Enumerate the factors affecting the normal functioning of Agni and the symptoms of improper functioning of <i>agni</i> seen in certain clinical conditions	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Viva voce	F	III
CO 1	Enumerate and discuss different entities in the body that can represent different forms of agni from the contemporary physiology and biochemistry (hormones, enzymes etc) point of view	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Self assessment Debate	SA	III
CO 1	Record the opinions among your friends on the concept of free radicals & antioxidant	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	III
CO 1	Identify digestive and metabolic functions of <i>Agni</i> & its clinical importance.	Cognitive (Application)	Nk	Sh	Group discussion	Self Assessment	SA	III
CO 1	Distinguish the similarities & differences between agni and pitta in terms of their guna with examples in compendia. (mentioned in pitta also)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion PBL	Written/ Viva voce	S	III
	Topic-12. Annapachana	/ Aahara-paka (Dig	estion and meta	abolism in Ayurv	eda) (9 hr) [Lect	ture: 7 hours, n	on-lecture: 2	hours]
CO 1	Describe the <i>annavaha</i> srotas along with its mula sthana	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Enumerate and describe different organs of <i>annavaha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III

	srotas and their important functions. according to Ayurveda and contemporary physiology								
CO 1	Describe three stages of digestion: <i>madhura</i> , <i>amla</i> and <i>katu avasthapaka</i> in detail	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Tutorial	Written/ Viva voce	F & S	III	
CO 1	Describe the process of udeerana (increase/ release) of vata, pitta, kapha during avasthapaka	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the formation of <i>prakrit</i> and <i>vaikrit dosha</i> (<i>prasadbhuta</i> , <i>malabhuta dosha</i>) and their role.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Rognidan
CO 1	Describe the definition of <i>vipaka</i> (<i>nisthapaka</i>) and classification of <i>vipaka</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Describe how to identify <i>vipak</i> of <i>aahar</i> as per their effect on the body.	Cognitive (application)	Dk	Sh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Describe the similarities and differences between avasthapaka and nishthapaka	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the role of different sub-types of dosha in the process of digestion: bodhaka kapha, prana vayu, kledaka kapha, samana vayu, pachaka pitta, apana vayu etc.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	

CO 1	Describe the process of separation of <i>saara</i> and <i>kitta</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	State the application of the theory of <i>pilu-paka</i> and <i>pithara paka</i> in <i>aharapaka</i>	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Self- assessment	SA	III
CO 1	Explain the role of grahani & pittadhara kala & describe possible relation between pittadhara and majjadhara kala.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	State the importance of pachaka pitta and jatharagni in the process of digestion	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Explain the role of bhutagni and dhatvagni in ahara parinaman	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe the process of formation of <i>ahara-rasa</i> and absorption of <i>sara bhaga / anna-veerya</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Draw parallels between the different types of <i>agni</i> and various digestive enzymes and hormones	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Define ahara gati, abhyavaharana shakti, annagrahana, pachana, vivechana, munchana and jaranashakti	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Discuss applied clinical aspect of annavaha srotas: arochaka, ajirna, atisara, grahani, chardi, parinama shula etc	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Viva voce CBD	F&S	III

CO 1	Define different meanings of the term <i>koshtha</i> and explain the term in the context of <i>kriva sharira</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Enumerate the different types of <i>koshtha</i> according to the predominance of <i>dosha</i> (<i>krura-mridu and madhya</i>)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Panchakarma
CO 1	State clinical significance of <i>koshtha</i> and the process of evaluating <i>koshtha</i> in an individual.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce DOPS	F & S	III	
	Part B (40 Hours) -	_							
	Topic 1 - Physiology Ho	meostasis (6 hr) [Le	cture: 5 ho	urs, non-lectui	re: 1 hour]				
CO 1	Define homeostasis and describe mechanisms of maintenance of homeostasis.	Cognitive (Recall/Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Distinguish between the shell temperature and core temperature	Cognitive (Recall/Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Define the terms Cell death, Cell degeneration, Cell aging. Describe animal tissue.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe mechanism of positive and negative feedback system with at least two examples.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the structure and function of cell, cell membrane, cytoplasmic	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	

	organelles, genetic material (DNA & RNA.)							
CO 1	Explain the process of DNA replication & inhibitors of replication.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the acid-base balance, water and electrolyte balance.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the concept of pH & buffer systems in the body and Na-K pump	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe and discuss transport mechanisms across cell membranes. (Active & facilitated)	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
CO 1	Describe and discuss the molecular basis of resting membrane potential and action potential	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
	Topic 2 - Physiology of re	espiratory system: (7	hr) [Lecture	e: 5 hours, non-l	ecture: 2 hours]			
CO 1	Describe divisions of the respiratory system based on its functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
CO 1	Describe pulmonary circulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the mechanics of normal respiration, pressure changes during ventilation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
CO 1	Describe the lung volume and capacities, compliance, diffusion of lungs	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
CO 1	Describe and discuss the exchange and transport of gases - Oxygen and Carbon dioxide	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	I

CO 1	Describe the neural and chemical control of respiration.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe physiological situations that affect respiration and discuss artificial respiration, dyspnoea, asphyxia, hypoxia, cynosis.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe Haldane effect & Kussmaul breathing.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe basic of pulmonary function tests.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
	Topic 3 - Physiology of G	astrointestinal syste	m (9 hr) [Led	cture: 7 hours, no	on-lecture: 2 hou	ırs]		
CO 1	Describe enzyme and its fuctions in metabolism	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe functional anatomy and physiology of the digestive system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	П
CO 1	Describe the functions of salivary glands, stomach, liver, gall bladder pancreas, small intestine, large intestine in the process of digestion and absorption.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe the mechanism of secretion, composition, functions, and regulation of saliva, gastric, pancreatic, intestinal juices and bile secretion	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe GIT movements deglutition, peristalsis, defecation and control	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II
CO 1	Describe the major components of food, the process of digestion and	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	II

	metabolism of proteins,							
	fats and carbohydrates							
CO 1	Describe the physiological role of vitamins	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	П
CO 1	Describe the Gut-Brain Axis and enteric nervous system, and its function	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II
CO 1	Discuss the physiology aspects of gastro- oesophageal reflux disease, vomiting, diarrhoea, constipation	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II
	Topic 4 - Physiology of N	ervous System (10 h	r) [Lecture:	7 hours, non-lec	ture: 3 hours]			
CO 1	Describe organization of nervous system.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe the mechanism of propagation of nerve impulses.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe the functions & properties of synapse, reflex, receptors	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe the functional anatomy of the central nervous system (CNS) and peripheral nervous system (PNS)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	III
CO 1	Describe the physiology of autonomous nervous system (ANS)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe the physiology of sensory (general sensations) and motor nervous system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe and discuss spinal cord, its functions, lesion & sensory disturbances	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe and discuss functions of the cerebral cortex, basal ganglia,	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III

	thalamus, hypothalamus cerebellum, mid brain, pons and medulla oblongata.							
CO 1	Describe and discuss the physiological basis of intelligence, memory, learning and motivation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe the physiology of cranial nerves	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe physiology of speech and articulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe physiology of temperature regulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe the physiology of pain	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
	Topic 5 - Physiology of E	ndocrine glands (8 h	r) [Lecture:	6 hours, non-lec	ture: 2 hours]	1		
CO 1	Enlists and describe hormones & endocrine glands based on synthesis, secretion, transport, physiological actions, regulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe hormones secreted by anterior & posterior pituitary gland, their functions, disorders of pituitary gland (hyper & hypo activity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe hormones secreted by the Thyroid gland, their functions & disorders of Thyroid and parathyroid gland (hyper	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F & S	III
	and hypoactivity) Describe hormones	Cognitive	Nk			Written/	F&S	

	their functions & disorders of Pancreas (hyper and hypoactivity)								
CO 1	Describe hormones secreted by Adrenal cortex gland, their functions & disorders of Adrenal cortex gland (hyper and hypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe hormones secreted by Adrenal medulla gland, their functions & disorders of Adrenal medulla (hyper and hypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Enlist other Glands and their functions	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the synthesis and functions of local hormones	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
PAPER	RII								
A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/sub	D3 Must to know/ desirable to know/Nice to know	E3 Level Does/ Shows how/ Knows how/	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
				IXIIUW					
	AyGU-KS			Know					
	Paper II (60 Hours	<u></u>							
	·	<u></u>	re: 2 hours, no		ur]				

	introduction of the term <i>dhatu</i> .								Rognidan Vikriti Vidnyan
CO 1	Explain the difference between <i>dhatu</i> and <i>upadhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Explain different theories related to <i>dhatuposhana Nyaya</i> (nourishment of different <i>dhatus</i>).	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written / Viva voce	F & S	I	
CO 1	Explain the applicability of nyaya in the different physiological mechanisms.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Jigsaw	Written/ Viva voce	F & S	I	
CO 1	Describe <i>utpatti</i> & <i>poshana</i> of dhatu.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Compile various terminologies related to dhau gati and dhatu poshana	Cognitive (Comprehension)	Dk	Sh	Assignment Tutorial	Self- assessment	SA	I	
CO 1	Mention your opinion about <i>nyaya</i> concept on the basis of different metabolic pathways, transformation, transport of substances through cell membrane.	Cognitive (Application)	Nk	Kh	Group discussion Buzz group	Self- assessment	SA	I	
CO 1	Discuss theory of tissues formation and differentiation in context with physiological changes of aging.	Cognitive Application)	Nk	Kh	Group discussion Homework based assignment	Self- assessment	SA	I	
CO 1	Discuss stem cells along with concepts of regeneration in Ayurveda	Cognitive (Recall/ Comprehension)	Nk	Kh	Lecture Online teaching aids	self assessment	SA	Ι	
CO 1	Study Ayurvedic aspect of <i>dhatu sarata</i> and its application	Cognitive (Application)	Nk	Kh	Group discussion Seminar	Self- assessment	SA	I	

CO 1	Explain the etymology, derivation, location, properties, functions and pramana of rasa-dhatu. panchabhautikatva of rasa dhatu.	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the functions of rasavaha srotas & mula of rasavaha srotas.	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the process of formation of <i>rasa dhatu</i> from <i>aahara rasa</i> , and circulation of <i>rasa-rakta</i> (<i>rasa-rakta samvahana</i>)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe kshaya-vriddhi & rasapradoshaja vikara	Cognitive (Comprehension)	Mk	Kh	Lecture Assignment	Written/ Viva voce	F & S	I	
CO 1	Description of functioning of <i>hridaya</i> and physiological significance of <i>hridaya</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Flipped classroom	Written/ Viva voce	F & S	I	
CO 1	Description of sira, dhamani and srotas	Cognitive (Comprehension)	Nk	Kh	Discussion Video show	Written/ Viva voce	F & S	I	
CO 1	Enumerate ashtavidha sara (8 types of sara), and describe the features of individuals belonging to tvak-saara purusha.	Cognitive (Recall)	Mk	K	Lecture, Role play, real life experience, Discussion Brainstrorming	Written/ Viva voce	F&S	I	
	Topic-3. Rakta Dhatu (4 h	nr) [Lecture: 3 hour	s, non-lectur	e: 1 hour]					
CO 1	Explain the etymology, derivation, synonyms, location, properties, functions and <i>pramana</i> of rakta dhatu & explain the panchabhautikatva of rakta dhatu,	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F&S	I	
CO 1	Describe the physiology of <i>raktavaha srotas</i> , and describe the <i>mula of rakta-vaha srotas</i> and mutual interdependence of <i>rakta and pitta</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I	

CO 1	Describe the formation of rakta-dhatu, ranjana of rasa by Ranjaka pitta, features of shuddha rakta, specific functions of rakta	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the characteristics of raktasaara Purusha	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the manifestations of kshaya and vriddhi and name pradoshaja vikara of raktadhatu	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	I	Vikriti Vigyana
CO 1	Elaborate the concept about inclusion or exclusion of rakta dhatu as a fourth dosha.	Cognitive (Comprehension)	Nk	Kh	Discussion Brainstorming	Written/ Viva voce	F	I	
	Topic-4. Mamsa Dhatu (3	hr) [Lecture: 2 hou	ırs, non-lec	ture: 1 hour]					
CO 1	Describe the etymology, derivation, synonyms, location, properties and functions of <i>mamsa dhatu</i> , physiology of <i>mamsavaha srotas</i> , <i>mula</i> of <i>mamsavaha srotas</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the formation of <i>mamsa dhatu</i> and the definition of <i>peshi</i> characteristics of <i>mamsasaara purusha</i> ,	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe manifestations of <i>kshaya</i> and <i>vriddhi</i> of <i>mamsa</i> Dhatu & describe the physiological basis of these manifestations. Name <i>mamsa</i> pradoshaja vikara.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	II	Vikriti Vigyana

CO 1	Describe the etymology, derivation, location, properties, functions and <i>pramana</i> of <i>meda dhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the <i>medovaha</i> srotas, its <i>mula</i> , the physiology of <i>medovaha</i> srotas, formation of <i>medo dhatu</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the characteristics of medasaara purusha and manifestations of kshaya and vriddhi of meda. Name meda pradoshaja vikara.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	П	
CO 1	Describe the clinical features of <i>sthaulya</i> and <i>karshya</i> along with the physiological basis of these clinical conditions	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	Vikriti Vigyana
CO 1	Record the properties of lipid & mamsa dhatu.	Cognitive (Comprehension)	Nk	Kh	Discussion	Self assessment	F	II	
	Topic-6. Asthi Dhatu (3 h	r) [Lecture: 2 hours	s, non-lecture	e: 1 hour]	·				
CO 1	Describe the definition, synonyms, classification, properties (guna), and formation of asthi dhatu.	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F&S	II	
CO 1	Describe the asthi dhara kala; relation with purishdharakala and the features of asthi sarata.	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the applied physiology of asthi dhatu (asthi vriddhi/ asthi kshaya) and name asthi pradoshaja vikara	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	II	Vikriti Vigyana

	Topic-7 Majja Dhatu (4 h	r) [Lecture: 3 hours	s, non-lectur	e: 1 hour]					
CO 1	Describe the definition, synonyms and location (sthana) of majja dhatu.	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the formation of majja dhatu majjavaha srotas and its mula.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe <i>majja dhara kala</i> in relation with <i>pittadhara kala</i> and the features of <i>majja sarata</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe applied physiology of majja dhatu (majja vriddhi and kshaya) and name majja pradoshaja vikara	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Viva voce	F & S	II	Vikriti Vigyana
CO 1	Comment on concept of majja dhatu and bone marrow	Cognitive (Comprehension)	Dk	Kh	Discussion Online teaching aids	Self assessment	F	II	
	Topic-8. Shukra Dhatu (4	hr) [Lecture: 3 hou	ırs, non-lect	ure: 1 hour]			•		
CO 1	Describe the etymology and derivation of <i>shukra dhatu</i> , location, properties, <i>pramana</i> functions of <i>shukra dhatu</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the formation of <i>shukra dhatu</i> , <i>poshana krama</i> and its <i>updathu</i> and <i>mala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Puzzle	Written/ Viva voce	F&S	II	
CO 1	Describe the mula of shukravaha srotas and the properties of shuddha shukra along with shukra saara purusha symptoms.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the features of kshaya & vriddhi of	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	Vikriti Vigyana

	shukra dhatu & shukra				Assignment				
CO 4	Identify histological structure explain structure of different tissue (dhatu)	Cognitive (Comprehension) Psychomotor	Mk	Kh	Demonstration Perform	Practical Skill assessment OSPE	F & S		
	Topic-9. Ashraya- Ashray	vi Bhava (2 hr) [Lect	ture: 1 hour,	non-lecture:1 ho	our]	0012			
CO 1	Describe the concept of ashraya-ashrayi bhava i.e. inter-relationship among dosha, dhatu mala and srotas.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	Vikriti Vigyana
CO 1	Describe the applied physiology of diseases affecting <i>saptadhatu</i> enlisted under dhatu <i>pradoshaja vikara</i> .	Cognitive (Comprehension)	Dk	Kh	Discussion Seminar	Written	F	III	
CO 1	Explain use of <i>Ashraya-Ashrayi Bhava</i> in laghan bruhan.	Cognitive (application)	Nk	Kh	Discussion	Self- assessment	SA	III	
	Topic -10. <i>Oja</i> (4 hr) [Lee	cture: 3 hours, non-	lecture: 1 h	our]					
CO 1	Recall etymological derivation, definition, classification, and pramana of oja	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the process of formation of <i>ojas</i> along with locations and properties	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the concept of vyadhikshamatva, explain bala vriddhikara bhava.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Classify bala and describe etiological factors (kshaya karan) for oja visramsa, vyapat and kshaya and elaborate	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Vikriti Vigyana

	the manifestation of								
	these clinical conditions.								
CO 1	Collect different opinoins on oja given by different aacharya and try to understand the logic behind it.	Cognitive (Recall)	Nk	Kh	Discussion	Written	F	III	
CO 1	Interpret your opinion about oja-bala-kapha in its normal state.	Cognitive (Recall)	Nk	Kh	Discussion	Self- assessment	SA	III	
	Topic-11. Upadhatu (7 hr) [Lecture:6 hours,	non-lecture:	1 hour]					
CO 1	Describe the general introduction, etymological derivation and definition of the term <i>upadhatu</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the formation, nourishment, properties, location and functions of each <i>upadhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Describe the characteristic features and methods of assessing shuddha and dushita stanya.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	Vikriti Vigyana
CO 1	Describe the characteristic features of <i>vriddhi</i> and <i>kshaya</i> of <i>stanya</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe characteristic features of <i>shuddha</i> and <i>dushita artava</i> along with enumerating the differences between <i>raja</i> and <i>artava</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe artava-vaha srotas and its mula along with the common clinical conditions related to artava-vaha srotas	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	Vikriti Vigyana

		ı	T	1	1	1			T
	(kashtartava, vandhyata,								
	pradara etc).								
CO 1	Describe the	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
	classification, thickness	(Comprehension)			Discussion	Viva voce			
	of each layer and								
	functions of tvak								
CO 1	Interpret the skin layer as	Cognitive	Nk	Kh	Discussion	Written	F	III	
	per contemporary	(Recall)							
	science.	()							
	Topic 12. <i>Mala</i> (8 hr) [Le	ecture: 6 hours non	-lecture: 2 h	ourel			1		1
	Topic 12. Maia (6 m) [Le	eture. O nours, non	-iceture. Z ii	ioursj					
CO 1	Describe the	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
	etymological derivation	(Comprehension)	IVIK	Kii	Discussion	Viva voce	1 & 5	111	
	and definition of the term	(Comprehension)			Discussion	VIVA VOCC			
	mala.								
CO 1	Enumerate <i>aharamala</i>	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
COT	and describe of the	(Recall)	IVIK	Kii	Discussion	Viva voce	1 & 3	111	
	process of formation of	(Recail)			Discussion	viva voce			
CO 1	aharamala. Describe the	G '''	3.41	171	T .	Written/	F & S	111	
CO 1		Cognitive	Mk	Kh	Lecture		F&S	III	
	etymological derivation,	(Comprehension)			Discussion	Viva voce			
	definition, formation,								
	properties, quantity and								
	functions of <i>purisha</i> .								
CO 1	Describe the physiology	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
	of purishavaha srotas,	(Comprehension)			Discussion	Viva voce			
	<i>purish visarjana</i> and								
	manifestations of <i>vriddhi</i>								
	and kshhaya of purisha.								
CO 1	Explain the relation	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
	between purishdhara	(Comprehension)			Discussion	Viva voce			
	kala and asthidhara kala.	,							
CO 1	Describe the	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
	etymological derivation,	(Comprehension)			Discussion	Viva voce			
	definition, formation,	(
	properties, quantity and								
	functions of <i>mutra</i> .								
CO 1	Describe the physiology	Cognitive	Mk	Kh	Lecture	Written/	F & S	III	
	of mutravaha srotas and	(Comprehension)	1,11	1	Discussion	Viva voce	1 2 5	***	
	the process of urine	(Comprehension)			Discussion	11,44,000			
	formation and <i>mutra</i>								
	visarjana in Ayurveda.								
1	i visurjuna ili Ayul veda.	i	I	ĺ	[I	1		1

CO 1	Explain the manifestations of <i>vriddhi</i> and <i>kshhaya</i> of <i>mutra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the urge of micturition & defecation in perspective of reflexes	Cognitive (Application)	Nk	Kh	Discussion	Self- assessment	SA	III	
CO 1	Describe and enumerate <i>dhatumala</i> and describe the functions of each type of <i>dhatumala</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the etymological derivation, definition, formation and functions of <i>sveda</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Explain the functions of svedvaha srotas along with describing the manifestations of vriddhi and kshaya of sveda.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Review Ayurveda compendia for several colour of purish and mutra as per their different diseased conditions.	Cognitive (Application)	Nk	Kh	Discussion	Self- assessment	SA	III	
	Topic 13. Indriya vijnyan	a (2 hr) [Lecture: 1	hour, non-le	ecture: 1 hour]		·		·	
CO 1	Describe the <i>pancha-jnyaanendriya</i> and physiology of perception of <i>shabda</i> , <i>sparsha</i> , <i>rupa</i> , <i>rasa and gandha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Tutorial	Written/ Viva voce	F & S	III	Padarth vidnyan
CO 1	Describe the physiology of <i>karmendriya</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
	Topic 14. Manas (3 hr) [I	Lecture: 2 hours, no	n-lecture: 1	hour]			1	<u> </u>	l
CO 1	Describe location and properties, functions and objects of <i>manas</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	

CO 7	Describe the physiology of <i>dhee, driti, smriti</i> and <i>manovaha srotas</i> along with the applied physiology of <i>unmada and apasmara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Real life experience	Written/ Viva voce	F & S	III	Kayachikitsa
CO7	Decribe <i>kriyatmak</i> (physiological) importance of <i>manas</i>	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
	Topic 15. Atma (2 hr) [Le	ecture: 2 hours, non	-lecture: 0 h	ours]					
CO 1	Describe properties and functions of <i>atma</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S		
CO 7	Enumerate the difference between <i>paramatma</i> and <i>jivatma</i> , characteristic features of <i>atma</i> in living beings.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Padarth vidnyan
CO 7	Explain characteristic features of <i>atma</i> in living beings.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO7	Decribe <i>kriyatmak</i> (physiological) importance of <i>atma</i>	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion tutorials	Written/ Viva voce		III	
	Topic 16. Nidra & Svapno	a (2 hr) [Lecture: 2]	hours, non-l	ecture: 0 hours]					
CO 1	Describe the process of nidrotpatti, classify nidra.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the physiological and clinical significance of <i>nidra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe <i>svapnotpatti</i> and types of <i>svapna</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Discuss about different types of <i>swapna</i> among your friends and try to understand ralation of <i>swapna</i> & <i>prakriti</i> .	Cognitive (Comprehension)	Nk	Kh	Group Discussion	Team assessment	TA	III	

	Part B (40 Hours) –								
	Topic 1. Physiology of He	emopoietic System ('	7 hr) [Lecti	are: 5 hours, n	on-lecture: 2 hours]			
CO 1	Describe the composition, functions of blood and blood cells.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Stages and development of RBCs, WBCs, platelets.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I	
CO 1	Describe the composition and functions of bone marrow	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the process of erythropoiesis and explain necessary facors for erythropoiesis.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the formation & destruction of RBCs	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the structure, types, synthesis and functions of haemoglobin along with abnormalities of Hb.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the types of WBCs	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the mechanism of hemostasis, (coagulation of blood) and blood clotting factors.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F&S	I	
CO 1	Describe the ABO & Rh system of blood group and explain the physiological basis of blood groups.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I	Medical Physiology
CO 1	Explain the concept of erythroblastosis fetalis on the basis of Rh incompatibility.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F & S	I	
CO 1	Describe the classification and	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	

	functions of plasma							
	proteins.							
CO 1	Describe the properties and hemostasis functions of platelets.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the physiological basis of manifestations of different blood disorders (anaemia, jaundice etc.)	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
CO 1	Describe the functions of spleen.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the functions of functions of lymph.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
	Topic 2. Immune System	(2 hr) [Lecture: 2 h	ours, non-le	ecture: 0 hours]				
CO 1	Describe classification of immunity (Innate, acquired and artificial),	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the different mechanisms involved in immunity: Humoral (B- cell mediated) and T-Cell mediated immunity.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	I
CO 1	Distinguish between the passive immunization and active immunization	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I
CO 1	Describe the applied physiology of immunity: Immunodeficiency diseases, Hypersensitivity reactions, Auto-immune diseases etc.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F & S	I
	Topic 3. Cardiovascular	Physiology (7 hr) [L	ecture: 5 ho	urs, non-lecture:	2 hours]			
CO 1	Describe the mechanical	Cognitive	Mk	Kh	Lecture	Written/	F & S	I
	and electrical properties	(Comprehension)	1.111		Discussion	Viva voce	1 2 3	

		Ι		1	T	ı			
	of heart muscles,								
	describe different phases								
	of the Cardiac cycle.				_			_	
CO 1	Describe the	Cognitive	Mk	Kh	Lecture	Written/	F & S	I	
	physiological and	(Comprehension)			Discussion	Viva voce			
	clinical significance of								
	heart sounds.								
CO 1	Describe the physiology	Cognitive	Mk	Kh	Lecture	Written/	F & S	I	
	of regulation of cardiac	(Comprehension)			Discussion	Viva voce			
	output and venous return.								
CO 1	Describe the	Cognitive	Dk	Kh	Lecture	Written/	F & S	I	
	physiological basis of	(Comprehension)			Discussion	Viva voce			
	ECG.								
CO 1	Describe the regulation	Cognitive	Mk	Kh	Lecture	Written/	F & S	I	
	of heart-rate and arterial	(Comprehension)			Discussion	Viva voce			
	pulse,								
CO 1	Define and describe the	Cognitive	Mk	Kh	Lecture	Written/	F & S	I	
	regulation of systemic	(Comprehension)			Discussion	Viva voce			
	arterial blood pressure								
CO 1	Describe the physiology	Cognitive	Dk	Kh	Lecture	Written/	F & S	I	
	of fetal circulation.	(Comprehension)			Discussion	Viva voce			
CO 1	Define and describe the	Cognitive	Dk	Kh	Lecture	Written/	F & S	I	
	regulation of systemic	(Comprehension)			Discussion	Viva voce			
	arterial blood pressure								
CO 1	Describe the history of	Cognitive	Nk	Kh	Online	Self	SA	I	
	the discovery of blood	(Comprehension)				assessment			
	circulation								
	Topic 4. Muscle physiolog	gy (2 hr) [Lecture: 2	2 hours, non-	lecture: 0 hours					
CO 1	Compare and contrast the	Cognitive	Mk	Kh	Lecture	Written/	F & S	II	
	functions and properties	(Comprehension)			Discussion	Viva voce			
	of skeletal muscles,								
	cardiac muscles and								
	smooth muscles.								
CO 1	Describe the physiology	Cognitive	Mk	Kh	Lecture	Written/	F & S	II	
	of muscle contraction of	(Comprehension)			Discussion	Viva voce			
	all types of muscles.	(compression)							
	Topic 5. Skin, Adipose Ti	ssue and circulating	Lipids (3 hr) [Lecture: 2 hou	ırs, non-lecture:	1 hour]		,	
CO 1	Describe the functions of	Cognitive	Mk	Kh	Lecture	Written/	F & S	II	
	the skin, sweat glands,	(Comprehension)	IVIK	IXII	Discussion	Viva voce	1 00 0	11	
	sebaceous glands and	(Comprehension)			Discussion	V IVA VOCE			
	subcutaneous tissue								
	subcutaneous tissue	l							

CO 1	Describe the functions of Adipose Tissue including adipokines	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe the process of formation & metabolism of lipoproteins like VLDL, LDL and HDL and that of triglycerides.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II
CO 1	Describe the functional anatomy and physiology of the male reproductive system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II
CO 1	Describe the physiology of regulation of spermatogenesis, functions of testosterone and male sexual act	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe physiology of the female reproductive system including oogenesis, ovulation and hormonal regulation of the menstrual cycle	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe the functions of placenta	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe the physiology of lactation	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II
CO 1	Describe the applied physiology of the reproductive system of male and female infertility.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F&S	II
	Topic 7. Renal Physiology	y (6 hr) [Lecture: 4	hours, non-le	ecture: 2 hours]				
CO 1	Describe the functional anatomy of kidney.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III
CO 1	Describe the functions of kidney, ureters and bladder.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III
CO 1	Describe stages of the mechanism of urine formation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Semiar	Written/ Viva voce	F & S	III

CO 1	Describe control of micturition.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the role of Juxta glomerular apparatus in regulation of blood pressure and pH of body fluids.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	Medical Physiology
CO 1	Describe the applied physiology of the urinary system (urolithiasis, acute and chronic renal failure etc).	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the physiology of special senses.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the visual process and visual pathway	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the mechanism of hearing and auditory pathway	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO 1	Describe the taste, smell and skin sensation	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the physiology of sleep and dreams	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	

