



2. Teaching – Learning and Evaluation

2.5 Evaluation Process and Reforms

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including

the automation of the examination system

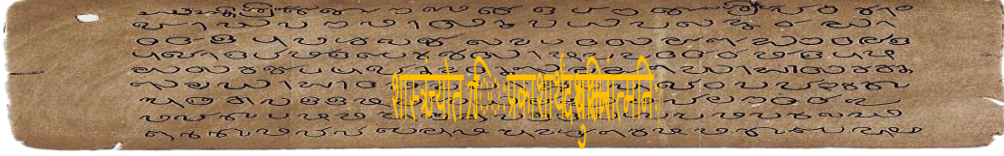
1_2.5.3 Link for Information on Examination Reforms

Index-Examination Reforms by NCISM

SR. NO.	PROGRAMME	SUBJECT
1	I PROFESSIONAL AYURVEDACHARYA (BAMS)	RACHANASHARIRA
2		KRIYASHARIRA
3		PADARTHAVIJNANAM
4		SAMHITA ADHYAYAN-1
5		SAMSKRITAMEVAMAYURVEDITHIHAS
6	II PROFESSIONAL AYURVEDACHARYA (BAMS)	AGAD TANTRA EVAM VIDHI VAIDYAKA
7		DRAVYAGUNA VIGYAN
8		RASASHASTRA EVAM BHAISHAJYAKALPANA
9		ROGA NIDAN EVAM VIKRITI VIGYAN
10		SAMHITA ADHYAYAN-2



**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS
(PRESCRIBED BY NCISM)**

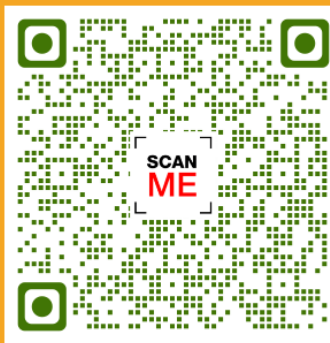


**RACHANASHARIRA
(SUBJECT CODE-AyUG-RS)
HUMAN ANATOMY**

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



**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058**



Rachana



NCISM

**IProfessionalAyurvedacharya
(BAMS)**

SubjectCode: AyUG-RS

**RachanaSharir
(HumanAnatomy)**

Summary

AyUG-RS TotalnumberofTeachinghours: 500			
Lecturehours(LH)- Theory		180 Hours	180Hours (LH)
PaperI	90 Hours		
PaperII	90 Hours		
Non-Lecturehours(NLH) –Theory		80 Hours	320Hours (NLH)
PaperI	40 Hours		
PaperII	40 Hours		
Non-Lecturehours(NLH)-Practical		240 Hours	

AyUG-RS Examination(Papers&MarkDistribution)					
Item	TheoryComponentMarks	PracticalComponentMarks			
		Practical	Viva	Elective	IA
PaperI	100	100	70	--	30
PaperII	100				
Sub-Total	200	200			
Total marks	400				



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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Course Code and Name of Course

	Course code	Name of Course
	AyUGRS	Rachana Sharir (Human Anatomy)

AyUGRS

Table 1-Course learning outcomes and matched PO.

SR1	A1	B1
CO No	Course learning Outcome (CO) AyUGRS At the end of the course AyUGRS, the students should be able to-	Course learning Outcome matched with 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
CO2	Explain Garbha Sharir and Embryology in Ayurveda and modern sciences respectively with clinical significance	PO1, PO2
CO3	Describe and demonstrate all the bones and joints with attachments of associated structures and its clinical application	PO1, PO2
CO4	Explain the concept of Sira-Dhamani-Strotas, their organization in the human body and its applied aspect	PO1, PO2
CO5	Identify the Marmas and understand its classification along with its importance in preventive and therapeutic aspect	PO1, PO2
CO6	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
CO7	Explain the Indriya Sharir and Sensory organs with its application in preventive and therapeutic domain.	PO1, PO2
CO8	Identify and locate all the structures of body and mark the topography of the living Sharir.	PO1, PO3
CO9	Respect the cadaver and perform dissection with commitment to reiterate the theoretical aspect of Ayurved Rachana Sharir and contemporary sciences.	PO1, PO3, PO5
CO10	Describe the basic principles of imaging technologies and identify the anatomical structures in the radiograph	PO1, PO2, PO3



Table3: Learning objectives (Theory) of Course AyUG-RS

Paper IRACHANASHARIR-									
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/ Know	F3 T-Lmethod	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
Topic1-Shariroupkramaniya [Time:Lecture:04hours,non-lecture02hours]Practical-02hours									
CO1	DefineSharir.	Cognitive/ Recall	MK	Knows	Lecture	Written / viva-voce/ Openbook test	F&S	I	
CO1	Describe the constitutional elements of Sharir	Cognitive/ Comprehension	MK	Knows	Lecture	Written/ viva-voce	F&S	I	
CO1	Analyze the Constitutional hierarchy of Sharir and its relevance	Cognitive/ analyze	DK	Knowshow	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 - comprehension	MK	Knowshow	Lecture/ demonstration/TT/ GD	Written / viva-voce	F&S	I	
CO1	Explain the Mruta Samshodhana as mentioned	Cognitive/ Comprehension	MK	Knows	Demonstration/ simulation/	Written / viva-voce	F&S	I	

	inSushrutaSamhitaandas per the modern science.	Psychomotor							
CO1	Appraisetheconceptofbody donationanditsrelevancein present scenario	Cognitive- analysis, Affective	NK	Knows	Lecture/ educationalvideo/ SDL	Written / viva-voce	F&S	I	
Topic2-ParibhashaSharir [Time:Lecture:03hours,non-lecture01hours]Practical-6hours									
CO1	Explain the terms Kandara, Kurcha, Mamsa, Rajju, Sevani,Jala,Seemant,Asthi Sanghat in context to its enumeration,siteand structure.	Cognitive / comprehens ion	MK	Knows	Lecture/ Demonstration	Written/ viva-voce/ Openbook test	F&S	I	
CO1	Evaluate the clinical importance of Kandara, Kurcha, Mamsa, Rajju, Sevani,JalaSeemant,Asthi and Samghat	Cognitive/ Application	DK	Knowshow	Lecture/ Demonstration/ SDL	Written/ viva-voce	S	I	
Topic3-GarbhaSharir [Time:Lecture:17hours,non-lecture05 hours]									
CO 2	DefineGarbhaand recalltherelatedversefrom samhitas.	Cognitive/ knowledge	MK	Knows	Lecture/Recitation	Written/ viva-voce	F &S	I	-
CO 2	Explain the concept of Shukraandrecalltherelated versefromsamhitas.	Cognitive / comprehens ion	MK	Knows	Lecture/Recitation	Written/ viva-voce	F &S	I	-
CO 2	Explaintheconceptof Artavaandrecalltherelated verse from samhitas.	Cognitive/ comprehens ion	MK	Knows	Lecture/recitation	Written/ viva-voce	F &S	I	-
CO 2	Describetherolesoftridosha andpanchamahabhutainthe fetal development	Cognitive / comprehens ion	MK	Knowshow	Lecture/ IT	Written/ viva-voce	F &S	I	Dept.of Streerog Prasuti tantra
CO 2	ExplaintheconceptofBeeja, Beejbhaag,Beejabhagavayava	Cognitive / Comprehens ion	MK	Knows	Lecture/GD/TT	Written/ viva-voce	F &S	I	Dept.of Streerog Prasuti tantra



CO 2	Describe Masanumasik Garbha vridhhi kram and recall the related verse from samhitas.	Cognitive / comprehension	MK	Knowshow	Lecture/Recitation/ demonstration with 3D animated video	Written/ viva-voce/ Openbook test	F &S	I	-
CO 2	Describe Garbhaphoshana	Cognitive / comprehension	MK	Knowshow	Lecture	Written/ viva-voce/ Openbook test	F &S	I	-
CO 2	Describe the formation of Aparaa according to Ayurved	Cognitive/ knowledge	MK	Knows, Knowshow	Lecture/ demonstration with 3D animated video	Written/ viva-voce/ Openbook test	F &S	I	-
CO 2	Describe Garbhanabhinadi	Cognitive/ knowledge	MK	Knows	Lecture	Written/ viva-voce	F &S	I	-
CO 2	Explain Angapratyanga utpatti with the related verse from samhitas.	Cognitive / comprehension	MK	Knowshow	Lecture/ demonstration with 3D animated video/	Written/ viva-voce/ Assignments/ Open book test	F &S	I	Dept.of Streerog Prasuti tantra
Topic4-AsthiShaarira [Time:Lecture:02hours,non-lecture01hours]									
CO1	Enlist the number of Asthi according to different Acharyas	Cognitive/ Recall	MK	Knowshow	Lecture	Written / viva-voce/ Openbook test	F &S	I	
CO1	Describe the Asthi Sanghata and Asthi Simanta	Cognitive/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	I	
Topic5-SandhiSharir [Time:Lecture:02hours,non-lecture03hours]									
CO3	Define the term Sandhi	Cognitive– Recall	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO3	Classify Sandhi into different types.	Cognitive– Recall	MK	Knows	Lecture	Written/ viva-voce/ projectwork	F&S	II	
CO3	Demonstrate the movements of Chala Sandhi and	Cognitive– Application	MK	shows	Lecture+	Written/ viva-voce	F&S	II	



	comprehend the structural appearance	Psychomotor			Demonstration thorough model/ simulation				
CO3	Illustrate the applied aspect of Sandhi and introduction of diseases of Sandhi explained in Ayurveda	Cognitive - Application	DK	Knowshow	Lecture/ECE/SDL/Seminar	Written/ viva-voce/ Assignment	F&S	II	Kayachi kitsa
Topic6-SnayuSharir [Time:Lecture:02hours,non-lecture01 hours]									
CO6	Describe Snayu with respect to its definition, structure, types, number, importance with its clinical importance	Cognitive/ comprehension	MK	Knowshow	Lecture with demonstration/SDL/Seminar	Written/ Viva-voce/ Openbook test	F&S	II	
Topic7-PeshiSharir [Time:Lecture:02hours,non-lecture01 hours]									
CO 5	Describe Peshi Sharir and its classification as per Ayurveda	Cognitive – comprehension	MK	Knows	Lecture/ Demonstration/SDL/ Seminar	Written/ Viva-voce/ Openbook test	F&S	II	
Topic8-Kesha,Danta,NakhaSharir [Time:Lecture:02hours,non-lecture01 hours]									
CO6	Describe Panchabhautik Swaroop, Swabhav (Pitruja) with its applied value in Prakriti and also explain related diseases with importance of examination keshha, danta, nakha as diagnostic tool	Cognitive/ comprehension	MK	Knowshow	Lecture with demonstration with 3D animated video/SDL	Written/ Viva-voce/ Open book test/ Assignment	F&S	II	
Topic9-Embryology [Time:Lecture:07hours,non-lecture02hours]									
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 / comprehension	MK	Knowshow	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 / comprehension	MK	Knowshow	Lecture/ Educational 3D Animated videos	Written/ viva-voce	F &S	I	--
CO 2	Explain the process of germ layer formation and its derivatives	Cognitive / comprehension	MK	Knowshow	Lecture/ Educational 3D Animated videos	Written/ viva-voce	F &S	I	Dept. of Streerog Prasuti tantra
CO 2	Explain the laws of heredity	Cognitive / comprehension	MK	Knowshow	Lecture/Seminar	Written/ viva-voce	F &S	I	Dept. of Streerog Prasuti tantra
CO 2	Describe the process of sex determination and differentiation	Cognitive / comprehension	NK	Knowshow	Lecture/Seminar	Written/ viva-voce	F &S	I	--
CO 2	Explain the monthwise development of Foetus	Cognitive / comprehension	MK	Knowshow	Lecture/ Demonstration	Written/ viva-voce/ Open book test/ Project work	F &S	I	Dept. of Streerog Prasuti tantra
CO 2	Explain foetal circulation and the changes in the circulation after birth	Cognitive/ comprehension	MK	Knowshow	Lecture/ Demonstration	Written/ viva-voce	F &S	I	--
CO 2	Describe Placenta formation & its structure with applied anatomy	Cognitive/ application	MK	Knowshow	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	Knowshow	Lecture/Seminar/ ECE	Written/ viva-voce	F &S	I	Dept. of Streerog Prasuti tantra



Topic10-Osteology[Time:Lecture:09hours,non-lecture06hours]Practical-20hours									
CO3	Explainskeletonandits importance	Cognitive/ comprehension	MK	knows	Lecture/ Demonstration/ Seminar	Written / viva-voce	F &S	I	
CO3	Describetheusesof bones	Cognitive/ comprehension	MK	Knows	Lecture	Written / viva-voce	F &S	I	
CO3	Describeanddemonstratethe processes and depressions of various bones	Cognitive/ comprehension, Application	MK	Showshow	Lecture / Demonstration	Written / viva-voce	F &S	I	
CO3	Describethecharacteristics of the bones	Cognitive/ comprehension	MK	Knows	Lecture	Written / viva-voce	F &S	I	
CO3	Describethedevelopment and ossification of bones	Cognitive/ comprehension	DK	Knowshow	Lecture	Written / viva-voce	F &S	I	
CO3	Describe and demonstrate Cranialbonesanditsapplied anatomy	Cognitive / comprehension, Application	MK	Showshow	Lecture/ Demonstration	Written / viva-voce	F &S	I	
CO3	Describe and demonstrate Facialbonesanditsapplied anatomy	Cognitive / comprehension, Application	DK	Showshow	Lecture/ Demonstration	Written / viva-voce	F &S	I	
CO3	Describe and demonstrate pelvicbonesanditsapplied anatomy	Cognitive / comprehension, Application	MK	Showshow	Lecture/ Demonstration	Written / viva-voce	F &S	I	
CO3	Describeanddemonstrate vertebral column and its applied anatomy	Cognitive / comprehension, Application	MK	Shows	Lecture/ Demonstration	Written / viva-voce	F &S	I	
CO3	Describeand demonstrate thoraxbonesanditsapplied anatomy	Cognitive / comprehension	MK	Showshow	Lecture/ Demonstration	Written / viva-voce	F &S	I	



		on, Application							
CO3	Describe & demonstrate Clavicle and Scapula and its applied anatomy	Cognitive / comprehension, Application	MK	Showshow	Lecture/ Demonstration	Written / viva-voce	F &S	I	Kayachikitsa
CO3	Describe Phalanges, Carpal and Tarsal Bones and its applied anatomy	Cognitive / comprehension	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	I	
CO3	Describe & demonstrate bones of the upper & lower extremity and its applied anatomy	Cognitive / comprehension, Application	MK	Showshow	Lecture/ Demonstration	Written / viva-voce/ Projectwork	F &S	I	
CO3	Describe & demonstrate Patella and its applied anatomy	Cognitive / comprehension, Application	DK	Shows	Lecture/ Demonstration	Written / viva-voce	F &S	I	
CO10	Recognize and describe the Radiological structures in radiograph	Cognitive / comprehension, Application	MK	Shows	Lecture/ Demonstration/ PBL/ECE/SDL	Written / viva-voce/ Projectwork/ Assignment	F &S	I	
Topic 11 - Arthrology [Time: Lecture: 10 hours, non-lecture 06 hours] Practical - 8 hours									
CO3	Recall the classification of Joints	Cognitive - Recall	MK	Knows	Lecture	Written / viva-voce	F &S	II	
CO3	Demonstrate movements of Synovial Joints and comprehend the structural aspect helping in movements.	Cognitive - Application Psychomotor	MK	Knowshow	Lecture/ Demonstration/ Simulation	Written / viva-voce	F &S	II	
CO3	Describe constitutional anatomy of joint	Cognitive - Comprehension	MK	Knows	Lecture	Written / viva-voce	F &S	II	
CO3	Describe joints of upper limb and lower limb region, TM joint, and its related applied aspect	Cognitive - Application	MK	Knowshow	Lecture/PBL/ECE	Written / viva-voce/ Open book test/ Assignment	F &S	II	Kayachikitsa



CO3	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
Topic12-Myology [Time:Lecture:06hours,non-lecture02hours]Practical-8hours									
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	Swasthvir 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	Swasthvir ta
CO5	Describe and demonstrate muscles of back with origin, insertion, action & nerve supply and applied aspect and its 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	Swasthvir tta
Topic13-Nervous System [Time:Lecture:14hours,non-lecture04hours]Practical-12hours									
CO6	Explain the hierarchy of structural unit	Cognitive-/ comprehension	MK	Knows	Lecture/ Demonstration	Written/ viva-voce	F&S	III	
CO6	Describe the functional and structural division of the nervous system	Cognitive- comprehension	MK	Knowshow	Lecture/Seminar	Written/ viva-voce	F&S	III	



CO6	Explain the parts of Brain (Cerebrum, Cerebellum)	Cognitive – comprehension	MK	Knows, Knowshow	Lecture/ Demonstration	Written/ viva-voce/ Openbook test	F&S	III	
CO6	Describe external and internal features of Spinal cord.	Cognitive – comprehension	MK	Knows, Knowshow	Lecture/ Demonstration/3D animated videos	Written/ viva-voce/ Openbook test	F&S	III	
CO6	Illustrate the Blood supply of Brain and Spinal cord.	Cognitive – comprehension	MK	Knows, Knowshow	Lecture/ Demonstration/3D animated videos	Written/ viva-voce/ Openbook test	F&S	III	
CO6	Describe the external features of diencephalon Mid brain, Pons, Medulla oblongata.	Cognitive-Comprehension	DK	Knows	Lecture/ Demonstration/3D animated videos	Written/ viva-voce/ Openbook test	F&S	III	
CO6	Describe the limbic system	Cognitive-Comprehension	NK	Knows	Lecture/ Demonstration/3D animated videos	Written/ viva-voce/ Openbook 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 Knowshow	Lecture/ Demonstration/3D animated videos	Written/ viva-voce/ Openbook 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	Knowshow	Lecture/ Demonstration/ CBL, ECE	Written/ viva-voce/ Openbook 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	Kayachikitsa



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	Knowshow	Lecture/PBL/ ECE/ SDL	Written / viva-voce/ Assignment	F &S	III	
CO6	Describe the Formation and circulation of cerebro-spinal fluid	Cognitive/ comprehension	MK	Knowshow	Lecture	Written / viva-voce	F&S	III	
Topic14-Endocrinology [Time:Lecture: 08hours,non-lecture03hours]Practical-02hours									
CO6	Define Endocrine Glands and enlist them	Cognitive/ Recall	MK	Knows	Lecture	Written / viva-voce	F &S	III	
CO6	Describe Structure and Functions of Endocrine Glands	Cognitive-/ Comprehension	MK	Knows	Lecture	Written / viva-voce	F &S	III	
CO6	State the location, Dimension & Shape of Pituitary	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	III	
CO6	Describe the Parts & subdivisions of Pituitary	Cognitive/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	III	
CO6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Pituitary	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration/ CBL	Written / viva-voce	F &S	III	
CO6	Enlist the hormones secreted by Pituitary, & histology and discuss its clinical anatomy.	Cognitive/ Application	MK	Knows	Lecture/ Demonstration/GD	Written / viva-voce/ Openbook test	F &S	III	
CO6	State the location, Dimension & Shape of Thyroid gland	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	III	
CO6	Describe the lobes, border & surfaces of Thyroid gland with its relation.	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	III	
CO6	Describe the blood supply, nerve supply & lymphatic drainage of Thyroid gland	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F &S	III	



CO6	List the Hormones secreted by Thyroid gland and its histology, and discuss its clinical application	Cognitive - Application	MK	Knows	Lecture/GD/CBL	Written / viva-voce/ Openbook test	F & S	III	
CO6	Describe the location, Shape, Dimensions and structure of Parathyroid gland	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Parathyroid gland	Cognitive /comprehension	DK	Knows	Lecture Demonstration	Written / viva-voce	F & S	III	
CO6	List the hormones secreted by parathyroid, & histology and discuss its Clinical anatomy	Cognitive /Application	DK	Knows	Lecture/GD/CBL	Written / viva-voce/ Openbook test	F & S	III	Kayachik itsa
CO6	State the location, Shape & dimension of Suprarenal gland	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO6	Describe the Surface, Borders of Suprarenal gland along with its relation.	Cognitive/comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO6	List the Functions and Secretion of Suprarenal gland	Cognitive /Recall	MK	Knows	Lecture	Written / viva-voce	F & S	III	Sharir Kriya
CO6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Suprarenal gland	Cognitive /comprehension	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO6	Describe the Internal structure of suprarenal gland	Cognitive /comprehension	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO6	Write the Clinical & applied anatomy & histology of Suprarenal gland	Cognitive /application	DK	Knows	Lecture/ CBL	Written / viva-voce/ Openbook test	F & S	III	Kayachik itsa
Topic7-Lymphatic System [Time: Lecture: 02 hours, non-lecture 02 hours]									



CO6	DefineLymphaticSystem	Cognitive/ Recall	MK	Knows	Lecture	Written / viva-voce	F &S	III	
CO6	Describecomponentsof Lymphatic System	Cognitive/ comprehensi on	MK	Knows	Lecture	Written / viva-voce	F &S	III	
CO6	Describe the anatomical structureofVariousLymph Vessels i.e.Lymphatic Trunks, Thoracic Duct etc and explain its clinical importance	Cognitive / comprehensi on, Application	MK	Knowshow	Lecture/ Demonstration/ CBL	Written / viva-voce	F &S	III	
CO6	Describe the anatomical structureofLymphGlands i.e.LymphNodes,Spleen, Thymus, Tonsils etc and explain its clinical importance	Cognitive / comprehensi on, Application	MK	Knowshow	Lecture/ Demonstration/ ECE/ CBL	Written / viva-voce/ Openbook test	F &S	III	Rognidan Evum Vikriti Vigyan
PaperII									
Topic1-Pramansharir [Time:Lecture: 02hours,non-lecture01 hours]									
CO1	Describe Anguli and Anjali pramanwithitssignificance.	Cognitive Comprehensi on	MK	Knows	Lecture/ Demonstration/GD	Written/ Viva-voce/ Openbook test	F &S	II	
Topic2-KoshthaEvamAshayaShaarira [Time:Lecture:02hours,non-lecture01 hours]									
CO1	DefineofKoshthaand Ashaya	Cognitive/ knowledge	MK	Knows	Lecture	Written/ viva-voce/ Openbook test	F&S	I	
CO1	Describe the concept of various numbers of KoshthangaasperSamhitas	Cognitive/ Comprehensi ve	MK	Knows	Lecture	Written/ viva-voce/ Openbook test	F&S	I	
CO1	Describe the concept of variousNumbersofAshaya asperSamhitas	Cognitive/ Comprehensi ve	MK	Knows	Lecture/TT/GD	Written/ viva-voce/	F&S	I	