List of Practicals

	PRACTICALS (Marks-100)			
	List of Topics	Term	Lecture	Non- Lecture
1	Dhatu sararata parikshana	I	0	10
2.	Demonstrate laboratory equipment (spotting)	I	0	1
3.	Demonstrate blood collection	I	0	1
4.	Estimate haemoglobin	I	0	2
5.	Estimate bleeding time & clotting time	I	0	2
6.	Estimate blood grouping	I	0	2
7.	Prakriti parikshana	II	0	20
8.	Dosha vriddhi kshaya parikshana	II	0	4
9.	Dhatu vriddhi kshaya parikshana	II	0	5
10.	Nadi parikshana	II	0	3
11.	Pulse examination	II	0	2
12.	WBC estimation	II	0	2
13.	RBC estimation	II	0	2
14.	DLC estimation	II	0	2
15.	Measurement of Blood pressure	II	0	2
16.	Perform the procedure Inspection of respiratory system	II	0	2
17.	Perform the procedure Inspection of heart sound	II	0	3
18.	Agni parikshana	III	0	6
19.	Koshtha parikshana	III	0	2
20.	Urine examination	III	0	2
21.	Demonstrate ESR, PCV	III	0	1
22.	Observe the procedure of ECG	III	0	2
23.	Perform the procedure of examining the cranial nerves and reflexes	III	0	2

Table 4: Learning objectives (Practical) of AyUG- KS

A4	B4	C4	D4	E4	F4	G4	H4	I4	J4
Course	0	Domain/	Must to	Level	T-L method	Assessment	Formativ	Te	Integratio
outcom	Objective	sub	know/	Does/			e	rm	n
e			desirabl	Shows how/			/summati		
	(At the end of		e to	Knows how/			ve		
	the session, the		know/Ni	Know					
	Students should		ce to						
	be able to)		know						
	AyUG – KS Practic	al (100 mark	(XS) (Total 20	0 Hr)					
	Practical (100 mark	s) =(Kriva S	Sharir 50 +	- Physiology 30 +	Non Lecture practic	cal activities 20))		
	,				<u>-</u>				
	1. Assessment of prakr	iti parikshana	(20 classes) [Lecture: 0 hours, n	on-lecture: 20 hours]				
CO 3	Describe the	Cognitive	Mk	Kh	Lecture Demonstration	Practical	F & S	II	
	procedure of prakriti				Discussion	Viva voce			
	parikshan of CCRAS				Observe				
GO 2	portal.	D 1	3.0	G1	Tutorial	* **	7.00		
CO 3	Demonstrate <i>prakriti</i>	Psychomotor	Mk	Sh	Demonstration	Viva voce	F & S	П	
	parikshan under the supervision of				in practical room & Bed side clinic				
	teacher				Discussion				
CO 3	teacher. Determines <i>prakriti</i>	Psychomotor	Mk	Dose	Discussion Demonstration	Practical	F & S	II	
CO 3	teacher. Determines <i>prakriti</i> of a paerson in an	Psychomotor	Mk	Dose	Discussion Demonstration in practical room &	Practical Viva voce	F & S	II	
CO 3	Determines <i>prakriti</i> of a paerson in an individual	Psychomotor	Mk	Dose	Demonstration in practical room & Bed side clinic	Viva voce Skill assessment	F & S	II	
CO 3	Determines <i>prakriti</i> of a paerson in an	Psychomotor	Mk	Dose	Demonstration in practical room & Bed side clinic Discussion	Viva voce Skill assessment OSPE, DOPS,	F&S	II	
	Determines <i>prakriti</i> of a paerson in an individual independently				Demonstration in practical room & Bed side clinic Discussion Perform	Viva voce Skill assessment OSPE, DOPS, CBD, Simulation			
	Determines <i>prakriti</i> of a paerson in an individual independently Recite verses of <i>vata</i> ,	Cognitive	Mk Dk	Dose	Demonstration in practical room & Bed side clinic Discussion Perform Discussion	Viva voce Skill assessment OSPE, DOPS,	F & S	II	
	Determines <i>prakriti</i> of a paerson in an individual independently Recite verses of <i>vata</i> , <i>pitta</i> & <i>kapha</i>	Cognitive (Recall			Demonstration in practical room & Bed side clinic Discussion Perform	Viva voce Skill assessment OSPE, DOPS, CBD, Simulation			
	Determines <i>prakriti</i> of a paerson in an individual independently Recite verses of <i>vata</i> ,	Cognitive (Recall Comprehe			Demonstration in practical room & Bed side clinic Discussion Perform Discussion	Viva voce Skill assessment OSPE, DOPS, CBD, Simulation			
	Determines <i>prakriti</i> of a paerson in an individual independently Recite verses of <i>vata</i> , <i>pitta</i> & <i>kapha prakriti</i> .	Cognitive (Recall Comprehe nsion)	Dk	Kh	Demonstration in practical room & Bed side clinic Discussion Perform Discussion	Viva voce Skill assessment OSPE, DOPS, CBD, Simulation Viva voce			
CO 3	Determines prakriti of a paerson in an individual independently Recite verses of vata, pitta & kapha prakriti. 2. Assessment of dhata	Cognitive (Recall Comprehe nsion) usarata pariksi	Dk hana (10 class	Kh es) [Lecture: 0 hou	Demonstration in practical room & Bed side clinic Discussion Perform Discussion Recitation rs, non-lecture: 10 hours	Viva voce Skill assessment OSPE, DOPS, CBD, Simulation Viva voce	F & S	II	
	Determines <i>prakriti</i> of a paerson in an individual independently Recite verses of <i>vata</i> , <i>pitta</i> & <i>kapha prakriti</i> .	Cognitive (Recall Comprehe nsion)	Dk	Kh	Demonstration in practical room & Bed side clinic Discussion Perform Discussion Recitation	Viva voce Skill assessment OSPE, DOPS, CBD, Simulation Viva voce			

	dhatusarata							
CO 2	parikshana Demonstrate dhatusarata parikshana under the supervision of the teacher.	Psychomot or	Mk	Sh	Demonstration in practical room & Bed side clinic Discussion Assist	Viva voce	F & S	I
CO 2	Evaluates dhatusarata in an individual independently	Psychomot or	Mk	Dose	Demonstration Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE, DOPS, CBD, Simulation	F & S	I
CO 1	Recite verses of ashta dhatusarata.	Cognitive (Recall & Comprehe nsion)	Dk	Kh	Discussion Recitation	Viva voce	F&S	I
	3. Assessment of agni	parikshana (6	classes) [Lec	ture: 0 hours, non-l	ecture: 6 hours]			
CO 2	Discribe the procedure of agni parikshana	Cognitive/ comprehen sion	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F & S	III
CO 2	Demonstrate <i>agni</i> parikshana under the supervision of the teacher.	Psychomot or	Mk	Sh	Demonstration Bed side clinic Discussion Assist	Viva voce	F & S	III
CO 2	Analyse <i>agni</i> in an individual independently	Psychomot or	Mk	Dose	Demonstration Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	III
CO 1	Recite verses of agni.	Cognitive (Recall & Comprehe nsion)	Dk	Kh	Discussion Recitation	Viva voce	F&S	III
	4. Assessment of kosht	tha parikshand	a (2 classes)	Lecture: 0 hours, no	on-lecture: 2 hours]			
CO 2	Discuss the procedure of koshtha parikshana	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F&S	III
CO 2	Demonstrate koshtha parikshana under the	Psychomot or	Mk	Sh	Demonstration Bed side clinic Discussion	Viva voce	F & S	III

	supervision of the				Assist				
	teacher.								
CO	2 Evaluate <i>koshtha</i> o	of Psychomot	Mk	Dose	Demonstration	Practical	F & S	III	
	an individual	or			Bed side clinic	Viva voce			
	independently				Discussion	Skill assessment			
					rform	OSPE			

		111 1 1		(A. 1	21	7		
	· ·) hours, non-lecture: 4 ho		1	
CO 3	Discuss the procedure of dosha vrddhi kshaya lakshana	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F & S	II
CO 3	Demonstrate dosha vrddhi kshaya parikshana under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bed side clinic Discussion Assist	Viva voce	F&S	П
CO 3	Perform dosha vrddhi kshaya parikshana in an individual independently	Psychomotor	Mk	Dose	Demonstration Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE	F&S	П
CO 1	Recite verses of dosha vrddhi kshaya.	Cognitive (Recall Comprehe nsion)	Dk	Kh	Discussion Recitation	Viva voce	F&S	П
	6. Assessment of dhatu	ı vrddhi kshay	a parikshan	a (5 classes) [Lecture	: 0 hours, non-lecture: 5	hours]		
CO 3	Describe the procedure of dhatu vrddhi kshaya lakshana	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F & S	II
CO 3	Demonstrate dhatu vrddhi kshaya parikshan under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bed side clinic Discussion Assist	Viva voce	F&S	II
CO 3	Perform <i>dhatu vrddhi</i> kshaya parikshan in an individual independently	Psychomotor	Mk	Dose	Demonstration Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	II
CO 1	Recite verses of	Cognitive	Dk	Kh	Discussion	Viva voce	F & S	II

dhatu vrddhi kshaya.	(Recall &	Recitation		
	Comprehe			
	nsion)			

	1								
	7. Assessment of nadi	parikshana (3	classes) [L	ecture: 0 hours, n	on-lecture: 3 hours]				
CO 5	Describe the procedure of <i>nadi</i> parikshana	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observation Tutorial	Practical Viva voce	F & S	II	
CO 5	Demonstrate <i>nadi</i> parikshana under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bed side clinic Discussion Assist	Viva voce	F & S	II	
CO 5	Find out recent advances in nadi pariksha	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce OSPE	F & S	II	
L	Part B 30 practica	l of 2 hr eac	ch		-	1	.		
	[Lecture: 0 hours, no	n-lecture: 30	hours]						
CO 4	Explain the general laboratory etiquette demonstrate the use	Cognitive	Mk	Sh	Lecture Demonstration Discussion Observe	Practical Viva voce Skill assessment OSPE	F&S	I	
	of laboratory equipment.	Psychomotor				OSPE			
CO 4	Discuss procedure of collection of a blood sample – prick, venepuncture method, use of anticoagulants.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	I	
CO 4	Describe Observe procedure of haemoglobin estimation, bleeding time and clotting time, blood grouping and Rh typing,	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	I	

	differential Leukocyte Counting procedure.								
CO 4	Evaluate Hb, Bleeding time, clotting time, blood grouping & Rh typing, sebveral Leukocyte Count (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	I	
CO 4	Describe the procedure of WBC counting, RBC counting.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	II	
CO 4	Count WBC, RBC (independently).	Psychomotor	Mk	D	Perform	Practical	F	П	
CO 4	Discribe the procedure of ESR, PCV	Cognitive	Mk	Sh	Lecture Demonstration Discussion Assist	Viva voce	F	III	
CO 4	Describe the procedure of physical and chemical examination of urine.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	III	
CO 4	Identify physical and chemical properties of urine.	Psychomotor	Dk	Sh	Lecture Demonstration Discussion Assist	Practical Viva voce Skill assessment OSPE, DOPS	F & S	III	
CO 4	Discuss the procedure of pulse examination demonstrated.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	II	
CO 4	Examine pulse independently.	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	II	
CO 4	Describe the procedure of measurement of blood pressure	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	II	

CO 4	Measure blood pressure (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F&S	II	
CO 4	Discuss the procedure of inspection of CVS and assessment of heart sounds	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	II	
CO 4	Illustrate inspection of CVS and assessment of heart sounds (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	II	
CO 4	Discuss the procedure of ECG recording demonstrated by the teacher.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce Spotting	F & S	II	
CO 4	Discuss procedure of inspection of the respiratory system demonstrated by the teacher.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	II	
CO 4	Examine of the respiratory system (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F&S	II	
CO 4	Discuss the procedure of examining the cranial nerves and reflexes (superficial/ deep /visceral) demonstrated by the teacher.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce Skill assessment OSPE	F&S	III	
CO 4	Perform the procedure of examining the cranial nerves and	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	III	

_					
	reflexes				
	(superficial/deep/				
	visceral) by				
	students				
	independently.				

Table 5: Non-Lecture Activities Course AyUG- KS

Theor	ry Non Lecture 50 (Paper I -25 & Paper II-25)	No of Activity hours
1.	Assignment - homework based	3
2.	Brainstorming	2
3.	Buzz group	1
4.	Case based learning	1
5.	Confusion technique	1
6.	Debate	1
7.	Demonstration	2
8.	Direct observation skill (DOPS)	1
9.	Flipped classroom	1
10.	Group Discussion	3
11.	Jigsaw or puzzle	1
12.	Mnemonics	2
13.	Model based learning	1
14.	Online teaching aids	1
15.	Panel discussion	1
16.	Problem based learning	2
17.	Real-life experience	1
18.	Recitation	3
19.	Role Play	1
20.	•	
	Self directed learning	3
21.	Seminar by students	5
22.	Simulated condition	1
23.	Skill assessment	2
24.	Symposium	2
25.	Team project work	1
26.	Think-Pair-Share	2
27.	Tutorial	3
28.	Video show	2
Practi	ical Non Lecture 100 (200 hours)	
1.	Ayurveda Practicals – 50	100
2.	Modern Practicals – 30	60
3.	Activity based learning – 20	40
	Communication Skills, Small project / Experiment designing,	
	Task-based learning, Teamwork based learning, Team project,	
	Problem Based Learning (PBL)/(CBL), Group Discussion,	
	Workshops, Field visits, Preparation of charts 1, models and	
	computerized simulation models etc., Seminar presentations by students	
	Students	
	Total Non Lecture hours	250

Additional Suggested topics for tutorials

Point No.	Name of Topic
T-1 CO 6	Atma lakshana
T – 2 CO3	Characteristics of Prakriti Eka doshaja, dwandwaja
	and sama prakriti. Clinical importance of deha prakriti, anukatva.
T – 3 CO5	Nadi vigyan
T – 4 CO6	Anukatva
T – 5 CO6	Indriya panch panchak and physiological study of panchajy anendriya and panchakarmendriya.
T – 6 CO6	Meanings of terminologies used for dhatu poshana nyaya related to dhatu poshana
T – 7 CO1	Ahara dravya vargikarana
T - 8 CO1	Avasthapaka & Vipak

Suggested topics for seminar topics

Sr. No.	Content
S-1 CO8	Tridosha
S – 2 CO8	Agni
S-3 CO8	Rasa rakta samvahan
S – 4 CO8	Pranavah srotas and shwasana prakriya
S-5 CO8	Ashtavidh sara
S – 6 CO8	Trividh nyaya
S – 7 CO8	Prakriti
S – 8 CO8	Basic concept of nervous system
S – 9 CO8	Rh Incompatibility
S – 10 CO8	Digesion of Carbohydrates, proteins & fats
S – 11 CO8	Blood clotting mechanism
S – 12 CO8	Immune system
S – 13 CO8	O ₂ -Co ₂ gasious exchange
S – 14 CO8	Hormones
S – 15 CO8	Renal system

Suggested topics for group discussion

Sr. No.	Content				
GD – 1 CO1	Dosha dhatu mala mulam hi shariram				
GD – 2 CO1	Concept of agni				
GD – 3 CO1	Concept of upadhatu				
GD – 4 CO1	Role of ranjak pitta in formation of rakta dhatu				
GD - 5 CO1	Concept of srotas				
GD – 6 CO1	Physiology of purishadhara kala / asthidhara kala.				
	Pittadhara kala/ majjadhara kala				
GD – 7 CO1	Generation of doshas				
GD – 8 CO1	Ashraya-ashrayi bhava sambhadha of asthi and vata				
GD – 9 CO1	Process of urine formation described in ayurveda compendia				
GD – 10 CO1	Avasthapaka				
GD – 11 CO1	Concept of shatkriyakala				
GD – 12 CO1	Manas Prakriti				

Table 6: Assessment Summary

6 A- Number of papers and Marks Distribution

				Practical/Clinical Assessment					Grand
S.No.	Subject Code	Papers	Theory	Practical/ Clinical	Viva	Electives	IA	Sub Total	Total
1.	AyUG-KS	2	200	100	70	-	30	200	400

6 B - Scheme of Assessment (formative and Summative)

	DD O DDGGION AV	DURATION OF PROFESSIONAL COURSE					
SR.NO.	PROFESSIONAL COURSE	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)			
1	First	3 PA & First TT	3 PA & Second TT	3 PA & UE			

PA: Periodical Assessment; TT: Term Test; UE: University Examinations

6 C - Calculation Method for Internal assessment Marks (30 Marks)

		PERIO	ODICAL A	ASSESSMEN'	Т*	TERM TEST **		TERM ASSESSMENT	
TERM	A	В	C	D	E	F	G	Н	
IEKWI	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	Term Test (Marks converted to 30)	Sub Total _/60 Marks	Term Assessment (/30)	
FIRST							E+F	(E+F)/2	
SECOND							E+F	(E+F)/2	
THIRD						NIL		E	
Final IA		Avera	ge of Thr	ee Term Asse	ssment Marks a	s Shown in 'I	H' Colum	ın.	
	*Select and Periodic at the ** Condu Marks)	Average of Three Term Assessment Marks as Shown in 'H' Column. Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert to 30 marks.							

6 D - Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods for Periodical Assessment
1.	Practical / Clinical Performance
2.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research Papers/ Samhitas)
5.	Class Presentations; Work Book Maintenance
6.	Problem Based Assignment
7.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
8.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
9.	Small Project
10.	Other activities explained in Table 3 Column G3 as per indicated term and objective of the top]ic.

6 E- Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS AyUG-KS

Paper-I

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100.

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

AyUG-KS

Paper-II

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100.

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20

Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

6 F- Disribution of Theory Exam

	Paper I Part-A (Marks-60)			"Yo" s	D ope of Questices" can be ask hould not be	ked. asked.
	A List of Topics AyUG-KS	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Sharir:	I		Yes	Yes	No
2	Basic principles of Ayurveda:	I	8	Yes	Yes	No
3.	Tridosha:	I		Yes	Yes	No
4.	Vata Dosha:	I		Yes	Yes	Yes
5.	Pitta Dosha:	I	26	Yes	Yes	Yes
6.	Kapha Dosha:	II	26	Yes	Yes	Yes
7.	Dosha Vriddhi-Kshaya:	II		Yes	Yes	No
8.	Kriyakala:	II		Yes	Yes	No
9	Prakriti: Deha- Prakriti: Manasa- Prakriti:	II		Yes	Yes	Yes
10.	Ahara:	III	26	Yes	Yes	Yes
11.	Agni:	III		Yes	Yes	Yes
12.	Aharapaka	III		Yes	Yes	Yes
Part	-B (Marks-40)					
1	Physiology Homeostasis:	I		Yes	Yes	Yes
2	Physiology of Respiratory system:	II	23	Yes	Yes	Yes
3	Physiology of Gastrointestinal system:	II		Yes	Yes	Yes
4	Physiology of Nervous System:	III	17	Yes	Yes	Yes
5	Physiology of Endocrine glands:	III	1 /	Yes	Yes	Yes

					D	
	Paper II				e of Questio	
	PART-A (Marks-60)				s" can be ask lould not be a	
	A	В	С			1
	List of Topics AyUG-KS	Term	Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10
		TCIII	Marks	(1 Mark)	(5 Marks)	Marks)
Part	t-A (Marks-60)					- Francis
1	Dhatu:	I		Yes	Yes	No
2	Rasa Dhatu:	I		Yes	Yes	Yes
3.	Rakta Dhatu:.	I	18	Yes	Yes	Yes
4.	Mamsa Dhatu:	I	1	Yes	Yes	Yes
5.	Meda Dhatu:	I		Yes	Yes	Yes
6.	Asthi Dhatu:	II		Yes	Yes	Yes
7.	Majja Dhatu :	II	1	Yes	Yes	Yes
8.	Shukra Dhatu:	II	19	Yes	Yes	Yes
9	Concept of Ashraya-Ashrayi bhava	II	1	Yes	Yes	No
10.	Ojas:	II	1	Yes	Yes	Yes
11.	Upadhatu:					
	Stanya:	II		Yes	Yes	Yes
	Artava:			1 05	1 63	105
12	Tvak: Mala:		_			
12.	Purisha:					
	Mutra:	III	23	Yes	Yes	Yes
	Sveda:		23	1 05	1 05	1 05
	Dhatumala:					
13	Indriya vidnyan:	III		Yes	Yes	Yes
14	Manas:	III		Yes	Yes	Yes
15	Atma:	III		Yes	Yes	No
16	Nidra & Swapna:	III		Yes	Yes	No
Part	t-B (Marks-40)					
1	Haemopoetic system:	I		Yes	Yes	Yes
2	Immunity:	I	18	Yes	Yes	No
3	Physiology of cardio-vascular system:	I	1	Yes	Yes	Yes
4	Muscle physiology:	II	07	Yes	Yes	No
5	Adipose tissue:	II] 07	Yes	Yes	No
6	Physiology of male and female reproductive	II		Yes	Yes	Yes
7	Physiology of Excretion:	III	15	Yes	Yes	Yes
8	Special Senses, Sleep and Dreams:	III		Yes	Yes	Yes

6 G- Question paper blue print

Paper I

A Question Sr. No	B Type of Question	C Question Paper Format
.Q1	Multiple choice Questions (MCQ) 20 Questions 1 mark each All compulsory Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ	MCQ no. Topic No 1. Topic number part A 1 2. Topic number part A 2 3. Topic number part A 3 4. Topic number part A 4 5. Topic number part A 5 7. Topic number part A 6 8. Topic number part A 7 9. Topic number part A 8 10. Topic number part A 9 11. Topic number part A 9 12. Topic number part A 10 13. Topic number part A 11 14. Topic number part A 12 15. Topic number part B 1 17. Topic number part B 3 19. Topic number part B 4 20. Topic number part B 5
Q2	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Kice to know	 Topic no. Part A 1/ Topic no. Part A 2/ Topic no. Part A 3 Topic no. Part A 4/ Topic no. Part A 5/ Topic no. Part A 6 Topic no. Part A 7/Topic no. Part A 8 Topic no. Part A 9/Topic no. Part A 10 Topic no. Part A 11/ Topic no. Part A 12/ Topic no. Part B 1/ Topic no. Part B 2/ Topic no. Part B 3 Topic no. Part B 4/ Topic no. Part B 5
Q3	Long answer Questions (LAQ)	 Topic no. Part A 4/ Topic no. Part A 5/ Topic no. Part A 6 Topic no. Part A 9/ Topic no. Part A 10/ Topic no. Part A 11/

Four Questions	Topic no. Part A 12
10 marks each All compulsory	3. Topic no. Part B 1/ Topic no. Part B 2/ Topic no. Part B 3
	4. Topic no. Part B 4/ Topic no. Part B 5
All questions on	
must know. No	
Questions on	
Nice to know and	
Desirable to know	

Paper II

A Question Sr. No	B Type of Question	C Question Paper Format
.Q1	Multiple choice	MCQ no. Topic no.
	Questions	1. Topic number part A 1/2
	(MCQ)	2. Topic number part A 3
	20 Questions	3. Topic number part A 4/5
	20 Questions	4. Topic number part A 6
	1 mark each	5. Topic number part A 7
		6. Topic number part A 8
	All compulsory	7. Topic number part A 9/10
		8. Topic number part A 11
		9. Topic number part A 12
	Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part -	10. Topic number part A 13/14/15/16
		11. Topic number part B 1
		12. Topic number part B 2
		13. Topic number part B 3
		14. Topic number part B 4
	2 MCQ	15. Topic number part B 5
	2	16. Topic number part B 6
		17. Topic number part B 6
		18. Topic number part B 7
		19. Topic number part B 7
		20. Topic number part B 8
Q2	Short answer	1. Topic no. Part A 1/ Topic no. Part A 2/ Topic no. Part A 3/
	Questions (SAQ)	Topic no. Part A 4/ Topic no. Part A 5
	Eight Questions	2. Topic no. Part A 6/ Topic no. Part A 7/ Topic no. Part A 8/
	5 Marks Each All compulsory	Topic no. Part A 9/ Topic no. Part A 10
	Tin compaisory	3. Topic no. Part A 11/ Topic no. Part A 12
	Must know - 7	4. Topic no. Part A 13/ Topic no. Part A 14/ Topic no. Part A 15

	Desirable to know - 1 SAQ No questiona on Nice to know	5. 6. 7. 8.	Topic no. Part A 16 Topic no. Part B 1/ Topic no. Part B 2/ Topic no. Part B 3/ Topic no. Part B 4/ Topic no. Part B 5 Topic no. Part B 6/ Topic no. Part B 8 Topic no. Part B 7
Q3	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory All questions on Must know. No Questions on Nice to know and Desirable to know	1. 2. 3. 4.	Topic no. Part A 10

6 H Distribution of Practical Exam

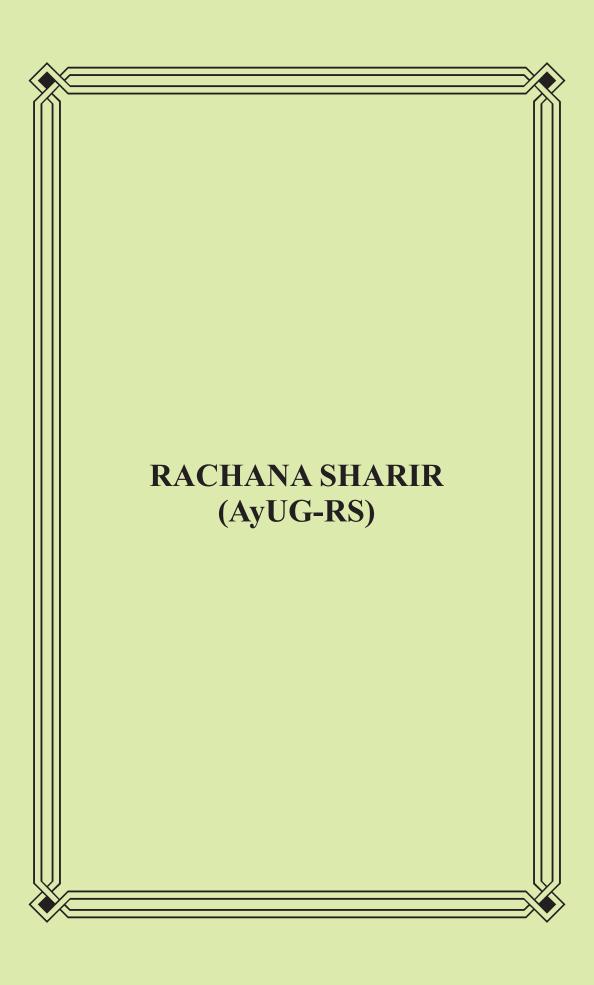
(Practical 100 +Viva 70+ IA 30) = (Total 200 Marks)

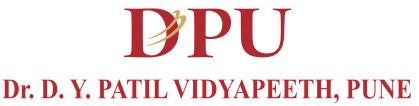
	AyUG-KS				
SN	Heads Topic		Marks		
A	Practical				
1	Spotting	Spotting (including two problem-based test)	10 Marks		
		1. Histology slide			
		2. ECG report (counting heart rate etc.)			
		3. Blood report (normal-abnormal values and			
		significance)			
		4. Photograph of prakriti character.			
		5. Problem based sara/agni parikshan.			
		6. Case of vrudhhi kshay lakshan.			
		7. Aplicability of one spot used in haematological			
		practical.			
		8. Identify the difference between two things & use.			
		9. Model based			
		10. Human experiment related			
2	Ayu. Practical	Performance based components. (Take only one practical	40 Marks		
		separately OR make combination of few components of more			
		than one practical)			
		Ayurveda practical -			
		Prakriti parikshana (Self / volunteer / patients)			

		Sara parikshana	
		Agni & koshtha parikshana	
		Dosha vrddhi-kshaya lakshana/	
		Dhatu vriddhi -kshaya Lakshana	
3	Lab. Practical	Laboratory practical	30 Marks
		(Hb, BT, CT, Blood group, Urine exam) Human physiology	
		practical (pulse examination, BP, heart sounds, reflexes)	
4	Project work	Project work (Activity based)	10 Marks
5	Practical	Practical Record	10 Marks
	Record		
		Total	100 Marks
В	Viva Voce	General viva voce based on Ayurveda (20),	70 Marks
		Viva on instruments (20),	
		Structured viva on Part B (refer Table 2)(10),	
		Recitation of verses (15), and	
		Communication skill (5)	
C	IA	Internal Assessment	30 Marks
		Total Marks	200 Marks

7. References / Resourses

- Ayurvediya Kriyasharir Ranjit Rai Desai
- Kayachikitsa Parichaya C. Dwarikanath
- Prakrit Agni Vigyan C. Dwarikanath
- Sharir Kriya Vigyan Shiv Charan Dhyani
- Abhinava Sharir Kriya Vigyana Acharya Priyavrata Sharma
- Dosha Dhatu Mala Vigyana Shankar Gangadhar Vaidya
- Prakrita Dosha Vigyana Acharya Niranjana Dev
- Tridosha Vigyana Shri Upendranath Das
- Sharira Tatva Darshana Hirlekar Shastri
- Prakrita Agni Vigyana Niranjana Dev
- Deha Dhatvagni Vigyana Vd. Pt. Haridatt Shastri
- Sharir Kriya Vigyana (Part 1-2) Acharya Purnchandra Jain
- Abhinava Sharir Kriya Vigyana Dr. Shiv Kumar Gaur
- Pragyogik Kriya Sharir Acharya P.C. Jain
- Kaya Chikitsa- Ramraksha Pathak
- Kaya Chikitsa Parichaya Dr. C. Dwarkanath
- Concept of Agni Vd. Bhagwan Das
- Purush Vichaya Acharya V.J. Thakar
- Kriya Sharir Prof. Yogesh Chandra Mishra
- Sharira Kriya Vijnana (Part 1 and 2) Nandini Dhargalkar
- Sharir Kriya Vigyana Prof. Jayaram Yadav & Dr. Sunil Verma.
- Kriya Sharir mcq Dr. Kiran Tawalare
- Basic Principles of Kriya-Sharir (A treatise on Ayurvedic Physiology) Dr. Srikant Kumar Panda
- Sharir Kriya Part I & Part II Dr. Ranade, Dr. Deshpande & Dr. Chobhe
- Human Physiology in Ayurveda Dr Kishor Patwardhan
- Textbook of Physiology Gyton & Hall
- Review of medical physiology William Ganong
- Essentials of Medical Physiology Sembulingam, K.
- Concise Medical Physiology Chaudhari, Sujit. K.
- Fundamental of Anatomy & Physiology Martini
- Principals of Anatomy & Physiology Tortora & Grabowski
- Human Physiology Richards, Pocock
- Samson Wrights Applied Physiology, Keele, Neil, joels
- Ayurveda Kriya Sharira Yogesh Chandra Mishra
- Textbook of Medical Physiology Indu Khurana
- Tridosha Theory Subrahmanya Shastri
- Dosha Dhatu Mala vigyan S. G. Vartak
- Purush Vichaya Jayanad Thakar
- All Samhitas.
- · Ayurvediya Shabda kosha.
- Vachaspatyam
- Shabdakalpadrum
- Monir Williams Sanskrit dictionary.





(Deemed to be University)



RACHANA SHARIRA (SUBJECT CODE- AyUG-RS) HUMAN ANATOMY

COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED BY NCISM)

(Applicable from 2021-22 batch onwards for 5 years or until further notification by Vidyapeeth, whichever is earlier)

Preamble

The primary purpose for teaching Rachana sharir to undergraduate students is to provide a thorough understanding of the basic principles of Sharir. Gross and microscopic structure and development of the human body in perspective of ancient and modern sciences, as well as to acquire necessary skills. Sharir in Ayurveda also provides in depth views to concepts like Marma and srotas. Learning of Sharir is most useful in further years in diagnosis and management of the diseases.

Various teaching and learning methods, including didactic, demonstration, tutorial, group discussion, seminars, Integrated Teaching (IT), Problem Based Learning (PBL), and Early Clinical Exposure (ECE), Case-Based Learning (CBL), Virtual Dissection, and cadaveric dissection, are used to transfer knowledge to students, and the syllabus is constructed accordingly. As a result, the students appreciate being a part of the teaching and learning process. This will help the students to become competent, self-assured, caring, and concerned humans capable of providing ethical medical treatment.

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NCISM

I Professional Ayurvedacharya (BAMS)

Subject Code: AyUG-RS

Rachana Sharir (Human Anatomy)

Summary

AyUG-RS Total number of Teaching hours: 500				
Lecture hours (LH) - Theory			100 Hayres	
Paper I	90 Hours	180 Hours	180 Hours (LH)	
Paper II	90 Hours			
Non-Lecture hours (NLH) – Theory				
Paper I	40 Hours	80 Hours	320 Hours	
Paper II	40 Hours	1	(NLH)	
Non-Lecture hours (NLH) - Practical		240 Hours		

AyUG-RS Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	100	70		30
Paper II	100	100			30
Sub-Total	200	200			
Total marks	400				

Course Code and Name of Course

Course code	Name of Course
AyUG RS	Rachana Sharir (Human Anatomy)

AyUG RS

Table 1- Course learning outcomes and matched PO.

SR1	A1	B1
CO	Course learning Outcome (CO) AyUG RS	Course learning
No	At the end of the course AyUG RS, the student should be able	Outcome matched with
	to-	program learning
		outcomes.
CO1	Describe the fundamentals of Rachana Sharir, interpret and analyze it in relevant context and recognize its significance in Ayurveda	PO1, PO2
CO 2	Explain Garbha Sharir and Embryology in Ayurveda and modern science respectively with clinical significance	PO1, PO2
CO 3	Describe and demonstrate all the bones and joints with attachments of associated structures and its clinical application	PO1, PO2
CO 4	Explain the concept of Sira-Dhamani-Strotas, their organization in the human body and its applied aspect	PO1, PO2
CO 5	Identify the Marmas and understand its classification along with its importance in preventive and therapeutic aspect	PO1, PO2
CO 6	Explain and demonstrate the gross anatomy of the organs of various systems and their applied anatomy in perspective of Ayurveda and Modern science	PO1, PO2, PO3
CO 7	Explain the Indriya Sharir and Sensory organs with its application in preventive and therapeutic domain.	PO1, PO2
CO 8	Identify and locate all the structures of body and mark the topography of the living Sharir.	PO1, PO3
CO 9	Respect the cadaver and perform dissection with commitment to reiterate the theoretical aspect of Ayurved Rachana Sharir and contemporary sciences.	PO1, PO3, PO5
CO 10	Describe the basic principles of imaging technologies and identify the anatomical structures in the radiograph	PO1, PO2, PO3

Table 2: Contents of Course AyUG-RS

Pap	er I				
SN	A2 List of Topics AyUG-RS	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	 Shariropkramaniya Shaarira Sharir and Shaarir vyakhya (definitions of sharira and sharira) Shadangatvam (Six regions of the body) Anga Pratyanga vibhaga (subdivisions) Sharir shastra vibhag Sharir gyan prayojan and its description in contemporary science with its clinical importance 	I	6	4	2
2	 Paribhasha Shaarira Kurcha, Kandara, Jala, Asthisamghata, Seemnta, Seevani, Rajju, and lasika Terminologies related shadang sharir 	I	4	3	1
3.	 Garbha Shaarira Garbha Vyakhya (Definition of Garbha) Concept of Shukra and Artava Garbhavkranti. Masanumasik grabhavruddhi Role of panchamahabhoot in Garbhavruddhi Concept of Beeja, Beejabhaga, Beejabhagavayava Garbhposhana Apara nirmiti, Garbhanabhinadi Garbha Angapratyanga utpatti according to different Acharya Garbha Vikruti 	I	15	17	5
4.	Asthi Shaarira Enumeration of Asthi, Types, asthi swaroopa, with its applied aspect	I	4	2	1
5.	 Sandhi Shaarira Description of Sandhi and its enumeration, Types of Sandhi with its clinical importance Introduction of diseases of Sandhi explained in Ayurveda 	II	4	2	3
6.	Snayu sharir Concept of Snayu and its clinical importance	II	3	2	1
7.	 Peshi Shaarira Description of Peshi, Utpatti, types, Swaroop, function with its importance 	II	3	2	1
8.	 Kesha, Danta, Nakha Sharir Description of Panchbhautik swaroop and its applied value Explanation of its swabhava (Pitruja) and its applied value Description of Prakrita (normal) and Vikruta(abnormal) Swaroop (appearance) of kesha, danta, nakha in concern with disease Importance of examination of kesha, danta, nakha 	Ш	4	2	1

	as diagnostic tool				
9	Embryology				
	 Definitions and branches of embryology. Embryo and Fetus. Sperm and Ovum, Fertilization, Cleavage. 				
	 Germ layers formation and their derivatives. Laws of heredity, Sex determination and differentiation, Month-wise development of embryo. Fetal circulation, Placenta formation, Umbilical 	I	5	7	2
	cord formation				
10	 Osteology Bone: structure, types and ossification. Description of each bone with clinical anatomy 	I	12	9	6
11	 Arthrology Joints: structure, types and movements. Description of joints of extremities, inter-vertebral joints and temporomandibular joint with their clinical anatomy. 	II	10	10	6
12	 Myology Structure and types of muscles. Description of important muscles: origin, insertion, actions, nerve supply and clinical anatomy. Muscle movements in Yogasana 	II	4	6	2
13	 Nervous System Nervous system: Introduction and classification Meninges Description of Brain and Spinal cord. Description of Peripheral Nervous System: Cranial and Spinal nerves, Brachial, Cervical, Lumber and Sacral nerve plexus, Anatomical consideration of Autonomic Nervous System, Formation and circulation of cerebrospinal fluid Blood supply of Brain and Spinal cord. 	Ш	14	14	4
14	 Endocrinology Description of endocrine glands (Pituitary, Thyroid, Parathyroid, Thymus, Pineal and Suprarenal glands) with clinical aspects. Histology of all glands. 	III	8	8	3
15	 Lymphatic system Introduction Structure included in lymphatic system: Lymph vessels, Lymph nodes, Lymph glands with their clinical importance. 	III	4	2	2

Pape	er II AyUG-RS				
SN	A2 List of Topics AyUG-RS	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	Pramana Sharira: Anguli pramana & Anjali praman with its applied importance	II	2	2	1
2	 Koshtha Evam Ashaya Sharira Definition of Kostha with its applied importance and Enumeration of Koshthanga and its description Concept of Ashaya with its clinical importance 	I	4	2	1
3.	 Sira Sharir Concept of Sira Nirukti, types, enumeration of Sira and its applied aspect Introduction to Sira vedha 	II	4	3	1
4.	 Dhamani Sharir Concept of Dhamani Nirukti, types, enumeration of Dhamani and its applied aspect 	II	2	2	1
5.	 Strotas Shaarira Concept of Strotas Nirukti, types, number of Srotas, Strotomool and its applied aspect Types of Strotas and its description. Applied aspect of Strotas 	II	7	8	3
6.	 Kala Shaarira Definition and etymology of Kala Enumeration and description of Kala Applied aspect of Kala 	III	4	2	2
7.	 Indriya Shaarira Definition of Indriya, Indriya artha and Indriya adhisthan, Number and importance of Indriya Description of Gyanendriya, Karmendriya and Ubhayendriya (Manas). Ayurved sharir of Indriya adhistan- Karna, Twacha, Netra, Jivha, Nasa Applied aspect of Indriya 	Ш	3	3	1
8.	Twacha Sharir Definition, types and characteristics of Twacha with its clinical importance, significance of Twacha adhisthana in disease manifestation, its relation with Dhatu.	III	3	2	2
9	 Marma Sharira Marma: definition, enumeration, classification, location Surface demarcation of Marma Explanation of Trimarma 	II	15	13	4

	Detail description of Marma with its applied				
	importance.				
10	 Respiratory System Bronchial tree and Lungs with their clinical aspects. Respiratory tract: Nasal cavity, Pharynx, Larynx, Trachea Pleura with its clinical aspects Diaphragm and its opening Histology of all organs 	П	10	6	4
11	Digestive system				
	 Regions of abdomen Organs of digestive tract (alimentary tract) with their clinical aspects. Digestive glands: Liver, Spleen and Pancreas. Description of peritoneum with its clinical aspects Histology of all organs 	I	12	10	6
12	 Cardiovascular system Description of Heart Structure of artery & vein Importance blood vessels with their course and branches. Pericardium with applied aspect Histology of Heart 	11	8	8	3
13	 Urinary System Urinary tract: Kidney, Ureter, Urinary Bladder and Urethra with their clinical aspects Histology of all organs 	II	10	8	3
14	Male Reproductive system: Reproductive organs, Scrotum and glands (Testis, Prostate and Seminal vesicles) with their clinical aspects. Female reproductive system: Introduction of external genital organ in brief and internal reproductive organs in detail, tract and glands with clinical importance. Histology of all organs	Ш	6	7	3
15	Sensory organs Description of structures of Eye, Ear, Nose, Tongue and Skin with their clinical aspects.	Ш	10	14	5

Table 3: Learning objectives (Theory) of Course AyUG-RS

Paper I	RACHANA SHARIR –								
A3 Course outcom e	B3 Learning Objective (At the end of the session, the students should be able to)	Domain/ N sub	Must to know/ lesirable o know/Ni ee to know	E3 Level Does/ Shows how/ Knows how/ Knows	F3 T-L method	G3 Assessment	H3 Formati ve /summa tive	I3 Te rm	J3 Integrat ion
Topic 1-	Shariroupkramaniya [Time:	Lecture: 04 ho	urs, non-le	cture 02 hours] Practical- 02 hours				
CO1	Define Sharir.	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce/ Open book test	F&S	I	
CO1	Describe the constitutional elements of Sharir	Cognitive/ Comprehensi on	MK	Knows	Lecture	Written/ viva-voce	F&S	I	
CO1	Analyze the Constitutional hierarchy of Sharir and its relevance	Cognitive/ analyze	DK	Knows how	Lecture/ GD	Written / viva-voce	F&S	I	
CO1	Enlist Anga -Pratyanga and specific terms for each Pratyanga	Cognitive/ Recall	MK	Knows	Lecture/ GD	Written/ viva-voce	F&S	I	
CO1	Describe the Importance of Pratyaksha (Demonstration & Dissection) method of learning Sharir	Cognitive - comprehensi on	MK	Knows how	Lecture/ demonstration/ TT/ GD	Written / viva-voce	F&S	I	
CO1	Explain the Mruta Samshodhana as mentioned	Cognitive / Comprehensi on	MK	Knows	Demonstration/ simulation/	Written / viva-voce	F&S	I	

	in Sushruta Samhita and as per the modern science.	Psychomotor							
CO1	Appraise the concept of body donation and its relevance in present scenario	Cognitive - analysis, Affective	NK	Knows	Lecture/ educational video/ SDL	Written / viva-voce	F&S	I	
Topic 2	- Paribhasha Sharir [Time: Le	cture: 03 hours, 1	non-lectu	re 01 hours] Pr	actical- 6 hours				
CO1	Explain the terms Kandara, Kurcha, Mamsa, Rajju, Sevani, Jala, Seemant, Asthi Sanghat in context to its enumeration, site and structure.	Cognitive / comprehensi on	MK	Knows	Lecture/ Demonstration	Written/ viva-voce/ Open book test	F&S	I	
CO1	Evaluate the clinical importance of Kandara, Kurcha, Mamsa, Rajju, Sevani, Jala Seemant, Asthi and Samghat	Cognitive/ Application	DK	Knows how	Lecture/ Demonstration/ SDL	Written/ viva-voce	S	I	
Topic 3	- Garbha Sharir [Time: Lecture	e: 17 hours, non-	lecture 0	5 hours]					
CO 2	Define Garbha and recall the related verse from samhitas.	Cognitive / knowledge	MK	Knows	Lecture/ Recitation	Written/ viva-voce	F & S	I	-
CO 2	Explain the concept of Shukra and recall the related verse from samhitas.	Cognitive / comprehensi on	MK	Knows	Lecture/ Recitation	Written/ viva-voce	F & S	I	-
CO 2	Explain the concept of Artava and recall the related verse from samhitas.	Cognitive / comprehensi on	MK	Knows	Lecture/ recitation	Written/ viva-voce	F & S	I	-
CO 2	Describe the role of tridosha and panchamahabhuta in the fetal development	Cognitive / comprehensi on	MK	Knows how	Lecture/ IT	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Explain the concept of Beeja, Beejbhaag, Beejabhagavayava	Cognitive / Comprehensi on	MK	Knows	Lecture/ GD/ TT	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra

CO 2	Describe Masanumasik Garbha vriddhi kram and recall the related verse from samhitas.	Cognitive / comprehensi on	MK	Knows how	Lecture/ Recitation/ demonstration with 3D animated video	Written/ viva-voce/ Open book test	F & S	Ι	-
CO 2	Describe Garbhaposhana	Cognitive / comprehensi on	MK	Knows how	Lecture	Written/ viva-voce/ Open book test	F & S	I	-
CO 2	Describe the formation of Apara according to Ayurved	Cognitive / knowledge	MK	Knows, Knows how	Lecture/ demonstration with 3D animated video	Written/ viva-voce/ Open book test	F & S	I	-
CO 2	Describe Garbha nabhinadi	Cognitive / knowledge	MK	Knows	Lecture	Written/ viva-voce	F & S	I	-
CO 2	Explain Angapratyanga utpatti with the related verse from samhitas.	Cognitive / comprehensi on	MK	Knows how	Lecture/ demonstration with 3D animated video/	Written/ viva-voce/ Assignments/ Open book test	F & S	I	Dept. of Streerog Prasuti tantra
Topic 4	- Asthi Shaarira [Time: Lecture	e: 02 hours, non-	lecture 0	1 hours]					
CO1	Enlist the number of Asthi according to different Acharyas	Cognitive/ Recall	MK	Knows how	Lecture	Written / viva-voce/ Open book test	F & S	I	
CO1	Describe the Asthi Sanghata and Asthi Simanta	Cognitive/ comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	Ι	
Topic 5	- Sandhi Sharir [Time: Lecture	: 02 hours, non-l	lecture 03	hours]					
CO 3	Define the term Sandhi	Cognitive – Recall	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO 3	Classify Sandhi into different types.	Cognitive – Recall	MK	Knows	Lecture	Written/ viva-voce/ project work	F&S	II	
CO 3	Demonstrate the movements of Chala Sandhi and	Cognitive – Application	MK	shows	Lecture +	Written/ viva-voce	F&S	II	

	comprehend the structural appearance	Psychomotor			Demonstration thorugh model/ simulation				
CO 3	Illustrate the applied aspect of Sandhi and introduction of diseases of Sandhi explained in Ayurveda	Cognitive - Application	DK	Knows how	Lecture/ ECE/ SDL/ Seminar	Written/ viva-voce/ Assignment	F&S	II	Kayachi kitsa
Topic 6	5- Snayu Sharir [Time: Lecture:	02 hours, non-le	ecture 01	hours]					
CO 6	Describe Snayu with respect to its definition, structure, types, number, importance with its clinical importance	Cognitive/ comprehensi on	MK	Knows how	Lecture with demonstration/SDL/Seminar	Written/ Viva -voce/ Open book test	F&S	II	
Topic 7	- Peshi Sharir [Time: Lecture: (02 hours, non-lea	cture 01 h	ours]					
CO 5	Describe Peshi Sharir and its classification as per Ayurveda	Cognitive – comprehensi on	MK	Knows	Lecture/ Demonstration/ SDL/ Seminar	Written/ Viva-voce/ Open book test	F&S	II	
Topic 8	B- Kesha, Danta, Nakha Sharir	[Time: Lecture:	02 hours,	non-lecture 01	hours]				
CO 6	Describe Panchabhautik Swaroop, Swabhav (Pitruja) with its applied value in Prakriti and also explain related diseases with importance of examination kesha, danta, nakha as diagnostic tool	Cognitive/ comprehensi on	MK	Knows how	Lecture with demonstration with 3D animated video/ SDL	Written/ Viva -voce/ Open book test/ Assignment	F&S	II	
Topic 9	- Embryology [Time: Lecture: (7 hours, non-led	cture 02 h	ours]					
CO 2	Define embryology and enlist its branches	Cognitive / knowledge / recall	DK	Knows	Lecture	Written/ viva-voce	F & S	I	
CO 2	Define Embryo and Foetus	Cognitive / knowledge / recall	MK	Knows	Lecture	Written/ viva-voce	F & S	I	

CO 2	Describe the anatomical structure of Sperm and Ovum and explain its clinical importance	Cognitive / comprehensi on	MK	Knows how	Lecture/ Demonstration	Written/ viva-voce/ Assignment	F & S	I	
CO 2	Define term of fertilization	Cognitive / knowledge / recall	MK	Knows	Lecture/ Seminar	Written/ viva-voce	F & S	I	
CO 2	Describe the process of cleavage	Cognitive / comprehensi on	MK	Knows how	Lecture/ Educational 3D Animated videos	Written/ viva-voce	F & S	I	
CO 2	Explain the process of germ layer formation and its derivatives	Cognitive / comprehensi on	MK	Knows how	Lecture/ Educational 3D Animated videos	Written/ viva-voce	F&S	I	Dept. of Streerog Prasuti tantra
CO 2	Explain the laws of heredity	Cognitive / comprehensi on	MK	Knows how	Lecture/ Seminar	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Describe the process of sex determination and differentiation	Cognitive / comprehensi on	NK	Knows how	Lecture/ Seminar	Written/ viva-voce	F & S	I	
CO 2	Explain the month wise development of Foetus	Cognitive / comprehensi on	MK	Knows how	Lecture/ Demonstration	Written/ viva-voce/ Open book test/ Project work	F & S	I	Dept. of Streerog Prasuti tar
CO 2	Explain foetal circulation and the changes in the circulation after birth	Cognitive / comprehensi on	MK	Knows how	Lecture/Demonstrat ion	Written/ viva-voce	F & S	I	
CO 2	Describe Placenta formation & its structure with applied anatomy	Cognitive / application	MK	Knows how	Lecture/ Seminar/ ECE	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Describe Umbilical cord with clinical importance	Cognitive / knowledge / application	MK	Knows how	Lecture/ Seminar/ ECE	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra

Topic 1	0- Osteology [Time: Lecture: 09	hours, non-lect	ure 06 ho	urs] Practical-	20 hours				
CO3	Explain skeleton and its importance	Cognitive/ comprehensi on	MK	knows	Lecture/ Demonstration/ Seminar	Written / viva-voce	F & S	I	
CO3	Describe the uses of bones	Cognitive/ comprehensi on	MK	Knows	Lecture	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate the processes and depressions of various bones	Cognitive/ comprehensi on, Application	MK	Show how	Lecture / Demonstration	Written / viva-voce	F & S	I	
CO3	Describe the characteristics of the bones	Cognitive/ comprehensi on	MK	Knows	Lecture	Written / viva-voce	F & S	I	
CO3	Describe the development and ossification of bones	Cognitive/ comprehensi on	DK	Knows how	Lecture	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate Cranial bones and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate Facial bones and its applied anatomy	Cognitive / comprehensi on, Application	DK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate pelvic bones and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate vertebral column and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate thorax bones and its applied anatomy	Cognitive / comprehensi	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	

		on, Application							
CO3	Describe & demonstrate Clavicle and Scapula and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	Kayachi kitsa
СОЗ	Describe Phalanges, Carpal and Tarsal Bones and its applied anatomy	Cognitive / comprehensi on	DK	Knows	Lecture/ Demonstration	Written/ viva-voce	F&S	I	
CO3	Describe & demonstrate bones of the upper & lower extremity and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce/ Project work	F & S	I	
CO3	Describe & demonstrate Patella and its applied anatomy	Cognitive / comprehensi on, Application	DK	Shows	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO10	Recognize and describe the Radiological structures in radiograph	Cognitive / comprehensi on, Application	MK	Shows	Lecture/ Demonstration/ PBL/ ECE/ SDL	Written / viva-voce/ Project work/ Assignment	F & S	I	
Topic 1	1- Arthrology [Time: Lecture:	10 hours, non-le	cture 06	hours] Practica	l- 8 hours				
CO 3	Recall the classification of Joints	Cognitive – Recall	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO 3	Demonstrate movements of Synovial Joints and comprehend the structural aspect helping in movements.	Cognitive – Application Psychomotor	MK	Knows how	Lecture/ Demonstration/ Simulation	Written/ viva-voce	F&S	II	
CO 3	Describe constitutional anatomy of joint	Cognitive – Comprehensi on	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO 3	Describe joints of upper limb and lower limb region, TM joint, and its related applied aspect	Cognitive – Application	MK	Knows how	Lecture/ PBL/ ECE	Written/ viva-voce/ Open book test/ Assignment	F&S	II	Kaychikit sa

CO 3	Demonstrate the examination of synovial joints	Psychomotor	MK	Knows + Shows	Demonstration with case presentation in relative aspect/ ECE/ SDL/ 3D Animated videos	Written/ viva-voce/ Practical performance	F&S	II	Rognidan
Topic 1	2- Myology [Time: Lecture: 06	hours, non-lecti	ure 02 ho	urs] Practical-	8 hours				
CO5	State the types of muscles.	Cognitive – application Psychomotor	MK	Knows	Lecture	Written/ Viva-voce	F & S	II	
CO5	Describe and demonstrate the muscles of upper and lower extremity with their origin, insertion, action & nerve supply and applied aspect and its role in Yogasana	Cognitive – application	MK	Shows	Lecture/ Demonstration/ GD/TT/ SDL/ 3D Animated videos	Written/ Viva-voce/ Open book test/ Project work	F & S	II	Swasthvrit ta
CO5	Describe and demonstrate muscles of thorax and abdomen with their origin, insertion, action & nerve supply and applied aspect and its role in Yogasana	Psychomotor	MK	Shows	Lecture/ Demonstration/ GD/TT/ SDL/ 3D Animated videos	Written/ Viva-voce/ Open book test/ Project work	F & S	II	Swasthvrit ta
CO5	Describe and demonstrate muscles of back with origin, insertion, action & nerve supply and applied aspect and role in Yogasana	Cognitive – application	DK	Shows	Lecture/ Demonstration/ GD/TT/ SDL/3D Animated videos	Written/ Viva-voce/ Open book test/ Project work	F & S	II	Swasthvri tta
Topic 1	3- Nervous System [Time: Lect	ure: 14 hours, no	on-lecture	e 04 hours] Prac	ctical- 12 hours				
CO6	Explain the hierarchy of structural unit	Cognitive-/ comprehensi on	MK	Knows	Lecture/ Demonstration	Written/ viva-voce	F&S	III	
CO6	Describe the functional and structural division of the nervous system	Cognitive- comprehensi on	MK	Knows how	Lecture/ Seminar	Written/ viva-voce	F&S	III	

CO6	Explain the parts of Brain (Cerebrum, Cerebellum)	Cognitive – comprehensi on	MK	Knows, Knows how	Lecture/ Demonstration	Written/ viva-voce/ Open book test	F&S	III	
CO6	Describe external and internal features of Spinal cord.	Cognitive – comprehensi on	MK	Knows, Knows how	Lecture/ Demonstration/ 3D animated videos	Written/ viva-voce/ Open book test	F&S	III	
CO6	Illustrate the Blood supply of Brain and Spinal cord.	Cognitive – comprehensi on	MK	Knows, Knows how	Lecture/ Demonstration/ 3D animated videos	Written/ viva-voce/ Open book test	F&S	III	
CO6	Describe the external features of diencephalon Mid brain, Pons, Medulla oblongata.	Cognitive- Comprehensi on	DK	Knows	Lecture/ Demonstration/ 3D animated videos	Written/ viva-voce/ Open book test	F&S	III	
CO6	Describe the limbic system	Cognitive- Comprehensi on	NK	Knows	Lecture/ Demonstration/ 3D animated videos	Written/ viva-voce/ Open book test	F&S	III	
CO6	Describe the general Sulci and gyri of cerebrum and determine the clinical importance of Broadman's classification	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ 3D animated videos	Written/ viva-voce/ Open book test	F&S	III	
CO6	Describe the ascending, descending pathways, upper motor neurons and lower motor neurons, its applied aspect in examination of nervous system	Cognitive/ application Affective /responding	DK	Knows how	Lecture/ Demonstration/ CBL, ECE	Written/ viva-voce/ Open book test	F&S	III	Kaya chikitsa
CO6	Demonstrate the superficial and deep reflexes and its clinical importance	Cognitive /application Psychomotor /perception Affective /responding	DK	shows	Lecture + Demonstration though living object/ ECE/ PBL/ SDL/ CBL	Viva-Voce/ Practical performance	F&S	III	Kayachi kitsa

CO6	Recall the general anatomical consideration of ANS	Cognitive/ Recall	MK	Knows	Lecture/ SDL	Written	F&S	III	
CO6	Describe the cranial and spinal nerves along with formation of nerve plexuses and applied anatomy	Cognitive / Application	DK	Knows how	Lecture/ PBL/ ECE/ SDL	Written / viva-voce/ Assignment	F &S	III	
CO6	Describe the Formation and circulation of cerebro- spinal fluid	Cognitive/ comprehensi on	MK	Knows how	Lecture	Written / viva-voce	F&S	III	
Topic 1	4- Endocrinology [Time: Lectur	re: 08 hours, nor	n-lecture (03 hours] Pract	ical- 02 hours				
CO 6	Define Endocrine Glands and enlist them	Cognitive/ Recall	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	Describe Structure and Functions of Endocrine Glands	Cognitive-/ Comprehensi on	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	State the location, Dimension & Shape of Pituitary	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the Parts & subdivisions of Pituitary	Cognitive / comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F&S	III	
CO 6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Pituitary	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration/ CBL	Written / viva-voce	F & S	III	
CO 6	Enlist the hormones secreted by Pituitary, & histology and discuss its clinical anatomy.	Cognitive/ Application	MK	Knows	Lecture/ Demonstration/ GD	Written / viva-voce/ Open book test	F&S	III	
CO 6	State the location, Dimension & Shape of Thyroid gland	Cognitive/Re call	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the lobes, border & surfaces of Thyroid gland with its relation.	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F&S	III	
CO 6	Describe the blood supply, nerve Supply & lymphatic drainage of Thyroid gland	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F&S	III	