						Openbook test			
CO1	Describeandexplainapplied aspects of Koshtha and Ashaya.	Cognitive/ Comprehensi veapplication	NK	Knows How	Lecture/GD/ECE	Written/ viva-voce/ Assignments/ Openbook test	F&S	I	Kayacki tsa
Topic3-Sirasharir [Time:Lecture:03hours,non-lecture01 hours]									
CO4	DefineSira,Enumeratethe sira & state its Nirukti	Cognitive /Recall	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	II	
CO4	Explaintheclassificationof Sira	Cognitive / Comprehensi on	MK	Knowshow	Lecture	Written / viva-voce/ Openbook test	F &S	II	
CO4	DefineVedhyaSiraand EnumerateVedhyaSira	Cognitive /Recall	MK	Knows	Lecture/ GD	viva-voce/ Openbook test	F &S	II	
CO4	Define Avedhya sira and EnumeratetheAvedhyaSira	Cognitive/ Recall	MK	Knows	Lecture	Written / viva-voce/ Openbook test	F &S	II	
CO4	Locate the Vedhya Sira in thebodyaccordingtoregion	Cognitive/ application Psychomotor	MK	Shows	Lecture/ Demonstration/IT	viva-voce/ Practical performance	F &S	II	Shalyatan tra
CO4	Describetheappliedaspect of Siravedha	Cognitive- application	DK	Knowshow	Lecture/ECE/IT/ CBL	Written / viva-voce/ Assignment/ Openbook test	F &S	II	Shalyatan tra
Topic4-DhamaniSharir [Time:Lecture: 02hours,non-lecture01 hours]									
CO4	DefineDhamani,andstateits Nirukti	Cognitive/ Recall	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	II	



CO4	Explaintheclassificationof Dhamani	Cognitive/ Comprehension	MK	Knowshow	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	II	
CO4	LocatetheDhamaniinthe body according to region	Cognitive/ application Psychomotor	DK	Shows	Lecture/ Demonstration	Viva-voce/ Practical performance	F &S	II	
Topic5-SrotasaSharir [Time:Lecture: 08hours,non-lecture03hours]									
CO4	DefineSrotasaandstateits Nirukti and types	Cognitive/ Recall	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	II	
CO4	ExplaintheClassificationof Srotasa	Cognitive / Comprehension	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	II	
CO4	StatetheMoolsthanaofall Srotasa as per Acharya SushrutandCharakandits clinical aspect	Cognitive/ Recall	MK	Knowshow	Lecture/Seminar/ ECE	Written / viva-voce/ Assignment/ Open book test	F &S	II	Kayachi kitsa/ Panchak arma
Topic6-KalaSharir [Time:Lecture:02hours,non-lecture02hours]Practical-03hours									
CO1	DefineKalaandexplainthe formation & functions of seven Kala	Cognitive–/ comprehension	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F&S	III	
CO1	DescribeSaptakalawithits applied aspect	Cognitive /comprehension +application	MK	Knows	Lecture/ demonstration/ ECE	Written / viva-voce/ Openbook test	F&S	III	Agadtantra
CO1	RelatetheSaptaKalawith Sapta Dhatu	Cognitive – application+ affective-awareness	NK	Knowshow	Lecture/Seminar/ IT	Written / viva-voce	F&S	III	
Topic7-IndriyaSharir [Time:Lecture:03hours,non-lecture01hours]									



CO 7	DefineIndriya. Interpret derivationofIndriyaand explain its importance.	Cognitive / comprehension	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	III	
CO 7	StatethemeaningofIndriya- arthaandIndriya-adhishthan	Cognitive/ knowledge	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	III	
CO 7	EnlistDnyanendriyas, Karmendriyas and Ubhayendriya	Cognitive/ knowledge	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	III	
CO 7	Illustrateclassicaldescription of Dnyanendriya Adhishthan – Karna, Twak, Netra, Jivha, Nasa with its clinical perspective	Cognitive/ application	MK	Knowshow	Lecture/IT/ECE/ PBL	Written / viva-voce/ Openbook test/ Assignment	F &S	III	Dept.of Shalaky atantra
Topic8-TwachaSharir [Time:Lecture:02hours,non-lecture02 hours]									
CO7	DefineTwacha,istypesand characteristics with its clinical importance, significance of twacha adhishthana in disease manifestation, its relation withdhatu	Cognitive/ comprehension	MK	Knowshow	Lecture with demonstrationwith 3Danimatedvideo/ ECE/ SDL	Written/ Viva-voce/ Open book test	F&S	III	
Topic9-MarmaSharir [Time:Lecture: 13hours,non-lecture04hours]Practical-12 hours									
CO5	Define Marma and enumeratetheMarmas	Cognitive– Recall	MK	Knows	Lecture/Seminar	Written / viva-voce/ Openbook test	F&S	II	
CO5	DescribetheMarmaand Prana tatva with its Significance	Cognitive – Comprehension	MK	Knows	Lecture	Written / viva-voce/ Openbook test	F&S	II	

CO5	Discuss the classification of Marma	Cognitive – Comprehension	MK	Knows	Lecture/ECE/PBL	Written / viva-voce/ Openbook test	F&S	II	
CO5	Narrate the importance of marma in Sharir and Shalya vigyan	Cognitive – application	MK	Knows show	Lecture/ECE/PBL	Written/ Openbook test	F&S	II	Shalyat antra
CO5	Illustrate the specific location of Marma as per Sushruta Samhita	Cognitive – Comprehension	MK	Knows+ Shows	Lecture/ Demonstration/ Workshop	Written / viva-voce/ Openbook test	F&S	II	
CO5	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	Panchakarma
Topic 10-Respiratory system [Time: Lecture: 06 hours, non-lecture 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 -/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the Borders, Surfaces and lobes of the Lungs	Cognitive/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce/ Openbook test	F & S	II	
CO6	Explain the root of Lungs	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the Bronchopulmonary segments of the lungs	Cognitive /comprehension	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the Blood supply, Nerve supply, Lymphatics of the Lungs	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	

CO6	Describe histology and Clinical Anatomy of Lungs	Cognitive/ application	MK	Knowshow	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- /comprehension	MK	Knowshow	Lecture/ Demonstration	Written / viva-voce/ Openbook test	F & S	II	
CO6	Describe the Blood supply, Nerve supply and Lymphatics of Trachea	Cognitive /comprehension	MK	Knowshow	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the histology and Clinical anatomy of Trachea	Cognitive /Application	MK	Knowshow	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 /comprehension	DK	Knowshow	Lecture/ Demonstration	Written / viva-voce/ Openbook test	F & S	II	
CO6	Write the blood supply, nerve supply and lymphatics of Larynx	Cognitive /comprehension	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the histology and clinical anatomy of Larynx	Cognitive/ application	DK	Knowshow	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/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the Pulmonary ligaments and recesses of Pleura	Cognitive /comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce/	F & S	II	



						Openbook test			
CO6	Describe the blood supply, nerve supply, lymphatics of Pleura	Cognitive /comprehension	DK	Knowshow	Lecture	Written / viva-voce	F &S	II	
CO6	Explain the clinical anatomy of Pleura	Cognitive–Application	DK	Knowshow	Lecture/ECE/PBL	Written / viva-voce/ Assignment	F &S	II	Kayachikitsa
Topic11-Digestivesystem [Time:Lecture:10hours,non-lecture06hours]Practical-22 hours									
CO6	Describe peritoneum and nine parts of abdomen	Cognitive–application	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	Describe the anatomy of the Oesophagus with relations, histology and clinical anatomy	Cognitive–application	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	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/ Openbook test/ Assignment	F &S	I	
CO6	Describe the structure of the Duodenum with relations, histology and clinical anatomy.	Cognitive–application	MK	Knows	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	Describe the parts, structure, histology and clinical anatomy of Large intestine.	Cognitive–application	MK	Knowshow	Lecture/ Demonstration	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	Describe the anatomy of the Rectum, Peritoneal &	Cognitive–application	MK	Knowshow	Lecture/	Written/	F &S	I	

	visceralrelationsandapplied anatomy of the Rectum.				Demonstration/ ECE/ PBL/ IT	Viva-voce/ Openbook test/ Assignment			
CO6	Describe the anatomy and musculature of the anal canal, histology with its blood supply, venous drainage and applied anatomy	Cognitive– application	MK	Knowshow	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F &S	I	
CO6	Describe the structure of the Pancreas, Pancreatic ducts, applied anatomy, along with histology of endocrine & exocrine part.	Cognitive– application	MK	Knowshow	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	Describe external features, anatomy histology and clinical anatomy of Liver	Cognitive– application	MK	Knowshow	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	Describe the structure, peritoneal & visceral relations histology and applied anatomy of the Spleen.	Cognitive– application	MK	Knowshow	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Openbook test/ Assignment	F &S	I	
CO6	Enlist the salivary glands and describe the anatomy of Parotid gland, Submandibular gland and Sublingual gland with its & Clinical anatomy	Cognitive– application	DK	Knowshow	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F &S	I	
Topic12-CardiovascularSystem [Time:Lecture:08hours,non-lecture03hours]									
CO6	Describe pericardium with its clinical anatomy	Cognitive– application	MK	Knowshow	Lecture/ Demonstration	Written/ Viva-voce	F &S	II	
CO6	Describe external features of the Heart.	Cognitive– recall	MK	Knows	Lecture/ Demonstration	Written/	F &S	II	



						Viva-voce/ Openbook test/ Assignment			
CO6	Describe internal features of the chambers, valve and auscultatory areas of Heart and its applied anatomy	Cognitive-application	MK	Knowshow	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Openbook test/ Assignment	F &S	II	
CO6	Describe the major arteries and veins of Heart.	Cognitive-Recall	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce	F &S	II	
CO6	Describe the histology and applied anatomy of Heart.	Cognitive-application	MK	Knowshow	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Openbook test/ Assignment	F &S	II	
Topic13-UrinarySystem [Time:Lecture:08hours,non-lecture03hours]Practical-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 / Comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce/ Openbook test/ Assignment	F &S	II	Kayachik itsa /Panchkar ma/Shala ya-Tantra
CO 6	Explain histology and clinical anatomy of Kidney, Ureter, Urinary bladder, Urethra and its importance	Cognitive / Comprehension &Application	MK	Knowshow	Lecture/ Demonstration/ ECE/ PBL/ IT	Written / viva-voce/ Openbook test/ Assignment	F &S	II	
CO 6	Enlist developmental anomalies of Kidney, Ureter, Urinary bladder, Urethra	Cognitive/ Recall	NK	Knows	Lecture	Written / viva-voce/ Openbook test/ Assignment	F &S	II	
Topic14-ReproductiveSystem [Time:Lecture:07hours,non-lecture03hours]Practical-02 hour									



CO 6	Enlist the anatomical structures of male reproductive system and discuss its Ayurved Sharir	Cognitive / Comprehension	MK	knowshow	Lecture	Written / viva-voce/ Openbook 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	knowshow	Lecture	Written / viva-voce/ Openbook test	F &S	III	
CO 6	Enlist the anatomical structures of female reproductive system and discuss its Ayurved Sharir.	Cognitive / Comprehension	MK	knowshow	Lecture/Seminar	Written / viva-voce/ Openbook test	F &S	III	
CO 6	Describe external female reproductive organs	Cognitive/ Comprehension	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	knowshow	Lecture/ECE/ PBL/ IT	Written / viva-voce/ Openbook test/ Assignment	F &S	III	
CO 6	Explain histology of Uterus, Fallopian tube, Cervix, Vagina, Ovary	Cognitive/ application	DK	knowshow	Lecture/ Demonstration	Written / viva-voce/ Openbook test/ Assignment	F &S	III	
Topic 15-Sensory organ [Time: Lecture: 14 hours, non-lecture 05 hours]									
CO7	Explain five sensory receptors, hierarchy of development of five senses and need of five senses	Cognitive - comprehension	MK	Knowshow	Lecture with 3D animated demonstration	Written / viva-voce/ Openbook test/ Assignment	F&S	III	
CO7	Describe structural aspect of five sensory organ	Cognitive-comprehension	MK	Knows	Lecture	Written/ viva-voce/ Openbook	F&S	III	



						test/ Assignment			
CO7	Describe the pathways of each sense in understanding of its functional anatomy	Cognitive - comprehension	NK	Knowshow	Lecturewith3D animated demonstration/ ECE/ PBL/ IT	Written / viva-voce/ Openbook test/ Assignment	F&S	III	
CO7	Determine Method of examination, tool of examination and Importance of sensory organ in systemic examination	Cognitive - comprehension + Psychomotor	DK	Knows+ Shows	Lecture with practical demonstration of tools/ECE/PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F&S	III	Shalakyadept. 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

Hours: 240

SN	Name of Practical	Term	Hours
P1	<ul style="list-style-type: none"> • Branches of anatomy. History of Anatomy • Ethics in dissection hall 	I	2
P2	<u>Anatomical Terminologies</u> Anatomical position, Planes, and explanation of anatomical terms related to skin, fasciae, bones, joints and their movements, muscles, ligaments, tendons, blood vessels, nerves.	I	4
P3	Preservation methods of the cadaver, Mrutsharir Samshodhan <ul style="list-style-type: none"> • Different methods of preservation techniques. Brief introduction of chemical composition of preservative fluid.	I	2
P4	Introduction of Anatomy Act and Brief detailing about Biomedical waste management act 1960	I	2
P5	Shavavichhedana – detailed dissection of the whole body <ul style="list-style-type: none"> • Line of incision • Dissection technique • Identification of different tools and its uses • Identification and characteristics of different layers and its relation 	I	32
	<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 venous Sinus.	III	14
	Dissection of sensory organs	III	22
P6	<ul style="list-style-type: none"> • Practical study of vital organs, Histological slides • 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		
	<p>Surface and Radiological anatomy</p> <p><u>In Radiology Anatomy:</u> Characteristics of radioimaging film and detailing about its color contrasting</p> <p>Identification of Normal alignment of bodily structure – X-ray film</p> <ol style="list-style-type: none"> Chest X Ray – A.P And P.A view Detailing of A.P view of Shoulder joint, Elbow Joint, Wrist joint, Hip joint, knee joint, Ankle joint. Identification of basic clinical finding through X-ray film related to long bones and joints 	III	22
P8	<p><u>In Surface Anatomy Section:</u></p> <ul style="list-style-type: none"> Identification of underlying viscera of Nineregion based upon Cadaveric and Living Anatomy Surface marking of thoracic, abdominal and pelvic viscera 	III	6
P9	<p>Practical study of Marma</p> <p>Surface markings of all Marma points and its anatomical demarcation.</p>	III	12
P10	<p>Brief detailing about body donation, organ donation and its awareness (Communication skills)</p>	III	2

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



Table4: Learning objectives (Practical) of AyUG-RS

A4 Course outcome	B4 Learning Objective (At the end of the session, the students should be able to)	C4 Domain/ sub	D4 Mustto 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 mative	I4 Te rm	J4 Integration
Practical1- Definition and branches of anatomy. History of Anatomy [Time: Practical or other activity -02 hours]									
CO1	Define and describe branches of anatomy and its history	Cognitive/ knowledge /recall	MK	Know	Lecture/ Tutorial	Written +viva-voce	F&S	I	
CO9	Practice of ethics in the context of human dissection	Cognitive/ knowledge / recall/ Affective/ psychomotor	MK	Knows Shows	Tutorial/ Demonstration	viva-voce	F&S	I	
Practical2- Anatomical Terminologies [Time: Practical-2 hours and other activity 2 hours]									
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	



Practical3- Preservation methods of the cadaver, Mrut sharir Samshodhan [Time: Practical 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	
Practical4- Introduction of Anatomy Act and Brief detailing about Biomedical waste management act 1960 [Time: Practical or other activity -02 hours]									
CO9	Describe and follow the Anatomy Act and Bio medical waste management act 1960	Cognitive-comprehension, Affective/ psychomotor	NK	Knows, knowhow, Shows	Lecture/ Tutorial/ Demonstration	Written +viva-voce/ Practical performance/ Public awareness	F&S	I	
Practical5- Shavavichhedana – detailed dissection of the whole body [Time: Practical-126 hours and other activity 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-comprehension + psychomotor	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-comprehension + psychomotor	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-comprehension + psychomotor	MK	Knows, Shows	Demonstration /Simulations/ Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
Practical 6-Practical study of vital organs, Histological slides and identification of external features of thoracic and abdominal viscera [Time: Practical-04 hours and other activity 02 hours]									
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-comprehension+	MK	Knows Shows	Demonstration	Written +viva-voce, spotting,	F&S	II	



	external features of thoracic and abdominal viscera	psychomotor				OSPE/ Practical performance			
Practical 7- Practical study of bones [Time: Practical-30 hours or other activity 06 hours]									
CO3	Describe and demonstrate external features of bones and muscle attachments	Cognitive-comprehension + psychomotor	MK	Knows, Shows	Demonstration / Simulations	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	I	
CO10	Describe the characteristics of radioimaging film and difference in color contrasting	Cognitive/ knowledge /recall	DK	Knows	Tutorial/ Demonstration / Simulations	Written +viva-voce spotting, OSPE	F&S	I	
Practical 8-Surface and Radiological anatomy [Time: Practical-20 hours and other activity 08 hours]									
CO10	Describe and demonstrate the normal alignment of chest X Ray – A.P And P.A view	Cognitive-comprehension + psychomotor	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-comprehension + psychomotor	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-comprehension +	NK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/	F&S	III	Kaychikitas, Shalyatantra

	related to long bones and joints	Psychomotor				Practical performance			
CO8	Describe and demonstrate underlying viscera of Nine region based upon cadaveric and Living Anatomy	Cognitive-comprehension + psychomotor	DK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
CO8	Describe and demonstrates surface marking of thoracic and abdominal viscera	Cognitive-comprehension + psychomotor	DK	Knows, Shows	Tutorial/ Demonstration	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	
Practical9- Practical study of Marma [Time: Practical or other activity -12hours]									
CO5,CO8	Describe and demonstrates surface markings of Marma points and its anatomical demarcation of all Marma as per Shadangsharir	Cognitive-comprehension + psychomotor	MK	Knows+ Shows	Tutorial/ Demonstration /Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	Panchakarma
Practical10-Body donation, organ donation and its awareness [Time: Practical or other activity -02hours]									
CO9	Describe body donation and organ donation process with respect to specific organ and its awareness Demonstrate process of communication	Affective/ psychomotor Psychomotor	DK MK	Knows, knowhow, Shows	Tutorial/ Demonstration Role Play	Written +viva-voce/ Public awareness/ social work	F&S	III III	Shalyatantra and Shalakyatantra



	processinawareness speech or cousellinf for Body donation.								
--	--	--	--	--	--	--	--	--	--



Table5:Non-LectureActivities CourseAyUG-RS

1	ListnonlectureTeaching-Learningmethods	No of Activities (Valuesin hours)
a	Seminar/Workshop	14
b	Tutorial(TT)/Group Discussion(GD)	14
c	Problembasedlearning (PBL)	8
d	Integratedteaching(IT)	8
e	EarlyClinicalExposure(ECE)/ CaseBaseLearning (CBL)	18
f	Self-DirectedLearning(SDL)/Summarywriting	12
g	Field visit	6
		80
2	Practical(referTable4)	240
	Total	320

OtherEducationalActivities(Additional):

- Fieldvisit(community/anatomymuseum)- II&IIIterm
- Practicaljournal–II&IIIterm
- Summary/Essaywriting(Researchpapers/Samhitasliteraturereview)-IIor IIIterm

Table6:Assessment Summary

6A-NumberofPapersandMarks Distribution

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

6B -SchemeofAssessment(formativeandSummative)AyUG-RS

SR.NO.	PROFESSIONAL COURSE	DURATIONOFPROFESSIONALCOURSE		
		First Term (1-6Months)	Second Term (7-12Months)	Third Term (13-18Months)
1	First	3PA&FirstTT	3PA&SecondTT	3PA&UE

PA:PeriodicalAssessment;TT:TermTest;UE:UniversityExaminations



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

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	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	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 6D 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.							

6D-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; Workbook 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.