CO 6	List the Hormones secreted by Thyroid gland and & histology, and discuss its clinical application	Cognitive - Application	MK	Knows	Lecture/ GD/ CBL	Written / viva-voce/ Open book test	F&S	III	
CO 6	Describe the location, Shape, Dimensions and structure of Parathyroid gland	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F&S	III	
CO 6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Parathyroid gland	Cognitive /comprehensi on	DK	Knows	Lecture Demonstration	Written / viva-voce	F&S	III	
CO 6	List the hormones secreted by parathyroid, & histology and discuss its Clinical anatomy	Cognitive /Application	DK	Knows	Lecture/ GD/ CBL	Written / viva-voce/ Open book test	F&S	III	Kayachik itsa
CO 6	State the location, Shape & dimension of Suprarenal gland	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the Surface, Borders of Suprarenal gland along with its relation.	Cognitive/co mprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	List the Functions and Secretions of Suprarenal gland	Cognitive /Recall	MK	Knows	Lecture	Written / viva-voce	F & S	III	Sharir Kriya
CO 6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Suprarenal gland	Cognitive /comprehensi on	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the Internal structure of suprarenal gland	Cognitive /comprehensi on	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Write the Clinical & applied anatomy & histology of Suprarenal gland	Cognitive /application	DK	Knows	Lecture/ CBL	Written / viva-voce/ Open book test	F&S	III	Kayachik itsa

Topic 7- Lymphatic System [Time: Lecture: 02 hours, non-lecture 02 hours]

CO 6	Define Lymphatic System	Cognitive /	MK	Knows	Lecture	Written /	F & S	III	
200	Bernie Lymphatic System	Recall	1711	Knows	Lecture	viva-voce	1 & 5	111	
CO 6	Describe components of Lymphatic System	Cognitive / comprehensi on	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	Describe the anatomical structure of Various Lymph Vessels i.e. Lymphatic Trunks, Thoracic Duct etc and explain its clinical importance	Cognitive / comprehensi on, Application	MK	Knows how	Lecture/ Demonstration/ CBL	Written / viva-voce	F & S	III	
CO 6	Describe the anatomical structure of Lymph Glands i.e. Lymph Nodes, Spleen, Thymus, Tonsils etc and explain its clinical importance	Cognitive / comprehensi on, Application	MK	Knows how	Lecture/ Demonstration/ ECE/ CBL	Written / viva-voce/ Open book test	F & S	III	Rognidan Evum Vikriti Vigyan
Paper 1	II								
Topic 1	- Praman sharir [Time: Lectu	re: 02 hours, noi	n-lecture (01 hours]					
CO1	Describe Anguli and Anjali praman with its significance.	Cognitive Comprehensi on	MK	Knows	Lecture/ Demonstration/ GD	Written/ Viva-voce/ Open book test	F & S	II	
Topic 2	- Koshtha Evam Ashaya Shaai	rira [Time: Lect	ure: 02 ho	ours, non-lectur	e 01 hours]				
CO1	Define of Koshtha and Ashaya	Cognitive/knowledge	MK	Knows	Lecture	Written/ viva-voce/ Open book test	F&S	I	
CO1	Describe the concept of various numbers of Koshthanga as per Samhitas	Cognitive/ Comprehensi ve	MK	Knows	Lecture	Written/ viva-voce/ Open book test	F&S	I	
CO1	Describe the concept of various Numbers of Ashaya as per Samhitas	Cognitive/ Comprehensi ve	MK	Knows	Lecture/ TT/ GD	Written/ viva-voce/	F&S	I	

						Open book test			
CO1	Describe and explain applied aspects of Koshtha and Ashaya.	Cognitive/ Comprehensi ve application	NK	Knows How	Lecture/ GD/ ECE	Written/ viva-voce/ Assignments/ Open book test	F&S	I	Kayacki tsa
Topic 3	3- Sira sharir [Time: Lecture: 03	hours, non-lect	ure 01 ho	urs]					
CO 4	Define Sira, Enumerate the sira & state its Nirukti	Cognitive /Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	
CO 4	Explain the classification of Sira	Cognitive / Comprehensi on	MK	Knows how	Lecture	Written / viva-voce/ Open book test	F & S	II	
CO 4	Define Vedhya Sira and Enumerate Vedhya Sira	Cognitive /Recall	MK	Knows	Lecture/ GD	viva-voce/ Open book test	F & S	II	
CO 4	Define Avedhya sira and Enumerate the Avedhya Sira	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce/ Open book test	F&S	II	
CO 4	Locate the Vedhya Sira in the body according to region	Cognitive / application Psychomotor	MK	Shows	Lecture/ Demonstration/ IT	viva-voce/ Practical performance	F & S	II	Shalyatan tra
CO 4	Describe the applied aspect of Siravedha	Cognitive - application	DK	Knows how	Lecture/ ECE/ IT/ CBL	Written / viva-voce/ Assignment / Open book test	F&S	II	Shalyatan tra
Topic 4	1- Dhamani Sharir [Time: Lectu	ire: 02 hours, no	n-lecture	01 hours]					
CO 4	Define Dhamani, and state its Nirukti	Cognitive/ Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F&S	II	

CO 4	Explain the classification of Dhamani	Cognitive/ Comprehensi on	MK	Knows how	Lecture/ Seminar	Written / viva-voce/ Open book test	F&S	II	
CO 4	Locate the Dhamani in the body according to region	Cognitive / application Psychomotor	DK	Shows	Lecture/ Demonstration	Viva-voce/ Practical performance	F & S	II	
Topic 5	S- Srotasa Sharir [Time: Lecture	e: 08 hours, non-	lecture 03	3 hours]					
CO 4	Define Srotasa and state its Nirukti and types	Cognitive/ Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	
CO 4	Explain the Classification of Srotasa	Cognitive / Comprehensi on	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F&S	II	
CO 4	State the Moolsthana of all Srotasa as per Acharya Sushrut and Charak and its clinical aspect	Cognitive / Recall	MK	Knows how	Lecture/ Seminar/ ECE	Written / viva-voce/ Assignment/ Open book test	F & S	II	Kayachi kitsa/ Panchak arma
Topic 6	- Kala Sharir [Time: Lecture:0	2 hours, non-lect	ture 02 hc	ours] Practical-	03 hours				
CO1	Define Kala and explain the formation & functions of seven Kala	Cognitive –/ comprehensi on	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F&S	III	
CO1	Describe Saptakalas with its applied aspect	Cognitive /comprehensi on +application	MK	Knows	Lecture/ demonstration/ ECE	Written / viva-voce/ Open book test	F&S	III	Agadtantr a
CO1	Relate the Sapta Kala with Sapta Dhatu	Cognitive – application + affective - awareness	NK	Knows how	Lecture/ Seminar/ IT	Written / viva-voce	F&S	III	
Topic 7	- Indriya Sharir [Time: Lecture	e: 03 hours, non-	lecture 0	l hours]					

CO 7	Define Indriya. Interpret derivation of Indriya and explain its importance.	Cognitive / comprehensi on	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	III	
CO 7	State the meaning of Indriya- artha and Indriya- adhishthan	Cognitive / knowledge	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	III	
CO 7	Enlist Dnyanendriyas, Karmendriyas and Ubhayendriya	Cognitive / knowledge	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	III	
CO 7	Illustrate classical description of Dnyanendriya Adhishthan – Karna, Twak, Netra, Jivha, Nasa with its clinical perspective	Cognitive / application	MK	Knows how	Lecture/ IT/ ECE/ PBL	Written / viva-voce/ Open book test/ Assignment	F&S	III	Dept. of Shalaky atantra
Topic 8	- Twacha Sharir [Time: Lecture	e: 02 hours, non-	-lecture 0	2 hours]					
CO 7	DefineTwacha, its types and characteristics with its clinical importance, significance of twacha adhisthana in disease manifestation, its relation with dhatu	Cognitive/ comprehensi on	MK	Knows how	Lecture with demonstration with 3D animated video/ ECE/ SDL	Written/ Viva -voce/ Open book test	F&S	III	
Topic 9	- Marma Sharir [Time: Lecture	e: 13 hours, non-	lecture 04	4 hours] Practic	cal- 12 hours				
CO 5	Define Marma and enumerate the Marmas	Cognitive – Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F&S	II	
CO 5	Describe the Marma and Prana tatva with its Significance	Cognitive – Comprehensi on	MK	Knows	Lecture	Written / viva-voce/ Open book test	F&S	II	

CO 5	Discuss the classification of Marma	Cognitive – Comprehensi on	MK	Knows	Lecture/ ECE/ PBL	Written / viva-voce/ Open book test	F&S	II	
CO 5	Narrate the importance of marma in Sharir and Shalya vigyan	Cognitive – application	MK	Knows how	Lecture/ ECE/ PBL	Written/ Open book test	F&S	II	Shalyat antra
CO 5	Illustrate the specific location of Marma as per Sushruta Samhita	Cognitive – Comprehensi on	MK	Knows + Shows	Lecture/ Demonstration/ Workshop	Written / viva-voce/ Open book test	F&S	II	
CO 5	Demonstrate the Marma location as per modern anatomy	Cognitive – Application Psychomotor	MK	Knows + Shows	Lecture with 3D animated demonstration/ Seminar/ Workshop	Viva-voce/ Practical performance	F&S	II	Panchaka rma
Topic 1	0- Respiratory system [Time: I	ecture: 06 hour	s, non-le	cture 04 hours]	Practical- 10 hours				
CO6	Enlist the parts of the Bronchial tree	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	State the location and dimension of Lungs	Cognitive - Knowledge	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Differentiate between Right and left Lungs	Cognitive -/ comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the Borders, Surfaces and lobes of the Lungs	Cognitive/ comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce/ Open book test	F & S	II	
CO6	Explain the root of Lungs	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the Bronchopulmonary segments of the lungs	Cognitive /comprehensi on	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the Blood supply, Nerve supply, Lymphatics of the Lungs	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	

CO6	Describe histology and Clinical Anatomy of Lungs	Cognitive / application	MK	Knows how	Lecture/ ECE/ PBL	Written / viva-voce/ Assignment	F & S	II	Kaychik ita
CO6	State the extent and features of Trachea	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the Relations of Trachea	Cognitive – /comprehensi on	MK	Knows how	Lecture/ Demonstration	Written / viva-voce/ Open book test	F&S	II	
CO6	Describe the Blood supply, Nerve supply and Lymphatics of Trachea	Cognitive /comprehensi on	MK	Knows how	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the histology and Clinical anatomy of Trachea	Cognitive /Application	MK	Knows how	Lecture/ ECE/ PBL	Written / viva-voce/ Assignment	F&S	II	Shalaky atantra
CO6	State the extent of Larynx and its external features	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Enlist the paired and unpaired cartilages of Larynx	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the relations of Larynx	Cognitive /comprehensi on	DK	Knows how	Lecture/ Demonstration	Written / viva-voce/ Open book test	F & S	II	
CO6	Write the blood supply, nerve supply and lymphatics of Larynx	Cognitive /comprehensi on	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the histology and clinical anatomy of Larynx	Cognitive / application	DK	Knows how	Lecture/ Demonstration	Written / viva-voce/ Assignment	F & S	II	
CO6	State the location of Pleura and enlist its parts	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the parts of parietal Pleura	Cognitive/ comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the Pulmonary ligaments and recesses of Pleura	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce/	F & S	II	

						Open book test			
CO6	Describe the blood supply, nerve supply, lymphatics of Pleura	Cognitive /comprehensi on	DK	Knows how	Lecture	Written / viva-voce	F & S	II	
CO6	Explain the clinical anatomy of Pleura	Cognitive – Application	DK	Knows how	Lecture/ ECE/ PBL	Written / viva-voce/ Assignment	F & S	II	Kayachi kitsa
Topic 1	1- Digestive system [Time: Le	ecture: 10 hours,	, non-lect	ure 06 hours] F	Practical- 22 hours				
CO 6	Describe peritoneum and nine parts of abdomen	Cognitive – application	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the anatomy of the Oesophagus with relations, histology and clinical anatomy	Cognitive – application	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the structure of the Stomach, Stomach bed, the interior, histology, blood supply with relations and clinical anatomy	Cognitive – application	MK	Knows	Lecture/ Demonstration/ PBL/ ECE/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the structure of the Duodenum with relations, histology and clinical anatomy.	Cognitive – application	MK	Knows	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the parts, structure, histology and clinical anatomy of Large intestine.	Cognitive – application	MK	Knows how	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F&S	I	
CO 6	Describe the anatomy of the Rectum, Peritoneal &	Cognitive – application	MK	Knows how	Lecture/	Written/	F & S	I	

	visceral relations and applied anatomy of the Rectum.				Demonstration/ ECE/ PBL/ IT	Viva-voce/ Open book test/ Assignment			
CO 6	Describe the anatomy and musculature of the anal canal, histology with its blood supply, venous drainage and applied anatomy	Cognitive – application	MK	Knows how	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F&S	I	
CO 6	Describe the structure of the Pancreas, Pancreatic ducts, applied anatomy, along with histology of endocrine & exocrine part.	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F&S	I	
CO 6	Describe external features, anatomy histology and clinical anatomy of Liver	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F&S	I	
CO 6	Describe the structure, peritoneal & visceral relations histology and applied anatomy of the Spleen.	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F&S	I	
CO 6	Enlist the salivary glands and describe the anatomy of Parotid gland, Submandibular gland and Sublingual gland with its & Clinical anatomy	Cognitive – application	DK	Knows how	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
Topic 1	2- Cardiovascular System [Tim	ne: Lecture: 08 l	nours, non	-lecture 03 hou	urs]				
CO 6	Describe pericardium with its clinical anatomy	Cognitive – application	MK	Knows how	Lecture/ Demonstration	Written/ Viva-voce	F & S	II	
CO 6	Describe external features of the Heart.	Cognitive – recall	MK	Knows	Lecture/ Demonstration	Written/	F & S	II	

						Viva-voce/ Open book test/			
						Assignment			
CO 6	Describe internal features of the chambers, valve and auscultatory areas of Heart and its applied anatomy	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	II	
CO 6	Describe the major arteries and veins of Heart.	Cognitive – Recall	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce	F & S	II	
CO 6	Describe the histology and applied anatomy of Heart.	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	II	
Topic 1	3- Urinary System [Time: Lect	ure: 08 hours, n	on-lectur	e 03 hours] Pra	ctical- 04 hours				
CO 6	Enlist the components of Urinary System	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce	F & S	II	
CO 6	Describe the anatomical structure of Kidney, Ureter, Urinary bladder, Urethra	Cognitive / Comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce/ Open book test/ Assignment	F & S	II	Kayachik itsa /Panchka ma/Shala ya-Tantra
CO 6	Explain histology and clinical anatomy of Kidney, Ureter, Urinary bladder, Urethra and its importance	Cognitive / Comprehensi on & Application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F&S	II	
CO 6	Enlist developmental anomalies of Kidney, Ureter, Urinary bladder, Urethra	Cognitive / Recall	NK	Knows	Lecture	Written / viva-voce/ Open book test/ Assignment	F & S	II	

CO 6	Enlist the anatomical structures of male reproductive system and discuss its Ayurved Sharir	Cognitive / Comprehensi on	MK	knows how	Lecture	Written / viva-voce/ Open book test	F & S	III	
CO 6	Describe the male reproductive organs – Testes, Scrotum, Epididymis, Ductus deference, Ejaculatory duct, penis, Spermatic cord with histology and applied aspect	Cognitive / application	MK	knows how	Lecture	Written / viva-voce/ Open book test	F & S	III	
CO 6	Enlist the anatomical structures of female reproductive system and discuss its Ayurved Sharir.	Cognitive / Comprehensi on	MK	knows how	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	III	
CO 6	Describe external female reproductive organs	Cognitive / Comprehensi on	MK	knows	Lecture/ Seminar	Written / viva-voce	F & S	III	
CO 6	Explain Internal reproductive organs in detail with histology and its applied anatomy (Uterus, Fallopian tube, Cervix, Vagina, Ovary)	Cognitive / application	MK	knows how	Lecture/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F & S	III	
CO 6	Explain histology of Uterus, Fallopian tube, Cervix, Vagina, Ovary	Cognitive / application	DK	knows how	Lecture/ Demonstration	Written / viva-voce/ Open book test/ Assignment	F & S	III	
Topic 1	5- Sensory organ [Time: Lectur	e: 14 hours, non	-lecture ()5 hours]					
CO7	Explain five sensory receptors, hierarchy of development of five senses and need of five senses	Cognitive - comprehensi on	MK	Knows how	Lecture with 3D animated demonstration	Written / viva-voce/ Open book test/ Assignment	F&S	III	
CO7	Describe structural aspect of five sensory organ	Cognitive – comprehensi on	MK	Knows	Lecture	Written / viva-voce/ Open book	F&S	III	

						test/ Assignment			
CO7	Describe the pathways of each sense in understanding of its functional anatomy	Cognitive - comprehensi on	NK	Knows how	Lecture with 3D animated demonstration/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F&S	III	
CO7	Determine Method of examination, tool of examination and Importance of sensory organ in systemic examination	Cognitive - comprehensi on + Psychomotor	DK	Knows + Shows	Lecture with practical demonstration of tools/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F&S	III	Shalakya dept. Kaya chikitsa dept

^{*}MK-Must Know, DK- Desirable to Know, NK- Nice to Know, TT- Tutorial, GD- Group Discussion, PBL- Problem Based Learning, IT- Integrated Teaching, ECE- Early Clinical Exposure, SDL- Self Directed Learning, CBL- Case Base Learning (P)-Practical

List of Practicals AyUG-RS Marks: 200

Marks: 200 Hours: 240

SN	Name of Practical	Term	Hours
P1	Branches of anatomy. History of Anatomy	I	2
	 Ethics in dissection hall 	1	2
P2	Anatomical Terminologies		
	Anatomical position, Planes, and explanation of anatomical terms related to skin,	I	4
	fasciae, bones, joints and their movements, muscles, ligaments, tendons, blood	1	7
	vessels, nerves.		
P3	Preservation methods of the cadaver, Mrut sharir Samshodhan		
	 Different methods of preservation techniques. 	I	2
	Brief introduction of chemical composition of preservative fluid.		
P4	Introduction of Anatomy Act and Brief detailing about Bio medical waste management act 1960	I	2
P5	Shava vichhedana – detailed dissection of the whole body		
	• Line of incision		
	Dissection technique	I	32
	 Identification of different tools and its Uses 		
	 Identification and characteristics of Different layers and its relation 		
	<u>In Extremities:</u> Dissection of extremities & Identification of related structures	II	40
	<u>In Trunk region:</u> Demonstration of visceral relation of thoracic, abdominal and pelvic organ	II	38
	<u>In Head Region:</u> Dissection of head,		
	Identification of Meninges, Major Sulci and gyri, Superficial origin of Cranial Nerve and and	III	14
	venous Sinus.		
	Dissection of sensory organs	III	22
P6	Practical study of vital organs, Histological slides	TT	06
	• Identification of external features of thoracic, abdominal and pelvic viscera	II	06
P7	Practical study of bones	I	36

	Identification of external features of bones and different attachment		
S	Surface and Radiological anatomy		
<u>I</u>	n Radiology Anatomy: Characteristics of radio imaging film and detailing about its color		
c	ontrasting		
I	dentification of Normal alignment of bodily structure – X ray film		
	a. Chest X Ray – A.P And P.A view	III	22
	b. Detailing of A.P view of Shoulder joint, Elbow Joint, Wrist joint, Hip joint, knee joint,		
	Ankle joint.		
	c. Identification of basic clinical finding through X ray film related to long bones and		
	joints		
P8 <u>I</u>	n Surface Anatomy Section:		
	• Identification of Underlying viscera of Nine region based upon Cadaveric and Living	III	6
	Anatomy	111	0
	 Surface marking of thoracic, abdominal and pelvic viscera 		
P9 P	ractical study of Marma	III	12
	Surface markings of all Marma points and its anatomical demarcation.	111	12
P10 E	Brief detailing about body donation, organ donation and its awareness	III	2
(Communication skills)	111	2

^{*}Note: one practical should not be less than 2 hrs.

Table 4: Learning objectives (Practical) of AyUG- RS

A4 Course outcome	B4 Learning Objective (At the end of the session, the students should be able to) Definition and branche	C4 Domain/s ub	D4 Must to know/ desirabl e to know/N ice to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-L method	G4 Assessment	H4 Form ative /sum mativ e	I4 Te rm	J4 Integration
CO1	Define and describe branches of anatomy and its history	Cognitive / knowledge / recall	MK MK	Know	Lecture/ Tutorial	Written +viva-voce	F&S	I	
CO9	Practice of ethics in the context of human dissection	Cognitive / knowledge / recall/ Affective/ psychomot or	MK	Knows Shows	Tutorial/ Demonstration	viva-voce	F&S	I	
Practical 2-	Anatomical Terminolo	gies [Time: I	Practical- 2	hours and ot	her activity 2 hour	rs]			
CO1	Demonstrate anatomical position, Planes, and explanation of anatomical terms related to skin, fasciae, bones, joints and their movements, muscles, ligaments, tendons, blood vessels, nerves.	Cognitive / knowledge / recall	MK	Knows	Tutorial/ Demonstration/ Simulation	Written +viva-voce/ Open book test/ Assignments	F&S	I	

Practical	3- Preservation methods	of the cadav	er, Mrut s	sharir Samsh	odhan [Time: Pra	ctical or other	activity -	02 hours]	
CO9	Describe and demonstrate preservation methods of the cadaver and Mrut sharir Samshodhan	Cognitive / knowledge / recall	MK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce	F&S	I	
CO9	Describe the different methods of preservation techniques and give brief introduction of chemical composition of preservative fluid.	Cognitive / knowledge / recall	MK	Knows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE	F&S	I	
	4- Introduction of Anator ractical or other activity - 02		Brief deta	iling about B	io medical waste	management	act 1960		
CO9	Describe and follow the Anatomy Act and Bio medical waste management act 1960	Cognitive - comprehen sion, Affective/ psychomot or	NK	Knows, know how, Shows	Lecture/ Tutorial/ Demonstration	Written +viva-voce/ Practical performance/ Public awareness	F&S	I	
Practical	5- Shava vichhedana – de	tailed dissec	tion of the	e whole body	[Time: Practical-	126 hours and	other act	ivity 20 hours]
CO9	Demonstrate the line of incision, dissection technique, different tools and their uses	Cognitive / knowledge / recall	MK	Knows/ Shows/ Shows How	Tutorial/ Demonstration / Cadaveric dissection	Written +viva-voce, spotting, OSPE	F&S	I	
CO9	Identify and characteristics of Different layers and its relation	Cognitive / knowledge / recall	DK	Knows	Tutorial/ Demonstration / Simulations /	Written +viva-voce, spotting, OSPE	F&S	I	

					Cadaveric dissection				
CO9	Identify and demonstrate muscles of extremities and its related structures	Cognitive / knowledge / recall	DK	Knows, Shows	Tutorial/ Demonstration / Cadaveric dissection	Written +viva-voce	F&S	II	
CO6	Describe and demonstrate the visceral relation of thoracic and abdominal organ	Cognitive - comprehen sion + psychomot or	DK	Knows, Shows	Demonstration / Simulations / Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	II	
CO6	Describe and demonstrate_surface identification of parts of brain, major sulci and gyri, superficial origin of cranial nerve and meninges and venous sinus.	Cognitive - comprehen sion + psychomot or	MK	Knows, Shows	Demonstration / Simulations/ Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO6	Describe, dissect and demonstrate the sensory organs	Cognitive - comprehen sion + psychomot or	MK	Knows, Shows	Demonstration / Simulations/ Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
	6- Practical study of vital	_	_	lides and ide	ntification of exte	ernal features	of thora	cic and abdo	minal viscera
-	ctical- 04 hours and other			T7	T 1/	**************************************	Fog	1	
CO6	Focus the histological slides of identified organs	Cognitive / knowledge / recall	DK	Knows	Tutorial/ Demonstration	Written +viva-voce spotting, OSPE	F&S	II	
CO6	Describe and demonstrate the	Cognitive - comprehen sion +	MK	Knows Shows	Demonstration	Written +viva-voce, spotting,	F&S	II	

	external features of thoracic and abdominal viscera	psychomot or				OSPE/ Practical performance			
Practical	7- Practical study of bone	e s [Time: Pra	ctical- 30	hours or othe	r activity 06 hours]			
CO3	Describe and demonstrate external features of bones and muscle attachments	Cognitive - comprehen sion + psychomot or	MK	Knows, Shows	Demonstration / Simulations	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	I	
CO10	Describe the characteristics of radio imaging film and difference in color contrasting 8- Surface and Radiologi	Cognitive / knowledge / recall	DK	Knows	Tutorial/ Demonstration / Simulations	Written +viva-voce spotting, OSPE	F&S	I	
CO10	Describe and demonstrate the normal alignment of chest X Ray – A.P And P.A view	Cognitive - comprehen sion + psychomot or	MK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO10	Describe and demonstrate the normal alignment of A.P view of Shoulder joint, Elbow Joint, Wrist joint, Hip joint, knee joint, Ankle joint	Cognitive - comprehen sion + psychomot or	MK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO10	Identify the basic clinical finding through X ray film	Cognitive - comprehen sion +	NK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/	F&S	III	Kaychikitas, Shalyatantra

	related to long bones and joints	Psychomot or				Practical performance			
CO8	Describe and demonstrate underlying viscera of Nine region based upon cadaveric and Living Anatomy	Cognitive - comprehen sion + psychomot or	DK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO8	Describe and demonstrate surface marking of thoracic and abdominal viscera	Cognitive - comprehen sion + psychomot or	DK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
Practical 9-	Practical study of Mar	ma [Time: P	ractical or	other activity	- 12 hours]				
CO5, CO8	Describe and demonstrate surface markings of Marma points and its anatomical demarcation of all Marma as per Shadang sharir	Cognitive - comprehen sion + psychomot or	MK	Knows + Shows	Tutorial/ Demonstration / Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	Panchakarma
Practical 10	- Body donation, organ	donation ar	id its awai	reness [Time:	Practical or other	activity - 02 h	ours]		
CO9	Describe body donation and organ donation process with respect to specific organ and its	Affective/ psychomot or	DK	Knows, know how, Shows	Tutorial/ Demonstration	Written +viva-voce/ Public awareness/ social work	F&S	III	Shalyatantra and Shalakyatan tra
	awareness Demonstrate process of communication	Psychomot oe	MK		Role Play			III	

	process in awareness				
	speech or cousellinf				
	for Body donation.				

Table 5: Non-Lecture Activities Course AyUG-RS

1	List non lecture Teaching-Learning methods	No of Activities
		(Values in hours)
a	Seminar / Workshop	14
b	Tutorial (TT) / Group Discussion (GD)	14
С	Problem based learning (PBL)	8
d	Integrated teaching (IT)	8
e	Early Clinical Exposure (ECE)/ Case Base Learning (CBL)	18
f	Self-Directed Learning (SDL) / Summary writing	12
g	Field visit	6
		80
2	Practical (refer Table 4)	240
	Total	320

Other Educational Activities(Additional):

- Field visit (community/anatomy museum) II & III term
- Practical journal II & III term
- Summary/ Essay writing (Research papers/Samhitas literature review)- II or III term

Table 6: Assessment Summary

6 A - Number of Papers and Marks Distribution

				Practical/Clinical Assessment					Grand
S.No.	Subject Code	Papers	Theory	Practical/ Clinical	Viva	Electives	IA	Sub Total	Total
1.	AyUG-RS	2	200	100	70	-	30	200	400

6 B - Scheme of Assessment (formative and Summative) AyUG-RS

	DDOEECCIONAL	DURATION OF PROFESSIONAL COURSE							
SR.NO.	PROFESSIONAL COURSE	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)					
1	First	3 PA & First TT	3 PA & Second TT	3 PA & UE					

PA: Periodical Assessment; TT: Term Test; UE: University Examinations

6 C - Calculation Method for Internal assessment Marks (30 Marks) AyUG-RS

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	В	C	D	E	F	G	Н
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	Term Test (Marks converted to 30)	Sub Total _/60 Marks	Term Assessment (/30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		Е
Final IA	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks) [MCQ (20*1 Marks), SAQ (8*5), LAQ (4*10)] and Practical (100 Marks) Then convert to 30 marks.							

6 D - Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods for Periodical Assessment
1.	Practical / Clinical Performance
2.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research Papers/ Samhitas)
5.	Class Presentations; Work Book Maintenance
6.	Problem Based Assignment
7.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
8.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
9.	Small Project
10.	Other activities explained in Table 3 Column G3 as per indicated term and objective of the topic.