6E-PaperLayout

IPROFESSIONALBAMSEXAMINATIONS

AyUG-RS

PAPER-1

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100

		Numberof Questions	Marksper question	Total Marks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20
Q 2	Shortanswerquestions(SAQ)	8	5	40
Q 3	Longanswerquestions(LAQ)	4	10	40
				100

IPROFESSIONALBAMSEXAMINATIONS

AyUG-RS

PAPER-1I

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100

		Numberof Questions	Marksper question	Total Marks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20
Q 2	Shortanswerquestions(SAQ)	8	5	40
Q 3	Longanswerquestions(LAQ)	4	10	40
				100



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

	Paper I	A List of Topics	B Term	C Marks	D Type of Questions "Yes" can be asked. "No" should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Shariropkramaniya Shaarira		I	Refer Next table	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.	Snayusharir		II		Yes	Yes	No
7.	Peshi Shaarira		II		Yes	Yes	No
8.	Kesha, Danta, Nakha Sharir		II		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

	Paper II	A List of Topics	B Term	C Marks	D Type of Questions "Yes" can be asked. "No" should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Pramana Shaarira:		II	Refer Next Table	Yes	No	No
2	Koshtha Evam Ashaya Shaarira		I		Yes	Yes	Yes
3.	Sira Sharir		II		Yes	Yes	Yes
4.	Dhamani Sharir		II		Yes	Yes	Yes
5.	Strotas Shaarira		II		Yes	Yes	Yes
6.	Kalaa Shaarira		III		Yes	Yes	Yes
7.	Indriya Shaarira		III		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	Digestivesystem	I		Yes	Yes	Yes
12	Cardiovascularsystem	II		Yes	Yes	Yes
13	UrinarySystem	II		Yes	Yes	Yes
14	Reproductivesystem	III		Yes	Yes	Yes
15	Sensory organs	III		Yes	Yes	Yes

6F-II-Themetable

Paper-I:

Theme*	Topics	Term	Marks	MCQ	SAQ	LAQ
a	1) Shariropakramaniya 2) ParibhashaSharir	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) SandhiSharir 6) ShayuSharir 11) Arthrology	II	17	YES	YES	YES
f	13)NervousSystem	III	14	YES	YES	YES
g	14) Endocrinology 15) Lymphatic	III	12	YES	YES	YES

*Theme:isgroupofsimilartopicsinAyurvedSharirandAnatomy.Usedin6Gquestionpaperblue print

Paper-II

Theme	Topics	Term	Marks	MCQ	SAQ	LAQ
a	2)KoshtaEvamAshay Sharir 11)Digestivesystem	I	16	YES	YES	YES
b	1)Praman Sharir 9)Marma Sharir	II	17	YES	YES	YES
c	3) SiraSharir 4) DhamaniSharir 5) StrotasSharir 12)CardiovascularSystem	II	21	YES	YES	YES
d	10)RespiratorySystem	II	10	YES	YES	YES
e	13)UrinarySystem	II	10	YES	YES	YES
f	14)ReproductiveSystem	III	6	YES	YES	NO
g	6) KalaShair 7) IndriyaSharir 8) TwachaSharir 15)Sensoryorgans	III	20	YES	YES	YES



**6G Question paper Blueprint for AyU-RS:
PAPER-I**

A Question Sr. No	B Type of Question	C Question Paper Format (Refer table 6FIIThemetable for themes)
Q1	<p>Multiple choice Questions (MCQ)</p> <p>20 Questions</p> <p>1 mark</p> <p>each All compulsory</p> <p>Must know part: 15 MCQ Desirable to know: 3 MCQ. Nice to know: 2 MCQ</p>	<ol style="list-style-type: none"> 1. Themea 2. Themea 3. Themea 4. Themea 5. Themea 6. Themeb 7. Themeb 8. Themeb 9. Themeb 10. Themeb 11. Themec 12. Themed 13. Themee 14. Themee 15. Themef 16. Themef 17. Themef 18. Themef 19. Themeg 20. Themeg
Q2	<p>Short answer Questions (SAQ)</p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>Must know part: 7 SAQ Desirable to know: 1 SAQ Nice to know: Nil</p>	<ol style="list-style-type: none"> 1. Themea 2. Themeb 3. Themec 4. Themed 5. Themed 6. Themee 7. Themef 8. Themef
Q3	<p>Long answer Questions (LAQ)</p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>All questions on must know No questions on Nice to know and Desirable to know</p>	<ol style="list-style-type: none"> 1. Themeb 2. Themec 3. Themee 4. Themef/g



PAPER-II

QuestionSr.No		SET
Q1	<p>MultiplechoiceQuestions (MCQ)</p> <p>20 Questions</p> <p>1markeach</p> <p>Allcompulsory</p> <p>Must know part: 15 MCQ Desirableto know:3MCQ. Nice to know: 2 MCQ</p>	<ol style="list-style-type: none"> 1. Themea 2. Themeb 3. Themeb 4. Themec 5. Themec 6. Themec 7. Themec 8. Themec 9. Themec 10. Themed/e 11. Themed/e 12. Themed/e 13. Themee/d 14. Themee/d 15. Themef 16. Themeg 17. Themeg 18. Themeg 19. Themeg 20. Themeg
Q2	<p>ShortanswerQuestions (SAQ)</p> <p>EightQuestions</p> <p>5 Marks Each</p> <p>Allcompulsory</p> <p>Mustknowpart:7SAQ Desirableto know:1SAQ Nice to know: Nil</p>	<ol style="list-style-type: none"> 1. Themea 2. Themeb 3. Themec 4. Themed/e 5. Themee/d 6. Themee/d 7. Themef 8. Themeg
Q3	<p>LonganswerQuestions (LAQ)</p> <p>Four Questions</p> <p>10markseach</p> <p>Allcompulsory</p> <p>AllquestionsonMusttoknow NoQuestionsonNiketoknow andDesirabletoknow</p>	<ol style="list-style-type: none"> 1. Themea 2. Themeb 3. Themec 4. Themeg



6H -I -DistributionofPractical Exam

Practical100Marks+(Viva70+IA30)Marks

SN	Heads	Marks
1	Spotting(ReferTable6HIIbelow)	20
3	KosthaAshaySharir,Dissectedorgansandhistologyslides	20
4	Ashti,Sandhi,Peshi,BonesandJoints,	20
5	MarmaSharir,Surface&Radiologicalanatomy	20
6	Practicalrecord(15Marks)andCommunicationSkill(5Marks)	20
7	Viva-Voce(ObjectiveStructured)(Refertable6H-III)	70
8	Internal assessment	30
	TotalMarks	200

6H -IIPracticalSpotexaminationQuestions–(20marks)

SN	Question	Mark allotment
Topic- Garbha/Sira/Kala		
1	Identifythestructure&givetheDrushtant/Metaphorrelatedwithit. e.g.- Gunja Phala- Artava, Spatik-Shukra, etc	Identification-1 Drushtant-1
Topic- Marma		
1	IdentifytheMarma&writeitstypeasperParinama&Rachana	Identification-1 Type-1
2	IdentifytheMarma&writeitsPariman&anytwoanatomicalstructures related to the Marma	Identification-0.5 Pariman – 0.5 Anatomicalstructure- 1
3	IdentifytheMarma&writeitsapplied aspect	Identification-1 Viddha-1
Topic-Bones,Muscles		
1	Identifythebone&writeitspeculiarities(Any2) e.g.- Atlas vertebra	Identification-0.5 Peculiarities-1.5
2	Identifytheindicatedpartonthebone&writeitsattachment(Any2) e.g., Scapula spine	Identification-1 Attachment-1
3	Identifythesideofthegivenbone&writesidedeterminationpoints	Sideidentification- 0.5 Points-1.5
4	Identifythesideofthegivenbone&writeitsappliedanatomy(Any2 points)	Identification-1 Applied -1
5	WritethetypeofthegivenboneasperAyurved&Modernscience e.g., Tibia- Nalakasthi, long bone	Ayu.Type-1 Moderntype-1
6	Identifytheindicatedmuscleonthebone&writewhetheritoriginatesor inserts there	Muscleidentification- 1 Origin/insertion-1
7	Identifytheindicatedmuscle&writeits action(Any2)	Identification-1 Action-1
8	Identifytheindicatedmuscle&writeitsbloodsupply/nervesupply	Identification-1



		Supply-1
9	Identifytheindicatedmuscle&writeitsappliedanatomy	Identification-1 Applied -1
10	Identifytheboneandwriteanytwoprocesses	Identification-1 Processes-1
11	Identifytheboneandwriteanytwoangles	Identification-1 Angle -1
12	Identifytheboneandwriteanyonepeculiarityrelatedto gender e.g.,Hipbone,Clavicle,Sacrum	Identification-1 Peculiarities-1
Topic- Joints		
1	Identifythejoint&writeitsligaments(Any3)	Identification-0.5 Ligaments- 1.5
2	Identifythejoint&writenamesofactionsoccurringthere(Any3)	Identification-0.5 Actions-1.5
3	Identifythejoint&writethetypeofjointasperAyurved&Modern science	Identification-1 Ayu.Type-0.5 Moderntype-0.5
4	Identifythejoint&writeitsclinicalanatomy(Anytwo)	Identification- 1 Clinicalanatomy-1
5	Identifythejoint&writeitsrelation(Anytwo)	Identification-1 Relation-1
6	Identifythejoint&writethemovementsalongwiththemuscle	Identification-1 Movement-0.5 Muscle-0.5
Topic- Organs		
1	Identifytheorgan&writenameoftheSrotasrelatedtoit	Identification-1 Srotas-1
2	Identifytheorgan&writenameofthekalarelatedtoit	Identification-1 Kala-1
3	Identifytheorgan&writeitsUtpattiasperAyurved	Identification-1 Utpatti-1
4	Identifytheorgan&writeitsvisceralimpressions(Any3)	Identification-0.5 Impressions-1.5
5	Identifytheorgan&writeitsblood/nervesupply	Identification-0.5 Supply-1.5
6	Identifytheorgan&writeit'stheborders(Anytwo)	Identification-1 Borders-1
7	Identifytheorgan&writeitssurfaces(Anytwo)	Identification-1 Borders-1
8	Identifytheorgan&writeitsappliedanatomy(Any3points)	Identification-0.5 Applied -1.5
Topic-Radiology		
1	IdentifytheX-ray&writethestructuresseeninit(Any3)	Identification-0.5 Structures-1.5
2	IdentifytheviewoftheX-ray&writethemarkedstructures(Anytwo)	Identification-1 Structures-1
Topic-CentralNervousSystem/Senseorgans		
1	Namethelobesofthegivenorgan e.g., cerebrum	Eachlobe-0.5 Total -2

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

6H-III Viva Voce (70 Marks)

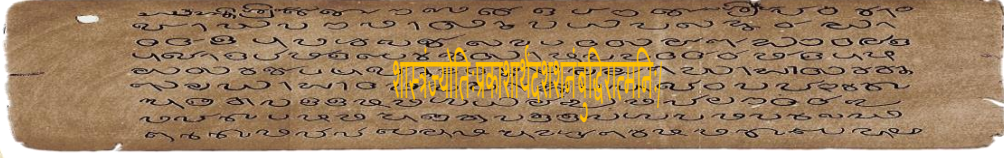
Recall Questions	Comprehension Questions	Application Questions
40 Marks	20 Marks	10 Marks
1. Sira-Dhamani-Strotas 2. Shariropakramaniya Sharir 3. Paribhasha Shaarir 4. Praman Shaarira 5. Anatomical terminologies 6. Kalaa Sharir 7. Indriya Sharir & Sensory organ 8. Reproductive system	1. Nervous system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

7. Reference and Resources

1. Parishadhyasha Shabdarth Sharir
2. Pratyakshasharirirram
3. Sharisthana of all Samhita
4. Sushrut Samhita Sharirshatana - 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 Cunningham 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 Singh
15. Relevant chapters of Brihatrayee 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. Chakraborty
20. Human Osteology - Poddar
21. A Handbook of Anatomical Terminology, Dr. Nidhi Shrivastava, Dr. Ravi Kumar Shrivastava, Dr. Rakesh Kumar Sharma.



**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS
(PRESCRIBED BY NCISM)**



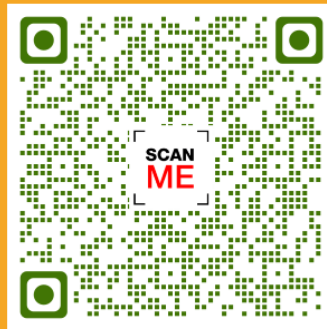
**KRIYASHARIRA
(SUBJECT CODE-AyUG-KS)
HUMAN PHYSIOLOGY**

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



प्राणाभिसरः प्राणायतनानाम्

**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058**



Kriya



NCISM
Professional Ayurvedacharya (BAMS)

Subject Code: AyUGKS

Kriya Sharir

Summary

AyUGKS Total number of Teaching hours: 400			
Lecture hours (LH) - Theory		150 Hours	150 Hours (LH)
Paper I	75 Hours		
Paper II	75 Hours		
Non-Lecture hours (NLH) - Theory		50 Hours	250 Hours (NLH)
Paper I	25 Hours		
Paper II	25 Hours		
Non-Lecture hours (NLH) - Practical		200 Hours	

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



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), Saptadhatu (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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CourseCode andNameof Course

Coursecode	Nameof Course
AyUGKS	KriyaSharir(HumanPhysiology)

AyUGKSCourse

Table1-Courselearning outcomesandmatchedPO.

SR1 CO No	A1 CourselearningOutcomes(CO)AyUG KS AttheendofthecourseAyUG-KS,thestudentshouldbeableto-	B1 Courselearning Outcomes matched with program learning outcomes.
CO 1	Explainallbasicprinciples&conceptsofKriyaShariralongwith essentialsofcontemporaryhumanphysiologyandbiochemistryrelated toallorgan systems.	PO1, PO2
CO 2	Demonstrateandcommunicatenormalandabnormalvariables pertainingtoKriyaSharirsuch asSara,Agni,Koshtha,Srotas etc.	PO2, PO3
CO 3	DifferentiatebetweenPrakritiandVikritiintheindividualsaftercarrying out relevant clinical examinations.	PO1, PO2, PO3, PO5
CO 4	Carryoutclinicalexaminationandexperimentsusingequipmentswith interpretationoftheir results	PO4
CO 5	Differentiatethestrengths&limitationsofAyurvedandcontemporary sciences	PO2
CO 6	Presentashortprojectwork/researchactivitycoveringtherole of Kriya Sharir in preventive and promotive healthcare.	PO5, PO6, PO7, PO8, PO9
CO 7	Showasenseofcuriosityandquestioningattitudetowardsthelife processes and to display compassion and ethical behaviour	PO2, PO5, PO6, PO7, PO9
CO 8	Effectivelycommunicateverballyandinwritingpreferablyusing Ayurvedicterminologyalongwithcontemporaryterminologyamong peers,teachersandcommunity	PO8, PO9



Table3: Learning objectives(Theory) of Course AyUG-KS

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/ Know	F3 T-Lmethod	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
Paper I (Part A) (60 Hours)									
Topic 1 – Sharir (human body) (3hr) [Lecture: 2 hours, non-lecture: 1 hour]									
CO1	Explain the definition and synonyms of the term <i>kriya, sharira</i> and <i>shaarira</i>	Cognitive (recall, comprehension)	Mk	K	Lecture	Written/ (MCQ, MEQ, LAQ, SAQ) Vivavoce	F&S	I	
CO2	Enlist the <i>sharira dosha</i> and <i>manasa dosha</i> and	Cognitive (recall, comprehension)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Explain mutual relationship between <i>triguna, panchmahabhuta</i> and <i>tridosha</i>	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
Topic 2 – Basic Principles of Kriya Sharir (3hr) [Lecture: 2 hours, non-lecture: 1 hour]									
CO1	Express critical view of why <i>dosha- dhatu-mala</i> are described in specific numbers.	Cognitive (recall)	Dk	Kh	Discussion	Written	F	I	
CO1	Explain the principle of “ <i>dosha-dhatu-mala mulamhishariram</i> ”.	Cognitive (recall)	Mk	Kh	Lecture Discussion	Written	F&S	I	
CO1	Discuss term homeostasis in <i>dosha-</i>	Cognitive (comprehension)	Dk	Kh	Discussion	Vivavoce	F	I	



	<i>dhatu-mala.</i>								
CO1	Explainroleof <i>srotas</i> inthebody.	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Explain the basic concept of <i>srotas</i> and classifydifferent <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/ Vivavoce	F&S	I	<i>Rachana sharir</i>
CO1	Describe the significance of the knowledgeof <i>srotas</i> in <i>kriyasharira</i>	Cognitive (comprehension)	Mk	Kh	Discussion	Written/ Vivavoce	F&S	I	
CO1	Compare <i>mulasthana</i> of <i>srotas</i> described in <i>samhitas</i> in view of <i>kriya sharir</i> and contemporarymedical science	Cognitive (application)	Dk	Kh	Model Discussion Tutorial Assignment	Vivavoce	F&S	I	
CO1	Findoutsimilarities and differences between <i>srotas</i> and system of contemporaryscience.	Cognitive (application)	Nk	Kh	Discussion Self-learning Think-Pair-Share	Shortnotes	F	I	
CO1	Documentobservations on correlation of anyone environmental global change and physiological variation as per Ayurved, contemporarysciences.	Cognitive (application)	Nk	Kh	Discussion Self-learning Think-Pair-Share	Shortnotes	F	I	
CO1	Recognize the contribution of Ayurveda in the formationoffourbasic principlesof Bioethics mentioned in contemporaryscience.	Cognitive(recall) (comprehension)	Nk	Kh	Lecture Discussion	Written	F	I	
Topic3–Tridosha(Threehumorsofthebody)(3hr)[Lecture:3hours,non-lecture:0hours]									
CO1	Describe <i>utpatti</i>	Cognitive	Mk	K	Lecture	Written/	F&S	I	

	(<i>prasad & malabhuta</i>), locationsof <i>dosha</i> .	(recall)				Vivavoce			
CO1	State biological rhythms or circadian cycleof <i>tridosha</i> based on day-night-age-seasonfoodintakeand relationtothe environment	Cognitive (comprehension)	Mk	Kh	Lecture discussion Seminar	Written/ Vivavoce	F&S	I	
CO1	Explain the appliedrole of <i>dosha</i> in maintaining health and State of equilibrium and recognize the role of <i>dosha</i> in the formationof <i>prakriti</i> of anindividual	Cognitive (comprehension)	Mk	Kh	Lecture discussion Seminar	Written/ Vivavoce	F&S	I	
CO1	Stateimportanceof <i>dosha</i> in lifestyle management and mutualrelationship between <i>ritu-kala-dosha-rasa-guna</i>	Cognitive (application)	Nk	Kh	Discussion PBL	Vivavoce	S	I	
CO1	Interpret <i>gurvadi guna</i> of <i>dosha</i> in term of appliedphysiologyand clinical aspect in different chapters of Charak.	Cognitive (application)	Nk	Kh	Discussion PBL/CBD	Written	F	I	<i>Padartha Vijnana. Kayachikitsa</i>
CO1	Interprets <i>sama&niram lakshana</i> of <i>dosha</i>	Cognitive (comprehension)	Dk	Kh	Discussion	Written	F	I	
CO1	Discuss the evidences of functional significance of <i>vata</i> , <i>pitta</i> and <i>kapha</i> in perspectiveofnervous, endocrine, immune or anyothersystem.	Cognitive (application)	Nk	Kh	Discussion Think-Pair-Share	Self-assessment	SA	I	
CO1	Discuss how to examine <i>ruddhi-kshaya</i> of <i>dosha</i>	Cognitive (comprehension)	Dk	Kh	Discussion PBL	Vivavoce	S	I	
CO1	Statematerialismand	Cognitive	Mk	Kh	Discussion	Vivavoce	F	I	



	immaterialismof tridosha	(comprehension)							
	Topic4–Vatadosha(8hr) [Lecture:6hours,non-lecture:2hours]								
CO1	Definethevyutpatti andniruktiofvata.	Cognitive(Recall)	Mk	K	Lecture	Written/ Vivavoce	F&S	I	
CO1	Describe guna and generallocationsof vata dosha.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe general properties & functions of vata dosha and demonstratethenormal guan, karma of vata doshainahealthy person.	Cognitive (Comprehension)	Mk	Kh/Sh	Lecture Discussion	Written/ Vivavoce	F&S	I	Rognidan Vikriti Vidnyan
CO1	Enlist five types ofvata and describe prana,udanavatawith theirspecificlocations, propertiesand functions.	Cognitive(Recall & Comprehension)	Mk	Kh	Lecture Confusion technique Demonstration Chart, Model	Written/ Viva voce Skill assessment	F&S	I	
CO1	Explain the term nishwas, uchwas, shwasan&describethe role of prana vayu & udanavayuinshwasan prakriya.	Cognitive (Comprehension)	Mk	Kh	Lecture	Written/ Vivavoce	F&S	I	
CO1	Describe shwasan prakriyaaccordingto sharangadhar.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Model, Video	Written/ Vivavoce	F&S	I	
CO1	Describe clinical importance of classificationofswara and vyanjana according to their uccharanasthan.	Cognitive (Application)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self- assessment	SA	I	Sanskrit
CO1	Describetheformation and articulation of shabda (words) and explain the bio- physiology of	Cognitive (Comprehension)	Dk	Kh	Lecture A/Vaids.	Written/ Vivavoce	F&S	I	



	induction of <i>vaak</i> and role of <i>fudaanvaayui</i> in it.								
CO1	Explain role of pranayama, <i>puraka</i> , <i>rechaka</i> and <i>kumbhaka</i> in <i>samyaka shwasana</i> , <i>swara/ghosha utpatti</i>	Cognitive (Analysis)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self-assessment	SA	I	<i>Swasthavrutta</i>
CO1	Describe <i>samana</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Confusion technique Demonstration Chart, Model	Written/ Vivavoce	F&S	I	
CO1	Describe <i>vyana vata</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Confusion technique Demonstration Chart, Model	Written/ Vivavoce	F&S	I	
CO1	Describe role of <i>vyana vayu</i> & <i>samanavayu</i> in the process of <i>rasa-samvahanana</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	I	
CO1	Review the contribution of <i>vyana</i> and <i>samanavayu</i> in the process of cardiac circulation.	Cognitive (Comprehension)	Dk	K	Discussion	Written/ Vivavoce	F	I	
CO1	Interpret 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	
CO1	Describe <i>Apanavata</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Confusion technique Demonstration	Written/ Vivavoce	F&S	I	

CO1	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	
CO1	Illustrate gati (directions) of types of vata by using level diagramme.	Cognitive (analysis)	Dk	Kh	Illustration	Self-assessment Peer evaluation.	SA	I	
CO3	Explain difference between <i>kshaya</i> & <i>vridhdhilakshana</i> of <i>vata Dosha</i>	Cognitive (Comprehension)	Mk	Kh	Chalk-board Presentation Symposium Discussion	Written/ Vivavoce	F&S	I	
CO5	Interpret which type of <i>vata dosha</i> gets vitiated and in which clinical condition the use of proper <i>aahar dravya</i> is prevalent as per <i>kshaya</i> , <i>vriddhi</i> of <i>vata dosha</i> .	Cognitive (Application)	Dk	Sh	Demonstration Discussion PBL	Written/ Vivavoce	F&S	I	
CO1	Recite and to explain the important verses of <i>vata dosha</i> . (ex- <i>sthana</i> , <i>karma</i> , <i>types</i> , <i>vriddhi</i> and <i>kshaya</i>)	Cognitive (Recall)	Dk	Sh	Discussion Recitation	Written/ Vivavoce	F&S	I	Sanskrit Samhita
Topic 5–Pittadosha (6hr) [Lecture: 5 hours, non-lecture: 1 hour]									
CO1	Define the <i>vyutpatti</i> and <i>nirukti</i> of <i>pitta</i> .	Cognitive (Recall)	Mk	Kh	Lecture	Written/ Vivavoce	F&S	II	
CO1	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	
CO1	Describe general	Cognitive (Recall)	Mk	Kh	Lecture	Written/	F&S	II	<i>Rognidan</i>



	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	Vivavoce			<i>Vikriti Vidnyan</i>
CO1	Enlist five types of <i>pitta dosha</i> and describe <i>pachaka</i> with their specific locations, properties and functions.	Cognitive Recall	Mk	Kh	Lecture Discussion Demonstration	Written/ Vivavoce	F&S	II	
CO1	Record your opinions about functions of pachak pitta and digestive enzymes separately.	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
CO1	Describe <i>ranjakapitta</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Vivavoce	F&S	II	
CO1	Describe role of <i>ranjaka pitta</i> in <i>rasaranjan</i> processes per different <i>aacharyas</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture	Written/ Vivavoce	F&S	II	
CO1	Interprete stages of erythropoiesis and role of intrinsic factor, vit. B ₁₂ etc in hemopoiesis.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	II	
CO1	Describe <i>alochaka, bhranjaka, sadhakapitta</i> with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Vivavoce	F&S	II	
CO1	Discuss rhodopsin and iodopsin along with <i>alochakapitta</i> and note down	Cognitive (Recall)	Nk	Kh	Selfstudy	Self-assessment	SA	II	