6 E - Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-RS

PAPER-1

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

I PROFESSIONAL BAMS EXAMINATIONS

AyUG-RS

PAPER-1I

Time: 3 Hours Maximum Marks: 100 INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

6 F - I - Distribution of Theory exam AvUG-RS

					D	
	Paper I			-	pe of Quest	
	Taper I			"Ye	es" can be a	sked.
				"No" s	hould not b	e asked.
	A	В	C	MCQ	SAQ	LAQ
	List of Topics	Term	Marks	(1 Mark)	(5	(10 Marks)
					Marks)	
1	Shariropkramaniya Shaarira	I		Yes	Yes	No
2	Paribhasha Shaarira	I		Yes	Yes	No
3.	Garbha Shaarira	I		Yes	Yes	Yes
4.	Asthi Shaarira	I		Yes	Yes	Yes
5.	Sandhi Shaarira	II		Yes	Yes	Yes
6.	Snayu sharir	II		Yes	Yes	No
7.	Peshi Shaarira	II	Refer	Yes	Yes	No
8.	Kesha, Danta, Nakha Sharir	II	Next table	Yes	Yes	No
9	Embryology	I		Yes	Yes	Yes
10	Osteology	I		Yes	Yes	Yes
11	Arthrology.	II		Yes	Yes	Yes
12	Myology	II		Yes	Yes	No
13	Nervous System.	III		Yes	Yes	Yes
14	Endocrinology	III		Yes	Yes	Yes
15	Lymphatic system	III		Yes	No	Yes

					D		
	Paper II			r	ons		
	Paper II			"Yes" can be asked.			
				"No"	should not be	e asked.	
	A	В	C	MCQ	SAQ	LAQ	
	List of Topics	Term	Marks	(1 Mark)	(5 Marks)	(10 Marks)	
1	Pramana Shaarira:	II		Yes	No	No	
2	Koshtha Evam Ashaya Shaarira	I		Yes	Yes	Yes	
3.	Sira Sharir	II		Yes	Yes	Yes	
4.	Dhamani Sharir	II	D - C	Yes	Yes	Yes	
5.	Strotas Shaarira	II	Refer	Yes	Yes	Yes	
6.	Kalaa Shaarira	III	- Next - Table	Yes	Yes	Yes	
7.	Indriya Shaarira	III	1 4016	Yes	Yes	Yes	
8.	Twacha Sharir	III		Yes	Yes	Yes	
9	Marma Shaarira	II		Yes	Yes	Yes	
10	Respiratory System	II		Yes	Yes	Yes	

11	Digestive system	I	Yes	Yes	Yes
12	Cardiovascular system	II	Yes	Yes	Yes
13	Urinary System	II	Yes	Yes	Yes
14	Reproductive system	III	Yes	Yes	Yes
15	Sensory organs	III	Yes	Yes	Yes

6 F – II - Theme table

Paper-I:

Theme*	Topics	Term	Marks	MCQ	SAQ	LAQ
a	 Shariropakramaniya Paribhasha Sharir 	I	10	YES	YES	NO
b	3) Garbha Sharir 9) Embryology	I	20	YES	YES	YES
c	4) Asthi Sharir 10) Osteology	I	16	YES	YES	YES
d	8) Kesh, Dant, Nakha Sharir 7) Peshi Sharir 12) Myology	II	11	YES	YES	NO
e	5) Sandhi Sharir 6) Shayu Sharir 11) Arthrology	II	17	YES	YES	YES
f	13) Nervous System	III	14	YES	YES	YES
g	14) Endocrinology 15) Lymphatic	III	12	YES	YES	YES
*The	ne: is group of similar topics in Ayurv	ed Sharir	and Anator	ny. Used in 6G qu	uestion paper b	lue print

Paper-II

1 apci -ii						
Theme	Topics	Term	Marks	MCQ	SAQ	LAQ
a	2) Koshta Evam Ashay Sharir11) Digestive system	I	16	YES	YES	YES
b	1) Praman Sharir 9) Marma Sharir	II	17	YES	YES	YES
c	3) Sira Sharir4) Dhamani Sharir5) Strotas Sharir12) Cardiovascular System	II	21	YES	YES	YES
d	10) Respiratory System	II	10	YES	YES	YES
e	13) Urinary System	II	10	YES	YES	YES
f	14) Reproductive System	III	6	YES	YES	NO
g	6) Kala Shair 7) Indriya Sharir 8) Twacha Sharir 15) Sensory organs	III	20	YES	YES	YES

6 G Question paper Blue print for AyU-RS: PAPER-I

A A	В	С
Question	Type of Question	Question Paper Format
Sr. No	Type of Question	(Refer table 6 F II Theme table for themes)
Q1	Multiple choice Questions	1. Theme a
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	(MCQ)	2. Theme a
	(MeQ)	3. Theme a
	20 Questions	4. Theme a
	20 2000000	5. Theme a
	1 mark each	6. Theme b
		7. Theme b
	All compulsory	8. Theme b
		9. Theme b
	Must know part: 15 MCQ	10. Theme b
	Desirable to know: 3 MCQ.	11. Theme c
	Nice to know: 2 MCQ	12. Theme d
		13. Theme e
		14. Theme e
		15. Theme f
		16. Theme f
		17. Theme f
		18. Theme f
		19. Theme g
		20. Theme g
Q2	Short answer Questions	1. Theme a
	(SAQ)	2. Theme b
	Eight Questions	3. Theme c
	5 Marks Each	4. Theme d
	All compulsory	5. Theme d
	Must know part: 7 SAQ	6. Theme e
	Desirable to know: 1 SAQ	7. Theme g/f
	Nice to know: Nil	8. Theme g/f
Q3	Long answer Questions	
	(LAQ)	1. Theme b
	Four Questions	2. Theme c
	10 marks each	3. Theme e
	All compulsory	4. Theme f/g
	All questions on must know	
	No Questions on Nice to know and Desirable to	
	know	

PAPER-II

Question Sr. No		SET
Q1	Multiple choice Questions	1. Theme a
	(MCQ)	2. Theme b
		3. Theme b
	20 Questions	4. Theme c
		5. Theme c
	1 mark each	6. Theme c
		7. Theme c
	All compulsory	8. Theme c
		9. Theme c
	Must know part: 15 MCQ	10. Theme d/e
	Desirable to know: 3 MCQ.	11. Theme d/e
	Nice to know: 2 MCQ	12. Theme d/e
		13. Theme e/d
		14. Theme e/d
		15. Theme f
		16. Theme g
		17. Theme g
		18. Theme g
		19. Theme g
		20. Theme g
Q2	Short answer Questions	1. Theme a
	(SAQ)	2. Theme b
	Eight Questions	3. Theme c
	5 Marks Each	4. Theme d/e
	All compulsory	5. Theme e/d
	Must know part: 7 SAQ	6. Theme e/d
	Desirable to know: 1 SAQ	7. Theme f
	Nice to know: Nil	8. Theme g
Q3	Long answer Questions	1. Theme a
	(LAQ)	2. Theme b
	Four Questions	3. Theme c
	10 marks each	4. Theme g
	All compulsory	
	All questions on Must to know	
	No Questions on Nice to know	
	and Desirable to know	

6 H - I - Distribution of Practical Exam

Practical 100 Marks + (Viva 70 + IA 30) Marks

SN	Heads	Marks
1	Spotting (Refer Table 6 H II below)	20
3	Kostha Ashay Sharir, Dissected organs and histology slides	20
4	Ashti, Sandhi, Peshi, Bones and Joints,	20
5	Marma Sharir, Surface & Radiological anatomy	20
6	Practical record (15 Marks) and Communication Skill (5 Marks)	20
7	Viva-Voce (Objective Structured) (Refer table 6 H – III)	70
8	Internal assessment	30
	Total Marks	200

6 H - II Practical Spot examination Questions – (20 marks)

SN	Question	Mark allotment
Topic	- Garbha/Sira/Kala	
1	Identify the structure & give the Drushtant/ Metaphor related with it.	Identification- 1
	e.g Gunja Phala- Artava, Spatik-Shukra, etc	Drushtant- 1
Topic	- Marma	
1	Identify the Marma & write its type as per Parinama & Rachana	Identification- 1
1		Type-1
	Identify the Marma & write its Pariman & any two anatomical structures	Identification- 0.5
2	related to the Marma	Pariman – 0.5
2		Anatomical structure -
		1
3	Identify the Marma & write its applied aspect	Identification- 1
_		Viddha-1
Topic	- Bones, Muscles	
	Identify the bone & write its peculiarities (Any 2)	Identification- 0.5
1	e.g Atlas vertebra	Peculiarities- 1.5
2	Identify the indicated part on the bone & write its attachment (Any 2)	Identification- 1
2	e.g., Scapula spine	Attachment- 1
3	Identify the side of the given bone & write side determination points	Side identification- 0.5
3		Points- 1.5
4	Identify the side of the given bone & write its applied anatomy (Any 2	Identification-1
4	points)	Applied -1
5	Write the type of the given bone as per Ayurved & Modern science	Ayu. Type- 1
<i>3</i>	e.g., Tibia- Nalakasthi, long bone	Modern type- 1
	Identify the indicated muscle on the bone & write whether it originates or	Muscle identification-
6	inserts there	1
		Origin/insertion- 1
7	Identify the indicated muscle & write its action (Any 2)	Identification- 1
/		Action-1
8	Identify the indicated muscle& write its blood supply/nerve supply	Identification-1

		Supply-1
	Identify the indicated muscle& write its applied anatomy	Identification-1
9	Transfer of the second	Applied -1
	Identify the bone and write any two processes	Identification-1
10	Tability she cont and write any two processes	Processes -1
	Identify the bone and write any two angles	Identification-1
11	racinary the bone and write any two angles	Angle -1
	Identify the bone and write any one peculiarity related to gender	Identification-1
12	e.g., Hip bone, Clavicle, Sacrum	Peculiarities- 1
Tonic	e- Joints	1 eculiarities- 1
Topic	Identify the joint & write its ligaments (Any 3)	Identification- 0.5
1	dentity the joint & write its figaments (Any 5)	
	11('C 41'.' 40'4	Ligaments- 1.5
2	Identify the joint & write names of actions occurring there (Any 3)	Identification- 0.5
		Actions- 1.5
_	Identify the joint & write the type of joint as per Ayurved & Modern	Identification- 1
3	science	Ayu. Type- 0.5
		Modern type- 0.5
4	Identify the joint & write its clinical anatomy (Any two)	Identification- 1
		Clinical anatomy-1
5	Identify the joint & write its relation (Any two)	Identification- 1
3		Relation -1
	Identify the joint & write the movements along with the muscle	Identification- 1
6		Movement -0.5
		Muscle - 0.5
Topic	- Organs	·
1	Identify the organ & write name of the Srotas related to it	Identification- 1
1		Sroras-1
	Identify the organ & write name of the kala related to it	Identification- 1
2		Kala-1
	Identify the organ & write its Utpatti as per Ayurved	Identification- 1
3		Utpatti-1
	Identify the organ & write its visceral impressions (Any 3)	Identification- 0.5
4		Impressions-1.5
_	Identify the organ & write its blood/nerve supply	Identification- 0.5
5		Supply-1.5
	Identify the organ & write it's the borders (Any two)	Identification- 1
6	Tables, and organize write it is the cortain (ring two)	Borders -1
	Identify the organ & write its surfaces (Any two)	Identification- 1
7	Identify the organice write its surfaces (rany two)	Borders -1
	Identify the organ& write its applied anatomy (Any 3 points)	Identification-0.5
8	dentity the organice write its applied anatomy (Amy 3 points)	Applied -1.5
Tonic	:- Radiology	1 Applied -1.5
Topic	Identify the X-ray & write the structures seen in it (Any 3)	Identification- 0.5
1	ruchury the A-ray & write the structures seen in it (Any 5)	
	Identify the view of the V rese 0- senite the most of the V rese (A	Structures-1.5
2	Identify the view of the X-ray & write the marked structures (Any two)	Identification- 1
	Contain No. 10 Contain	Structures-1
Lopic	- Central Nervous System/ Sense organs	E 111 07
1	Name the lobes of the given organ	Each lobe – 0.5
	e.g., cerebrum	Total -2

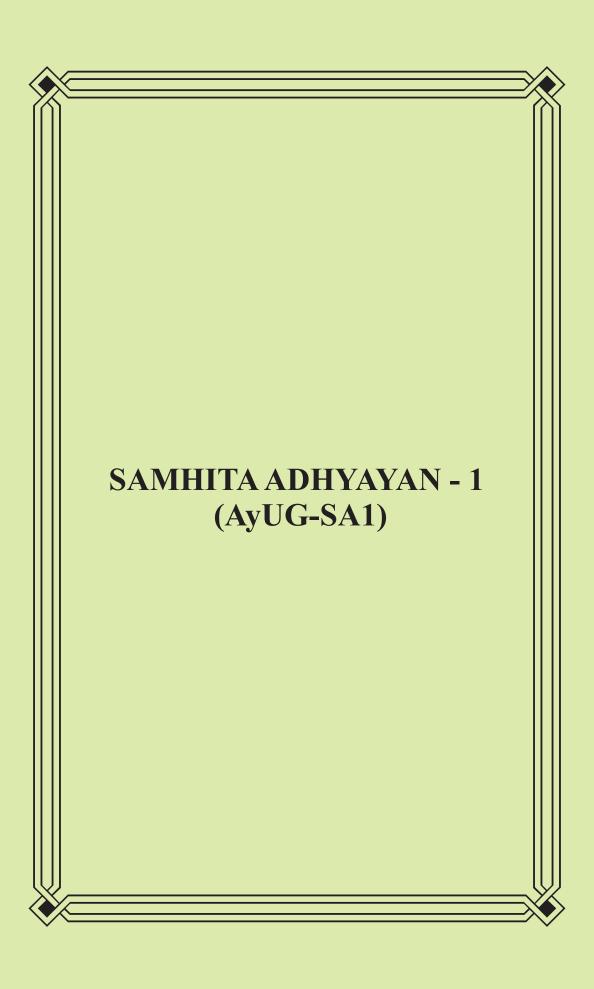
	Identify the sense organ & write its nerve supply	Identification- 1
2	e.g., tongue	Supply-1
2	Identify the marked structure and write its applied aspect (Any two)	Identification- 1
3		Applied aspect-1

6 H - III Viva Voce (70 Marks)

	Recall Questions	Comprehention Questions		Application Questions
	40 Marks	20 Marks		10 Marks
1.	Sira-Dhamani-Strotas			
2.	Shariropakramaniya Sharir			
3.	Paribhasha Shaarir	1. Nervous system		
4.	Praman Shaarira	2. Endocrine system	1.	Garbha Sharir,
5.	Anatomical terminologies	3. Lymphatic system	2.	Embryology
6.	Kalaa Sharir	4. Cardiovascular system	3.	Respiratory system
7.	Indriya Sharir & Sensory organ	5. Urinary system	4.	Digestive system
8.	Reproductive system			
_	., Definition, types, numbers, nes, parts, Shlokas, etc.	e.g., Relations, Blood supply, Nerve Supply, Venous & Lymphatic drainage, etc.	Cl an	g., Applied anatomy, inical anatomy, Surgical atomy, Congenital omalies etc.

7. Reference and Resourses

- 1. Parishadhya Shabdarth Sharir
- 2. Pratyaksha shaririram
- 3. Sharisthana of all Samhita
- 4. Sushrut Samhita Sharirshtana- Dr. Bhaskar Govind Ghanekar
- 5. Brihat Shariram Vaidyaratna- P.S. Varrier
- 6. Abhinava Shariram- Acharya Damodar Sharma Gaur
- 7. Manava Sharir (Revised Edition)- Prof. Dinkar Govind Thatte
- 8. Sharir Rachana Vigyan (English)- Vaidya P.G. Athawale
- 9. Manual of Practical Anatomy Cunnigham Practical Manual Vol-1, Vol-2, Vol-3
- 10. Clinical Anatomy in Ayurveda Prof. D.G. Thatte & Prof. Suresh Chandra
- 11. Ayurvedic Human Anatomy Prof. Dr. Giridhar M. Kanthi
- 12. Sharir Rachana Vigyan Vol I & II- Dr. Sunil Kumar Yadav
- 13. Regional Anatomy B. D. Chaurasia
- 14. Rachana Sharir Vigyana Dr. Mahendra Sing
- 15. Relevant chapters of Brihtrayee and Laghuthrayee
- 16. Gray's Anatomy
- 17. Text Book of Human Anatomy- Inderbir Singh
- 18. Clinical Anatomy- Richard S Snell
- 19. Fundamentals of Human Anatomy- Dr. Chakraborthy
- 20. Human Osteology Poddar
- 21. A Handbook of Anatomical Terminology, Dr. Nidhi Shrivastava, Dr. Ravi Kumar Shrivastava, Dr. Rakesh Kumar Sharma.





(Deemed to be University)



SAMHITA ADHYAYAN-1 (SUBJECT CODE- AyUG-SA1) STUDY OF AYURVEDA CLASSICAL TEXT

COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED BY NCISM)

(Applicable from 2021-22 batch onwards for 5 years or until further notification by Vidyapeeth, whichever is earlier)

PREFACE

The main purpose of Samhita teaching is to enable the students to read, understand and practice the Samhitas. Samhita is nothing but an ancient Practical Manual of Ayurveda. Samhita teaching and learning process need to be practically oriented for a better understanding of the subject. It is the need of time to make some addition in the current teaching and learning process of Samhita to make it more relevant, practical, and contemporary. New teaching technology tools will certainly be helpful in the effective delivery of knowledge of Samhita. As per the revised regulation, the nomenclature of the subject is **Samhita Adhyayana-I**.

The subject includes Ashtanga Hridayam Sutrasthana 1 to 15 chapters and Charaka Samhita Sutrasthana 1 to 12 chapters as a part of Samhita Adhyayana-I for First Professional BAMS course. In this revision, NCISM has tried its best to take Samhita teaching beyond the four walls of the classroom and connected it with todays' living of people and society. For effective content delivery and to create interest in the subject of Samhita, it becomes evident to teach Samhita with practical demonstrations.

Samhita Path is the first step and most effective method of Samhita teaching adopted and practiced by our ancient acharyas. In order to facilitate practice the ancient Samhita learning, twice the non-lecture class of the total classes is exclusively reserved for Samhita learning activity. To make baseline uniformity in the process of learning, teaching methodology guidelines are provided which shall be followed while teaching the chapters of both the Samhitas. Students learn various principles of Ayurveda in Samhitas. Terminologies make the task initially difficult. Hence to make the Samhita learning more interesting, various education technology tools are included in the curriculum at various places understanding the need of the topic. Activity-based learning will enable the internalization of the concepts and will build a strong platform while learning other subjects of Ayurved.

As explained in Samhitas things learned in shastra(Science) and experience practically both when happens together will enhance the knowledge. It will further lead to application in practice.

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AyUG-SA1
Samhita Adhyayan 1
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NCISM I professional Ayurvedacharya (BAMS)

Subject Code: AyUG-SA1

Samhita Adhyayan 1

Summary

Т	otal number of Teaching :	400	
Lecture (LH) - Theory			140
Paper I	140	140	140 (LH)
Non-Lecture (NLH) – Theor	y		
Paper I	260	260	260
			(NLH)

Examination (Papers & Mark Distribution)						
Item	Theory Component Marks	Practical Component Marks			ırks	
		Practical	Viva	Elective	IA	
Paper I	100		75	10 (Set-FC)	15	
Sub-Total	100		1	100		
Total marks		200				

Course Code and Name of Course

Course code	Name of Course
AyUG-SA1	Samhita Adhyayan 1

AyUG SA1 Course

Table 1- Course learning outcomes and matched PO.

SR1	A1	B1
со	Course learning Outcomes (CO) AyUG SA1	Course learning
No	At the end of the course AyUG-SA1, the students should be able to-	Outcomes
		matched with
		program
		learning
		outcomes.
CO1	Distinguish the different <i>Samhitas</i> , their importance and methodology and familiarize with the tools of <i>Samhita Adhyayan</i> . (eg: <i>tantrayukti</i>)	PO2, PO9
CO2	Interpret and apply the <i>sutras</i> from the <i>Samhitas</i> .	PO1
CO3	Apply and evaluate the <i>Tridosha</i> , <i>Saptadhatu</i> and <i>Mala</i> principles (theory).	PO1, PO3, PO5
CO4	Practice and prescribe <i>Dincharya</i> (daily regimen), <i>Ritucharya</i> (seasonal regimen) and dietary principles for preservation of health.	PO2, PO7, PO8
CO5	Explore and distinguish different types of food, food groups and medicinal <i>dravyas</i> mentioned in <i>Samhitas</i> .	PO1, PO2
CO6	Identify various etiopathological factors and predict different treatment principles	PO1, PO5
CO7	Recognize and explain the fundamentals behind various therapeutics (<i>Shodhan</i> and allied) and parasurgical therapies.	PO2, PO5
CO8	Develop a code of behavior and show mature behaviour in particular to the scientific deliberations.	PO 6, PO 9

Table 2 : Contents of Course AyUG-SA1

Sr No	A2 List of Topics AyUG-SA1	B2 Term	C2 Marks	D2 Lecture	E2 Non-Lecture
1.	 i. Definition of Samhita and its types and nomenclature. (Samhita- forms, nomenclature, commentary, types etc.) ii. Brief Introduction of Samhitas (Bruhatrayee), their commentaries and commentators (Preceptors, aut hours, redactors, commentators) iii. Tantrayukti, Tantraguna and Tantradosha iv. RachanaShaili & BhashaShaili (Composition and Language style) of Bruhatrayee. v. Anubandha Chatushtya vi. Ashta-Prashna vii. Trividha Jnyanopaya 	1	(Indicated in Viva)	15	09
	ng Hriday Samhita - Sutrasthan (1-15 Adhya	ya) -	50 marks		
2.	i. Ashtang Hridaya parichaya i. Ashtang Hridaya parichaya (Introduction to Ashtang Hridaya) ii. Dosha-dhatu-mala parichaya (Introduction to dosha, dhatus and mala) iii. Agni- koshtha swarup (Concept of digestive fire and bowel habits) iv. Rasa, virya, vipaka prabhav guna parichaya (Introduction to rasa, virya, vipaka, prabhav and guna) v. Rog-aarogya swaroop (Concept of health and disease) vi. Roga-aatur parikshan (Assessment of disease and diseased) vii. Desha and kaala parichaya (Introduction to habitat and time) viii. Chikitsa bheda (Types of treatment) ix. Pada chatushtaya Swaroopam (Concepts of four factors of treatment) x. Vyadhi sadhyasadhyatva (Types of prognosis)	1		08	03

	xi. Recitation of important shlokas			
3.	AH Su.2. Dinacharya Adhyaya- i. Dincharya vihaar (Importance of various regimen in Dincharya) ii. Shuddhi Niyam (Personal hygiene) iii. Dharmapalan evam sadvrutta palan iv. Recitation of important shloka	1	05	04
4.	 AH Su.3. Rutucarya Adhyaya- i. Shadrutu (Classification of seasons according to Uttarayan and Dakshinayan) ii. Rutucharya (detailed regimen of the six seasons) iii. Rutusandhi (inter-seasonal period) iv. Recitation of important shlokas 	1	05	04
5.	i. Adharaneeya vega and chikitsa (symptoms arising due to suppression of natural urges and their treatment) ii. Dharneeya vega (Concept of urges which hav eto be suppressed) iii. Shodhan chikitsa (Importance of purification treatments) iv. Hita-aahar-vihar sevan (Importance of following healthy lifestyle) v. Recitation of important shlokas	I	05	04
6.	AH Su.5. Dravadravya Vijnaniya Adhyaya- i. Jala Varga (Water from different sources, various states of water) ii. Dugdha Varga (Milk and milk products) iii. Ikshu Varga (Sugarcane and its products) iv. Madhu varnana (Properties of honey) v. Tail Varga (Oils of various sources) vi. Madya Varga (Types of alcoholic beverages) vii. Mutra Varnana (Types of urine) viii. Recitation of important shlokas	I	05	04
7.	AH Su.6. Annaswaroopa Vijnaneeya Adhyaya- i. Shuka- DhanyanamSamanya Gunah (Properties of various types of cereals)	II	05	03

	ii. Shimbi- Dhanyananam Samang Gunah (Properties of various ty Pulses) iii. Mamsasya Samanya Gunah (Properties of meat of various animals) iv. Shakayoh Samanya Gunah (Properties of various types of vegetables) v. Phalayoh Samanya Gunah (Properties of Fruits) vi. Kritanna varganam Samanya Gunah (Properties of various types of food) vii. Aushadhanam Samanya Gunah (Properties of various types of medicinal herbs)	operties Sunah cooked		
8.	i. Rajnikate- Vaidyasthiti (Imporplace of Vaidya in Kings palace ii. Savishanna Lakshanam (Properofopoisoned food) iii. Savishanna Pariksha (Examina food contaminated with poison iv. Savishanna-Lakshana- Aushad (Signs of food poisoning and treatment) v. Viruddha Aahar (Incompatible and food practices) vi. Satmikaran Krama (Method of adaptation of wholesome food and to taper unwholesome food habits) vii. Aahar-Shayan-Abrahmacharya Trayopasthambha (Three acces pillars of Health) viii. Recitation of important shlokas	e) crties tion of) ha its food II habits 1 ssary	04	03
9.	AH Su.8. Matrashitiya Adhyaya- i. AaharMatra (appropriate quant food) ii. Heen-matra, ati-matra bhojan of (Demerits of excess and less quant of food) iii. Alasak, Visuchika (Etiopathogenesis and manage principles of Vishuchika and A iv. Apatarpan chikitsa	losha nantity II	05	04

	v. vi. vii. viii. ix.	Types of Ajeerna (indigestion) and its causes Bhojan-samyak yog (Ideal regimen and time for taking food) KukshiVibhag (Imaginary parts of the stomach) Details of Anupan (Liquid consumed along with or after food) Recitation of important shlokas			
	i. ii. iii. iv. v.	dhyaya- Dravya shreshthtva(Predominance of Dravya) Dravyasya panchbhautikatvam (Prevalence of Panchamahabhutas in dravyas) Panchbhautik dravyanaam guna(Characteristics of PanchabhautikDravyas) Principles of dravyas viz Veerya- Vipaka- Prabhava Recitation of important shlokas	II	04	04
11	AH S i. ii. iii.	u.10. Rasabhediya Adhyaya- Shadrasanaam utpatti (Origin of Shadrasa) Shadrasa parichaya (Identity of Six Rasas) Shadrasa karma, guna, atiyoga lakshana (Functions, properties and presentation of excessive intake of Six Rasas.) Recitation of important shlokas	II	05	04
12	AH S i. ii. iii. v. vi. vii.	u.11. Doshadi Vijnaniya Adhyaya- Importance of dosha dhatu mala Dosha dhatu mala prakruta and vaikruta karma (normal and abnormal functions) Dosha dhatu mala ashraya- ashrayi bhava (relation between dosha and dhatus) Samanya chikitsa siddhanta for dosha dhatu mala vruddhi kshaya (treatment principles) Agni (Digestive fire) General pathophysiology for origin of diseases Ojus (Essence of dhatus)	III	08	05

viii. ix.	Vriddhi-kshaya bheshaja Recitation of important shlokas			
13 AH S i. ii. iii. v. v. vi.	Dosha and dosha bheda (Dosha and their types) Dosha chaya, prakopa, prasham karanani (Causes of dosha accumulation, aggregation and alleviation) Trividhakarana (three causative factors of disease) Trividha Roga marga (three pathways of disease) Aatura parikshbhaav (assessment methods) Recitation of important shlokas	III	08	05
14 AH S i. ii. iii. iv. v. vi. vii.	Tridosha- upakrama (Treatment principles of vitiated doshas) Shuddha-ashuddha chikitsa lakshana (Accurate and inaccurate treatment) Dosha gati (movement of doshas inside the body) Concept of aama Dasha aushadha-kaala (ten types of times for administering medicines) Recitation of important shlokas Research Updates – Langhan: Fasting and autophagy induction – how cell recycle and renew theor content, a process called autophagy.	III	07	06
15 AH S A i. ii. iiv.	Concept of Langhan and Brihan therapies (Treatment procedures for making the body thin and for nourishment) Concept of Shodhan and shaman therapies (Purification and palliative treatments) Concept of Atistaulya and atikarshya (Obesity and emaciation) Recitation of important shlokas	III	05	05

	AH Su.15. Shodhanadigana Sangraha Adhyaya- i. Groups of dravyas according to specific action ii. Groups of dravyas according to major ingredient as well as action	III		02	04
C	Charak Samhita – Sutrasthan (1-12 Adhyaya):		50 marks		
i i v v vi i i xi x	Ch S Su 1. Deerghanjiviteeya Adhyaya- i. Ayurvedavataranam (Genealogy of Ayurveda) ii. Arogsya chaturvarge pradhanam karanam iii. Trisutra Ayurveda iv. Details of Shat padartha v. Ayurvedasya lakshanam tatha prayojan vi. Ayusho lakshanam paryayashcha vii. Samanyavisheshayorlakhanam iii. Tridanda ix. Vyadhinam trividho hetusamgrah x. Vyadhinam ashraya tatha Arogasya karanam xii. Atmano lakshanam xiii. Details about Sharira and manas dosha iiii. Sadhyaasadhyata vikara chikitsa iv. Rasa varnanam xv. Dravya bheda vi. Aushadhinam nama-rupa-upyog gyan vii. Bhishagbubhushoh kartavyam	1		07	02
i	Ch S Su 2. Apamarga Tanduliya Adhyaya- i. Shiro Virechana Dravya & Main Indications ii. Vamana Dravya & Main Indications iii. Virechana Dravya & Main Indications iv. Asthapana Dravya & Main	II		02	03

v. Anuvasana Dravya & Main Indications vi. Ashtavimshathi Yavagu vii. Panchakarma Mahatwa & Vaid Guna viii. Recitation of important shlokas			
i. Dwa Trimshath Churna Pra & Main Indications	deha II	01	03
20 Ch S Su 4. Shadvirechana-shatashr Adhyaya- i. Shadvirechan aashrya ii. Panchkashaya yoni iii. Panchvidh kashaya kalpana iv. Panch kashaya shatani	II	03	04
i. MatravatAhara ii. Nature of Ahara (Guru, Laghu) iii. AharaMatra iv. MatravatAharaPhala v. AharaSevanaVidhana on the ba its nature vi. Swasthavrutta vii. Anjana viii. Dhumapana ix. Nasya x. Dantadhavana xii. Gandusha xiii. Abyanga xiv. Parimarjana xv. VastraGandhaMalyadiDharana xvii. Shouchavidhi xvii. Kshoura Karma xviii. PadatraDharana xix. ChatraDharana xix. ChatraDharana xix. Research Updates: Role of Dinacharya to maintain circadian rhythm Role of therapeutic message for rejuevination Mechanism of satiation and pro- quantity of food (Sauhitya Mat	ases of II on r cell oper	03	05