CO1	Elaborate the functions of bhrajaka pitta in term physiology.	Cognitive (Comprehension)	Nk	Kh	Selfstudy	Self-assessment	SA	II	
CO1	Describe the role of <i>sadhaka</i> pitta in <i>sadhana</i> , concentration and observe changes upon heart rate and respiratory rate	Attitude (Imitation)	Nk	Sh	Discussion Demonstration	Self-assessment	SA	II	
CO1	Find out similarities and differences between functions of <i>sadhaka</i> pitta and neurotransmitter.	Cognitive (Analysis)	Nk	Kh	Selfstudy	Self-assessment	SA	II	
CO1	Explain difference between <i>kshaya</i> & <i>vridhdhilakshana</i> of <i>pitta Dosh</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO5	Interpret which type of <i>pitta dosha</i> gets vitiated and in which clinical condition the use of proper <i>aahar dravya</i> is prevalent as per <i>kshaya, vridhhi</i> of <i>pitta dosha</i> .	Cognitive (Application)	Dk	Sh	Demonstration Discussion PBL	Written/ Vivavoce	F&S	II	<i>Swasthavrutta</i>
CO1	Distinguish the similarities & differences between <i>agni</i> and <i>pitta</i> in terms of their <i>guna</i> with examples in compendia.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion PBL Seminar	Written/ Vivavoce	S	II	
CO1	Make inferences and find evidences / examples in daily regimen to support generalization of <i>agni</i> & <i>pitta</i> statement.	Cognitive (Analysis)	Nk	Sh	Demonstration Discussion Assignment PBL/CBL	Self-assessment	SA	II	
CO1	Recite and explain the important verses of <i>pitta dosha</i> . (ex-	Cognitive (Recall)	Dk	Kh	Discussion Recitation	Written/ Vivavoce	F&S	II	



	<i>sthana, karma, types, vridhhi and kshaya</i>								
Topic6–Kaphadosha(5hr) [Lecture:4hours,non-lecture:1hour]									
CO1	Define the <i>vyutpatti</i> and <i>niruktiof kapha dosha</i> .	Cognitive(Recall Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe general properties & functions of <i>kapha dosha</i> and demonstratethenormal <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	
CO1	Enlistfivetypesof <i>kapha dosha</i> & describe <i>bodhaka kaphakledaka, tarpaka</i> with their specific locations, properties and functions.	Cognitive(Recall)	Mk	Knows	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Identify the role of saliva in taste perceptionandalsoin otherway.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe role of <i>kledaka kapha</i> in lubricating and protectivepropertiesof mucus.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describetherolesof <i>tarpaka kapha</i> in protectsthesensory organs.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe <i>avalambaka, sleshaka</i> with their specific locations, propertiesand functions.	Cognitive(Recall)	Mk	Knows	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describetherolesof	Cognitive	Dk	Kh	Lecture	Written/	F&S	II	



	<i>avalambakainheart protectionandsleshaka kaphain arthritis.</i>	(Comprehension)			Discussion	Vivavoce			
CO1	Explainedifference betweenkshaya& vriddhilakshanaof kapha Dosha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Stateimportance of prakritshleshmikbala/ veerya & vikrit shleshmikmala& find outsignificanceof abovecognitivein appliedaspect	Cognitive (Application)	Nk	Kh	Lecture Discussion	Self-assessment	SA	II	<i>Kayachikitsa</i>
CO5	Interpretwhichtypeof kaphadoshagets vitiatedandinwhich clinicalconditionthe useofproperaahar dravyaisprevalent as perkshaya,vriddhi of kaphadosha.	Cognitive (Application)	Nk	Sh	Demonstration Discussion PBL	Vivavoce	F&S	II	<i>Swasthavrutta</i>
CO1	Reciteandexplainthe importantversesof kaphadosha. (ex-sthana,karma, vriddhiandkshaya)	Cognitive(Recall & Comprehension)	Dk	Sh	Discussion Recitation	Written/ Vivavoce	F&S	II	
CO1	Describeneurals& chemical communicationsystem ofbody	Cognitive (Comprehension)	Nk	Kh	Selfstudy	Self-assessment	SA	II	
Topic7–DoshaVriddhi-Kshaya(Hyperandhypostateofdosh)(2hr)[Lecture: 1 hour,non-lecture: 1 hour]									
CO1	Describeetiological factorscausing tridoshavriddhi & kshayaonthebasisof dravya, guna,karma, aahaar & vihara.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	<i>Dravyaguna</i>
CO1	Describe,observeand interpret individual	Cognitive (Comprehension)	Nk	Sh	Demonstration Discussion	Self-assessment	SA	II	



	causes and symptoms of <i>panchavidha vataprakopa</i> .(Ashtanga Hridayanidanasthana 16)	Application)			PBL				
CO1	Describe <i>vridhhi-kshayalakshana</i> of <i>vata dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe <i>vridhhi & kshaya lakshana</i> of <i>pitta</i> and <i>kapha</i> dosha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Enumerate the <i>nanatmajvyadhiof tridosha</i>	Cognitive (Recall)	Nk	K	Lecture	Self-assessment	SA	II	
Topic8–Kriyakala(Treatmentasperprevalentkala)(2hr)[Lecture:1 hour,non-lecture:1 hour]									
CO1	Explain the Concept of <i>kriyakala</i> & enumerate stages of <i>kriyakala</i> .	Cognitive (Recall) (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	<i>Rognidan Vikriti Vidnyan</i>
CO1	Describe the stages <i>sanchaya, prakopa, prasara</i> of <i>kriyakala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the stages <i>sthansanshraya, vyaktavastha & bhedavastha</i> of <i>kriyakala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the applied physiology of diseases produced due to the vitiation of <i>vata, pitta</i> and <i>kapha</i> .	Cognitive (Comprehension)	Nk	Sh	Lecture Discussion	Self-assessment	SA	II	
CO1	Describe ideas given in the <i>shat-kriyakala</i> about preventive measures	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
Topic9–Prakriti(Deha-Prakriti,Manasa-Prakriti)(Bodyconstitution,personality,temperamentofindividuals)(10 hr)[Lecture:7hours,non-lecture:3hours]									
CO1	Define the term <i>prakriti</i> and describe etymology & different	Cognitive (recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	II	



	meaningsoftheterm <i>prakriti</i> .								
CO1	Describe the role of different <i>matrijadi bhava</i> (genetic,intra-uterine and extra-uterine factors) influencing <i>prakriti</i> accordingto <i>Charaka and Sushruta</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Symposium	Written/ Vivavoce	F&S	II	
CO1	Describe the classification of different <i>prakriti</i> accordingtovarious Samhitas	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Enumerate types of <i>deha prakriti</i> and classify <i>dehaprakriti</i> into <i>eka-doshaja, dvanvaja, samadoshaja</i> .	Cognitive(Recall)	Mk	Kh	Lecture Discussion Model Demonstration	Written/ Vivavoce	F&S	II	
CO1	Describe the <i>guna</i> (attributes) of <i>vata prakriti</i> accordingto <i>CharakaSamhita</i>	Cognitive (Comprehension)	Mk	Sh	Lecture Discussion Model Demonstration	Written/ Vivavoce	F&S	II	
CO1	Describe the <i>guna</i> (attributes) of <i>pitta prakriti</i> accordingto <i>Charaka Samhita</i>	Cognitive (Comprehension)	Mk	Sh	Discussion Role play real life experience	Written/ Vivavoce	F&S	II	
CO1	Describe the <i>guna</i> (attributes)of <i>kapha prakriti</i> according to <i>CharakaSamhita</i>	Cognitive (Comprehension)	Mk	Sh	Lecture Discussion videoshow Simulation	Written/ Vivavoce	F&S	II	
CO1	Describegunaof <i>vata, pitta &kapha prakriti</i> according to Vagbhata (abhiruchi)& <i>Sushruta samhita (anukatva)</i>	Cognitive (Comprehension)	Mk	Sh	Discussion Model Demonstration Team project work, Tutorial	Written/ Vivavoce	F&S	II	
CO1	Describe the <i>guna</i> (attributes) of <i>vata, pitta&kaphaprakriti</i> according to	Cognitive (Comprehension)	Nk	Sh	Discussion	SA	SA	II	



	<i>Sharangadhara Samhita</i>								
CO1	Describe the relationship between individual <i>prakriti</i> & <i>agni, koshta</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	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/ Vivavoce	F&S	II	
CO1	Describe classification of <i>manas prakriti</i> and characteristic features of the <i>satvic prakriti</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the characteristic features of <i>rajasic & tamasic manas prakriti</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe classification of and characteristic features of the individuals belonging to each kind of <i>jatyadi-prakriti</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written	F&S	II	
CO1	Similarities and difference between the <i>sharirik & manas prakriti</i> descriptions given in various Samhitas.	Cognitive (Comprehension)	Dk	Kh	Discussion Team project work	Written	F	II	<i>Kayachikitsa</i>
CO1	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 Roleplay	F&S	II	
CO1	Appreciate the use of various validated tools for assessing	Cognitive (Application)	Mk	Sh	Discussion Tutorial, Demonstration	Written/ Vivavoce	F&S	II	

	Ayurvedic concept of human constitution (prakriti) (software/questionnaire) to evaluate prakriti-Ex-CCRAS portal								
CO1	Describe the relevance of <i>desha-kala-ritu-vaya-ahara-vihara-satmya</i> , <i>aushadha</i> of parents especially of mother on <i>prakriti</i> of individual.	Cognitive (Application/Analysis)	Dk	Kh	Tutorial, Discussion	Viva voce Seli-assessment	SA	II	<i>Kayachikitsa</i>
CO1	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	
CO1	Recite and explain the important verses of <i>vata</i> , <i>pitta</i> & <i>kapha dosha</i> <i>prakriti</i> .	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Written/ Viva voce	F&S	II	
CO1	Observe & distinguish features of individuals of three contrasting <i>prakriti</i> types <i>vata</i> , <i>pitta</i> and <i>kapha</i> by IGIB. Link: https://doi.org/10.1186/1479-5876-6-48	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO1	Observe standardized <i>prakriti</i> assessment tool by CCRAS. Link: doi/10.5005/jp-journals-10064-0019	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO1	Compare human constitution (<i>prakriti</i>) & genomic	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
CO1	Record the known physiological variation	Cognitive (Application)	Dk	Kh	Real life experience	Demonstration	SA	II	



	of your friends in different <i>rutu</i> as per different <i>prakriti</i> .				Role play				
CO1	Discuss correlation of genotype and phenotype with <i>prakriti</i> .	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
CO1	Trace interrelationship between aging and <i>prakriti</i>	Cognitive (Comprehension)	Nk	Kh	Discussion	Self-assessment	SA	II	
CO1	Point out hematological differences as per different <i>prakriti</i> .	Cognitive (Analysis)	Nk	Kh	Survey	Self-assessment	SA	II	
CO1	Discuss <i>manas prakriti</i> and personality.	Cognitive (Comprehension)	Dk	Kh	Role play	Self-assessment	SA	II	
CO1	Role of <i>prakriti</i> (Ayurgenomics) in the concept of personalised medicine	Cognitive (Comprehension)	Nk	Kh	Group discussion Seminar	Self-assessment	SA	II	
CO1	Explore the immunophenotyping & human dosha <i>prakriti</i> .	Cognitive (Comprehension)	Nk	Kh	Online material	Self-assessment	SA	II	
Topic 10 – Ahara (Diet and nutrition in Ayurveda) (4hr) [Lecture: 3 hours, non-lecture: 1 hour]									
CO1	Describe the <i>Nirukti</i> (etymology) & <i>paribhasa</i> (definition) of <i>ahar</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the <i>Bheda</i> (classification) and <i>upayogita</i> (importance) of <i>ahara</i> .	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Define, enlist and describe the types of <i>ahara</i> in detail with examples	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Tutorial	Written/ Vivavoce	F&S	III	



CO1	Define, enlist and describe <i>ashta ahara-vidhi-viseshayatana</i> (8 factors to be considered while preparing and processing the food) in detail with examples	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	III	<i>Swathavritta</i>
CO1	Describe <i>ahara vidhi vidhana</i> (rules for consuming the food) in detail with examples.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explains the role of <i>aharavidhi vidhanain</i> the context of present-day lifestyle, cooking habits and eating behaviour.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Real life experience Evidence based learning	Written/ Vivavoce	F&S	III	
CO1	Define, enlist and describe <i>ahara parinamkara bhava</i> (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/ Vivavoce	F&S	III	
CO1	Explain the concept of <i>viruddha ahara</i> (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/ Vivavoce	SA	III	<i>Swathavritta</i>
CO1	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	
CO1	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	



	food taking, practice regarding food intake etc. in individual's health.								
CO1	Explain dietary guidelines, how to eat food in Ayurvedic view.	Cognitive (application)	Nk	Kh	Lecture Discussion	Self assessment	SA	III	
Topic 11 – Agni (The digestive fire of the body) (5hr) [Lecture: 4 hours, non-lecture: 1 hour]									
CO1	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/ Vivavoce	F&S	III	
CO1	State the importance of <i>agni</i> in maintaining the different aspects of human physiology	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Enumerate and explain the different synonyms of <i>agni</i> regarding <i>kriya sharir</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Enumerate and define various classifications of <i>agni</i> concerning their locations and functions in the body	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	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/ Vivavoce	F&S	III	<i>Kayachikitsa</i>
CO1	Classify and explain the features of four functional / abnormal states of <i>jatharagni</i> : <i>samagni</i> , <i>vishamagni</i> , <i>mandagni</i> & <i>tikshnagni</i> and explain the evaluation process of <i>jarana-</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	<i>Rognidan</i>

	<i>shakti.</i>								
CO1	Enumerate the factors affecting the normal functioning of Agni and the symptoms of improper functioning of agni seen in certain clinical conditions	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Vivavoce	F	III	
CO1	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	
CO1	Record the opinions among your friends on the concept of free radicals & antioxidant	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	III	
CO1	Identify digestive and metabolic functions of Agni & its clinical importance.	Cognitive (Application)	Nk	Sh	Group discussion	Self Assessment	SA	III	
CO1	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/ Vivavoce	S	III	
Topic-12. Annapachana/Aahara-paka (Digestion and metabolism in Ayurveda) (9hr) [Lecture: 7 hours, non-lecture: 2 hours]									
CO1	Describe the annavaha srotas along with its mula sthana	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Enumerate and describe different organs of annavaha	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	



	<i>srotas</i> and their important functions. according to Ayurveda and contemporary physiology								
CO1	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/ Vivavoce	F&S	III	
CO1	Describe the process of <i>udeerana</i> (increase/release) of <i>vata</i> , <i>pitta</i> , <i>kapha</i> during <i>avasthapaka</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	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/ Vivavoce	F&S	III	<i>Rognidan</i>
CO1	Describe the definition of <i>vipaka</i> (<i>nisthapaka</i>) and classification of <i>vipaka</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe how to identify <i>vipaka</i> of <i>aahar</i> as per their effect on the body.	Cognitive (application)	Dk	Sh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the similarities and differences between <i>avasthapaka</i> and <i>nisthapaka</i>	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	III	

CO1	Explain the role of different sub-types of <i>dosha</i> in the process of digestion: <i>bodhaka kapha</i> , <i>prana vayu</i> , <i>kledakakapha</i> , <i>samana vayu</i> , <i>pachakapitta</i> , <i>apana vayu</i> etc.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
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CO1	Describe the process of separation of <i>saara</i> and <i>kitta</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	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	
CO1	Explain the role of <i>grahani</i> & <i>pittadhara kala</i> & describe possible relation between <i>pittadhara</i> and <i>majjadharakala</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	State the importance of <i>pachaka pitta</i> and <i>jatharagni</i> in the process of digestion	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explain the role of <i>bhutagni</i> and <i>dhatvagni</i> in <i>ahara parinaman</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the process of formation of <i>ahara-rasa</i> and absorption of <i>sara bhaga</i> / <i>anna-veerya</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Draw parallels between the different types of <i>agni</i> and various digestive enzymes and hormones	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Define <i>ahara gati</i> , <i>abhyavaharanashakti</i> , <i>annagrahana</i> , <i>pachana</i> , <i>vivechana</i> , <i>munchana</i> and <i>jaranashakti</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Discuss applied clinical aspect of <i>annavaha srotas</i> : <i>arochaka</i> , <i>ajirna</i> , <i>atisara</i> , <i>grahani</i> , <i>chardi</i> , <i>parinamashula</i> etc	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Vivavoce CBD	F&S	III	



CO1	Define different meanings of the term <i>koshtha</i> and explain the term in the context of <i>kriyasharira</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	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/ Vivavoce	F&S	III	<i>Panchakarma</i>
CO1	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/ Vivavoce DOPS	F&S	III	
PartB (40 Hours)–									
Topic1-Physiology Homeostasis(6hr) [Lecture:5hours,non-lecture:1hour]									
CO1	Define homeostasis and describe mechanisms of maintenance of homeostasis.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Distinguish between the shell temperature and core temperature	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Define the terms Cell death, Cell degeneration, Cell aging. Describe animal tissue.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe mechanism of positive and negative feedback system with at least two examples.	Cognitive (Recall/ Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the structure and function of cell, cell membrane, cytoplasmic	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	



	organelles, genetic material(DNA&RNA.)								
CO1	Explain the process of DNA replication & inhibitorsofreplication.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the acid-base balance, water and electrolyte balance.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the concept of pH & buffer systems in the body and Na-K pump	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe and discuss transport mechanisms across cell membranes. (Active & facilitated)	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe and discuss the molecular basis of resting membrane potential and action potential	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
Topic 2-Physiology of respiratory system: (7hr) [Lecture: 5 hours, non-lecture: 2 hours]									
CO1	Describe division of the respiratory system based on its functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe pulmonary circulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the mechanics of normal respiration, pressure changes during ventilation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the lung volume and capacities, compliance, diffusion of lungs	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe and discuss the exchange and transport of gases - Oxygen and Carbon dioxide	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	I	



CO1	Describe the neural and chemical control of respiration.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe physiological situations that affect respiration and discuss artificial respiration, dyspnoea, asphyxia, hypoxia, cyanosis.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe Haldane effect & Kussmaul breathing.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe basic of pulmonary function tests.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
Topic 3-Physiology of Gastrointestinal system (9hr) [Lecture: 7 hours, non-lecture: 2 hours]									
CO1	Describe enzyme and its functions in metabolism	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe functional anatomy and physiology of the digestive system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	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/ Vivavoce	F&S	II	
CO1	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/ Vivavoce	F&S	II	
CO1	Describe GIT movements, deglutition, peristalsis, defecation and control	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the major components of food, the process of digestion and	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	II	



	metabolism of proteins, fats and carbohydrates								
CO1	Describe the physiological role of vitamins	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the Gut-Brain Axis and enteric nervous system, and its function	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Discuss the physiology aspects of gastro-oesophageal reflux disease, vomiting, diarrhoea, constipation	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
Topic4-Physiology of Nervous System(10hr)[Lecture:7hours,non-lecture:3hours]									
CO1	Describe organization of nervous system.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the mechanism of propagation of nerve impulses.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the functions & properties of synapse, reflex, receptors	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the functional anatomy of the central nervous system (CNS) and peripheral nervous system (PNS)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	III	
CO1	Describe the physiology of autonomous nervous system (ANS)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the physiology of sensory (general sensations) and motor nervous system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe and discuss spinal cord, its functions, lesion & sensory disturbances	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe and discuss functions of the cerebral cortex, basal ganglia,	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	

	thalamus,hypothalamus cerebellum, mid brain, ponsandmedulla oblongata.								
CO1	Describeanddiscussthe physiological basis of intelligence, memory, learningandmotivation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describethephysiology of cranial nerves	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describephysiologyof speechandarticulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describephysiologyof temperatureregulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describethephysiology of pain	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
Topic5-PhysiologyofEndocrineglands(8hr) [Lecture:6hours,non-lecture:2hours]									
CO1	Enlists and describe hormones & endocrine glands based on synthesis, secretion, transport,physiological actions, regulation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe hormones secreted by anterior & posteriorpituitarygland, theirfunctions,disorders ofpituitarygland(hyper &hypo activity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe hormones secreted by the Thyroid gland, their functions & disordersofThyroidand parathyroidgland(hyper and hypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	III	
CO1	Describe hormones secretedbyPancreas,	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	



	their functions & disorders of Pancreas (hyperandhypoactivity)								
CO1	Describe hormones secreted by Adrenal cortex gland, their functions&disordersof Adrenal cortex gland (hyperandhypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describ hormones secretedbyAdrenal medullagland,their functions&disordersof Adrenalmedulla(hyper andhypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	EnlistotheGlandsand their functions	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describethesynthesis and functions of local hormones	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
PAPERII									
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/ Know	F3 T-Lmethod	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
AyGU-KS									
PaperII(60 Hours)									
Topic-1.IntroductiontoDhatu(3hr)[Lecture:2hours,non-lecture:1hour]									
CO1	Explaintheetymology, derivation, definition, synonyms and general	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	Sanskrit Samhita/



	introductionofthe term <i>dhatu</i> .									<i>Rognidan Vikriti Vidnyan</i>
CO1	Explainedthe difference between <i>dhatu</i> and <i>upadhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I		
CO1	Explainedifferent theories related to <i>dhatu poshana Nyaya</i> (nourishment of different <i>dhatu</i> s).	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written / Vivavoce	F&S	I		
CO1	Explainthe applicability of <i>nyaya</i> in the different physiological mechanisms.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Jigsaw	Written/ Vivavoce	F&S	I		
CO1	Describe <i>utpatti & poshana</i> of <i>dhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I		
CO1	Compile various terminologies related to <i>dhatu gati</i> and <i>dhatu poshana</i>	Cognitive (Comprehension)	Dk	Sh	Assignment Tutorial	Self-assessment	SA	I		
CO1	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 Buzzgroup	Self-assessment	SA	I		
CO1	Discuss theory of tissue formation and differentiation in context with physiological changes of aging.	Cognitive Application)	Nk	Kh	Group discussion Homework based assignment	Self-assessment	SA	I		
CO1	Discuss stem cells along with concepts of regeneration in Ayurveda	Cognitive (Recall/ Comprehension)	Nk	Kh	Lecture Online teaching aids	self assessment	SA	I		
CO1	Study Ayurvedic aspect of <i>dhatu sarata</i> and its application	Cognitive (Application)	Nk	Kh	Group discussion Seminar	Self-assessment	SA	I		
	Topic-2. Rasa Dhatu (5hr) [Lecture: 4 hours, non-lecture: 1 hour]									



CO1	Explain the etymology, derivation, location, properties, functions and <i>pramana</i> of <i>rasa-dhatu</i> . <i>panchabhautikatva</i> of <i>rasadhatu</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the functions of <i>rasavaha srotas</i> & <i>mula</i> of <i>rasavaha srotas</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the process of formation of <i>rasadhatu</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/ Vivavoce	F&S	I	
CO1	Describe <i>kshaya-vriddhi</i> & <i>rasa pradosh</i> <i>javikara</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Assignment	Written/ Vivavoce	F&S	I	
CO1	Description of functioning of <i>hridaya</i> and physiological significance of <i>hridaya</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Flipped classroom	Written/ Vivavoce	F&S	I	
CO1	Description of <i>sira</i> , <i>dhamani</i> and <i>srotas</i>	Cognitive (Comprehension)	Nk	Kh	Discussion Videoshow	Written/ Vivavoce	F&S	I	
CO1	Enumerate <i>ashtavidha sara</i> (8 types of <i>sara</i>), and describe the features of individuals belonging to <i>tvak-saara purusha</i> .	Cognitive (Recall)	Mk	K	Lecture, Role play, real life experience, Discussion Brainstorming	Written/ Vivavoce	F&S	I	
Topic-3. Rakta Dhatu (4hr) [Lecture: 3 hours, non-lecture: 1 hour]									
CO1	Explain the etymology, derivation, synonyms, location, properties, functions and <i>pramana</i> of <i>rakta dhatu</i> & explain the <i>panchabhautikatva</i> of <i>rakta dhatu</i> ,	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the physiology of <i>raktavaha srotas</i> , and describe the <i>mula</i> of <i>rakta-vaha srotas</i> and mutual interdependence of <i>rakta</i> and <i>pitta</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	