22 Ch S Su 6. Tasyashiteeya Adhyaya- i. Classification Samvastara ii. Visarga Kala iii. Adana kal;a iv. Shadrutuvivechana and Charya v. Hamsodaka vi. Saatmya vii. Important shlokas for recitation viii. Research Updates: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun.	II	04	04
23 Ch S Su 7. Naveganadharaniya Adhyaya- i. Adharneeya-Dharneeya vega lakshan, chikitsa ii. Vyayam (Details regarding exercise) iii. Ahita sevan evam varjya vidhi iv. Deha prakruti (Body constitution) v. Agantuja evam Pradnyaapradh janya vyadhi evam chikitsa vi. Impotant Shlokas for recitation vii. Research Updates: Corelation of genomic variation with the classification of Prakriti	II	04	04
24 Ch S Su 8. Indriyopakramaniya	II	04	03
25 Ch S Su 9. Khuddakachatushpada Adhyaya- i. Chikitsa Chatushpada ii. Roga-Arogya Lakshana	II	03	03

iii. iv. v. vi. vii. viii. ix. x. xi.	Chikitsa Lakshana Vaidya, Dravya (Bheshaja), Paricharaka, Aatura guna Vaidya pradhanatva Adnya chikitsak dosha Sadvaidya lakshana Vaidya kartavya Vaidya Vritti Recitation of important Shlokas Research Updates: Medical ethics-principles Soft Skill development for medical students Emotional Intelligence as a crucial component in medical edication			
i. ii. iii. iv. v. vi. vii. viii.	aarogyaayeti (aatreya-krta) Bheshaja-abheshajayo tulyatva pratipaadana – (maitreya-krta) Its conclusion by Atreya Pareekshya-kaarino hi kusalaa bhavanthi Cikitsaa sootram Cikitsaayaam yasolaabhe kaaranam	II	03	03
27 Ch S i. ii. iii. iv. v. vi.	Su 11. Tisraishaniya Adhyaya- TrividhaEshana (Three Desires of life) Paralokaeshana Chaturvidhapariksha Punarjanma siddhi by Chaturvidhapramanas Trayopasthambha Trividhabala	III	06	04

vii. viii. ix. x. xi. xii. xiii. xiv. xv.	Trividhaayatana Atiyoga, Heenayoga and Mithya yoga of artha, karma and kaala Trividharoga Treatment for manasavyadhi Trividharogamarga Trividhavaidya Trividhaoushadha Ashtatrika Important Shloka for Recitation			
28 Ch S i. ii. iii. iv. v. vi. vii. viii. ix.	Su 12. Vatakalakaliya Adhyaya- Vata guna Views of various Acharyas on Vata dosha Guna avum Karma Vayu prakop-prasham karan Akupita, kupita vayu karma Vata Dosha – Clinical application Akupita-kupita pitta karma Akupita- kupita kapha karma Atreya's exploration on Tridosha Important shloka for recitation	III	04	05 + 15 (for yearly competitions)

Table 3: Learning objectives (Theory) of Course AyUG-SA1

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/s ub	D3 Must to know/ desirabl e to know/Ni ce to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formati ve /summat ive	I3 Te rm	J3 Integra tion
Topic 1- I	ntroduction To Samhita	s: Time (Lecti	ure:-15 ; Non	lecture:-09	hours)				
CO1	Explain the term Samhita	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	I	
CO1	Identify Bruhatrayee	Cognitive/ Recall	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Discuss the various Samhitas and Commentaries in brief	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer / Group Discussion	Written or Viva	F & S	I	
CO1	Discuss the various preceptors, aut hours, redactors and commentators in brief	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Apply various Tantrayukties like Adhikaran, Yoga, Padarth, Uddesh, Nirdesh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formativ e	I	

	Anumat, Vyakhyan, Samshay, Atitavekshan, Anagatavekshan, Swasadnya, Samucchaya, Nidarshan, Nirvachan, Niyog.								
CO1	Describe various Tantraguna	Cognitive/ Comprehe nsion	Must now	Knows how	Lecturer	Written or Viva	Formativ e and Summati	I	
CO1	Describe various Tantradosha	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer	Written or Viva	Formative and Summative	I	
CO1	Describe rachanashaili (composition style) and bhashashaili (language style) of Samhitas	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer / Discussion	Written or Viva	F&S	I	Ay urv ed Itih as
CO1	Discuss about pattern (method) of writing of classical texts	Cognitive / Comprehe nsion	Must know	Knows	Lecturer	Puzzle	Formativ e	I	Ay urv ed Itih as
CO1	State different types of styles of language of classical text	Cognitive/ Recall	Must know	Knows	Lecturer Audio-Visual aids	Viva	Formativ e and summati ve	I	
CO1	Interpret Anubandha chatushtya with examples	Cognitive/ Problem solving	Must know	Knows how	Lecturer / Class discussion	Enquiry Based Learning	Formativ e	Ι	

CO1		Cognitive/			Lecturer/	Enquiry Based	Formativ	I
	Interpret Ashta	Problem	Must	Knows	Demonstration	Learning	e	
	Prashna with example	solving	know	how				
Topic 2-	Ashtang Hriday Samhita	Sutrasthan	Chapter-1-	Ayushkam	iya Adhyaya <u>: Time (Lect</u>	ture:- 08; Non lecture-	03 hours)	
CO1	Discuss the hierarchy of Ayurvedotpatti (descend of Ayurveda)	Cognitive /Recall	Must know	Know	Lecture	Written or Viva	F & S	I
CO1	Explain the significance of Ashtanga Hrudaya	Cognitive /Recall	Must know	Knows how	Lecture	Written or Viva	F & S	I
CO1	Enlist the eight branches of Ayurveda	Cognitive/ Recall	Must know	Knows how	Lecture	Written or Viva	F&S	I
CO3	Discuss the concept of dosha with respect to qualities (guna), location in body and time period (kaala)	Cognitive/ comprehe nsions	Must know	Knows how	Lecture and Group Discussion	Written & Viva	F&S	I
CO3	Discuss role and superiority of dosha in manifestation of diseases	Cognitive/ comprehe nsions	Must know	Knows how	Lecture/ Group discussion	Written & Viva	F&S	I
CO3	Identify the dosha sthanas	Cognitive/ comprehe nsions	Must know	Knows	Discussion	Model Making (Working Model)	Formativ e	I
CO3	Enlist the saptadhatus and mala.	Cognitive/ Recall	Must know	Know	Lecture	Written & Viva	F & S	I
CO4	Explain the concept of Samsarga (combination of 2 dosha) & Sannipata	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written & Viva	F & S	I

	(combination of 3 dosha)								
CO4	Elucidate concept of Prakruti (body constitution)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/Discussion	Written & Viva	F & S	I	
CO6	Explain the three types of digestive fire (agni)	Cognitive/ Comprehe nsion	Must know	know How	Lecture/Demonstration in healthy volunteers.	Written or Viva	F & S	I	
CO6	Describe the three types of Koshtha	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/Demonstration in healthy volunteers.	Written or Viva	F & S	I	
CO5	Explain the effect of rasas on tridosha	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/ Group discussion	Written & Viva	F & S	I	
CO5	Describe the two types of potencies (Dwividha Virya)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/ Group discussion	Written & Viva	F & S	I	
CO5	Describe the three types of Vipaka	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/ Group discussion	Written & Viva	F & S	I	
CO5	Explain the three types of dravya on the basis of Prabhav	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/ Group discussion	Written & Viva	F & S	I	
CO5	Explain the concept of Vruddhi &Kshaya (increase and decrease)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/ Group discussion	Written & Viva	F & S	I	

CO6	Discuss the causative factors of health and disease	Cognitive/ comprehe nsions	Must know	Know how	Lecture/group discussion	Puzzle / Viva	Formativ e and summati ve	I
CO6	Define health (aarogya) and disease stage(roga)	Cognitive/ Recall	Must know	Know	Lecture	Written & Viva	Formativ e and summati ve	I
CO6	Explain prakruta (normal) and vikruta (abnormal) conditions	Cognitive/ comprehe nsions	Must know	Knows how	Lecture	Written & Viva	Formativ e and summati ve	I
CO6	Explain the types of diseases (Roga)	Cognitive/ Comprehe nsion	Must know	knows How	Lecture	Written or Viva	F & S	I
CO6	Explain the concept of Roga Adhishthana (abode of diseases)	Cognitive/ Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	I
CO6	Enumerate Manas dosha	Cognitive/ Recall	Must know	Knows	Lecture	Written or Viva	F & S	I
CO6, CO8	Discuss the methods of assessment of patient	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written or Viva	F & S	Ι
CO8	Explain the methods of examination of disease	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/OPD clinics	Written & Viva	F & S	I
CO6	Explain the three types of habitats(desha)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/Multimedia aids	Written or Viva	F & S	I

CO6	Explain the two types of Bheshaja Kala	Cognitive / Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	I
CO6	Explain the Classification the treatment modules (Aushadha)	Cognitive / Comprehe nsion	Must know	Know How	Lecture	Written or Viva	F & S	I
CO6	Explain the treatment module for mental diseases (Mano Dosha Aushadham)	Cognitive / Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F&S	I
CO6, CO8	Elaborate chikitsa chatuspada (4 factors in treatment)	Cognitive /Compreh ension	Must know	Know How	Lecture/ Demonstration in hospital	Written or Viva	F & S	I
CO6	Explain the types of prognosis of disease	Cognitive/ Comprehe nsion	Must know	Know How	Lecture/ Demonstration on patients / Multimedia aids	Written or Viva	F & S	I
CO6	Explain Concept of anupakramaneeya Atura Lakshana	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	I
CO1	Enlist the chapters of Sutra Sthana	Cognitive/ Comprehe nsion	Must Know	Knows	Self-learning	Written or Viva	F & S	I
CO1	Enlist all Sthana and Adhyayas of Ashtang Hridaya and Uttara Tantra	Cognitive/ Recall	Nice to Know	Knows	Self-learning	Written or Viva	F & S	I
CO2	Recite the shloka from 1 to 35	Cognitive/ Recall	Must Know	Show	Self-learning	Viva	F & S	I
CO1	Identify Adhikaran, Yoga, Padarth, Uddesh,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I

	Anagatavekshan Tantrayukti in this chapter.								
Topic -3.	_Ashtang Hriday Samhit	ta Sutrasthai	n <u>Chapter-</u>	<u>2-</u> Dinachai	rya Adhyaya <u>Time (Lect</u>	ure:- 05 Non lecture-	04 hours)		
CO4	Explain the need of waking up before sunrise	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written & Viva	F & S	I	
CO4	Explain the importance of Shaucha Vidhi	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written & Viva	F & S	I	
CO4	Explain the importance and contraindications of brushing (Dantadhavana)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/ Multimedia aids	Written & Viva	F & S	I	
CO4	Identify the herbs used for Dantadhavan	Cognitive/ Applicatio n	Must know	Shows	Herbal garden visit	Written or Viva Group Activity (For identifications of Currently using	F & S	I	Dravya guna dept
						tooth paste. Herbal pastes. Types of pastes)			
CO4	Distinguish Sauveeranjana and Rasanjan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/Demonstration	Written or Viva Debate (Students will search benefits and harms supported by current literature. Dabate in class)	F & S	I	Visit to Rasash astra dept for Identifi cation of

CO4	Discuss contraindications of betel leaf consumption (Tambula)	Cognitive/ Applicatio n	Must know	Know how	Lecture/ Debate on benefits and harms of Betel leaf consumtion. supported by current literature.	Written or Viva	F & S	I	
CO4	Elaborate the concept of Abhyanga along with contraindications	Cognitive/ Comprehe nsion	Must know	Know How	Lecture//Multimedia aids	Written & Viva	F & S	I	Panchk arma dept
CO4	Discuss the importance, contraindications of exercise	Cognitive/ Applicatio n	Must know	Knows How	Lecture/ Multimedia aids	Written & Viva	F & S	I	
CO4	Discuss the rules regarding exercise and adverse effects of excessive exercise	Cognitive/ Applicatio n	Must know	Knows	Group Discussion Debate: Types of Exercise. e.g Arobiuc and anaerobic etc. supported by current literature discussions on Concept.	Written & Viva	F & S	I	
CO4	Explain the benefits of powder massage (udvartan)	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/demonstration ECE	Written & Viva	F & S	I	Panchk arma dept
CO4	Elucidate the benefits and contraindications of bathing (snana)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/group discussion Literature search and Discussion by students.	Written & Viva	F&S	I	
CO4	Explain the time of having food.	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO4	Explain rules regarding natural	Cognitive/ Comprehe	Must know	Know how	Lecture	Written or Viva	F & S	I	

	urges.	nsion							
CO4	Explain the importance of righteousness (Dharmapalan)	Cognitive/ Comprehe nsion	Must know	Know	Flipped Classroom Group Activity: self identification of Mistake they are doing Plan to rectify and reassessment after duration.(6 months)	Written or Viva	F & S	I	
CO4	Enumerate the types of bad deeds(Dasha Vidha Papakarma)	Cognitive/ Recall	Must know	Know How	Flipped Classroom	Written or Viva	F & S	I	
CO4, CO8	Explain the concept of good principles and conduct (Sadvrutta)	Cognitive	Must know	Knows	Flipped Classroom	Written or Viva	F & S	I	
CO4	Explain the principles of personal hygiene (shuddhi)	Cognitive/ Comprehe nsion	Must know	Knows how	Flipped Classroom	Written or Viva	F & S	I	
CO2	Recite the shlokas from 1 to 48	Cognitive/ Recall	Must know	Show	Self-learning	MCQ/viva/quiz	F & S	I	
CO8	Assess and observe the Dincharya Priciples.	Skill	Must know	Does	Proforma based assessment in healthy volunteers/ patients.	Work book- Viva	F & S	I	
CO8	Justify the importance of Dincharya	Cognitive/ Applicatio n	Must know	Does	Application of Principles in own life	Viva	F&S	I	
CO1	Identify Upadesh, Ekant, Prayojan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows	Lecturer/ Group discussion	Viva	F&S	I	

CO4	Explain the six seasons and the months in which they fall	Cognitive/ Comprehe nsion	Must know	Knows	Lecture/group discussions/Multimedi a aids	Written & Viva	F&S	I
CO4	Elicudate the status of strength (bala) in Uttarayana and Dakshinayana	Cognitive/ Recall	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written & Viva	F & S	I
CO4	Explain the relation between strength (bala)& seasons	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written & Viva	F & S	I
CO4	Discuss the climatic conditions, health status(bala, agni, dosha), appropriate food and regimen for Hemant rutu.	Cognitive/ Applicatio n	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written or Viva	F&S	I
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate food and regimen for Shishira rutu.	Cognitive/ Applicatio n	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written & Viva	F&S	I
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate food and regimen for Shishira rutu.	Cognitive/ Applicatio n	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written or Viva	F&S	I
	Discuss the climatic conditions, health status (bala, agni,	Cognitive/ Applicatio n	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written & Viva	F & S	I

	dosha), appropriate food and regimen for Greeshma rutu.								
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate food and regimen for Varsha rutu.	Cognitive/ Applicatio n	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written & Viva	F & S	I	
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate food and regimen for Sharad rutu.	Cognitive/ Applicatio n	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written & Viva	F & S	I	
CO8	Justify the importance of Rutucharya	Affective	Must Know	Does	Group discussions	Viva	F & S	I	
CO4	Describe the special instructions pertaining diet (rasa, guna) and seasons	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture/group discussions/Multimedi a aids	Written & Viva	F & S	I	
CO4	Identify the significance of Rutusandhi	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO2	Recite the shloks - 1 to 6, 55-58	Cognitive/ Recall	Must Know	Show	Self learning	Written/viva/quiz	F & S	I	
CO4	Apply the Principles of Rutucharya in practice	Skill	Must Know	Does	Proforma based assessment of healthy individuals or patients	Viva	F & S	I	
CO1	Identify Prayojan, Swasdnya, Apadesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

<u>Topic -5</u> Ashtang Hriday Samhita – Sutrasthan- Chapter 4. Roganutpadaniya Adhyaya <u>Time (Lecture: - 05; Non lecture 04 hours)</u>									
CO6	Enlist the adharaneeya vega (natural urges not to be suppressed by force)	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of adhovata (flatus) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of purisha (fecal matter/ defecation) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of mootra (urine) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of udgaar (belching) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of kshvathu (sneezing) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of trushna (thirst) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	

CO6	Specify the diseases due to suppression of kshudha (hunger) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written/viva	F & S	I	
CO6	Specify the diseases due to suppression of nidra (sleep) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of kaasa (cough) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Enumerate the diseases due to suppression of shrama shwasa and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of jrumbha (yawning) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of ashru (tears) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of vaman(vomiting) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of shukra (semen) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	

CO6	Describe the incurable condition of Vegadharan	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO6	Explain vegdharan as the root cause for many diseases and its common treatment	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the dharaneeya vega (urges to be controlled)	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture/ Group discussion	Written or Viva	F & S	I	
CO8	Justify the importance of adharneeya and dharneeya vega to maintain health	Cognitive/ Applicatio n	Must know	Does	Group discussions	Group discussions/ Class activities	F & S	I	
CO6	Explain importance of Shodhana chikitsa (purification techniques)	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the importance of Brumhana after Shodhana chikitsa	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Explain the concept of Aagantu roga (traumatic diseases) and its treatment	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO6	Discuss the concept of rutu-shodhana (elimination of doshas according to seasons)	Cognitive/ Applicatio n	Must know	Knows How	Lecture/Group Discussion	Written & Viva	F & S	I	

CO6 CO8	Describe the importance of healthy diet and regimen.	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture/Group discussion	Written & Viva	F & S	I	
CO6	Comply with health rules regarding vegdharan and hitaaahar-vihar.	Cognitive/ Comprehe nsion	Must know	Shows		Group discussion/ Class activities	F&S	I	
CO2	Recite the shlokas from number 1 to 22, 24-31, 35	Cognitive/ Recall	Must know	Show	Self-learning	Written/viva/quiz	F&S	I	
CO3, CO6	Assess the sign and symptoms caused due to suppression of Adharaneeya Vegas.	Skill	Must Know	Show how	Proforma based assessment in healthy volunteers/patients.	Problem based assessment	Formativ e	I	
CO1	Identify Uddesh, Nirdesh, Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

Topic -6 Ashtang Hriday Samnita -	- Sutrastnan- Chapter 05 Dravadravya	Vijnaniya Adnyaya <u>Time (I</u>	<u>Secture:- 05; Non lecture 04 hours)</u>

CO5	Differentiate between	Cognitive/	Desirable	Knows	Lecture	Written or Viva	Formative	I	
	Gangambu (rain water)	Comprehe			discussion				
	and Samudrambu (sea	nsion							
	water)								
	Describe attributes of	Cognitive/	Nice to	Knows	Lecture	Written or Viva	Formative	I	
CO5	water from different	Comprehe	know		discussion				
	sources	nsion							
	Explain the utilities of	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	I	
	different states of water	Comprehe	know	how	discussion				
CO5	(avoiding of drinking	nsion							
	water, hot water								
	(ushnambu), cold water								

	(sheetambu), Boiled and cold water (kwathita-sheetambu)								
CO5	Write the qualities of Narikelodakam (coconut water)	Cognitive/ Recall	Must know	Knows	Discussion	Written or Viva	F & S	I	
CO5	Discuss the properties of ksheeram (milk), Dadhi (curd), Takra (mastu), navaneetam (white butter), Ghritam	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture discussion	Written or Viva	F & S	I	
CO5	List Properties of milk (ksheeras) of different sources.	Cognitive/ Recall	Nice to know	Knows	Lecture	Written or Viva	Formative	I	
CO5	Differentiate the properties of ama (unboiled)and shruta (boiled) ksheeram (milk)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	I	
CO5	Explain the rules for curd consumption	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	Written or Viva	F & S	I	
CO5	Write the properties of various milk preparations	Cognitive/ Recall	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Identify the properties and uses of sugarcane and its products	Cognitive/ Recall	Nice to know	Know	Lecture discussion	Written or Viva	F & S	I	
CO5	Enlist the properties of honey and Identify the various guidelines related to use of honey	Cognitive/ Recall	Must know	Knows how	Lecture discussion	Written or Viva	F & S	I	
CO5	Write the properties of tilatailam (Sesame oil)	Cognitive/ Recall	Must know	Know	Lecture discussion	Written or Viva	F & S	I	

CO5	Identify the characteristics of different oils	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Classify various types of madyas (wines)	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
	explain the properties of Shukta, Dhanyamlam, sauveeraka, tushodaka etc.,	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe the properties and uses of various types of urine	Cognitive/ Comprehe nsion	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO2	Recite the shlokas- 1,16- 17, 20,29-32, 51,52,56	Cognitive/ Recall	Must know	Show	Self- learning	Written or Viva	F & S	I	
CO5	Classify some common dravyas like milk, ghee, sugar, jaggery etc according to their varga (group) and qualities	Skill	Must know	Show how	class Discussion	Viva/ class activities	F & S	I	
CO1	Identify Vaakyashesh, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	I	
Topic	<u>-7</u> Ashtang Hriday Samhita	. – Sutrastha	n- Chapter	6. Annasy	varoopa Vijnan	neeya Adhyaya- <u>Tim</u> o	e (Lecture:- 05; N	on lecture 0	3 hours)
CO5	To classify the shukadhanya (cereals)	Cognitive/ Recall	Must know	Know	Lecture	Written or Viva	F & S	II	Dravyagu na
CO5	Enumerate the qualities of each shukadhanya (cereals)	Cognitive/ Recall	Desire to know	Know	Lecture	Written or Viva	Formative	II	Dravyagu na
CO5	Classify the shimbidhanya (pulses)	Cognitive/ Recall	Must know	Know	Lecture	Written or Viva	F & S	II	Dravyagu na

CO5	Enumerate the qualities of each shimbi dhanya (pulses)	Cognitive/ Recall	Desire to know	Know	Lecture discussion	Written or Viva	Formative	II	Dravyagu na
CO5	Enumerate the qualities of various types of mamsa (meat)	Cognitive/ Recall	Nice to know	Knows	Lecture discussion	Written or Viva	Formative	II	
CO5	Enumerate the qualities of various types of shaka	Cognitive/ Recall	Must know	Knows	Lecture discussion	Written or Viva	Formative and summative	II	Dravyagu na
CO5	Enumerate the qualities of various types of fruits	Cognitive/ Recall	Desire to know	Knows	Lecture discussion	Written or Viva	Formative	II	Dravyagu na
CO5	Enumerate the qualities of various types of krtannavarga (cooked food)	Cognitive/ Recall	Must to know	Know	Lecture discussion	Written or Viva	Formative and summative	II	Bhaishajy akalpana
CO5	Enumerate the qualities of various types of medicinal dravyas (herbs)	Cognitive/ Recall	Must know	Knows	Lecture discussion	Written or Viva	F & S	II	Dravyagu na
CO5	Classify certain common dravyas according to varga and functions	Skill	Must know	Show how	Group activities	Viva	F & S	II	
CO1	Identify Samucchaya, Prayojan, Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic	<u>-8 Ashtang Hriday Samhita</u>	- Sutrastha	n- Chapter	7. Annara	ksha Adhyaya-	Time (Lecture: 04;	Non lecture 03 hou	rs)	•
CO8	Describe the role of Rajavaidya (Noble Physiian)	Cognitive/ Comprehe nsion	Nice to know	Know	Discussion	Written or Viva	Formative	II	

CO6	Identify the characteristics adulterated food stuffs	Cognitive/ Comprehe nsion	Nice to know	Knows	Discussion	Written or Viva	Formative	II	Agadatant ra
CO6	Describe the symptoms caused by poisoned or adulterated food	Cognitive/ Comprehe nsion	Desire to know	Know	Discussion	Written or Viva	Formative	II	Agadatant ra
CO6	Discuss the treatment module for poisoning	Cognitive/ Comprehe nsion	Desire to know	Know how	Discussion	Written or Viva	Formative	II	Agadatant ra
CO6	Define virudhahara (incompatible foods) with examples	Cognitive/ Recall	Must know	Know	Lecture discussion	Written & Viva	F & S	II	
CO6	Discuss the treatment methods for virudhahara (incompatible foods)	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	Written & Viva	F & S	II	
CO6	Follow the principles regarding viruddh aahar	Cognitive/ Applicatio n	Must know	Know how	Discussion	Class Activities	Formative	II	
CO4	Explain the process of satmikaran (accustomization)	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	Written & Viva	F & S	II	
CO4	Explain the three accessory pillars of life (diet, sleep and noncelibacy)	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	Written & Viva	Formative	II	
CO4	Explicate the significance of judicious sleep	Cognitive/ Comprehe nsion	Must know	Know how	Discussion	Written & Viva	F&S	II	
CO2	Recite the shloka- 45, 48, 50, 53-55	Cognitive/ Recall	Must know	Shows	Self- learning	Written or Viva	F & S	II	
CO1	Identify Nidarshan, Samucchay, Prayojan,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	

	swasadnya Tantrayukties in this chapter.								
opic	-9 Ashtang Hriday Samhita	– Sutrastha	n- Chaptei	8. Annara	ksha Adhyaya-	Time (Lecture:- 05;	Non lecture 04	hours)	
CO4	Explain the importance of matra (proper quantity of food) for maintenance of health	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO4	Describe how to quantify food	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO4	Determine the adverse effects of heena matra (inadequate quantity of food) and atimatra (excess quantity of food) ahara	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO6	Discuss the etiopathogenesis, symptoms and treatment principles of Alasaka and Visuchika.	Cognitive/ Applicatio n	Must know	Knows	Lecture/PB L	Written or Viva	F & S	II	
CO6	Classify between various types of Apatarpan therapies	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO6	Classify various types of ajeerna	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F&S	II	
CO4	Enlist unwholesome food items	Cognitive/ Recall	Must know	Knows	Group discussion	Written or Viva	F&S	II	
CO4	Identify various unhealthy food habits	Cognitive/ Comprehe nsion	Must know	Knows	Group discussion	Written or Viva	F&S	II	

CO4	Recommend ideal regimen for consumption of food (aaharvidhi)	Cognitive/ Comprehe nsion	Must know	Knows how	Discussion	Written or Viva	F & S	II
CO4	Differentiate between the food items recommended and non-recommended for daily use	Cognitive/ Comprehe nsion	Must know	Knows	Lecture Group Activity.	Written or Viva	F & S	II
CO4	Advise the right order of food items in a meal	Cognitive/ Applicatio n	Must know	Does	Discussion/ activities	Viva/ proforma activity	F&S	II
CO4	Select anupanas (after drink) based on ahara and aushadha	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/Dis cussion	Written or Viva	F&S	II
CO4	Identify the conditions where Anupan is contraindicated	Cognitive/ Comprehe nsion	Desire to know	Knows	Lecture/Dis cussion	Written or Viva	F&S	II
CO4	Advise the right time of food consumption (Aahar Kala)	Cognitive/ Application	Must know	Shows	Lecture/Dis cussion/acti vities	Written or Viva	F & S	II
CO2	Recite the shlokas-1-3, 6,7, 17, 19, 20,21, 25-30, 33-34	Cognitive/ Recall	Must know	Shows	Self - learning	Written or Viva	F & S	II
CO4	Justify the various principles of diet regarding quantity and time	Cognitive/ Applicatio n	Must know	Does	Discussion/ activities	Viva/activities	Formaive/Sum mative	II
CO1	Identify Prayojan, Upadesh, Padartha, Yog, Swasdnya Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II

<u>Topic -10</u> Ashtang Hriday Samhita – Sutrasthan- Chapter 9. Dravyaadi Vijnaniya Adhyaya-<u>Time (Lecture: 04; Non lecture 04 hours)</u>