CO1	Describe the formation of <i>rakta-dhatu</i> , <i>ranjana ofrasabyRanjakapitta</i> , features of <i>shuddha rakta</i> , specific functions of <i>rakta</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the characteristics of <i>raktasaaraPurusha</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the manifestations of <i>kshaya and vriddhi</i> and name <i>pradoshaja vikara</i> of <i>raktadhatu</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Vivavoce	F&S	I	<i>Vikriti Vigyana</i>
CO1	Elaborate the concept about inclusion or exclusion of <i>raktadhatu</i> as a fourth dosha.	Cognitive (Comprehension)	Nk	Kh	Discussion Brainstorming	Written/ Vivavoce	F	I	
Topic-4.MamsaDhatu(3hr) [Lecture:2hours,non-lecture:1 hour]									
CO1	Describe the etymology, derivation, synonyms, location, properties and functions of <i>mamsa dhatu</i> , physiology of <i>mamsavahasrotas,mula ofmamsavahasrotas</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the formation of <i>mamsadhatu</i> and the definition of <i>peshi</i> characteristics of <i>mamsasaarapurusha</i> ,	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe manifestations of <i>kshaya</i> and <i>vriddhi</i> of <i>mamsaDhatu</i> & describe the physiological basis of these manifestations. Name <i>mamsa pradoshajavikara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Vivavoce	F&S	II	<i>Vikriti Vigyana</i>
Topic-5.MedaDhatu(4hr) [Lecture:3hours,non-lecture:1 hour]									



CO1	Describe the etymology, derivation, location, properties, functions and <i>pramana</i> of <i>meda</i> dhatu.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the <i>medovaha srotas</i> , its <i>mula</i> , the physiology of <i>medovaha srotas</i> , formation of <i>medodhatu</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the characteristics of <i>medasaara purusha</i> and manifestations of <i>kshaya</i> and <i>vridhhi</i> of <i>meda</i> . Name <i>meda</i> <i>pradoshaja vikara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Vivavoce	F&S	II	
CO1	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/ Vivavoce	F&S	II	<i>Vikriti Vigyana</i>
CO1	Record the properties of lipid & <i>mamsa</i> dhatu.	Cognitive (Comprehension)	Nk	Kh	Discussion	Self assessment	F	II	
Topic-6. Asthi Dhatu (3hr) [Lecture: 2 hours, non-lecture: 1 hour]									
CO1	Describe the definition, synonyms, classification, properties (<i>guna</i>), and formation of <i>asthi</i> dhatu.	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the <i>asthi dhara kala</i> ; relation with <i>purish dhara kala</i> and the features of <i>asthi sarata</i> .	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the applied physiology of <i>asthi dhatu</i> (<i>asthi vridhhi/ asthi kshaya</i>) and name <i>asthi pradoshaja vikara</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Vivavoce	F&S	II	<i>Vikriti Vigyana</i>



Topic-7MajjaDhatu(4hr) [Lecture:3hours,non-lecture:1 hour]									
CO1	Describe the definition, synonyms and location (<i>sthana</i>)ofmajjadhatu.	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the formation of <i>majja dhatu majjavahasrotasandits mula</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe <i>majja dhara kala</i> in relation with <i>pittadhara kala</i> and the featuresof <i>majjasarata</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe applied physiology of <i>majja dhatu(majjavridhhiand kshaya)</i> andnamemajja <i>pradoshaja vikara</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Assignment	Written/ Vivavoce	F&S	II	<i>Vikriti Vigyana</i>
CO1	Commentonconceptof <i>majja dhatu</i> and bone marrow	Cognitive (Comprehension)	Dk	Kh	Discussion Online teachingaids	Self assessment	F	II	
Topic-8.ShukraDhatu(4hr) [Lecture:3hours,non-lecture:1 hour]									
CO1	Describe the etymology and derivation of <i>shukra dhatu</i> ,location,properties, <i>pramana</i> functions of <i>shukradhatu</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the formationof <i>shukradhatu, poshana krama</i> and its <i>updatu</i> and <i>mala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Puzzle	Written/ Vivavoce	F&S	II	
CO1	Describe the mula of <i>shukravaha srotas</i> and thepropertiesof <i>shuddha shukra</i> alongwith <i>shukra saara purusha</i> symptoms.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describethefeaturesof <i>kshaya&vridhhi</i> of	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	<i>Vikriti Vigyana</i>



	<i>shukradhatu&shukra pradoshaja vikara</i>				Assignment				
CO4	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-Ashrayi Bhava(2hr) [Lecture: 1 hour, non-lecture: 1 hour]									
CO1	Describe the concept of <i>ashraya-ashrayi bhava</i> i.e. inter-relationship among <i>dosha, dhatu mala</i> and <i>srotas</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	<i>Vikriti Vigyana</i>
CO1	Describe the applied physiology of diseases affecting <i>saptadhatu</i> enlisted under <i>dhatu pradoshaja vikara</i> .	Cognitive (Comprehension)	Dk	Kh	Discussion Seminar	Written	F	III	
CO1	Explain use of <i>Ashraya-Ashrayi Bhava</i> in <i>laghan bruhan</i> .	Cognitive (application)	Nk	Kh	Discussion	Self- assessment	SA	III	
Topic-10.Oja(4hr) [Lecture: 3 hours, non-lecture: 1 hour]									
CO1	Recall etymological derivation, definition, classification, and <i>pramana</i> of <i>oja</i>	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO1	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	
CO1	Describe the concept of <i>vyadhikshamatva</i> , explain <i>balavriddhikara bhava</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	
CO1	Classify <i>bala</i> and describe etiological factors (<i>kshaya karan</i>) for <i>oja visramsya, vyapat</i> and <i>kshaya</i> and elaborate	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F&S	III	<i>Vikriti Vigyana</i>



	the manifestation of these clinical conditions.								
CO1	Collect different opinion in sonojagiven by different aacharya and try to understand the logic behind it.	Cognitive (Recall)	Nk	Kh	Discussion	Written	F	III	
CO1	Interpret your opinion aboutoja-bala-kaphain its normal state.	Cognitive (Recall)	Nk	Kh	Discussion	Self-assessment	SA	III	
Topic-11.Upadhatu(7hr) [Lecture:6hours,non-lecture:1 hour]									
CO1	Describe the general introduction, etymological derivation and definition of the term <i>upadhatu</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the formation, nourishment, properties, location and functions of each <i>upadhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the characteristic features and methods of assessing <i>shuddha</i> and <i>dushita stanya</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	<i>Vikriti Vigyana</i>
CO1	Describe the characteristic features of <i>vridhhi</i> and <i>kshaya</i> of <i>stanya</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	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/ Vivavoce	F&S	III	
CO1	Describe <i>artava-vaha srotas</i> and <i>its mula</i> along with the common clinical conditions related to <i>artava-vahasrotas</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	<i>Vikriti Vigyana</i>



	(<i>kashtartava, vandhyata, pradara etc.</i>)								
CO1	Describe the classification, thickness of each layer and functions of <i>tvak</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Interpret the skin layers per contemporary science.	Cognitive (Recall)	Nk	Kh	Discussion	Written	F	III	
Topic 12. Mala (8hr) [Lecture: 6 hours, non-lecture: 2 hours]									
CO1	Describe the etymological derivation and definition of the term <i>mala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Enumerate <i>aharamala</i> and describe of the process of formation of <i>aharamala</i> .	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the etymological derivation, definition, formation, properties, quantity and functions of <i>purisha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the physiology of <i>purishavaha srotas</i> , <i>purish visarjana</i> and manifestations of <i>vridhhi</i> and <i>kshhaya</i> of <i>purisha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explain the relation between <i>purishdhara kala</i> and <i>asthidharakala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the etymological derivation, definition, formation, properties, quantity and functions of <i>mutra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the physiology of <i>mutravahasrotas</i> and the process of urine formation and <i>mutra visarjana</i> in Ayurveda.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	



CO1	Explain the manifestations of <i>vriddhi</i> and <i>kshaya</i> of <i>mutra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explain the urge of micturition & defecation in perspective of reflexes	Cognitive (Application)	Nk	Kh	Discussion	Self-assessment	SA	III	
CO1	Describe and enumerate <i>dhatumala</i> and describe the functions of each type of <i>dhatumala</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explain the etymological derivation, definition, formation and functions of <i>sveda</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explain the functions of <i>svedvaha srotas</i> along with describing the manifestations of <i>vriddhi</i> and <i>kshaya</i> of <i>sveda</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Review Ayurveda compendia for several colour of purish and <i>mutra</i> as per their different diseased conditions.	Cognitive (Application)	Nk	Kh	Discussion	Self-assessment	SA	III	
Topic 13. Indriyavijnanya (2hr) [Lecture: 1 hour, non-lecture: 1 hour]									
CO1	Describe the <i>pancha-jnyaanendriya</i> and physiology of perception of <i>shabda, sparsha, rupa, rasa and gandha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Tutorial	Written/ Vivavoce	F&S	III	<i>Padarth vidnyan</i>
CO1	Describe the physiology of <i>karmendriya</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
Topic 14. Manas (3hr) [Lecture: 2 hours, non-lecture: 1 hour]									
CO1	Describe location and properties, functions and objects of <i>manas</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	



CO7	Describe the physiology of <i>dhee, driti, smriti</i> and <i>manovaha srotas</i> along with the applied physiology of <i>unmada</i> and <i>apasmara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Real life experience	Written/ Vivavoce	F&S	III	<i>Kayachikitsa</i>
CO7	Describe <i>kriyatmak</i> (physiological) importance of <i>manas</i>	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
Topic 15. Atma (2hr) [Lecture: 2 hours, non-lecture: 0 hours]									
CO1	Describe properties and functions of <i>atma</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S		
CO7	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/ Vivavoce	F&S	III	<i>Padarth vidnyan</i>
CO7	Explain characteristic features of <i>atma</i> in living beings.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO7	Describe <i>kriyatmak</i> (physiological) importance of <i>atma</i>	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion tutorials	Written/ Vivavoce		III	
Topic 16. Nidra & Svapna (2hr) [Lecture: 2 hours, non-lecture: 0 hours]									
CO1	Describe the process of <i>nidrot patti</i> , classify <i>nidra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Explain the physiological and clinical significance of <i>nidra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe <i>svapnot patti</i> and types of <i>svapna</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Discuss about different types of <i>swapna</i> among your friends and try to understand relation of <i>swapna</i> & <i>prakriti</i> .	Cognitive (Comprehension)	Nk	Kh	Group Discussion	Team assessment	TA	III	



PartB(40Hours)–									
Topic1.PhysiologyofHemopoieticSystem(7hr)[Lecture:5hours,non-lecture:2hours]									
CO1	Describe the composition,functionsof blood and blood cells.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Stagesanddevelopment of RBCs, WBCs, platelets.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethecomposition and functions of bone marrow	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the process of erythropoiesis and explainnecessaryfacors for erythropoiesis.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethetheformation& destruction of RBCs	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the structure, types, synthesis and functions of haemoglobinalongwith abnormalitiesofHb.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethetypesof WBCs	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethemechanism of hemostasis, (coagulation of blood) and blood clotting factors.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	I	
CO1	DescribethetheABO&Rh system of blood group and explain the physiological basis of bloodgroups.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	Medical Physiology
CO1	Explaintheconceptof erythroblastosisfetalis onthebasisofRh incompatibility.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	I	
CO1	Describe the classificationand	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	



	functionsofplasma proteins.								
CO1	Describe the properties andhemostasisfunctions of platelets.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the physiological basis of manifestations of differentblooddisorders (anaemia, jaundice etc.)	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethefunctionsof spleen.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethefunctionsof functions of lymph.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
Topic2.ImmuneSystem(2hr) [Lecture:2hours,non-lecture:0hours]									
CO1	Describeclassificationof immunity (Innate, acquired and artificial),	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the different mechanisms involved in immunity: Humoral (B-cellmediated)andT-Cell mediated immunity.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Distinguish between the passive immunization andactiveimmunization	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the applied physiologyofimmunity: Immunodeficiency diseases,Hypersensitivity reactions,Auto-immune diseases etc.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Seminar	Written/ Vivavoce	F&S	I	
Topic3.CardiovascularPhysiology(7hr) [Lecture:5hours,non-lecture:2hours]									
CO1	Describethemechanical andelectricalproperties	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	



	of heart muscles, describedifferentphases of the Cardiac cycle.								
CO1	Describe the physiological and clinicalsignificanceof heart sounds.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the physiology of regulation of cardiac outputandvenousreturn.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describe the physiologicalbasisof ECG.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describetheregulation ofheart-rateandarterial pulse,	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Defineanddescribethe regulation of systemic arterial blood pressure	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethephysiology of fetal circulation.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Defineanddescribethe regulationofsystemic arterialbloodpressure	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	I	
CO1	Describethethehistoryof thediscoveryofblood circulation	Cognitive (Comprehension)	Nk	Kh	Online	Self assessment	SA	I	
Topic4.Musclephysiology(2hr) [Lecture:2hours,non-lecture:0hours]									
CO1	Compareandcontrastthe functions and properties of skeletal muscles, cardiac muscles and smoothmuscles.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describethephysiology ofmusclecontractionof all types of muscles.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
Topic5.Skin,AdiposeTissueandcirculatingLipids(3hr) [Lecture:2hours,non-lecture:1hour]									
CO1	Describethethefunctions of the skin, sweat glands, sebaceousglandsand subcutaneous tissue	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	



CO1	Describe the functions of Adipose Tissue including adipokines	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the process of formation & metabolism of lipoproteins like VLDL, LDL and HDL and that of triglycerides.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the functional anatomy and physiology of the male reproductive system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the physiology of regulation of spermatogenesis, functions of testosterone and male sexual act	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe physiology of the female reproductive system including oogenesis, ovulation and hormonal regulation of the menstrual cycle	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the functions of placenta	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the physiology of lactation	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
CO1	Describe the applied physiology of the reproductive system of male and female infertility.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	II	
Topic 7. Renal Physiology (6hr) [Lecture: 4 hours, non-lecture: 2 hours]									
CO1	Describe the functional anatomy of kidney.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the functions of kidney, ureters and bladder.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe stages of the mechanism of urine formation.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Semiar	Written/ Vivavoce	F&S	III	



CO1	Describe control of micturition.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the role of Juxta glomerular apparatus in regulation of blood pressure and pH of body fluids.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	Medical Physiology
CO1	Describe the applied physiology of the urinary system (urolithiasis, acute and chronic renal failure etc).	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the physiology of special senses.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the visual process and visual pathway	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the mechanism of hearing and auditory pathway	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the taste, smell and skin sensation	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	
CO1	Describe the physiology of sleep and dreams	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Vivavoce	F&S	III	



List of Practicals

PRACTICALS(Marks-100)				
	List of Topics	Term	Lecture	Non-Lecture
1	Dhatusarapataparikshana	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.	Doshavridhikshaya parikshana	II	0	4
9.	Dhatu vridhikshaya 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.	DL 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



Table4: Learning objectives (Practical) of AyUG-KS

A4 Course outcom e	B4 Learning Objective (At the end of the session, the Studentsshould beable to)	C4 Domain/ sub	D4 Must to know/ desirabl e to know/Ni ce to know	E4 Level Does/ Shows how/ Knowshow/ Know	F4 T-Lmethod	G4 Assessment	H4 Formativ e /summati ve	I4 Te rm	J4 Integratio n
AyUG–KS Practical(100marks)(Total200 Hr)									
Practical(100marks)=(KriyaSharir50+Physiology30+NonLecturepracticalactivities20)									
1.Assessmentofprakitiparikshana(20classes)[Lecture:0hours,non-lecture:20hours]									
CO3	Describe the procedureofprakriti parikshanofCCRAS portal.	Cognitive	Mk	Kh	LectureDemonstration Discussion Observe Tutorial	Practical Vivavoce	F&S	II	
CO3	Demonstrateprakriti parikshan under the supervision of teacher.	Psychomotor	Mk	Sh	Demonstration inpracticalroom& Bed side clinic Discussion	Vivavoce	F&S	II	
CO3	Determinesprakriti of a paerson in an individual independently	Psychomotor	Mk	Dose	Demonstration inpracticalroom& Bed side clinic Discussion Perform	Practical Vivavoce Skillassessment OSPE, DOPS, CBD,Simulation	F&S	II	
CO1	Reciteversesofvata, pitta & kapha prakriti.	Cognitive (Recall Comprehe nsion)	Dk	Kh	Discussion Recitation	Vivavoce	F&S	II	
2.Assessmentofdhatusarataparikshana (10classes)[Lecture:0hours,non-lecture:10hours]									
CO2	Describethe procedureof	Cognitive	Mk	Kh	LectureDemonstration Discussion Observe	Practical Vivavoce	F&S	I	



	<i>dhatusarata parikshana</i>								
CO2	Demonstrate <i>dhatusarata parikshana</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration in practical room & Bed side clinic Discussion Assist	Vivavoce	F&S	I	
CO2	Evaluates <i>dhatusarata</i> in an individual independently	Psychomotor	Mk	Dose	Demonstration Bedside clinic Discussion Perform	Practical Vivavoce Skill assessment OSPE, DOPS, CBD, Simulation	F&S	I	
CO1	Recite verses of <i>ashta dhatusarata</i> .	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Vivavoce	F&S	I	
3. Assessment of agni parikshana (6 classes) [Lecture: 0 hours, non-lecture: 6 hours]									
CO2	Describe the procedure of <i>agni parikshana</i>	Cognitive/ comprehension	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Vivavoce	F&S	III	
CO2	Demonstrate <i>agni parikshana</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bedside clinic Discussion Assist	Vivavoce	F&S	III	
CO2	Analyse <i>agni</i> in an individual independently	Psychomotor	Mk	Dose	Demonstration Bedside clinic Discussion Perform	Practical Vivavoce Skill assessment OSPE	F&S	III	
CO1	Recite verses of <i>agni</i> .	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Vivavoce	F&S	III	
4. Assessment of koshtha parikshana (2 classes) [Lecture: 0 hours, non-lecture: 2 hours]									
CO2	Discuss the procedure of <i>koshtha parikshana</i>	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Vivavoce	F&S	III	
CO2	Demonstrate <i>koshtha parikshana</i> under the	Psychomotor	Mk	Sh	Demonstration Bedside clinic Discussion	Vivavoce	F&S	III	



	supervision of the teacher.				Assist				
CO2	Evaluate <i>koshtha</i> of an individual independently	Psychomotor or	Mk	Dose	Demonstration Bedside clinic Discussion rform	Practical Vivavoce Skill assessment OSPE	F&S	III	

5. Assessment of <i>doshavrdhikshaya lakshana</i> (4 classes) [Lecture: 0 hours, non-lecture: 4 hours]									
CO3	Discuss the procedure of <i>dosha vrdhikshaya lakshana</i>	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Vivavoce	F&S	II	
CO3	Demonstrate <i>dosha vrdhikshaya parikshana</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bedside clinic Discussion Assist	Vivavoce	F&S	II	
CO3	Perform <i>doshavrdhikshaya parikshana</i> in an individual independently	Psychomotor	Mk	Dose	Demonstration Bedside clinic Discussion Perform	Practical Vivavoce Skill assessment OSPE	F&S	II	
CO1	Recite verses of <i>doshavrdhikshaya</i> .	Cognitive (Recall Comprehension)	Dk	Kh	Discussion Recitation	Vivavoce	F&S	II	
6. Assessment of <i>dhatuvrdhikshaya parikshana</i> (5 classes) [Lecture: 0 hours, non-lecture: 5 hours]									
CO3	Describe the procedure of <i>dhatuvrdhikshaya lakshana</i>	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Vivavoce	F&S	II	
CO3	Demonstrate <i>dhatuvrdhikshaya parikshan</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bedside clinic Discussion Assist	Vivavoce	F&S	II	
CO3	Perform <i>dhatuvrdhikshaya parikshan</i> in an individual independently	Psychomotor	Mk	Dose	Demonstration Bedside clinic Discussion Perform	Practical Vivavoce Skill assessment OSPE	F&S	II	
CO1	Recite verses of	Cognitive	Dk	Kh	Discussion	Vivavoce	F&S	II	



	<i>dhatuvrddhikshaya.</i>	(Recall & Comprehension)			Recitation				
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7. Assessment of nadi parikshana (3 classes) [Lecture: 0 hours, non-lecture: 3 hours]									
CO5	Describe the procedure of nadi parikshana	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observation Tutorial	Practical Vivavoce	F&S	II	
CO5	Demonstrate nadi parikshana under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bedside clinic Discussion Assist	Vivavoce	F&S	II	
CO5	Find out recent advances in nadi pariksha	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Vivavoce OSPE	F&S	II	
Part B 30 practical of 2 hours									
[Lecture: 0 hours, non-lecture: 30 hours]									
CO4	Explain the general laboratory etiquette demonstrate the use of laboratory equipment.	Cognitive Psychomotor	Mk	Sh	Lecture Demonstration Discussion Observe	Practical Vivavoce Skill assessment OSPE	F&S	I	
CO4	Discuss procedure of collection of blood sample – prick, venepuncture method, use of anticoagulants.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Vivavoce	F&S	I	
CO4	Describe Observe procedure of haemoglobin estimation, bleeding time and clotting time, blood grouping and Rh typing,	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Vivavoce	F&S	I	



	differential Leukocyte Counting procedure.								
CO4	Evaluate Hb, Bleeding time, clotting time, blood grouping & Rh typing, several Leukocyte Count (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F&S	I	
CO4	Describe the procedure of WBC counting, RBC counting.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	II	
CO4	Count WBC, RBC (independently).	Psychomotor	Mk	D	Perform	Practical	F	II	
CO4	Describe the procedure of ESR, PCV	Cognitive	Mk	Sh	Lecture Demonstration Discussion Assist	Viva voce	F	III	
CO4	Describe the procedure of physical and chemical examination of urine.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	III	
CO4	Identify physical and chemical properties of urine.	Psychomotor	Dk	Sh	Lecture Demonstration Discussion Assist	Practical Viva voce Skill assessment OSPE, DOPS	F&S	III	
CO4	Discuss the procedure of pulse examination demonstrated.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	II	
CO4	Examine pulse independently.	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Viva voce Skill assessment OSPE	F&S	II	
CO4	Describe the procedure of measurement of blood pressure	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F&S	II	