CO5	Justify the predominance of Dravya	Cognitive/ Comprehe	Must know	Knows	Lecture	Written or Viva	F & S	II
	or Diavya	nsion						
	Elaborate the prevalence	Cognitive/	Must	Knows		Written or Viva	F & S	II
CO5	of Panchamahabhutas in	Comprehe	know	how				
	Dravyas	nsion						
CO5	Differentiate between	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
	Rasa and Anurasa	Comprehe	know					
	(primary taste and	nsion						
	secondary taste)							
CO5	Analyse the characteristics	Cognitive/	Must	Shows	Lecture	Written or Viva	F & S	II
	of Panchabhautik dravyas	Applicatio	know					
		n						
CO5	Recognise the aushadatva	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
	(medicinal value) of all	Comprehe	know	how				
	substances	nsion						
CO5	Demonstrate the	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
	importance	Comprehe	know	how				
	of Panchabhautikdravyas	nsion						
	in restoration and							
	continuation of health.							
CO5	Explain the importance of	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
	Mahabhutas and drug	Comprehe	know	how				
	action	nsion						
CO5	Define Veerya and Vipaka	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
		Recall	know					
CO5	Discuss the types and the	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
	various opinions related	Comprehe	know	how				
	with Veerya.	nsion						
CO5	Explain Vipaka and its	Cognitive/	Must	Knows	Lecture	Written or Viva	F & S	II
	types.	Comprehe	know					
		nsion						

CO5	Discuss the hierarchy of active principles of Dravya (matter)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Define Prabhava	Cognitive/ Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Recall the exemplified functions of various active principles	Cognitive/ Recall	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Describe the Saman pratyayarabdha and Vichitra-pratya-arabdha Dravyas.	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO2	Recite the shlokas – 1,2,3, 4,10, 12, 13, 20,26,27,28	Cognitive/ Recall	Must know	Knows	Self- learning	Written, Viva/quiz	F & S	II	
CO1	Identify Swasdnya, Nirvachan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic	-11 Ashtang Hriday Samhit	a – Sutrasth	an- Chapte	r 10. Rasa	bhediya Adhya	ya- <u>Time (Lecture:- 0</u>	5; Non lecture 04	hours)	
CO2	Describe the formation of rasa from mahabhoota	Cognitive/ Comprehe nsion	Must know	Know	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	II	Dravyagu na
CO2	Identify the examples and exceptions of the six rasa	Cognitive/ Comprehe nsion	Must know	Know	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	II	Dravyagu na
CO2	Explain the features of six rasa with examples and exceptions	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	II	
CO2	Explain the functions of six rasa	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	II	

CO2	Describe the symptoms due to excess use (atiyog) of the six rasa	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	II	
CO2	Analyze the tartamatva of rasas (hierarchy of rasa on the basis of characteristics)	Cognitive/ Applicatio n	Must know	Knows how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	II	Dravyagu na
CO2	Enlist the 63 types of permutation and combination of rasa	Cognitive/ Recall	Nice to know	Know how	Lecturer Audio- Visual aids	Written or Viva	F & S	II	Dravyagu na
CO2	Classify the dravyas according to the rasa skand (group)	Skill	Must know	Know how	Discussion/ activities based proformas	Viva/Activities	F & S	II	
CO2	Recite the shloks-1-21, 33-38	Cognitive/ Recall	Must know	Knows	Self- learning	Written or Viva	F & S	II	
CO1	Identify Uddesh, Nirdesh, Apavarga Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic -	<u>-12 Ashtang Hriday Samhit</u>	a – Sutrasth	an- Chapte	r 11. Dosh	adi Vijnaniya 1	Adhyaya- <u>Time (Lec</u>	ture:- 08; Non lect	ure 05 hou	rs)
CO3 .	Discuss the importance of dosha dhatu mala	Cognitive/ Applicatio n	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III	
CO3 .	Explain dosha dhatu mala prakruta karma (normal functions)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III	

СОЗ	Identify the normal functions of dosha, dhatu and mala	Skill	Must know	Show How	Activity based proformas	Viva/ through various Activities	Formative or Summative	III
CO3 .	Explain dosha dhatu mala vaikruta (vruddha and ksheena) karma (abnormal functions)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III
CO3	Identify the effects due to vruddhi (increase) or kshaya (decrease) of dosha,dhatu and mala	Skill	Must know	Show How	Activity based proformas	Viva/ through various Activities	Formative or Summative	III
CO3 .	Explain the relation between dosha and dhatu.	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III
CO5	Explain the treatment principles for vitiated dosha, dhatu and mala	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III
CO3 .	Elucidate the concept of agni	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III
СОЗ	Discuss Superiority of Jatharagni	Cognitive/ Applicatio n	Must know	Know how	Lecture, Discussion	Written & Viva	Formative or Summative	III
CO3	Assess the status of Agni.	Skill	Must know	Shows	Activities	Viva/Activites	Formative or Summative	III
CO6 .	Explain the general pathophysiology for origin of Diseases	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III

CO3 CO6	Explain the concept of Ojas	Cognitive/ Comprehe nsion	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III
CO3 CO6	Explain aetiological factors for Ojakshaya	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer	Written or Viva	Formative or Summative	III
CO3 CO6	Explain Ojakshaya Lakshana	Cognitive/ Comprehe nsion	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III
CO3 CO6	Identify Ojakshaya Lakshana	Skill	Must know	Show how	Lecturer Audio- Visual aids	Viva/activities	Formative or Summative	III
CO5	Discussgeneral diet principles for vriddhi and kshaya (vitiatied doshas)	Cognitive/ Applicatio n	Must know	Show How	Activity based proformas	Viva/ planned activities	Formative or Summative	III
CO2	Recite shlokas from 1 to 45	Cognitive	Must Know	Knows	Self- learning	Written or Viva	Formative or Summative	III
CO1	Identify Samucchaya, Adhikaran, Vakyashesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III
Topic	<u>-13 Ashtang Hriday Samhit</u>	a – Sutrasth	an- Chapte	r 12. Dosh	abhediya Adhy	yaya- Time (Lecture:-	08; Non lecture (05 hours)
CO3	Enumerate the seats of vata, pitta and kapha doshas	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III
CO3	Enlist types of vata, pitta and kapha dosha.	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III
CO3	Describe the specific seats and functions of types of vata, pitta and kapha doshas.	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III

CO3	Discuss the importance of types of vata, pitta and kapha doshas.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III	
СОЗ	Identify the different types of dosha according to location and functions	Skill	Must know	Knows how	Proforma based activities	Written or Viva	Formative or Summative	III	
CO3	Elucidate the concept of Chaya (accumulation), Prakopa (aggravation) and Prashama (alleviation) of vata, pitta and kapha doshas.	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III	
CO3	Discuss the impact of seasonal variation in accumulation and aggravation of vata, pitta and kapha doshas.	Cognitive/ Applicatio n	Must know	Knows	Lecturer Audio- Visual aids/Discuss ion	Written or Viva	Formative or Summative	III	
CO3	Discuss the superiority of dosha in manifestation of diseases	Cognitive/ Applicatio n	Must know	Know how	Lecturer Audio- Visual aids/Discuss ion	Written or Viva	Formative or Summative	III	
CO3 .	Identify general actiological factors responsible for manifestation of diseases	Cognitive/ Applicatio n	Must know	Know how	Lecturer/ Discussion	Written or Viva	Formative or Summative	III	
CO3	Describe Trividha Roga marga (pathways of diseases)	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer	Written or Viva	Formative or Summative	III	
CO3	Enlist various disorders of Trividha Roga marga (pathways of diseases)	Cognitive/ Recall	Must know	Knows	Lecturer/	Written or Viva	Formative or Summative	III	

СОЗ	Recognise the importance of concept of Trividha Roga marga in diagnosis and prognosis of diseases.	Cognitive/ Applicatio n	Must know	Knows how	Discussion	Written or Viva	Formative or Summative	III	
CO3	Enumerate the symptoms of aggravated Vata-Pitta – Kapha dosha	Cognitive/ Recall	Must know	knows	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Identify the prakopa lakshana of dosha in various diseases	Skill	Must know	Show How	Discussion, Group activities	Written or Viva	Formative or Summative	III	
CO3	Explain the concept of unnamed diseases	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Define svatantra and partantra vyadhi (primary and secondary diseases)	Cognitive/ Recall	Must know	Know	Lecture	Written or Viva	Formative or Summative	III	
CO3	Enumerate the types of assessment methods	Cognitive/ Recall	Must know	Know	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Demonstrate the types of assessment methods.	Skill	Must know	Shows how.	Group Activities	Viva	Formative	III	
CO3	Explain the concept of Guru Vyadhit and LaghuVyadhit (gravity of disease and contrary presentation)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Enlist the 63 types of Permutation and combination of dosha	Cognitive/ Recall	Nice to know	Knows	Lecture	Written or Viva	Formative or Summative	III	
CO2	Recite the shlokas 1-72	Cognitive/ Recall	Must know	Shows	Self- learning	Written, Viva/Quiz	F & S	III	

CO1	Identify Apadesh, Samucchaya Tantrayukties in this chapter Tantrayukties in this chapter. -14 Ashtang Hriday Samhit	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva Adhvava-Time (Lect	F & S	III ure 06 hours)
CO3	Explain the therapeutic procedures and specific management of vata, pitta and kapha dosha	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	III
CO6	Explain the seasonal regimen to be adopted in various combinations of vitiated Doshas	Cognitive/ Comprehe nsion	Must kn	Knows	Lecture/Gro up Discussions	Written or Viva	F & S	III
CO6	Discuss the importance of treatment of doshas in accumulation stage	Cognitive/ Applicatio n	Must kn ow	Knows how	Lecture/Gro up Discussions	Written or Viva	F & S	III
CO6	Differentiate the accurate and inaccurate therapeutic procedures.	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/Gro up Discussions	Written or Viva	F & S	III
CO6	Elaborate the factors responsible for movement of doshas from koshta to shakha and shakha to koshta.	Cognitive/ Comprehe nsion	Must to know	Knows how	Lecture	Written or Viva	F & S	III
CO6	Elaborate the concept of tiryag-gatadosha (migration to other abodes) and its treatment principle.	Cognitive/ Comprehe nsion	Must to know	Knows how	Lecture	Written or Viva	F & S	III
CO6	Describe the line of treatment for SthaniDosha (native) and AagantuDosha (immigrant)	Cognitive/ Comprehe nsion	Must to know	Knows	Lecture	Written or Viva	F & S	III

CO6	Explain the concept of Aama.	Cognitive/ Comprehe nsion	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Enumerate the symptoms of saam and niraam doshas.	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the symptoms of saamadosha and their treatment	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Analyze the 10 types of aushadha sevan kaal (Time, Method and indications of administration of medicine).	Cognitive/ Applicatio n	Must to know	Knows how	Lecture/Dis cussion	Written or Viva	F & S	III	
CO2	Recite the shlokas-1-41	Cognitive/ Recall	Must know	Shows	Self- learning	Written or Viva	F & S	III	
CO1	Identify Swasadnya, Nidarshan, Uddesh, Nirdesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
Topic	-15 Ashtang Hriday Samhit	a – Sutrasth	an- Chapte	r 14 Dvivi	dhopakramaniy	a Adhyaya- <mark>Time</mark> (Le	ecture: 05; Non le	cture 05 hou	ırs)
CO6	Elaborate the concept of two types of therapies - Langhan and Brihan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Describe the indications, methods, benefits of Brihan and symptoms of excess Brihan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/Dis cussion	Written or Viva	F & S	III	
CO6	Explain the indications, methods, benefits of Langhan and symptoms of excess Langhan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/ Discussion	Written or Viva	F & S	III	

CO6	Describe the indications of shodhan and shaman	Cognitive/ Comprehe	Must know	Know how	Lecture	Written or Viva	F & S	III	
	therapies	nsion							
CO6	Elaborate the concept of	Cognitive/	Must	Know		Written or Viva		III	
	Atisthaulya with the	Comprehe	know	how	Lecture		F & S		
	treatment module	nsion							
	Elaborate the concept of	Cognitive/	Must	Know		Written or Viva		III	
CO6	Atikarshya with the	Comprehe	know	how	Lecture		F & S		
	treatment module	nsion							
CO2	Recite the shlokas – 1 to	Cognitive/	Must	Shows	Self-	Written or Viva		III	
	7, 31to 36	Recall	know		learning		F & S		
CO1	Identify Nirvachan,	Cognitive/	Must	Knows	Lecturer/	Viva	F & S	III	
	Samucchay, Nidarshan	Applicatio	know	how	Group				
	Tantrayukties in this	n			discussion				
	chapter.								
Topic	<u>-16 Ashtang Hriday Samhi</u>	ta – Sutrasth	an- Chapte	er 15, Shod	hanadigana Sar	ngraha Adhyaya- <u>Ti</u> ı	me (Lecture:- 02;	Non lectur	e 04 hours)
CO7	SElect the vaman,	Cognitive/	Nice to	Knows	Lecture/Mu	Viva	Formative	III	Dravyagu
	virechan, niruha, nasya	Comprehe	know	how	ltimedia				na
	gana according to their	nsion			aids				
	functions								
CO7	Define the dravyas with	Cognitive/	Nice to	Know	Lecture/Mu	Viva	Formative	III	
	their ingredients and	Recall	know		ltimedia				
	actions.				aids				
CO7	Identify the dravyas	Skill	Nice to	Shows	Herbal	Viva	Formative	III	
	frequently used in		know		garden visit				
	treatments								
Topic	-17. Charak Samhita Sutra	sthan Chapt	er 1. Dirgh	amjivitiya	m Adhyaya; <u>T</u>	ime (Lecture:- 07; N	on lecture 02 hou	<u>rs)</u>	
CO1	Discuss the	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	I	
	Ayurvedavataranam		know	how					
	(Genealogy of Ayurveda)								
CO8	Discuss the chaturvarga	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	I	
	and its main factor for		know	how					
1	achieving it	1	1	1	i	i	i	1	i i

CO6	Discuss about the trisutra of Ayurveda (three principles of health and disease)	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the about the six padarthas (six basic principles)	Cognitive	Must know	Know how	Lecture	Written or Viva	F&S	I	
CO1	Discuss the characteristics of Ayurveda	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the characteristics of Ayu (life) and its synonyms	Skill	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the characteristics of samanya (similarity) and visha (difference/uniqueness)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss about the Tridanda (tripod of life)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the classification and characteristics of the dravyas (basic elements)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the classification and characteristics of the gunas	Cognitive	Must know	Show How	Lecture	Written or Viva	F & S	I	
CO2	Define karma (actions)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Explain samavaya (inseparable concomitance)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO1	Explain the aims of Ayurveda	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	

CO6	Explain the three		Must	Knows	Lecture	Written or Viva	F & S	ī	
000	causative factors of	Cognitive	know	how	Lecture	vviilleli oi viva	ras	1	
	disease	Cognitive	KIIOW	now					
CO6	Explain the abode of	Cognitive	Must	Show	Lecture	Written or Viva	F & S	T	
1000	vyadhi and arogya	Cognitive	know	how	Lecture	written or viva	r a s	1	
CO2	Discuss the characteristics	Cognitive	Must	Know	Lecture	Written or Viva	F & S	Ī	
CO2	of Atma	Cognitive	know	how	Lecture	written or viva	r a s	1	
CO6	Explain the sharira and	Cognitive	Must	Know	Lecture	Written or Viva	F & S	1	
1000	manasa doshas	Cognitive	know	how	Lecture	written or viva	r & S	1	
CO6	Discuss the treatment of	Cognitive	Must	knows	Lecture	Written or Viva	F & S	ī	
000	sharira and manasa doshas	Cognitive	know	How	Lecture	willen of viva	r & S	1	
CO3	Discuss the gunas of vayu	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	ī	
003	and its treatment	Cognitive	know	how	Lecture	willen of viva	r & S	1	
	and its treatment		KIIOW	now					
CO3	Discuss the gunas of pitta	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	T	
	and its treatment	Cognitive	know	how	Lecture	William of Viva		1	
	and its treatment		KIIOW	now					
CO3	Discuss the gunas of	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	I	
	shleshma and its treatment	Cogmire	know	How	Lecture	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		1	
CO6	Discuss about the	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	I	
	treatment for sadhya and		know	how					
	asadhya vikara (curable								
	and incurable disease)								
CO2	Explain the rasa	Cognitive	Must	Knows	Lecture	Written or Viva	F & S	I	
	1		know	how					
CO2	Classify the dravya based	Cognitive	Must	Know	Lecture	Written or Viva	F & S	I	
	on their effects on body		know	how					
	and their origin								
CO7	Enumerate the dravya	Cognitive	Desirable	Know	Lecture/Mul	Written or Viva	F & S	I	
	based on the useful parts		to know	how	timedia aids				
	(upayuktanga)								
CO7	Discuss about the	Cognitive	Must	Know	Lecture/Mul	Written or Viva	F & S	I	
	identification of drugs by		know	how	timedia aids				
	name, form and its action								

CO8	Discuss about the duties for one aspires to be a physician.	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO7	Discuss about the best drug	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO8	Discuss about the best physician endowed with all good qualities	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO2	Recite the shlokas 15, 24,28,29, 31, 41, 42, 44-67, 134,135	Cognitive/ Recall	Must know	Shows	Swadhyaya (self learning)	Written or Viva	F & S	I	
CO1	Identify Uddesha, Nirdesh Tantrayukties in this chapter	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	
Topic	-18. Charak Samhita Sutra	sthan Chapt	er 2. Apama	ırga Tandu	liya Adhyaya <u>:</u> <u>'</u>	Time (Lecture:- 02;	Non lecture 03 ho	ours)	
CO7	Enumerate few Shiro Virechana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate few Vamana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate few Virechana Dravya & Main Indications	Cognitive	Desirable know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate few Asthapana Basti Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na

CO7	Enumerate few Anuvasana Basti Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Aud iovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyagu na
CO7	Enumerate the names & Main Indications of 28 Types of Yavagu	Cognitive	Desirable to Know	Knows	Lecture/Aud iovisual aids	Written or Viva	F & S	II	Rasshastra -bhaishjya dept
CO7	Explain the Importance Of Panchakarma	Cognitive	Must know	Knows	Lectures	Written or Viva	F & S	II	Panchkar ma
CO7	Explain the features of Vaidya	Cognitive	Must know	Knows	Lecture/Gro up Discussion	Written or Viva	F & S	II	
CO7	Recite Shlokas 15,16,36	Cognitive/ Recall	Must know	Shows	Self- learning	Written or Viva	F & S	II	
CO7	Identify the dravyas on the basis of actions	Psychomo tor	Must know	Shows	Herbal garden visit	Viva	Summative	II	Dravyagu na
CO1	Identify Upadesh, Samucchaya Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
Topic-	-19. Charak Samhita Sutras	sthan Chapt	er 3. Aragva	dhiya Adl	nyaya <u>-Time (Le</u>	cture:- 01; Non lectu	re 03 hours)		
<u>CO7</u>	Mention Thirty Two Churna Pradeha & Main Indications	Cognitive	Desirable to know	Knows	Lectures/M ultimedia aids	Written or Viva	Formative	II	Ras- bhaishjya/ Kayachikit sa
Topic-	-20. Charak Samhita Sutras	sthan Chapte	er 4. Shadvi	rechana-sł	natashritiya Adl	nyaya <u>-Time (Lecture</u>	- 03; Non lecture	04 hours)	
CO7	List the six abodes of purgatives	Cognitive/ Recall	Must know	Know	Discussion	Written or Viva	F & S	II	Dravya guna
CO7	Enlist the five tastes for medicinal preparation	Cognitive/ Recall	Must know	Know	Lecture, discussion	Written or Viva	F & S	II	Rasashastr a &

									bhaishajya Kalpana
CO7	Define the five types of medicinal preparations/ forms	Cognitive/ Recall	Must know	Know	Lecture / Multimedia aids	Written or Viva	F & S	II	Ras- bhaishjya
CO7	Enlist the 50 groups of medicines as per their actions	Cognitive/ Recall	Desirable to know	Know	Lecture	Written or Viva	F & S	II	Dravya guna
CO7	Limitations for description of medicinal drugs in Samhita	Cognitive/ Comprehe nsion	Nice to know	Know how	Lecture	Written or Viva	Formative	II	
CO1	Identify Swasadnya, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
Topic	-21. Charak Samhita Sutra	sthan Chapt	er-05 Matra	shiteeya A	dhyaya <u>-</u> <u>Time</u>	(Lecture: - 03; Non le	ecture 05 hours)		
CO5	Explain Matravat Ahara	Cognitive/ Recall	Must know	Know	Lecturer, Audio- Visual aids, Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a
CO5	Define and enlist Nature of Ahara (Guru, Laghu)	Cognitive/ Recall	Must know	Knows how	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a
CO5	Explain the significance of MatravatAharaPhala	Cognitive/ Recall	Must know	Know how	Lecturer, Audio- Visual aids, Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a
CO5	Discuss role of AharaSevanaVidhana on the bases of its nature	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written or Viva	Formative and Summative	II	Swastarutt a

					Group Discussion				
CO2	Define Swasthavrutta	Cognitive/ Recall	Must know	Knows	Lecturer Audio- Visual aids Group Discussion	.Viva	Formative and Summative	II	Swastarutt a
CO6	Explain Anjana	Cognitive/ Comprehe nsion	Must know	Know	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a
CO6	Explain Dhumapana	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a, Shalakya, Panchakar ma
CO6	Explain Nasya	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a, Shalakya, Panchakar ma
CO6	Explain Dantadhavana	Cognitive/ Comprehe nsion	Must know	know How	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO6	Explain Jivhanirlekhana	Cognitive/ Comprehe nsion	Must know	know How	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO6	Explain Gandusha	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written or Viva	Formative and Summative	II	Swastarutt a,

					Group Discussion				
CO6	Explain Abhyanga with types	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,Panchak arma
CO6	Describe Parimarjana	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Describe the VastraGandhaMalyadiDha rana	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Explain the concept of Shouchavidhi	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Discuss the Kshoura Karma	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	П	Swastarutt a,
CO4	Define PadatraDharan with importance	Cognitive/ Recall	Must know	Know how	Lecturer Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	Swastarutt a,
CO4	Explain the ChatraDharana	Cognitive/ Recall	Must know	knows How	Lecturer Audio- Visual aids	Written or Viva	Formative and Summative	II	Swastarutt a,

					Group Discussion				
CO4	Justify the importance of the procedures mentioned as dincharya	Cognitive/ Applicatio n	Must know	Shows how	Group Discussion	Group Discussion/ Project work	Formative and Summative	II	
CO2	Recite the shlokas 4, 12-13, 34-35, 56-57,68-69, 81-83, 103	Cognitive/ Recall	Must know	Shows	Swadhyaya (self learning)	Viva	F & S	II	
CO1	Identify Upadesh, Padarth,, Nidarshan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
CO4	Research Updates: Role of Dinacharya to maintain circadian rhythm Role of therapeutic message for cell rejuevination Mechanism of satiation and proper quantity of food (Sauhitya Matra)	Cognitive	Nice to know	Knows	Lecture; Audio- vidual aids	Group discussion	-	II	
Topic	-22. Charak Samhita Sutra	sthan Chapt	er-6. Tasyas	shiteeya A	dhyaya <u>-Time (I</u>	Lecture: - 04; Non lect	ure 04 hours)	1	
CO2	Discuss the importance of Classification of Samvastara	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO2	Explain the significance of Visarga Kala	Cognitive/ Comprehe nsion	Must know	Know how	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	

CO2	Explain the significance of Adana kala	Cognitive/	Must know	Know	Lecture Audio- Visual aids Group Discussion	Written or Viva Written or Viva	Formative and Summative Formative and	II	
CO4	Explain the nature of climate in Shadrutu	Cognitive/ Recall	Must know	Know how	Lecture Audio- Visual aids Group Discussion		Summative	II	
CO4	Explain Sevaniya and Nishiddh Ahara Vihara in Shadrutu	Cognitive/ Recall	Must know	Know how	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Define and explain the properties of Hamsodaka	Cognitive/ Recall	Must know	Knows	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Justify the regimen mentioned as per seasons	Cognitive/ Applicatio n	Must know	Show how	Group Discussion	Group Discussion/ Project work/viva	Formative and Summative	II	
CO2	Describe Saatmya and its types	Cognitive/ Recall	Must know	Knows	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO2	Recite Shloka number 18, 21, 29, 35, 45, 49, 50	Cognitive/ Recall	Must know	Knows	Swadhyaya -Self learning	Written or Viva	Formative and Summative	II	
CO1	Identify Uddesh- Nirdesh, swasadnya Tantrayukties in this chapter	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	

CO4	Research Updates: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun.	Cognitive/ Applicatio n	Nice to know	Knows	Lecture, Audio- vidual aids	Group discussion	-	II	
Topic	-23. Charak Samhita Sutra	sthan Chapto	e r-7. Naveg	anadharan	iya Adhyaya <u>-T</u> i	ime (Lecture:- 04; No	on lecture 04 hours)	
CO4	Enumerate Adharaniya and Dharaniya Vega	Cognitive/ Recall	Must to know	know	lecture/ Group discussion/	Written or Viva	F & S	II	
CO4 CO6	Describe symptoms and treatment pattern of Adharaniya Vega	Cognitive	Must to know	Know how	lecture/ Group discussion /quiz	Written or Viva	F & S	II	
CO4	Cite symptoms and treatment pattern of Dharaniya Vega	Cognitive	Must to know	Know how	lecture/ quiz/Group discussion	Written or Viva	F & S	II	
CO4	Quote the contraindicated actions of mind, speech and body.	Cognitive	Must to know	Know	lecture/ quiz/Group discussion	Written or Viva	F & S	II	
CO4	Describe concept, effects and benefits of exercise	Cognitive	Must to know	Know how	lecture/ recitation/ quiz/Audiov isual aids	Written or Viva	F & S	II	Swasthavr itta
CO4	describe symptoms due to excessive exercise	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz/Audiov isual aids	Written or Viva	F&S	II	Swasthavr itta
CO4	Describe the action which should be avoided in excess	Cognitive	Must to know	Know how	lecture/ Group discussion /quiz	Written or Viva	F&S	II	

CO4	Describe pattern of Ahita Krama tyaga	Cognitive	Must to know	Know how	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO4	Classify deha prakruti	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO6	Describe Aagantuj vyadhis (exogenous diseases)	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	Nidan
CO6	Describe Pradnyaparadhaj vyadhi	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	Nidan
CO4	State Vikar Anutpatti Vidhi (Preventive measures of diseases)	Cognitive	Must to know	Know how	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO6	describe treatment of Aagantuj (exogenous) and Manas (psychological)diseases	Cognitive	Must to know	Know how	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO4	Describe shodhan treatment as per season	Cognitive	Must to know	Know how	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	Panchkar ma
CO4	Describe Aapta and anapta purush	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO4	Describe the rules of eating curd	Cognitive	Must to know	Know how	lecture/ Group	Written or Viva	F & S	II	

					discussion/				
CO2	Recite shloka number 27, 28, 29, 30, 31, 39, 40, 55, 60.	Cognitive	Must to know	Know how	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO1	Identify Arthapatti, Nirvachan, Vyakhyan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
CO4	Research Updates: Corelation of genomic variation with the classification of Prakriti	Cognitive/ Recall	Desire to know	Know	lecture/ Audio- vidual aids	Group discussion	-	II	
Topic	-24. Charak Samhita Sutra	sthan Chapt	e r-8. Indriyo	pakramar	iya Adhyaya <u>-</u> 7	Time (Lecture:- 04; N	Non lecture 03 hou	<u>rs)</u>	
CO2	Enumerate Indriya/ Dravya/Adhishthana/ Artha/ Buddhi	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Write the characteristics of Mana	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Justify the ektvam of Manas	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	State that Sattvikatva, Rajasatva and Tamasatva of Manas	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Tabulate Indriya PanchaPanchaka	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Quote Adhyatma Dravya Guna Sangraha	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative &Summative	II	

CO4	State the predominant Mahabhuta in each Indriya	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO4	Know the role of Indriya and Mana in Prakriti and Vikriti	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO4	Discuss the Causes and Benefits of Sadvritta Anushthana	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO4	Elaborate the Do's and Don'ts in Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids/ Group Discussion	Written or Viva	Formative & Summative	II
CO4	Explain Hetuchatushtaya	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO4	State the guideline for Anukta Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO2	Recite the shloka number 7-13, 34	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO1	Identify Upadesh, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative & Summative	II
CO4	Research updates: Mental health and gut microbiota.	Cognitive/ Applicatio n	Nice to know	Know	Lectures/ Audio- Visual Aids	Group discussion	-	II
Topic	-2CO Charak Samhita Suti	rasthan Chaj	oter-9. Khu	ddakachatı	ishpada Adhya	ya- T <u>ime (Lecture:- 0</u> 2	3; Non lecture 03	hours)
CO8	Cite Chikitsa Chatushpada (four components of healthcare)	Cognitive	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II

CO8	Define Roga-Arogya (disease-health)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Define Chikitsa (treatment)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Vaidya (physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Dravya (medicine)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	П	
CO8	List the Qualities of Paricharaka (nursing staff)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List the Qualities of Aatura (patient)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	State the iimportance of Vaidya in the 4 components of healthcare	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the Complications due to ignorant physician	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Describe the Sadvaidya Qualities (good physician)	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Write the duties of the physician	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	List Four types of Vaidya vritti (attitude of the physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	