CO4	Measure blood pressure (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Vivavoce Skillassessment OSPE	F&S	II	
CO4	Discuss the procedure of inspection of CVS and assessment of heart sounds	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Vivavoce	F&S	II	
CO4	Illustrate inspection of CVS and assessment of heart sounds (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Vivavoce Skillassessment OSPE	F&S	II	
CO4	Discuss the procedure of ECG recording demonstrated by the teacher.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Vivavoce Spotting	F&S	II	
CO4	Discuss procedure of inspection of the respiratory system demonstrated by the teacher.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Vivavoce	F&S	II	
CO4	Examine of the respiratory system (independently).	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Vivavoce Skillassessment OSPE	F&S	II	
CO4	Discuss the procedure of examining the cranial nerves and reflexes (superficial/ deep /visceral) demonstrated by the teacher.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Vivavoce Skillassessment OSPE	F&S	III	
CO4	Perform the procedure of examining the cranial nerves and	Psychomotor	Mk	Sh	Lecture Demonstration Discussion Perform	Practical Vivavoce Skillassessment OSPE	F&S	III	



reflexes (superficial/deep/ visceral) by students independently.									
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Table5:Non-LectureActivities CourseAyUG-KS

TheoryNonLecture50(PaperI -25 &PaperII-25)		NoofActivity hours
1.	Assignment-homeworkbased	3
2.	Brainstorming	2
3.	Buzzgroup	1
4.	Casebasedlearning	1
5.	Confusientechnique	1
6.	Debate	1
7.	Demonstration	2
8.	Directobservationskill(DOPS)	1
9.	Flippedclassroom	1
10.	GroupDiscussion	3
11.	Jigsaworpuzzle	1
12.	Mnemonics	2
13.	Modelbased learning	1
14.	Onlineteaching aids	1
15.	Paneldiscussion	1
16.	Problembasedlearning	2
17.	Real-lifeexperience	1
18.	Recitation	3
19.	Role Play	1
20.	Selfdirectedlearning	3
21.	Seminarbystudents	5
22.	Simulatedcondition	1
23.	Skillassessment	2
24.	Symposium	2
25.	Teamproject work	1
26.	Think-Pair-Share	2
27.	Tutorial	3
28.	Videoshow	2
PracticalNonLecture100(200hours)		
1.	AyurvedaPracticals-50	100
2.	ModernPracticals-30	60
3.	Activitybasedlearning-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 computerizedsimulationmodelsetc.,Seminarpresentationsby students	
TotalNonLecturehours		250



Additional Suggested topics for tutorials

Point No.	Name of Topic
T-1 CO6	Atmalakshana
T- 2 CO3	Characteristics of Prakriti Ekadoshaja, dwandwaja and samaprakriti. Clinical importance of deha prakriti, anukatva.
T- 3 CO5	Nadivigyan
T- 4 CO6	Anukatva
T- 5 CO6	Indriya panchpanchak and physiological study of panchajyanendriya and panchakarmendriya.
T- 6 CO6	Meanings of terminologies used for dhatu poshananyaya related to dhatu poshana
T- 7 CO1	Aharadrvyavargikarana
T- 8 CO1	Avasthapaka & Vipak

Suggested topics for seminar topics

Sr.No.	Content
S- 1 CO8	Tridosha
S- 2 CO8	Agni
S- 3 CO8	Rasarakta samvahan
S- 4 CO8	Pranavahsrotas and shwasanaprakriya
S- 5 CO8	Ashavidhsara
S- 6 CO8	Trividhnyaya
S- 7 CO8	Prakriti
S- 8 CO8	Basic concept of nervous system
S- 9 CO8	Rh Incompatibility
S- 10 CO8	Digestion 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	Doshadhatu malamulamhishariram
GD-2 CO1	Concept of agni
GD-3 CO1	Concept of upadhatu
GD-4 CO1	Role of ranjak pitta in formation of raktadhatu
GD-5 CO1	Concept of srotas
GD-6 CO1	Physiology of purishadharakala/asthidharakala. Pittadhara kala/ majjadhara kala
GD-7 CO1	Generation of doshas
GD-8 CO1	Ashraya-ashrayibhava sambadha of asthi and vata
GD-9 CO1	Process of urine formation described in ayurveda compendia
GD-10 CO1	Avasthapaka
GD-11 CO1	Concept of shat kriyakala
GD-12 CO1	Manas Prakriti



Table6:Assessment Summary

6A-Numberof papersandMarks Distribution

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

6B -SchemeofAssessment (formativeand Summative)

SR.NO.	PROFESSIONAL COURSE	DURATIONOFPROFESSIONALCOURSE		
		First Term (1-6Months)	Second Term (7-12Months)	Third Term (13-18Months)
1	First	3PA&FirstTT	3PA&SecondTT	3PA&UE

PA:PeriodicalAssessment;TT:TermTest;UE:UniversityExaminations

6C-CalculationMethodforInternalassessmentMarks(30 Marks)

TERM	PERIODICALASSESSMENT*					TERM TEST **	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Convertedto 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
FinalIA	AverageofThreeTermAssessmentMarksasShownin‘H’ Column.							
	MaximumMarksin Parentheses *SelectanEvaluationMethodwhichisappropriatefortheobjectivesofTopicsfromtheTable6Dfor Periodic assessment.Conduct 15 marks assessment and enter marks in A, B, and C. **ConductTheory(100Marks)(MCQ(20*1Marks),SAQ(8*5),LAQ(4*10))andPractical(100 Marks) Thenconvertto30marks.							



6D-Evaluation MethodsforPeriodicalAssessment

S. No.	EvaluationMethodsforPeriodicalAssessment
1.	Practical/ClinicalPerformance
2.	VivaVoce,MCQs,MEQ(ModifiedEssayQuestions/StructuredQuestions)
3.	OpenBookTest(ProblemBased)
4.	SummaryWriting(ResearchPapers/Samhitas)
5.	ClassPresentations;WorkBookMaintenance
6.	ProblemBased Assignment
7.	ObjectiveStructuredClinicalExamination(OSCE),ObjectiveStructuredPracticalExamination (OPSE),MiniClinicalEvaluationExercise(Mini-CEX),DirectObservationofProcedures(DOP), Case Based Discussion (CBD)
8.	Extra-curricularActivities,(SocialWork,PublicAwareness,SurveillanceActivities,Sportsor OtherActivitieswhichmaybedecidedbythedepartment).
9.	SmallProject
10.	OtheractivitiesexplainedinTable3ColumnG3asperindicatedtermandobjectiveofthetopic.

6 E-PaperLayout

IPROFESSIONALBAMSEXAMINATIONS

AyUG-KS

Paper-I

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100.

		Numberof Questions	Marksperquestion	TotalMarks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20
Q 2	Shortanswerquestions(SAQ)	8	5	40
Q 3	Longanswerquestions(LAQ)	4	10	40
				100

AyUG-KS

Paper-II

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100.

		Numberof Questions	Marksperquestion	TotalMarks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20



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

6F-Disribution of Theory Exam

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



	PaperII PART-A(Marks-60)			D TypeofQuestions "Yes" can be asked. "No"shouldnotbeasked.		
				MCQ (1Mark)	SAQ (5Marks)	LAQ(10 Marks)
	A ListofTopicsAyUG-KS	B Term	C Marks			
Part-A(Marks-60)						
1	Dhatu:	I	18	Yes	Yes	No
2	RasaDhatu:	I		Yes	Yes	Yes
3.	Rakta Dhatu:.	I		Yes	Yes	Yes
4.	Mamsa Dhatu:	I		Yes	Yes	Yes
5.	Meda Dhatu:	I		Yes	Yes	Yes
6.	AsthiDhatu:	II	19	Yes	Yes	Yes
7.	MajjaDhatu:	II		Yes	Yes	Yes
8.	Shukra Dhatu:	II		Yes	Yes	Yes
9	ConceptofAshraya-Ashrayibhava	II		Yes	Yes	No
10.	Ojas:	II		Yes	Yes	Yes
11.	Upadhatu: Stanya: Artava: Tvak:	II	23	Yes	Yes	Yes
12.	Mala: Purisha: Mutra: Sveda: Dhatumala:	III		Yes	Yes	Yes
13	Indriyavidnyan:	III		Yes	Yes	Yes
14	Manas:	III		Yes	Yes	Yes
15	Atma:	III		Yes	Yes	No
16	Nidra&Swapna:	III		Yes	Yes	No
Part-B(Marks-40)						
1	Haemopoeticsystem:	I	18	Yes	Yes	Yes
2	Immunity:	I		Yes	Yes	No
3	Physiologyofcardio-vascularsystem:	I		Yes	Yes	Yes
4	Muscle physiology:	II	07	Yes	Yes	No
5	Adiposetissue:	II		Yes	Yes	No
6	Physiologyofmaleandfemale reproductive	II	15	Yes	Yes	Yes
7	PhysiologyofExcretion:	III		Yes	Yes	Yes
8	SpecialSenses,SleepandDreams:	III		Yes	Yes	Yes

6G-Questionpaperblueprint Paper I

AyUG-KS		
A QuestionSr.No	B Typeof Question	C QuestionPaperFormat
.Q1	<p>Multiplechoice Questions (MCQ)</p> <p>20 Questions</p> <p>1markeach</p> <p>Allcompulsory</p> <p>Mustknowpart-15 MCQ</p> <p>Desirabletoknow-3 MCQ</p> <p>Nicetoknowpart -2 MCQ</p>	<p>MCQ no. TopicNo</p> <ol style="list-style-type: none"> 1. TopicnumberpartA1 2. TopicnumberpartA2 3. TopicnumberpartA3 4. TopicnumberpartA4 5. TopicnumberpartA4 6. TopicnumberpartA5 7. TopicnumberpartA6 8. TopicnumberpartA7 9. TopicnumberpartA8 10. TopicnumberpartA9 11. TopicnumberpartA9 12. TopicnumberpartA10 13. TopicnumberpartA11 14. Topicnumberpart A12 15. Topicnumberpart A12 16. TopicnumberpartB1 17. TopicnumberpartB2 18. TopicnumberpartB3 19. TopicnumberpartB4 20. TopicnumberpartB5
Q2	<p>Shortanswer Questions (SAQ)</p> <p>EightQuestions</p> <p>5 Marks Each</p> <p>Allcompulsory</p> <p>Mustknow-7 SAQ</p> <p>Desirabletoknow-1 SAQ</p> <p>Noquestionson Kice to know</p>	<ol style="list-style-type: none"> 1. Topicno.Part A1/Topicno.PartA2/Topicno.PartA3 2. Topicno.Part A4/ Topicno.PartA5/Topicno.PartA6 3. Topicno.PartA7/Topicno.PartA8 4. Topicno.PartA9/Topicno.PartA10 5.Topicno.Part A11/ Topicno.Part A12/ 6. Topicno.PartB1/Topicno.PartB2/ 7. Topicno.PartB3 8.Topic no.Part B4/ Topicno.Part B5
Q3	<p>Longanswer Questions (LAQ)</p>	<ol style="list-style-type: none"> 1. Topicno.Part A4/Topicno.PartA5/Topicno.PartA6 2. Topicno.Part A9/ Topicno.Part A10/Topicno.PartA11/



	<p>Four Questions 10 marks each All compulsory</p> <p>All questions on must know. No Questions on Nice to know and Desirable to know</p>	<p>Topicno.PartA12</p> <p>3. Topicno.PartB1/ Topicno.Part B2/Topicno.PartB3</p> <p>4. Topicno.PartB4/ Topicno.PartB5</p>
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Paper II

AyUG-KS		
A QuestionSr.No	B Type of Question	C Question Paper Format
Q1	<p>Multiple choice Questions (MCQ)</p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ</p>	<p>MCQ no. Topicno.</p> <ol style="list-style-type: none"> 1. TopicnumberpartA1/2 2. TopicnumberpartA3 3. TopicnumberpartA4/5 4. TopicnumberpartA6 5. TopicnumberpartA7 6. TopicnumberpartA8 7. TopicnumberpartA9/10 8. TopicnumberpartA11 9. TopicnumberpartA12 10. TopicnumberpartA 13/14/15/16 11. Topicnumberpart B1 12. Topicnumberpart B2 13. TopicnumberpartB3 14. TopicnumberpartB4 15. TopicnumberpartB5 16. TopicnumberpartB6 17. TopicnumberpartB6 18. TopicnumberpartB7 19. TopicnumberpartB7 20. TopicnumberpartB8
Q2	<p>Short answer Questions (SAQ)</p> <p>Eight Questions 5 Marks Each All compulsory</p> <p>Must know-7</p>	<ol style="list-style-type: none"> 1. Topicno.PartA1/Topicno.PartA2/Topicno.PartA3/ Topic no. Part A 4/ Topic no. Part A 5 2. Topicno.PartA6/Topicno.PartA7/Topicno.PartA8/ Topic no. Part A 9/ Topic no. Part A 10 3. Topicno.Part A11/ Topicno.PartA12 4. Topicno.PartA13/ Topicno.PartA14/ Topicno.PartA15



	Desirable to know- 1 SAQ No questions on Niceto know	Topic no. Part A16 5. Topic no. Part B1/Topic no. Part B2/Topic no. Part B3/ 6. Topic no. Part B4/Topic no. Part B5 7. Topic no. Part B6/Topic no. Part B8 8. Topic no. Part B7
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. Topic no. Part A2/Topic no. Part A3/Topic no. Part A4/ Topic no. Part A 5 2. Topic no. Part A6/Topic no. Part A7/Topic no. Part A8/ Topic no. Part A 10 3. Topic no. Part A11/Topic no. Part A12/Topic no. Part A13/ Topic no. Part A 14 4. Topic no. Part B1/Topic no. Part B2/Topic no. Part B3

6H 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) 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/agniparikshan. 6. Case of vrudh hikshay lakshan. 7. Applicability of one spot used in haematological practical. 8. Identify the difference between two things & use. 9. Model based 10. Human experiment related	10 Marks
2	Ayu. Practical	Performance based components. (Take only one practical separately OR make combination of few components of more than one practical) Ayurveda practical- Prakriti parikshana (Self/volunteer/ patients)	40 Marks



		Saraparikshana Agni & koshta <i>parikshana</i> Dosha vrddhi-kshaya lakshana/ Dhatuvriddhi-kshayaLakshana	
3	Lab.Practical	Laboratorypractical (Hb,BT,CT,Bloodgroup,Urineexam) Humanphysiology practical(pulseexamination,BP,heartsounds,reflexes)	30 Marks
4	Projectwork	Projectwork(Activitybased)	10 Marks
5	Practical Record	PracticalRecord	10 Marks
		Total	100 Marks
B	VivaVoce	GeneralvivavocebasedonAyurveda(20), Viva on instruments (20), StructuredvivaonPartB(referTable 2)(10), Recitationofverses(15),and Communication skill (5)	70 Marks
C	IA	InternalAssessment	30 Marks
		Total Marks	200 Marks



7. References/Resourses

- AyurvediyaKriyasharir-RanjitRaiDesai
- KayachikitsaParichaya-C. Dwarikanath
- PrakritAgniVigyan-C. Dwarikanath
- SharirKriyaVigyan-ShivCharan Dhyani
- AbhinavaSharirKriyaVigyana-AcharyaPriyavrataSharma
- DoshadhatuMalaVigyana-ShankarGangadharVaidya
- PrakritaDoshavigyana-AcharyaNiranjanaDev
- Tridoshavigyana-ShriUpendranathDas
- ShariraTatvaDarshana-HirlekarShastri
- PrakritaAgniVigyana-NiranjanaDev
- DehadhatvagniVigyana-Vd.Pt.HaridattShastri
- SharirKriyaVigyana(Part1-2)-AcharyaPurnchandraJain
- AbhinavaSharirKriyaVigyana-Dr.ShivKumarGaur
- PragyogikKriyaSharir-AcharyaP.C.Jain
- KayaChikitsa-RamrakshaPathak
- KayaChikitsaParichaya-Dr.C.Dwarkanath
- ConceptofAgni -Vd.BhagwanDas
- PurushVichaya-AcharyaV.J. Thakar
- KriyaSharir-Prof.YogeshChandraMishra
- ShariraKriyaVijnana(PartIand2) –NandiniDhargalkar
- SharirKriyaVigyana-Prof.JayaramYadav&Dr.SunilVerma.
- KriyaSharirmcq–Dr.Kiran Tawalare
- BasicPrinciplesofKriya-Sharir(AtreatiseonAyurvedicPhysiology) -Dr.SrikantKumarPanda
- SharirKriya–PartI&PartII–Dr.Ranade,Dr.Deshpande&Dr.Chobhe
- HumanPhysiologyinAyurveda-DrKishorPatwardhan
- TextbookofPhysiology-Gyton&Hall
- Reviewofmedicalphysiology–WilliamGanong
- EssentialsofMedicalPhysiology-Sembulingam,K.
- ConciseMedicalPhysiology-Chaudhari,Sujit.K.
- FundamentalofAnatomy&Physiology-Martini
- PrincipalsofAnatomy&Physiology-Tortora&Grabowski
- HumanPhysiology-Richards, Pocock
- SamsonWrightsAppliedPhysiology,Keele,Neil,joels
- AyurvedaKriyaSharira-YogeshChandraMishra
- TextbookofMedicalPhysiology-InduKhurana
- TridoshaTheory-Subrahmanya Shastri
- DoshadhatuMalavigyan–S.G. Vartak
- PurushVichaya–JayanadThakar
- AllSamhitas.
- AyurvediyaShabdakosha.
- Vachaspatyam
- Shabdakalpadrum
- MonirWilliamsSanskritdictionary.



**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS
(PRESCRIBED BY NCISM)**



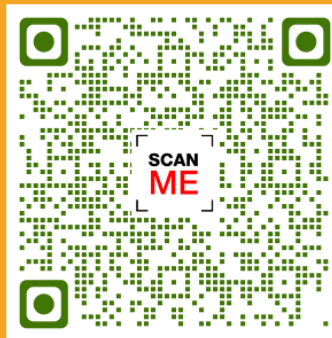
**PADARTHA VIJNANAM
(SUBJECT CODE-AyUG-PV)
FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM
MECHANICS**

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



प्राणाभिसरः प्राणायतनानाम्

**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058**



Padartha



NCISM

IprofessionalAyurvedacharya (BAMS)

SubjectCode: AyUG-PV

PadarthaVijnanam

FUNDAMENTALPRINCIPLESOFAYURVEDAANDQUANTUMMECHANICS

TotalnumberofTeachinghours: 230			
Lecturehours(LH)- Theory		90 Hours	90Hours (LH)
PaperI	45 Hours		
PaperII	45 Hours		
Non-Lecturehours(NLH) –Theory		140 Hours	140Hours (NLH)
PaperI	70 Hours		
PaperII	70 Hours		
Non-Lecturehours(NLH)-Practical		Hours	

Examination(Papers&MarkDistribution)					
Item	TheoryComponentMarks	PracticalComponentMarks			
		Practical	Viva	Elective	IA
PaperI	100	100	60	10	30
PaperII	100			(Set-FB)	
Sub-Total	200	200			
Total marks	400				



PREFACE

All Medical sciences whether ancient or modern, needs frequent updating. Acharya Vagbhata stresses upon reform of Ayurveda according to the present time (yuganurupasandarbhā). The syllabus of Ayurveda also needs reformation for effective dissemination of principles of Ayurveda which is strongly based on Padarthavijnanam. Acharya Vagbhata says one who seeks long life should respect Ayurveda by four strategies that are knowledge (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 benefiting 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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CourseCode andNameof Course

	Coursecode	Nameof Course
	AyUG-PV	PadarthaVijnanam(FundamentalPrinciplesofAyurveda and Quantum Mechanics)

AyUG-PVCourse

Table1-Courselearning outcomesandmatchedPO.