CO8	Recite the shloka number 3,4,5,18,20,21, 24,25,26	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II
CO8	Discuss the qualities and duties of a good physician	Cognitive/ Applicatio n	Must know	Shows how		Written or Viva	Formative	II
CO1	Identify Uddesh, Nirdesh, Nidarshan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II
CO8	Research Updates: Medical ethics-principles Soft Skill development for medical students Emotional Intelligence as a crucial component in medical edication -26. Charak Samhita Sutra	Cognitive	Nice to know	Knows	Lecture / Audio- Vidual aids	Group discussion ime (Lecture:- 03; No	on lecture 03 hours	
CO6	Substantiation of Chatushpaada- bheshajam alam aarogyaayeti (aatreya-krta), Bheshaja- abheshajayo tulyatva pratipaadana – (maitreya- krta), Its conclusion by Atreya,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiatio n of the point by mentioning contemporar y examples	Written & Viva	F & S	II
CO6	Explain the Cikitsaa sootram- Cikitsaayaam yasolaabhe kaaranam,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiatio n of the point by mentioning	Written or Viva	F & S	II

	T	I	I	I	T .			T 1	1
					contemporar				
					y examples				
CO6	Asaadhyaroga- cikitsaayaam haani,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning contemporary examples	Written or Viva	F & S	II	
CO6	Describe the upamaana pramaana	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiatio n of the point by mentioning contemporar y examples	Written or Viva	F & S	II	
CO6	Enumerate and analyse the further classification of saadhya-asaadhyata	Cognitive/ Recall	Must know	Knows	Lecture with live demonstrati on in OP	Written or Viva	F & S	II	
CO6	Identify, judge and discuss Sukha-saadhya lakshanam, Krechrasaadhya lakshanam, Yaapya lakshanam and Pratyaakhyeya lakshanam	Cognitive/ Recall	Must know	Knows how	Lectures and clinical demonstrati on	Viva / written Problem based assessment	F & S	II	
CO6	Apply and interpret the benefit of knowledge of prognosis	Cognitive/ Recall	Must know	Knows	Lectures	Written or Viva	F & S	II	
CO6	Analyse the term mithyaa- buddhi and accept responsibility to not end up as a mithyaa-buddhi at	Cognitive/ Recall	Must know	Knows	Lectures	Written or Viva Discussions	F	II	

	any point of time of the profession							
CO6	Recite Shloka number 14 to 20	Cognitive/ Recall	Must know	Knows	Lecture, swaadhyaay a	Viva	F & S	II
CO1	Identify Nirnaya, Swasdnya, Sanshaya, Ekant Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II
Topic	-27. Charak Samhita Sutra	sthan Chapt	er-11. Tisr	aishaniya A	dhyaya- <u>TIme</u>	(Lecture:- 06; Non le	cture 05 hours)	
CO4	Explain the significance of the three desires for prana (life) and dhana(means of life).	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written & Viva	Formative & Summative	III
CO4	Discuss the concept of paraloka	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO4	Discuss different opinions on the concept of punarjanma (re-birth)	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO2	Define characteristics of Aapta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO2	Define pratyaksha, anumana and yuktipramana with example	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Lectures/ Audio- Visual Aids	Formative & Summative	III

CO2	Justify punarjanma by using aaptopadesha, pratyaksha, Anumana and yuktipramana	Cognitive/ Applicatio n	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative &Summative	III	
CO4	Explain the importance of thrayopasthamba (sub-pillars of life).	Cognitive/ Applicatio n	Must know	Know how	Lectures/ Audio- Visual Aids	Written-MCQ/ SAQ/ LAQ & Viva	Formative & Summative	III	
CO4	Discuss the three types of bala (strength)and its importance.	Cognitive/ Applicatio n	Must know	Know	Lectures/ Audio- Visual Aids	Written & Viva	Formative & Summative	III	
CO6	Describe the three causes of disease.	Cognitive/ Applicatio n	Must know	Know	Lectures/ Audio- Visual Aids	Written & Viva	Formative & Summative	III	
CO6	Identify the symptoms due to excessive, less and improper use of sense organs	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Identify the symptoms due to excessive, less and improper verbal, psychic and physical actions.	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Define Prajnaparadha	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	

CO6	Identify the signs of excess, less and improper kaala (season)	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Define nija, agantu and manasa roga.	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Discuss general treatment protocol for manasavyadhi (psychological disorders)	Cognitive/ Comprehe nsion	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Discuss the three disease pathways	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO8	Classify the three types of physicians	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe daivavyapashraya, yuktivyapashraya and satvavajayachikitsa	Cognitive/ Comprehe nsion	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe antahaparimarjana, bahiparimarjana,shastrapr anidhanachikitsa.	Cognitive/ Comprehe nsion	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	

CO2	Discuss importance of ashta trika.	Cognitive/ Applicatio n	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO2	Recitation of Shloka number 18,19,20,21,22,23,24, 25, 47.	Skill	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO1	Identify Swasadnyaa, samucchaya, Samshaya, Nirvachan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III
Topic	-28. Charak Samhita Sutra	sthan Chapt	er-12. Vatak	kalakaliya	Adhyaya <u>-</u> TI <u>me</u>	(Lecture: 04; Non 1	ecture 05 hours)	
CO4	explore the various properties of vata	Cognitive/ Recall	Must know	Knows how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO4	Discuss the opinions of various aacharyas on different aspects of Vata dosha	Cognitive/ Recall	Must Know	Knows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III
CO4	Explore various factors responsible for aggravation and and pacification of vata dosha	Cognitive/ Recall	Must know	Knows how	Lectures/ Audio- Visual Aids/Group Discussion	Written or Viva	Formative & Summative	III
CO4	enumerate prakrita and vikrita karma of vata	Cognitive/ Recall	Must know	Knows how	Lectures/ Audio- Visual Aids/ Group Discussion	Written or Viva	Formative & Summative	III
CO4	Explain the clinical application of Vata Guna	Cognitive/ Recall	Desirable to know	Knows how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III

CO4	Describe the action of	Cognitive/	Must	Knows	Lectures/	Written or Viva	Formative &	III	
	normal and aggravated	Comprehe	know	how	Audio-		Summative		
	Pitta	nsion			Visual Aids				
CO4	Describe the action of	Cognitive/	Must	Knows	Lectures/	Written or Viva	Formative &	III	
	normal and aggravated	Comprehe	know	how	Audio-		Summative		
	Kapha	nsion			Visual Aids				
CO4	Describe atreya's	Cognitive/	Must	Knows	Lectures/	Written or Viva	Formative &	III	
	exploration on Tridosha	Comprehe	know	how	Audio-		Summative		
	and its importance	nsion			Visual Aids				
CO4	Recite the shlokas-	Cognitive/	Must	Shows	Lectures/	Written or Viva	Formative &	III	
	8,11,12	Recall	know		Audio-		Summative		
					Visual Aids				
CO1	Identify Padartha,	Cognitive/	Must	Knows	Lecturer/	Viva	Formative &	III	
	Vyakhyan , Anumat	Applicatio	know	how	Group		Summative		
	Tantrayukties in this	n			discussion				
	chapter								

Table 4 : Practical/ Activities for AyUG - SA 1

Term wise di	Term wise distribution of allotted time									
Term	Total teaching	Lecture	Non Lectur	re (260hrs)						
	(400 hrs)	(140 hrs)	Samhita Pathan (130 hrs)	Activities- In class/ Hospital (130 hrs)						
I	130 hrs.	50 hrs.	50	30						
II	140 hrs.	50 hrs.	40	50						
III	130 hrs.	40 hrs.	40	50						

Table 5: Non Lecture Activities Course AyUG-SA1

Non Lecture activities- (Samhita Pathan / In Class Activities & Hospital Based activities) : 260 hrs

SN	Name of Practical	Term	
1.	Samhita Pathan	I, II, III	Total 130 in all three terms. (Term I-50 hrs; Term II - 40hrs; Term III - 40hrs)
	In Class Activities/ Case Based Activities/ Field Activities		
2.	1. Introduction to Samhita Problem based learning: Application of Tantrayukti for chapter number 1, 2 of Ashtang Hridaya and chapter 1 st of charak Samhita.	Ī	5 hrs.
	Group Activity Interpret Anubandha Chatushtya with examples Interpret Ashta Prashna with example Ashtang Hriday Samhita - Sutrasthan (1-	Ī	4 hrs
	5Adhyaya)		
3.	AH Su 1. Ayushkamiya Adhyaya Commentary Based activity- Fetch the meaning of important terms on the basis of commentary. (Any 30 important words). Make your own dictionary.	Ī	3 hrs
4.	AH Su 2. Dinacharya Adhyaya-Survey Activity: Application of concepts-Dincharya and its application: Proforma based assessment in healthy volunteers/ patients. Daily routine shall be recorded on the basis of predesigned proforma and then shall discuss. Communication Skill introduction. Survey Role play.	Ī	4 hrs

5.	AH Su 3. Rutucarya Adhyaya- Application of concepts- Ritucharya and application - Proforma based assessment in healthy	Ī	4 hrs
6.	individuals or patients. AH Su 4. Roganutpadaniya Adhyaya- Case Based Activity/Learning- Assess the sign and symptoms of given case on the basis of learning of Adharaneeya Vegas and find out the probable causative factors on the basis of principles taught.	Ī	4 hrs
7.	AH Su 5. Dravadravya Vijnaniya Adhyaya Group Activity-(Group presentation)- Utility of Dravyas:- Allocate the Dravadravya Vargas among student groups. Every group will Justify (represent) the practical utility of dravyas allotted to them.	Ī	4 hrs
8.	6. Annaswaroopa Vijnaneeya Adhyaya-Group presentation- Justify the utility of this chapter in present era- Every group will illustrate the utility of their assigned Aahara Dravya Varga (Discuss practically available dravyas)	II	3 hrs
9.	7. Annaraksha Adhyaya- Discussion- Explore the present dietary habits- Explore the Various diet combinations used in present society (by four family/ Relatives/ neighborhood) on the basis of principles learned for viruddhahar. Discuss them in class.	II	4 hrs
	Trayopastambha -Importance of Nidra- Flipped classroom- Share the prerecorded videos/ other material with students before class. On the basis of these have discussion.		
10.	8. Matrashitiya Adhyaya- Case Based learning- Determine adverse effects of heena matra	II	4 hrs

	(inadequate quantity of food) and atimatra (excess quantity of food) ahara:- (Video clip of patient suffering from a type of Ajeerna can be shared in class and then group wise discussion on the concept.) Group Activity- Differentiate between the food items recommended and non-recommended for daily use:- Cross refer the previous chapters and demonstrate the rationale behind the wholesome or unwholesome nature of these enlisted Dravyas referring their qualities.		
11.	9. Dravyaadi Vijnaniya Adhyaya-Application of concepts-Enlist the dravyas according to Rasa, Veerya, Vipaka, Prabhav. (Can refer chapter 5,6,10 of Ashtang Hriday and Chapter 2, 3, 4 of Charak Samhita). Apply the concepts learned in present chapter to understand the action of Dravyas.	II	4 hrs
12.	10. Rasabhediya Adhyaya-Case based learning-Prepare proforma enlisting the sign and symptoms of excess consumption of six Rasas and regular diet pattern. Asses the predominance of Rasa consumption in patients or healthy volunteeres. Then Correlate with the case findings.	II	4 hrs
13.	11. Doshadi Vijnaniya Adhyaya- Case Based learning-(CBL)- Assess the patient for Vriddhi and Kshaya Lakshanas of Dosha-Dhatu-Mala, based on predesigned proforma. Discuss these case findings later in class.	III	5 hrs
14.	12. Doshabhediya Adhyaya- Model making Activity- Working models on Dosha Sthanas or Subtypes of Doshas, Chaya, Prakop and Prashama of Doshas: PBL/CBL	III	5 hrs

	Give one problem/case based on Samanya Dosha Nidan. Student will identify possible causative factors responsible for vitiation of Doshas in given problem.		
15.			6 hrs
	 Seminar Presentation- a. Understand Aushadha Kaal in relation with suntypes of Vata Dosha. b. Recognize the principles applicable during treatment of Saam Dosha and Dushyas. 		
16.	14. Dvividhopakramaniya Adhyaya-	Ш	5 hrs
	Case based learning- Find out the causative factors of Atishualya in present era (On the basis of predesigned proforma) CBL Share video clip of any patient suffering from Atikarshya- On the basis of previous learning discuss the contributing factors responsible for malnourishment. (Explore Dhatu Sneha Parampara in present context).		
17.	15. Shodhanadigana Sangraha Adhyaya-Group Presentation-Divide the various Aushadha Vargas among students and a group will represent each varga and related practical information.	III	4 hrs
	Charak Samhita – Sutrasthan (1-12 Adhyaya)		
18.	CS Su 1. Deerghanjiviteeya Adhyaya-	Ī	2
	Compilation work: (based on commentry) • Student has to write 20 terminologies with meanings referring Chakrapani commentary. Then after these terms shall be discussed in class.		

19.	CS Su 2. Apamarga Tanduliya Adhyaya- Visit to Dravyaguna Department- Identify the dravyas on the basis of different karmas	II	3 hrs
20.	CS Su 3. Aragvadhiya Adhyaya-Group Discussion-Probable mode of action of drugs applied externally? In which form they will more absorbable? (May take help of published literature; discuss linking with Ayurveda fundamentals.) Practical demonstrations in Panchakarma unit on patients. Workshop/ demonstration of preparation of different lepas useful in different conditions.	II	3 hrs
21.	CS Su 4. Shadvirechana-shatashritiya Adhyaya- Practical Demonstration: Visit to Dravyaguna Department and demonstration of various Mahakashay and its uses (Integration with Dravyaguna department)	II	4 hrs
22.	CS Su 5. Matrashiteeya Adhyaya- Visit to Panchakarma Unit of Hospital — Demonstration of abhyanga, mardana, udvartana and other procedures to be followed in daily routine (Integration with Panchakarma Department) Group Project: Gather information about nutritive values of Nitya Sevaniya Dravyas. Assess their classical	II	5 hrs
	properties. Discuss why these dravyas are specially advised for regular consumption.		
23.	CS Su 6. Tasyashiteeya Adhyaya- Documentation- Festival and rutu- Documenting the changes in the food habits and	II	4 hrs

	lifestyle as per the rutu with the parents and elders and also discussing on relevance of rutucharya concept with Indian festivals. Short Essay writing /Poster making-Does and don'ts to be followed according to various seasons (Refer both the Samhitas for this activity)		
24.	CS Su 7. Naveganadharaniya Adhyaya:- Vedio clip making Activity- Educating people about harms of vega dharana by social media campaigns Group Discussion- Finding reasons for vega dharana in present day lifestyle.	II	4 hrs
25.	CS Su 8. Indriyopakramaniya Adhyaya-Group Presentation-Sadvrutta – Interpreting relevance of different sadvrutta in present scenario. Developing new sadvruttas as per todays' lifestyle referring classics.	II	3 hrs
26.	CS Su 9. Khuddakachatushpada Adhyaya- Doctor Patient communication introduction, Role play. Feedback collection of chikitsa chatushpada Group activity- Collect Feedback on qualities of Vaidya from rogi and upasthata. Collect Feedback on qualities of rogi from vaidya and upasthatha Collect Feedback on qualities of upasthatha from rogi and Vaidya Collect feedback on qualities of dravya from the experts of dravyaguna and rasa shastra	II	3 hrs
27.	CS Su 10. Mahachatushpada Adhyaya- Developing proforma for sadhya asadhya vyadhi lakshanas-	II	3 hrs

	Guide students on how to prepare a proforma to assess any available parameters.		
28.	CS Su 11. Tisraishaniya Adhyaya- Debate:- Punarjanma siddhant as per different thoughts. Debate on punarjanma with different references as per classics and contemporary understanding.	III	5 hrs
29.	CS Su 12. Vatakalakaliya Adhyaya-Role Play (Enact sambhasha parishad) — Distribute the characters of the rishis given in chapter. And guide them with the script. Arrange a forum where these students will be doing sambhasha parishad on vata kala-akala. Decode the sutras-Students in groups will use different tools like infographics/ animation/ ppts to illustrate the normal functions of Vata Dosha explained in present chapter. (Refer Chakrapani commentary thoroughly to understand the meaning of Sanskrit shlokas). Introduction to Group Dynamics. Communication skills for Group Discussions.	M	5 hrs
30.	Shloka Recitation Competition- At the end of the year/ every term such competition shall organized by department.	III	5 hrs
31.	Ayurveda Quiz- On the basis of assigned syllabus.	III	5 hrs
32.	Poster making Competition / SA writing completion / Making video clips for general people to make awareness about Ayurved living.	III	5 hrs

Table 6: Assessment Summary

6 A- Number of Papers and Marks Distribution

				Pra	etical/C	Clinical Assess	ment		Grand
S.No.	Subject Code	Papers	Theory	Practical/ Clinical	Viva	Electives	IA	Sub Total	Total
1.	AyUG-SA1	1	100	-	75	10 (Set-FC)	15	100	200

6 B - Scheme of Assessment (formative and Summative)

			DDOEESSIONAI	DURATION OF PROFESSIONAL COURSE			
SR.NO.			PROFESSIONAL COURSE	First Term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)	
1	AyUG-SA1		First	3 PA & First TT	3 PA & Second TT	3 PA &UE	
	PA: Periodical Assessment; TT: Term Test; UE: University Examinations						

6 C - Calculation Method for Internal assessment Marks (15 Marks)

	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	В	C	D	E	F	G	Н
TERM	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 15 Marks (D/15*15)	Term Test (Marks converted to 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (/15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		Е
Final IA		Ave	rage of T	hree Term A	ssessment N	Iarks as Shown	in 'H' Col	umn.
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert to 15 marks.							

6 D - Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods
1.	Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.
2.	Practical / Clinical Performance

3.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
4.	Open Book Test (Problem Based)
5.	Summary Writing (Research Papers/ Samhitas)
6.	Class Presentations; Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
9.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
10.	Small Project

6 E - Paper Layout

I PROFESSIONAL BAMS EXAMINATIONS AyUG-SA1

Time: 3 Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

		Number of	Marks per question	Total Marks
		Questions		
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

6 F - Disribution of Theory Exam

U F -	Distribution of Theory Exam							
	AyUG-SA1			D				
				T	ype of Questions	S		
				"Y	es" can be asked	d.		
				"No" should not be asked.				
	A	В	С	MCQ	SAQ	LAQ		
	List of Topics	Term	Marks	(1 Mark)	(5 Marks)	(10 Marks)		
1.	Introduction to Samhita-	1		No	/NO	NO		
Ash	Ashtang Hriday Samhita - Sutrasthan (1-15 Adhyaya) 50 marks							
2.	AH Su.1. Ayushkamiya Adhyaya	1	50	YES	YES	YES		

3.	AH Su.2. Dinacharya Adhyaya	1		YES	YES	YES
4.	AH Su.3. Rutucarya Adhyaya	1		YES	YES	YES
5.	AH Su.4. Roganutpadaniya Adhyaya	I		YES	YES	YES
6.	AH Su.5. Dravadravya Vijnaniya Adhyaya	I		NO	YES	NO
7.	AH Su.6. Annaswaroopa Vijnaneeya Adhyaya	II		NO	YES	NO
8.	AH Su.7. Annaraksha Adhyaya	II		NO	YES	NO
9.	AH Su.8. Matrashitiya Adhyaya	II		YES	YES	YES
10.	AH Su.9. Dravyaadi Vijnaniya Adhyaya	II		YES	YES	YES
11.	AH Su.10.Rasabhediya Adhyaya	II		YES	YES	YES
12.	AH Su.11.Doshadi Vijnaniya Adhyaya	III		YES	YES	YES
13.	AH Su.12.Doshabhediya Adhyaya	III		YES	YES	YES
14.	AH Su.13.Doshopakramaniya Adhyaya	III		YES	YES	YES
15.	AH Su.14.Dvividhopakramaniya Adhyaya	III		YES	YES	YES
16.	AH Su.15.Shodhanadigana Sangraha Adhyaya	III		NO	NO	NO
		nhita – Su	trasthan	(1-12 Adhyay	va):	
17.	CS S 1. Deerghanjiviteeya Adhyaya-	1		YES	YES	YES
18.	CS S 2. Apamarga Tanduliya Adhyaya-	II		NO	YES	NO
19.	CS S 3. Aragvadhiya Adhyaya-	II		NO	YES	NO
20.	CS S 4. Shadvirechana-shatashritiya Adhyaya-	II		NO	YES	NO
21.	CS S 5. Matrashiteeya Adhyaya-	II		YES	YES	YES
22.	CS S 6. Tasyashiteeya Adhyaya-	II	50	YES	YES	YES
23.	CS S 7. Naveganadharaniya Adhyaya-	II		YES	YES	YES
24.	CS S 8. Indriyopakramaniya Adhyaya-	II		YES	YES	YES
25.	CS S 9. Khuddakachatushpada Adhyaya-	II		YES	YES	YES
26.	S 10. Mahachatushpada Adhyaya-	II		YES	YES	YES
27.	S 11. Tisraishaniya Adhyaya-	III		YES	YES	YES
28.	S 12. Vatakalakaliya Adhyaya-	III		YES	YES	YES
_						

6 G - Question paper blue print

A	В	С
Question Sr.	Type of Question	Question Paper Format
No		50 marks AH/S
		50 Marks CS/S
.Q1	Multiple choice Questions	1. Topic number 2 (A.H.Su.Ch.1)

	(MCQ)	2. Topic number 3 (A.H.Su.Ch.2)
	(MeQ)	3. Topic number 4 (A.H.Su.Ch.3)
	20 Questions	4. Topic number 5 (A.H.Su.Ch.4)
		5. Topic number 9 (A.H.Su.Ch.8)
	1 mark each	6. Topic number 10 (A.H.Su.Ch.9)
	All compulsory	7. Topic number 11 (A.H.Su.Ch.10)
	1 m compaisory	8. Topic number 12 (A.H.Su.Ch.11)
	From Must know part 15	9. Topic number 13 (A.H.Su.Ch.12)
	MCQ	10. Topic number 14 (A.H.Su.Ch.13)
	From Desirable to know 3	11. Topic number 15 (A.H.Su.Ch.14)
	MCQ	12. Topic number 17 (C.S.Su.Ch.1)
	From Nice to know 2 MCQ	13. Topic number 21 (C.S.Su.Ch.5)
		14. Topic number 22 (C.S.Su.Ch.6)
		15. Topic number 23 (C.S.Su.Ch.7)
		16. Topic number 24 (C.S.Su.Ch.8)
		17. Topic number 25 (C.S.Su.Ch.9)
		18. Topic number 26 (C.S.Su.Ch.10)
		19. Topic number 27 (C.S.Su.Ch.11)
		20. Topic number 28 (C.S.Su.Ch.12)
Q2	Short answer Questions	1. Topic no. 2 (A.H.Su.Ch.1) / Topic no. 25 (C.S.Su.Ch.9)/
	(SAQ) Eight Questions	Topic number 26 (C.S.Su.Ch.10)
	5 Marks Each	2. Topic no. 3(A.H.Su.Ch.2) / Topic no. 9(A.H.Su.Ch.8) /
	All compulsory	Topic no. 21(C.S.Su.Ch.5) / Topic no. 24 (C.S.Su.Ch.8)
	Must know 7,	3. Topic no. 4 (A.H.Su.Ch.3) / Topic no. 22 (C.S.Su.Ch.6) /
		Topic no. 5 (A.H.Su.Ch.4) / Topic no. 23 (C.S.Su.Ch.7)/
	Desirable to know 1	4. Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13
	No Questions on Nice to	(A.H.Su.Ch.12)/ Topic no.28 (C.S.Su.Ch.12)
	know	5. Topic no. 17 (C.S.Su.Ch.1)
		6. Topic no. 6 (A.H.Su.Ch.5)/ Topic no.7 (A.H.Su.Ch.6)/ Topic
		no.18 (C.S.Su.Ch.2)/ Topic no.19 (C.S.Su.Ch.3) / Topic
		no.20 (C.S.Su.Ch.04) / Topic no.16 (A.H.Su.Ch.15)
		7. Topic no.8 (A.H.Su.Ch.7) /Topic no. 10 (A.H.Su.Ch.9) /
		Topic no.11 (A.H.Su.Ch.10)/
		8. Topic no. 14 (A.H.Su.Ch.13) Topic no.15 (A.H.Su.Ch.14)/
		Topic no. 27 (C.S.Su.Ch.11)
Q3	Long answer Questions	1. Topic no. 2 (A.H.Su.Ch.1) / Topic no. 17 (C.S.Su.Ch.1)/
	(LAQ) Four Questions	Topic no. 25 (C.S.Su.Ch.9)/ Topic number 26
	10 marks each	(C.S.Su.Ch.10)
	10 marks each	
	All compulsory	2. Topic no.3(A.H.Su.Ch.2) / Topic no. 4 (A.H.Su.Ch.3)/ Topic

	3.	Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13
All questions on Must to know. No Questions on Nice	ow. No Questions on Nice know and Desirable to	(A.H.Su.Ch.12)/ Topic no. 14 (A.H.Su.Ch.13)/ Topic no.15
to know and Desirable to		(A.H.Su.Ch.14) / Topic no.28 (C.S.Su.Ch.12)
know	4.	Topic no. 9(A.H.Su.Ch.8)/ Topic no. 10 (A.H.Su.Ch.9)/ Topic no.11 (A.H.Su.Ch.10)/ Topic no. 27 (C.S.Su.Ch.11)/ Topic no.5 (A.H.Su.Ch.4)/ Topic no. 23 (C.S.Su.Ch.7)

6 H - Distribution of Practical Exam

Practical 100 Marks – (Viva 75 + Elective 10 (Set-FC) + IA 15) Marks

SN		Heads	Marks
A		Viva (75 Marks)	
	1	Viva on Record Book (of yearly conducted non lecture activities) (Refer Table 5)	15
	2	Viva on Shloka Book and Shloka Recitation (Ref table 3. Recitation)	10
	3	Identification of Tantrayukti Viva on .Introduction to Samhita (ref Table 2: 1)	15
	4	Viva Voce on AH	15
	5	Viva Voce on Ch Su	15
	6	Communication Skill	05
В		Internal Assessment	15
С		Electives	10
	Tot	al Marks	100

7. Reference books/Resourses

• Introduction to Samhita

- 1. Ashtanghridayam with the commentaries 'Sarvangasundara' of Arundatta and 'Ayurvedarasayana' of Hemadri, Collated by Dr. Anna Moreshwar Kunte and Krishna Ramchandra Shastri Navre
- 2. Sushruta Samhita by Dr. Ambikadutta Shastri
- 3. Ayurvedeeya Padartha Vijnaan by Prof. C. R. Agnivesh
- 4. Ayurvedeeya Padartha Vijnaan and Ayurvedeeya itihaasam by Prof. C. R. Agnivesh
- 5. Ayurvediya Padarth Vidnyan by Vd. Ranjit Rai Desai
- 6. History of Medicine in India by Aacharya Priyavrat Sharma
- 7. History of Indian Medicine by J. Jolly
- Ashtang Hridaya

- 1. Ashtanghridayam with the commentaries 'Sarvangasundara' of Arundatta and 'Ayurvedarasayana' of Hemadri, Collated by Dr. Anna Moreshwar Kunte and Krishna Ramchandra Shastri Navre
- 2. Ashtanga Hridaya: English commentary by Dr. T. Shreekumar
- 3. Ashtanga Hridaya: English commentary by Dr. Vishwavasu Gaur
- 4. Ashtang Hridayam: English translation by Prof. K.R. Srikantha Murthy
- 5. Ashtanga Hridaya –English translation by Vd. Anantram Shastri
- 6. Ashtanga Hridayam by Dr. B. Ramarao
- 7. Illustrated Ashtanga Hridaya text with English Translation by Dr. R. Vidyanath
- 8. Ashtanga Hridaya: Hindi commentary by Lalchanda Vaidya
- 9. Ashtanga Hridaya: Hindi commentary by Vd. B.L.Gaur

Charak Samhita

- 1. Charakasamhita by Agnivesha Revised by Charaka and Dridhbala with the Ayurveda Dipika commentary of Chakrapanidatta Edited by Vaidya Yadavji Trikamji Acharya
- 2. Charak Samhita (English Commentary): Dr. Ram Karan Sharma and Vd. Bhagwan Dash or Aacharya Priyavrata Sharma
- 3. Charak Samhita with translation of Chakrapani commentary by Harishchandra Kushvaha
- 4. Charak Samhita by Aacharya P.V.Sharma
- 5. Charak Samhita (Hindi commentary): Vaidya Jayadev Vidyalankar
- 6. Charak Samhita (Hindi commentary): Vaidya Atridev Vidyalankar
- 7. Charak Samhita (Hindi commentary): Prof. Gorakhanath Chaturvedi and Kashinath Shastri
- 8. Charak Samhita (Hindi commentary): Dr. Brahmanand Tripathi
- 9. Charak Samhita (Hindi commentary): Dr. Ravidatta Tripathi
- 10. Charaka Samhita Ayurveda Dipika Commentary Hindi translation by Dr. B.L.Gaur
- 11. Legacy of Charak M S Valiathan
- 12. Charak e-Samhita –National Institute of Indian Medical Heritage http://niimh.nic.in/ebooks/ecaraka
- 13. Charakasamhitaonline.com- Charak Samhita New Edition (carakasamhitaonline.com)