CO	Courselearning Outcomes(CO)AyUG-PV Attheend ofthecourseAyUG-PV,the studentshould beable to-	Course learning Outcome matched with program learningoutcomes.
CO 1	Illustratethescope and utilityof Ayurveda	PO1
CO 2	Explain Philosophical foundation of Ayurveda, Principles (Siddhantha)ofDarshanaalongwiththeirsimilaritiesandrelevance in Ayurveda and contemporary sciences.	PO1, PO2, PO6
CO 3	AnalyseandinterpretPadartha(Prameya)inDarshanaandAyurveda. Recognizetheirapplicationsin Ayurveda.	PO1, PO2, PO9
CO 4	Distinguish, analyse and apply concept of Pramana shastra (Epistemology)inDarshanaandAyurveda.Demonstratetheir applications in Ayurveda.	PO1, PO2, PO9
CO 5	AnalyseandapplyconceptofKaryaKaranaBhavain Ayurveda.	PO1, PO2, PO9



Table3: 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/ Know	F3 T-L method	G3 Assessment	H3 Format ive /summ ative	I3 Te rm	J3 Integ ration
Topic1-Ayurveda Nirupana Time (Lecture: -_5 hours Nonlecture 6 hours)									
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 Comprehension	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 Comprehension	Must Know	Knows	Lecture Group Discussion/ Problem Based Learning	Written and Viva Open Book Test	Fand S	I	
CO1	Explain Trisutra of Ayurveda and discuss Nityatva (eternity) of Ayurveda	Cognitive Comprehension	Must Know	Knows	Lecture Group Discussion/ Debate	Written and Viva	Fand S	I	
CO1, CO 2	Define Siddhanta	Cognitive Recall	Must Know	Knows	Lecture Presentation Discussion	Written and Viva	Fand S	I	
CO1, CO 2	Distinguish the types of Siddhanta	Cognitive Comprehension	Must Know	Knows	Lecture Group Discussion/ Enquiry Based Learning	Written and Viva, Puzzle	Fand 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 Comprehension	Must Know	Knows	Lecture/ Group Discussion / Problem Based Learning/ Flipped Classroom	Written and Viva, quiz PBA CBA	Fand S	I	



CO1, CO 2	JustifytheApplication of Basic Principles in Ayurveda	Affective	Must know	Knows	Lecture Demonstration/ Group Discussion	Writtenand Viva	Fand S	I	
CO1, CO 2	Recitetheconcernverses from Tarkasangraha and Charak Samhita	Cognitive Recall	Desirableto know	Knows	Audioclips, classroom recitation	Viva, recitation competition	F and S	I	
Topic2-PadarthaandDarshana NirupanaTime (Lecture:-_10_____hoursNonlecture14_hours)									
CO1, CO 2	Classify padartha, differentiate bhava, abhava padartha and AppreciateShatkarana ofAcharya Charaka.	Cognitive Recall	Must Know	Knows	Lecture/ Discussions PBL	Writtenand Viva, puzzle	F&S	I	
CO1, CO 2	Discuss similarityand dissimilarity of padartha	Cognitive Comprehensi on	Desirableto Know	Knows	Lecture/ Discussions/ Activitybased learning	Writtenand Viva	F&S	I	
CO2	Explain nirukti and vyakhya(definition)of darshana	Cognitive Recall	Must Know	Knows	Lecture	Writtenand Viva	F&S	I	
CO2	Describe Origin of darshana and Explain Importanceofdarshana (prayojana)	Cognitive Comprehensi on	Must know	Knows how	Lecture/Group Discussion	Writtenand Viva,Quiz	F&S	I	
CO1, CO 2	Analyse terms viz - philosophy, metaphysics,aesthetics, epistemology, psychology in relation with darshana	Cognitive Comprehensi on	Niceto know	Knows	Lecture/Group Discussion/ Activity Based learning	Writtenand Viva	F&S	I	
CO2	Classifydarshanaand differentiate between asthika, nasthika, asthikanasthika	Cognitive Recall	Must Know	Knows	Lecture / EnquiryBased Learning	Writtenand 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 Comprehension	Must Know	Knows how	Lecture/ Problem Based Learning/Group discussion/Tutorial	Written and Viva, Open Book Test	F&S	I	
CO2	Explain meaning of nyaya and synonyms of nyaya darshana	Cognitive Recall	Must Know	Knows	Lecture Group discussion	Written and Viva	F&S	I	
CO2	Enumerate nyayaoktha 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 nyaya darshana viz- chaturveda pramana, pitharapaka, arambhavada.	Cognitive comprehension	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 comprehension	Must Know	Knows	Lecture group discussion/Activity 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 comprehension	Must Know	Knows	Lecture Group discussion/demonstration	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 chittavritti, panchaklesha, ashtasiddhi	Cognitive Recall	Must Know	Knows	Lecture Debate /Group Discussion	Written and Viva, quiz	F&S	I	
CO2	Recall different types of yoga	Cognitive Recall	Nice to know	Knows	Lecture Self-Directed learning/Activity 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 comprehension	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 Vedantadarshanawith Ayurveda	Cognitive comprehension	Must Know	Knows how	Lecture discussion PBL/ Flip classroom	Writtenand Viva	F&S	I	
CO1, CO 2	Explain Charvaka, Jaina and Bouddha darshana and their influenceinAyurveda	Cognitive comprehension	Must Know	Knows	Lecture Group Discussion	Writtenand Viva	F&S	I	
CO1, CO 2	DemonstrateAyurveda as unique and independent school of thought (philosophical individuality of Ayurveda).	Cognitive Comprehension Affective	Must Know	Knows how/	Lecture/Group Discussions PBL	Writtenand Viva	F&S	I	
CO 1 CO 2	Compare the the Srishtiutpatti krama by differentdarshanaswith contemporary theories like- Big Bang, The multiverse, braneworld, the hylographic universe,Simulation theory etc	Cognitive Comprehension	Niceto Know	Knows	Lecture with Videos, Group discussion/self learning	Puzzle,viva	F	I	
CO 1	Respectancient philosophy and Ayurveda	Affective	Must know	Know	Discussion	Discussion Debate	F	I	
CO1, CO 2	Enumerate padartha accordingtodifferent schools of thought	Cognitive Recall	Desirableto Know	Knows	Lecture Group Discussion	Writtenand Viva, Puzzle	F&S	I	
CO1, CO 2	Find principles and examples in contemporarysciences	Cognitive/ Comprehension	Niceto know	knows	Lecture/ Discussions/ Self-learning,	-	F	I	



	which will enhance understanding concept of Padartha. For ex-matter and energy.								
CO1, CO 2	Analyse role of padartha in darshana and in Ayurveda and Demonstrate the role of Padarthavijnana in Ayurveda	Cognitive / Comprehension	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	knows	Edutainment Audio clips, classroom recitation	Viva, recitation competition	F&S	I	
Topic-3 Dravyavijnaneeyam Time (Lecture:-14_hours Nonlecture_20hours)									
CO3	Explain Nirukti and Paribhasha (definition) of Dravya	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	Fand 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	Fand S	II	
CO3	Enumerate Darvyas as per different schools of thoughts	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva, puzzle	Fand 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	Fand S	II	
CO3	Explain the various theories (theories of Taittiriya Upanishad, Nyaya-Vaisheshika,	Cognitive/ Comprehension	Must Know	Knows	Lecture Group Discussion /Activity Based	Written and Viva, Quiz	Fand S	II	



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



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



CO1 CO3	ExplainAtmaLinga accordingtoCharaka Samhita.	Cognitive/ comprehensi on	Must know	Knows	Lecture / Flipped Classroom	Writtenand Viva	F&S	II	
CO3	Describethemethod/ processofknowledge formation (<i>atmanah jnasya pravrittih</i>).	Cognitive/ Comprehensi on	Must know	Knows how	Lecture/ Demonstration/	Writtenand Viva	F&S	II	
CO3	Describe Purusha as mentioned inAyurveda	Cognitive/ Recall	Must know	Knows	Lecture	Writtenand Viva	F&S	II	
CO3	Differentiate Ativahikapurusha/ Sukshmasharira/ Rashipurusha/ Chikitsapurusha/ Karmapurusha/Shad- dhatvatmaka-purusha.	Cognitive/ Comprehensi on	Must know	Knows how	Lecture/Group discussions	Writtenand Viva	F&S	II	
CO3	Recognizeandstate significance of Atmavijnanam	Affective	Desirableto know	Knows	Group Discussions/ ProblemBased Learning	viva	F	II	
CO3	DefinetermManas, Enlist synonyms, Explainit'sGuna. Karma, Vishay. Explaindualnatureof mind. (<i>ubhayaatmakatvam</i>),	Cognitive/Re call and Comprehensi on	Must know	Knows	Lecture / Activity Based Learning/Debate	Writtenand Viva. Puzzle	F&S	II	
CO3	Explain influence of Panchabhoutikaahara and aushadha (penta- elementaldiet)onmanas	Cognitive/ Recall	Must know	Knows how	Lecture/ discussions/ PBL	Writtenand Viva.Open Book Test	F&S	II	



CO3	Recognizestheutilityof Knowledge of Mana	Affective	Must Know	Knows	CaseBased learning	viva	F&S	II	
CO3, CO1	ExplainConceptofmind in other sciences.	Cognitive/ Recall	Niceto know	Knows	Discussions/ Videos	Writtenand Viva	F	II	
CO1	Explain Role of Panchamahabhuta and TrigunainDehaprakriti and Manasaprakriti respectively.	Cognitive/ Comprehension	Must know	Knows how	Lecture / discussions/CB L	Writtenand Viva	F&S	II	
CO3	Discuss theroleofTamas as the tenth Dravya	Cognitive/Comprehension	Desirableto know	Know	Lecture Edutainment Role Play	Writtenand Viva	F&S	II	
CO3	Realize Practical applicationofstudyof dravya in Ayurveda	Affective	Desirableto know	Know	Group Discussions/ Case Base Learning/ Demonstration.	Writtenand Viva, quiz	F&S	II	
CO3	ReciteDravyaGranthof Tarka Sangrah& defn from Charak	Cognitive Recall	Desirableto know	knows	Audioclips/ classroom recitation	Viva, Recitation Competetion	F&S		
CO3. CO2	Discuss principles and examplesincontemporary sciences which will enhance understandingthe concept of Karana dravya. For ex- Quantum Physics	Cognitive/Comprehension	Niceto know	Know	Lecture/ Discussions/ Self-learning activity	Openbook testh	F	II	
Topic-4GunavijnaneeyamTime (Lecture:-4hoursNonlecture6 hours)									
CO3	Define Guna and classifyGunaaccording to various Darshanas and Charaka Samhita	Cognitive Recall	Must know	knows how	Lecture /Demonstration	Writtenand Viva	F&S	II	



CO3	ExplaintheLakshana of indriyartha Gunas with examples.	Cognitive Comprehension	Must know	Knows how	Lecture/Group Discussion	Writtenand Viva	F&S	II	
CO3	DiscusstheLakshana ofGurvadiGunawith examples.	Cognitive Comprehension	Must know	Knows how	Lecture /Seminar/Group Discussion	Writtenand Viva, puzzle	F&S	II	
CO3	ExplaintheLakshana of Paradi Guna with examples.	Cognitive Comprehension	Must know	Knows how	Lecture /Seminar/Group Discussion	Writtenand Viva, Puzzle	F&S	II	
CO3	Describe the Lakshana ofAdhyatmaGunawith examples.	Cognitive Comprehension	Must know	Knows how	Lecture /Seminar/Group Discussion	Written AndViva	F&S	II	
CO3	Appreciate the importanceofGuna (Gunapradhanyata)	Affective	Must know	Knows	Discussion	Written Discussion viva	F&S	II	
CO3	Describe the practical application of Indriyartha Gunas in diagnosisofdiseaseand Treatment	Cognitive Comprehension	Must know	Knows how	Lecture / Demonstration/ Case based learning	Written AndViva	F&S	II	
CO3	Describe the practical applicationofGurvadi Guna in diagnosis of diseaseandTreatment	Cognitive Comprehension	Must know	Knows how	Lecture / Demonstration/ Case based learning	Written AndViva	F&S	II	
CO3	Describethepractical applicationofParaadi Gunas.	Cognitive Comprehension	Must know	Knows how	Lecture / Demonstration/ Activity based learning	Written AndViva	F&S	II	



CO3	Describe the practical application of Adhyatma Guna .	Cognitive Comprehension	Must know	knows how	Lecture / Demonstration/ Problem Based Learning	Written And Viva	F&S	II	
CO3	Recite the concern verses from Tarka Sangraha and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audioclip/ classroom recitation	viva	F&S	Recitation competition	II
CO1 CO2	Discuss Principles and examples in contemporary sciences which will enhance understanding the concept of Guna.	Cognitive Comprehension	Nice to know	Knows	Lecture/ Discussions/ Self-learning activity	-	F		II
Topic-5. Karmavijnaneeyam Time (Lecture:-2_ hours Nonlecture_4hours)									
CO3	Define Karma according to various Darshana and Ayurveda.	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	II	
CO3	Compare the Karma Lakshana (characteristics) from Charaka Samhita and Darshana	Cognitive Comprehension	Must know	Knows	Lecture/Group discussion/ Flipped Classroom	Written And Viva	F&S		II
CO3	Explain the types of Karma	Cognitive Comprehension	Must know	Knows	Lecture and discussion, demonstration	Written And Viva	F&S		II
CO3	Describe the process of production and destruction of Laukika Karma with one	Cognitive Comprehension	Desirable to know	Knows how	Lecture and demonstration	Written And Viva	F&S		II



	example.								
CO3	Describe the <i>Adhyaatmikakarman</i> and its causal relationship with health and disease.	Cognitive Comprehension	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>Shastrakarman</i> , <i>Lekhana</i> , <i>Bruhana</i> etc.	Cognitive Recall	Must know	Knows how	Lecture and discussion/Self Directed Learning	Written And Viva	S	II	
CO3	Recite the concern verses from <i>Tarka Sangraha</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation/ Edutainment	viva	F&S Recitation competition	II	
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of <i>Karma</i> .	Cognitive Recall	Nice to know	Knows	Lecture/ Discussions/ Self-learning	-	F	II	
Topic -6 .Samanya vijñaneeyam									
Time (Lecture:- _3 hours Nonlecture_6 hours)									
CO3	Explain the <i>Samanya</i> (According to <i>Ayurveda</i> & <i>Darshana</i>)	Cognitive Comprehension	Must know	Knows	Lecture	Written And Viva	F&S	III	
CO3	Distinguish the <i>Samanya</i> concept of <i>Ayurveda</i> from	Cognitive Comprehension	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III	



	<i>Darshana.</i>								
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 <i>Samanya</i> (Acc. To <i>Ayurveda</i> and <i>Darshana</i>)	Cognitive Recall	Must know	Knows	Lecture and discussion/ Flipped Classroom	Written And Viva	F&S	III	
CO3	Explain the importance of <i>Samanya</i> in diagnosis and treatment	Cognitive Comprehension	Must know	Knows	Lecture and discussion/ Case Based Learning	Written And Viva , Quiz	S	III	
CO3	Identify the examples of <i>Dravya-guna-karma Samanya</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehension	Must know	Knows how	Lecture and Demonstration/ Group Discussion	Written And Viva , Open Book Test	S	III	
CO3	Recite the concern verses from <i>Tarka Sangraha</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audioclip/ classroom recitation	viva	F&S Recitation competition		
CO1	Discuss principle and examples in contemporary sciences which will enhance understanding the concept of <i>Samanya</i> . Forex-system biology	Cognitive Comprehension	Nice to know	knows	Self-Directed learning	-	F	III	
Topic -7. Vishesh vijnaneyam									
Time (Lecture:- 3_hours Nonlecture 6_hours)									
CO3	Explain <i>Vishesh</i> According to <i>Ayurveda</i> & <i>Darshana</i>	Cognitive Comprehension	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 Comprehension	Must know	Knows	Lecture and Group Discussion	Written and Viva	F&S	III	
CO3	Describe the <i>Vyavrutti Buddhi</i>	Cognitive Recall	Desirable to know	knows	Lecture and discussion	Written	F & S	III	
CO3	Explain <i>Vishesha</i> in the context of <i>Mahabhoota Paramanu</i>	Cognitive Recall	Nice to know	knows	Lecture	Written	F & S	III	
CO3	Discuss the <i>Viruddha Vishesh</i> and <i>Aviruddha Vishesh</i> and other types of <i>Vishesha</i>	Cognitive Comprehension	Must know	Knows how	Lecture and discussion, demonstration	Written And Viva	F&S	III	
CO3	Explain the statement “ <i>Pravrutti rubhayasyatu</i> ”	Cognitive Comprehension	Must know	Knows how	Lecture, Problem Based Learning	Written Viva	F&S	III	
CO3	Provide different classifications of <i>vishesha</i> 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 Vishesh</i> with each <i>DOSHA-DHATU-MALA</i>	Cognitive Comprehension	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 <i>Vishesha</i> Forex-System Biology	Cognitive Comprehension	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	viva-	F	III	



CO3	Recitetheconcern verses from TarkaSangrahand Charak Samhita	Cognitive Recall	Desirableto know	knows	Audioclip/ classroom recitation	viva	F&S Recitati on competi tion	III	
Topic -8.Samavay vijnaneeyam									
Time(Lecture:- 2_hoursNonlecture_4 hours)									
CO3	Explain Samavaya (Acc.ToAyurvedaand Darshana)	Cognitive Recall	Must know	Knows	Lecture	Written AndViva	F&S	III	
CO3	Describetheeternal relation between ayutasiddhavritti	Cognitive Comprehension	Must know	Knows how	Lecture and demonstration	Written AndViva	F&S	III	
CO1 CO2	Discuss principles and examplesincontemporary sciences which will enhance understanding theconceptofSamavaya	Cognitive Recall	Niceto know	knows	Lecture/ Discussions/ Self-learning activity	-	F	III	
CO3	Recitetheconcern verses from TarkaSangrahand Charak Samhita	Cognitive Recall	Desirableto know	knows	Audioclip/ classroom recitation	Viva, Recitation competition	F&S		
Topic-9. Abhav vijnaneeyam									
Time(Lecture:- 2_hoursNonlecture 4_hours)									
CO3	DefineAbhava	Cognitive Recall	Must know	Knows	Lectureand discussion	Written AndViva	F&S	III	
CO3	Discuss the supportive andcontradictoryviews for the acceptance of Abhava as a Padartha	Cognitive comprehension	Mustknow	Knows How	Lecture Group Discussion/ debate	Written AndViva	F&S	III	
CO3	Explaintheviewof AyurvedaaboutAbhava	Cognitive Recall	Must know	Knows	Lecture demonstration	Written AndViva	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	
CO3	Demonstrate the utility of the knowledge of <i>Abhava</i> in Ayurveda	Cognitive Comprehension	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 concept of <i>Abhava</i>	Cognitive Recall	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	-	F	III	
CO3	Recite the concern verses from <i>Tarka Sangraha</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audioclip/ classroom recitation	viva	F&S Recitation competition		
Paper II									
Topic 1 - (Pariksha) Time (Lecture: -6 hours Nonlecture 12 hours)									
CO4	Describe <i>Pariksha</i>	Cognitive/ Recall	Must know	Knows	Lecture/ Group Discussion	Written And Viva	F&S	I	
CO4	Explain the necessity & significance of <i>pariksha</i>	Cognitive Comprehension	Must know	Knows how	Lecture/ Problem Based Learning/ Debate	Written And Viva	F&S	I	
CO4	Describe <i>Buddhi</i> and its classification	Cognitive/ Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO4	Describe <i>Prama</i> , <i>Prameya</i> , <i>Pramata</i> , <i>Pramana</i> and differentiate <i>Prama</i> and <i>Aprama</i>	Cognitive/ Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva, open book test	F&S	I	



CO4	Describe the Significance of Pramana	Cognitive / comprehension	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 Parikshaas 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 / Comprehension	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 tools to gain the knowledge	Affective	Must know	knows	Group discussion	Viva	F&S	I	
CO4	Recite the concern Verses from Tarkasangraha & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audioclips, classroom Recitation	Viva, Recitation competition	F&S	I	



7.Topic 2-(AptopdeshaPariksha/Pramana)Time(Lecture:-6_hoursNonlecture_10hours)I									
CO4	DescribeAptaand Aptopadesh	Cognitive/ Recall	Must know	Knows	Lecture	Written AndViva	F&S	I	
CO4	Describe the significance of Aptopadeshain Chikitsa	Cognitive/ Recall	Must know	Knows	Case based learning/Group discussion	Written AndViva	F&S	I	
CO4	Define the termShabda	Cognitive/ Recall	Must know	Knows	Lecture	Written AndViva	F&S	I	
CO4	Describetypesof Shabda	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	I	
CO4	DefinethetermShaba artha bodhaka Vrutti	Cognitive/ Recall	Must know	Knows	Lecture/group discussion	Written AndViva	F&S	I	
CO4	EnumerateShabaartha bodhaka vrutti	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva, quiz	F&S	I	
CO4	DefineAbhidha Vrutti with illustration	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	I	
CO4	Define Lakshana Vruttiiwithexamples	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	I	
CO4	Enumeratethetypesof Lakshanavrutti and define each of them withexample	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	I	
CO4	DefineVyanjanavrutti with example	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	I	
CO4	DefineTatparyakhya vrutti with	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased	Written AndViva	F&S	I	



	example				learning				
CO4	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	
CO4	Enumerate Shaktigraha hetu	Cognitive/ Recall	Must know	Knows	Lecture/group discussion/ Problem based learning	Written And Viva, puzzle	F&S	I	
CO4	Describe Shaktigraha hetu	Cognitive/ Recall	Must know	Knows	Lecture/ Tutorial/ Problem based learning	Written And Viva	F&S	I	
CO4	Enumerate Vaakyarthajnanahetu	Cognitive/ Recall	Must know	Knows	Lecture/group discussion/ Problem based learning	Written And Viva, quiz	F&S	I	
CO4	Define Akanksha with example	Cognitive/ Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva	F&S	I	
CO4	Define Yogyata with example	Cognitive/ Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva	F&S	I	
CO4	Define Sannidhi with example	Cognitive/ Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva	F&S	I	



CO4	Describeimportanceof Aptopadesha in maintaining Health, Prevention of diseases, diagnostics, therapeutics and research.	Cognitive/ Comprehension	Must know	knows	Lecture/ Activitybased learning/ Problembased learning	Written AndViva, openbook test	F&S	I	
CO4	Recitetheconcern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirableto know	knows	Audioclips, classroom Recitation	Viva, Recitation competetion	F&S	I	

Topic3-PratyakshaPariksha/PramanaTime(Lecture:-8_ hoursNonlecture_14hours)

CO4	DefinePratyaksha	Cognitive/ Recall	Must know	Knows	Lecture/ Tutorial/Activit ybasedlearning	Written AndViva	F&S	II	
CO4	Enumeratethetypesof Pratyaksha	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	
CO4	Describetypesof Pratyaksha	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning/ Problembased learning	Written AndViva, quiz	F&S	II	
CO4	Describe Indriya Prapyakaritva Mechanismof sensoryperception)	Cognitive / comprehension	Must know	Knows	Lecture/ Flip classroom/ Problembased learning	Written AndViva,	F&S	II	
CO4	DefineSannikarsha	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	



CO4	Describe the types of Sannikarsha	Cognitive / comprehension	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 subhayendriya in relation with Jnanotpatti and Karma.	Cognitive / Comprehension	Must know	Knows how	Problem based learning/Group discussion/Debate	Written And Viva, open book test	F&S	II	
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 / Comprehension	Must know	Knows	Group discussion/role play/debate	Written And Viva, open book test	F&S	II	

	andPanchamahabhuta.								
CO4	Justifythespecificityof Indriya for perceivingspecific Artha	Cognitive / Comprehensi on	Must know	Knows how	Activity based learning/ Problem based learning/Group discussion	Written AndViva	F&S	II	
CO4	EnumerateTrayodasha Karana	Cognitive/ Recall	Must know	Knows	Lecture/Tutorial /Activitybased learning	Written AndViva, puzzle	F&S	II	
CO4	EnumerateAntahkarana	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	
CO4	Enumeratethe functions of Antahkarana	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	
CO4	Illustrate the role Antahkarana in Jnanotpatti with exampletohighlight the significance	Cognitive / Comprehensi on	Must know	Knows how	Lecture/ Problem based learning/Group discussion	Written AndViva, openbook test	F&S	II	
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 AndViva, puzzle	F&S	II	
CO4	Enumerate a few equipments or aids which help in enhancingthedirect perception	Cognitive/ Recall	Must know	Knows	demonstrations/ Problem based learning/Group discussion	Written AndViva, quiz	F&S	II	
CO4	Justifythenecessityof other pramana with textual references and	Cognitive / Application	Must know	Knows how	Lecture/ Activitybased learning/	Written AndViva, openbook	F&S	II	

	illustrations				Problem based learning/Group discussion	test			
CO4	Describe the practical application of Pratyaksha in Sharir, Nidan, Chikitsa and Anusandhan(research).	Cognitive / comprehension	Must know	Knows	Lecture/ case-based learning/ Group discussion	Written And Viva	F&S	II	
CO4	Justify the role Pratyaksha (Observation and interpretations 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	II	
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 & Charak Samhita	Cognitive Recall	Desirable to know	knows	Audioclips, classroom Recitation	Viva, Recitation competition	F&S	II	
Topic4-Anumanapariksha/Pramana Time (Lecture:-_10_____hours Nonlecture_15hours)									
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	DescribePancha Avayava Vakya	Cognitive/ Recall	Must know	Knows	Lecture/ gamification/ Problem based learning/Group discussion	Written AndViva	F&S	II	
CO4, CO2	Associate Contemporary method of carrying out research with Pancha Avayava Vakya	Cognitive / Comprehension	Desirable to know	Knows how	Self directed learning, / Problem based learning/Group discussion	Written AndViva, openbook test	F&S	II	
CO4	Definevyapti	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	
CO4	Describethetypesof vyapti	Cognitive/ Recall	Must know	Knows	Lecture/ Problembased learning	Written AndViva	F&S	II	
CO4	Definehetu	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	
CO4	Describethetypesof hetu	Cognitive/ Recall	Must know	Knows	group discussion	Written AndViva	F&S	II	
CO4	EnlistSad-hetu Lakshana	Cognitive/ Recall	Must know	Knows	Lecture/ Problembased learning	Written AndViva, quiz	F&S	II	
CO4	DefineHetwabhasa	Cognitive/ Recall	Must know	Knows	Lecture/ Problembased learning	Written AndViva	F&S	II	
CO4	Explainthetypesof Hetwabhasa	Cognitive / Comprehension	Must know	Knows	Lecture/Tutorial groupdiscussion	WrittenAnd Viva, puzzle,quiz	F&S	II	
CO4	DescribeAhetu	Cognitive/ Recall	Must know	Knows	Lecture/ Activitybased learning	Written AndViva	F&S	II	



CO4	Describe Tarkaas per NyayaSutraandTarka Sangraha	Cognitive/ Recall	Must know	Knows	Lecture Tutorial/ Problembased learning	Written AndViva, quiz	F&S	II	
CO4	Distinguish between TarkaasApramaand tool in Anumana	Cognitive / Comprehension	Must know	Knows how	Enquiry based learning/ group discussion/debate	Written AndViva	F&S	II	
CO4	JustifytheroleofTarka in Anumana	Cognitive / Comprehension	Must know	Knows how	Activity based learning/ Problem based learning/Group discussion	Written AndViva, openbook test	F&S	II	
CO4	Demonstrate the practicalapplicationsof 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 AndViva, openbook test	F&S	II	
CO4	Recitetheconcern Verses from Tarkasangrah &CharakSamhita	Cognitive Recall	Desirableto know	knows	Audioclips, classroom Recitation	Viva, Recitation competetion	F&S	I	
Topic5-Yuktipariksha/PramanaTime(Lecture:-_2_____hoursNonlecture_2hours									
CO4	DescribeYukti	Cognitive/ Recall	Must know	Knows	Lecture/ Activity based learning/Group discussion	Written AndViva	F&S	III	
CO4	CompareYuktiasan independentPariksha and as a part of Anumana	Cognitive / Comprehension	Must know	Knows how	Lecture/ Activitybased learning/ Problembased	Written AndViva, openbook test	F&S	III	



					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 Charak Samhita	Cognitive Recall	Desirable to know	knows	Audioclips, classroom Recitation	Viva, Recitation competition	F&S	III	
8. Topic 6 – Upamana Pramana Time (Lecture:-2_hours Nonlecture_4hours)									
CO4	Define Upamana.. Enlist the types of Upamana	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/ Comprehension	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 Tarkasangraha & Charak	Cognitive Recall	Desirable to know	knows	Audioclips, classroom Recitation	Viva, Recitation competition	F&S	III	



Topic7-Karya-KaranaSiddhantaTime(Lecture:-_11_____hoursNonlecture_13hours)									
CO5 CO2	DefineKaryaand Karana. List types of Karana. CharakoktaDashvidha Parikshya Bhava.	Cognitive/ Recall	Must know	Knows	Lecture Tutorial	Writtenand Viva	F&S	III	
CO5	Explain Charakokta DashvidhaParikshya Bhava.	Cognitive/Co mprehension	Must know	Knows	Lecture/Problem Based learning	Writtenand Viva	F&S	III	
CO5 CO2	Describe the significanceofKarya and Kaarana in Ayurveda	Cognitive/ Comprehensi on	Must know	Knows how	Lecture/problem based activity	Writtenand Viva	F&S	III	
CO5 CO2	Realises the utility of CharakoktaDashvidha 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 manifestationofKarya from Karana	Cognitive / Application	Must know	Knows how	Edutainment Role play/ Debate group discussion/debat e	Writtenand Viva, quiz	F&S	III	
CO5 CO2	AnalyseSatkaryavada and relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture &Group Discussion/deba te	Writtenand Viva	F&S	III	
CO5 CO2	AnalyseAsatkaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture &Group Discussion/deba te	Writtenand Viva	F&S	III	



CO5 CO2	AnalyseParinamavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	AnalyseArambhavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	AnalyseParamanuvada and relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	ExplainVivartavada and relate it with AyurvedaSiddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture& Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	Explain Kshanabhangurvada and relate it with AyurvedaSiddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	ExplainSwabhavavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	ExplainPeelupakavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture &Group Discussion/debate	Writtenand Viva	F&S	III	
CO5	Explain Pitharapakavada and relateitwithAyurveda Siddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture &Group Discussion/debate	Writtenand Viva	F&S	III	
CO5	ExplainAnekantavada and relate it with Ayurveda Siddhanta	Cognitive/ Comprehension	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	
CO5 CO2	Explain Swabhavoparamavada.	Cognitive/ Comprehension	Must know	Knows how	Lecture &Group Discussion	Writtenand Viva	F&S	III	



CO5 CO2	Recitetheconcern Verses from Tarkasangrah &CharakSamhita	Cognitive Recall	Desirableto know	knows	Audioclips, classroom Recitation	Viva, Recitation competition	F&S	III	
CO5, CO2	Valuecauseandeffect theory	Affective	Must know	Knows	Debate/Group Discussion	Viva	F	III	
CO5, CO2	Analyse cause effect relationship,causality, causation in contemporarysciences	Cognitive / Comprehensi on	Niceto know	Knows	Selfdirected 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 Practical	Term	Activity/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	<ul style="list-style-type: none">• 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.
P3	Hitayu/Sukhayu lakshanas	I	<ul style="list-style-type: none">• Identification of characters of Hitayu, & Sukhayu in Healthy individuals.
P4	Dravya	I	<ol style="list-style-type: none">1. Identification of Guna and Karma. Make a list of 10 dravya surrounding you and identify Guna and Karma in it.2. 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).3. Determination of Directions: Identify the directions in and list the content in each direction in your campus.4. Conceptualize Time: Discussion and understanding of Kala as per Ayurved and contemporary sciences.5. Categorization of Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv / Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons.6. Early Clinical Exposure (ECE): Visit the OPD, find the diseases common for different age groups (balyavastha/ tarunyavastha/ vrudh'avastha)



P5	Guna	II	<p>Identification:</p> <p>SarthaGuna:IdentifyconceptofShabda,Sparsha,Rupa,Rasa,GandhainDravya.</p> <p>Application and demonstration find the different therapies based on 5 Sartha Gunas. e.g. Gandha. Shabda, Sparsha.</p> <p>Observe /Experience/ Study / Read book or article present on (any one) Aromatherapy-GandhaChikitsa.Musictherapy/MamtraChikitsa-Shabdaguna. Sparsha- Touch therapy.</p> <p>GurvadiGuna:Identifygunainanyfive ahara dravya : different vargas. inSharirdravya:dosha,dhatumala.</p> <p>ComparisonGurvadigunasandcorelatewithconceptslearnedinPhysics, Chemistry and Biology.</p> <p>Observation(survey)oftheeffectsof Seasons onGurvadi gunas inbody, natureetc.</p> <p>ParadiGunaand their application infiveexamples.</p> <p>AtmaGunaidentification:MakingorFramingtheirreallifesituationsrelatedto Atma Guna(sukha, dukkha etc)</p>
P6	Karma	II	<p>ConceptualizationKarma,itsapplicationinbranchofAshtangaAyurveda.(panchakrma/ Shastrakarma etc</p> <p>Illustration: Make a collage of pictures/ photos depicting five types of karma and their similarity with concepts learned in Physics, Chemistry etc.</p>
P7	PratyakshaPraman	II	<p>Observation:NotedownthefactorsfromPrakrutianalysiswhichyou can</p>



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



			Samanya/Visheshawiththedosha.(five examples)
P11	Samvay	III	Conceptualization MentionfivereallifeexamplesofNityaandanitya sambandha.
P12	Abhav	III	Application: Writefivereallifeexperiencesofpragabhava, pradhwamsabhava, atyantabhavaandanyonyabhav.
P13	UpmanPraman	III	Illustration :Upamanain practicalifeorwith yourpriorlearning.(Examples of upamanafromAshtangHridayaandCharaksamhita)andpriorlearning(Examples in Physics, chemistry etc)
P14	Yukti Praman	III	Conceptualization: Howvariousfactorsinfluencetheprocessofthedecision making? Application: Write5examplesofYuktiinpracticalifeorwithyourprior learning. ECE: Role ofYukti in Sharir, Nidan,Chikitsa and Anusandhan.
P15	Satkaryavadandother vadas	III	Justification: Parinamavada:Describe3reallifeorwithyourpriorlearning examples (Physics, Chemistry etc). JustificationofSatkaryavada.:Describe3reallifeorwithyourpriorlearning examples. Swabhavoparamavada:Describe3reallifeorwithyourpriorlearningexamples. 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	Causeandeffecttheory	III	Illustration: KaryaKaranBhav:WriteSamavayi,asamavayiandNimittaKaranaof a karya in real life examples (5 examples). ExampleslearnedinPhysics,Chemistry,Biology. Search Findout useof causeeffecttheory inother sciences. Schematicrepresentation ofcauseeffectinanyexamples.



			<p>Application: Assess the 10 factors of Charakokta Karyakaranabhava regarding any task consider the task as karya Remember and write the theories of evolution you learned within and other than syllabus.</p>
A1	Other Activities in Journal.	I, II, III.	<ol style="list-style-type: none"> 1. Oral presentation: on allotted topic, PPT slides be made and Copy of slides be pasted in activity book 2. Quiz: Participation of all students in Quiz on some topic of Padartha vijnana. 3. Recitation: Important shloka of padartha vijnana recitation every day or alternate days by students and written in diary. 4. Each student will do Pick and speak on topics of Padartha Vijnana. 5. echarts /animations etc.



Table4:Learning objectives(Practical)ofAyUG-PV

Practical									
A4 Course outcome	B4 LearningObjective (At the end of the session,theStudents should be able to)	C4 Domain/ sub	D4 Mustto know/ desirab le to know/ Niceto know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-Lmethod	G4 Assessmen t	H4 Formativ e /summati ve	I4 Ter m	J4 Integrati on
Practical1-AyurvedNirupanTime(practical-2 hours)									
CO1	DefineAyurved	Cognitive Recall	MK	knows	discussion	Viva	F &S	I	
CO1	Conduct the survey to identify theperception aboutAyurvedinthe society	Psychom otor	MK	Shows	Demonstration/ discussion	Viva	F&S	I	
Practical2-DarshanandPadarth(Practical-1hour)									
CO2	Discuss and compare the meanings of philosophy,darshana, spirituality,religion.	Cognitive /Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO2	Findandwritenamesof different philosophies?	Cognitiv e/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
Practical-3(hitayu/Sukhayu)Time(Practical/Clinical2hours):									



CO1	Discuss characters of hitayu, & Sukhayu	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO1	Identifies characters of hitayu, & Sukhayu in healthy individuals	Cognitive / Comprehension	MK	Knows How	Demo/Practical	Viva	F&S	I	
Practical 4-Dravya Time (Practical/Clinical 6 hours)									
CO1,3	Define dravya, discuss nature of dravya	Cognitive Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO1,3	Identify penta elemental nature of Ahar Dravya Aushadh Dravya in given examples	Cognitive/ Comprehension	MK	Shows	Practical/ Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Identify the Guna and Karma in the given dravya	Cognitive/ Comprehension	MK	Knows how	Practical/ Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Categorize the Aushadhi dravya by dominance of Mahabhoota.g.Parthiv /Jaleeya/ Agney/ Vayaveey/Akasheey dravya with reasons	Cognitive/ Comprehension	MK	Knows how	Practical/ Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Identify the directions in and list the content in each direction in your campus.	Cognitive/ Comprehension	MK	Knows how	Practical/ Demonstration	Viva/ Practicals	F&S	I	
CO1,3	Discuss the concept of Kala as per Ayurveda	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/Comprehension	MK	Knows how	Early Clinical Exposure.	Viva/Practicals	F&S	I	
Practical-5(Guna)Time(Practical/Clinical 5hours)									
CO3	Discuss Guna,	Cognitive/Recall	MK	Knows how	Demonstration/discussion/brainstorming	Viva	F&S	II	
CO3	Identify Gunasingiven Ahar dravya.	Cognitive/Comprehension	MK	Knows How	Demo/Practical	Viva/Practicals	F&S	II	
CO3	Identify Gunasingiven Sharir dravya.	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	II	
CO3	Identify the specification of Shabda, Sparsha, Rupa, Rasa, Gandha in Dravya	Cognitive/Comprehension	MK	Knows how	Demonstration of Dravyas like- kutki, gojihva, guduchi, yashtimadhu, sarivaetc.	Viva/Practicals	F&S	II	
CO3	find the different therapies based on 5 Sartha Gunas. e.g. Gandha. Shabda, Sparsha.	Cognitive/Comprehension	DK	knows	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II	



CO3	Observe and record the effects of Seasons on Gurvadi gunas in body and nature	Cognitive/analysis	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	II	
CO3	Correlate Gurvadi gunas with concepts learned in Physics, Chemistry and Biology.	Cognitive/comprehension	MK	Knows how	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II	
CO3	Identify the paratva-aparatva in five examples	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	II	
CO3	Perform the Sanskar (toyasannikarsha/vasan/Bhavana)	Psychomotor	MK	Shows	Practical/Demonstration	Viva/Practicals	F&S	II	
CO3	Frame the real life situations related to Atma Guna (sukha, dukkha etc)	Cognitive/Comprehension	MK	Knows how	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II	
Practical-6 Karma Time (Practical/Clinical 3 hours)									
CO3	Discuss Karma	Cognitive/Recall	MK	Knows how	Demonstration/discussion/brainstorming	Viva	F&S	II	
CO3	Classify Karma in given	Cognitive/Comprehension	MK	Knows how	Demonstration/Practical	Viva/Practicals	F&S	II	



	examples (panchakarma/Shastrakarma)	nsion							
CO3	Illustrate five types of Karma in collage of pictures/ photos	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Viva/ Practicals	F&S	II	
CO3	compare Karma with concepts learned in Physics, Chemistry etc.	Cognitive/ Comprehen sion	MK	Knows	Practical/Demon stration	Viva/ Practicals	F&S	II	
Practical–7PratyakshaPramanTime(Practical/Clinical5 hours)									
CO4	DiscussPratyaksha Praman	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO4	Find identification marksforidentification of herbs/ minerals whichneedPratyaksha.	Cognitive/ Comprehe nsion	MK	Knows how	Demonstration/ Practical	Viva/ Practicals	F&S	II	
CO4	Note down the factors fromPrakrutianalysis whichneedpratyaksh(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 examinationofpatient and Diagnosis of disease.	Cognitive/ Comprehe nsion	MK	Knows how	ECE/ discussion	Viva/ Practicals	F&S	II	
CO4	identifies with examples of Shabda,(snigdha/ ruksha etc) Sparsha (snigdha/rukshaetc),	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration/ Shabd from recordings, (snigdha/	Viva/ Practicals	F&S	II	



	Rupa,Rasa(taste thresholdvideo), Gandha.				ruksha etc) Sparsha by touching or instruments. (snigdha/ruksha etc), Rupa, Rasa(taste threshold video), Gandha.(intensity of Smell)				
CO4	Identifies the gunas which can be perceived by one sense (ekendriya) organ and more than one sense organ(Dwiendriyaetc).	Cognitive/Comprehension	MK	Knows how	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II	
Practical-8PratyakshaBadhakarBhavTime(Practical/Clinical2hours)									
CO4	DiscussPratyaksha Badhakar Bhav (limitationsof pratyaksha.)	Cognitive/recall	MK	Knows	Lecture	Viva	F&S	II	
CO4	Identify and classifies Pratyaksha badhakar Bhavingivenexamples.	Cognitive/Comprehension	MK	Knows how	Demonstration/Practical. Askexamplesor encourage to identify examples.	Viva/Practicals	F&S	II	



CO4	Justify the use of various equipment in examination of patient and Diagnosis of disease.	Cognitive/Comprehension	MK	Knows how	Demonstration/discussion/brainstorming/Video Clips	Viva/Practicals	F&S	II	
Practical-9 Anumanpraman Time (Practical/Clinical 5 hours)									
CO4	Discuss Anumanpraman	Cognitive/Recall	MK	Knows	Demonstration/discussion/brainstorming	Viva	F&S	II	
CO4	Identify and classify Anuman praman with type given examples.	Cognitive/Comprehension	MK	knows	Demonstration/Practical, Ask examples or encourage to identify examples.	Practical/Demonstration	F&S	II	
CO4	Find and discuss examples of Vyapti (associations) in real life.	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration. Ask examples or encourage to identify examples.	Practical/Demonstration	F&S	II	
CO4	Apply panchavayava vakya for drawing inference in practicals conducted	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Practical/Demonstration	F&S	II	
CO4	Identify and discuss Hetvabhasingiven examples	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration. Ask examples or encourage to identify	Practical/Demonstration	F&S	II	



					examples.				
CO4	Draw inference in various sciences on the basis of Vyapti.	Cognitive/ recall	MK	knows	Demonstration/ discussion/ brainstorming	Practical/Demonstration	F&S	II	
Practical-10 Samanya Vishesh Siddhant Time (Practical/Clinical 5 hours)									
CO3	Discuss Samanya vishesh Siddhant	Cognitive/ Rcall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO3	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	
CO3	Identify samanyatva and visheshatva among plants in Vanaushadhi udyan	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demonstration.	Viva/ Practicals	F&S	III	
CO3	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/Demonstration	Presentation/ Viva/ Practicals	F&S	III	
CO3	Make a poster seasonal vegetables and fruits which are Samanya/Vishesh with the dosha.	Cognitive/ Comprehe nsion	MK	Knows how	Practical	Presentation /Viva/ Practicals	F&S	III	
Practical-11 Samavay Time (Practical/Clinical 1 hour)									



CO3	DiscussSamavay	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO3	Mention five real life examples of Nitya and anitya sambandha.	Cognitive/ Comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practical	F&S	III	
Practical-12 Abhav Time (Practical/Clinical 1)									
CO3	Discuss Abhav	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO3	Write real life experiences of pragabhava, pradhva sambhava, atyantabhava and anyonyabhava.	Cognitive/ Comprehension	MK	Shows	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva	F&S	III	
Practical-13 Upman Praman Time (Practical/(Practical/Clinical 1 hour))									
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/ Comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO4	Identify Examples of upamana from Ashtang	Cognitive/ Comprehension	MK	Knows how	Demonstration/ discussion/	Viva/ Practicals	F&S	III	



	HridyaandCharak Samhita	nsion			brainstorming.				
CO4	Identify examples in Physics, chemistry biologywhereUpaman is used	Cognitive/ Comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming/ Askexamplesor encourage to identify examples.	Viva/ Practicals	F&S	III	
Practical-14Yukti Praman Time(Practical/Clinical1 hour)									
CO4	DiscussYukti Praman	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO4	Illustrate examples of Yuktiiinpracticallifeor with your priorlearning.	Cognitive/ Comprehension	MK	Knows how	Demonstration/ Practical/ Ask exapmles or encourage to identify examples.	Viva/ Practicals Quiz	F&S	III	
CO4	IdentifyRoleof Yukti in Nidan, Chikitsa and Anusandhan(research).	Cognitive/ Comprehension	MK	Knows how	ECE/ Demonstration/	Viva/ Practicals/ PBL	F&S	III	
Practical-15VariousVadas Time(Practical/Clinical3hour)									
CO5 CO2	DiscussSatkaryavad	Cognitive/ Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO5 CO2	Justify Satkaryavad throughreallife	Cognitive/ comprehension	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/comprehension	MK	Knows how	Practical/Demonstration/ /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/comprehension	MK	Knows how	Practical/Demonstration/ /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/comprehension	MK	Knows how	Demonstration/discussion/ brainstorming/ /Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
CO5 CO2	Justify Arambhavad through real life examples/examples from prior learning	Cognitive/comprehension	MK	Knows how	Demonstration/ Practical//Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
Practical-16 Cause and Effect theory Time (Practical/Clinical 2 hours)									
CO5, CO2	Discuss Cause and effect theory	Cognitive/comprehension	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 with prior learning	nsion			examples or encourage to identify examples.				
CO5	Find out use of cause effect theory in other sciences.	Cognitive/comprehension	MK	Knows how	Practical/Demonstration	Viva/Practicals/Debate	F&S	III	
CO5	Represent cause and effects schematically in any examples	Cognitive/comprehension	MK	Knows how	Practical/Demonstration	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/Demonstration	Viva/Practicals	F&S	III	
CO5	Write theories of evolution you learned within and other than syllabus.	Cognitive/comprehension	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	III	



Table5:Non LectureActivities CourseAyUG-PV

Table5-CourseAyUG-PVNon Lecture Activities-140

	ListnonlectureTeaching-Learningmethods *	No of Activities
1	GROUPDISCUSSION	20
2	PRACTICALSANDDEMONSTRATIONS	45
3	ACTIVITYBASEDLEARNING	10
4	PROBLEMBASEDLEARNING	10
5	ENQUIRYBASEDLEARNING	8
6	CASEBASEDLEARNING	6
7	GAMEBASEDLEARNING	8
8	FLIPPEDCLASSROOMS	6
9	DEBATE	8
10	SEMINARS	6
11	TUTORIALS	5
12	ROLEPLAY	5
13	SELFDIRECTEDLEARNING	3
		140

Table6:AssessmentSummary AyUG-PV

6A-NumberofPapersandMarks Distribution

S.No.	SubjectCode	Papers	Theory	Practical/ClinicalAssessment					Grand Total
				Practical/ Clinical	Viva	Electives	IA	Sub Total	
1.	AyUG-PV	2	200	100	60	10(Set-FB)	30	200	400

6B -SchemeofAssessment (formativeand Summative)

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

PA:PeriodicalAssessment;TT: TermTest; UE:UniversityExaminations



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

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	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	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 6D 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.							

6D-Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods
1.	Activities Indicated in Table 3-Column G 3 as per Indicated I, II or III term in column I 3.
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; Workbook 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-PaperLayout

IPROFESSIONALBAMSEXAMINATIONS

AyUG-PV

Paper-I

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100

		Numberof Questions	Marksper question	TotalMarks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20
Q 2	Shortanswerquestions(SAQ)	8	5	40
Q 3	Longanswerquestions(LAQ)	4	10	40
				100

IPROFESSIONALBAMSEXAMINATIONS

AyUG PV

Paper-II

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100

		Numberof Questions	Marksperquestion	TotalMarks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20
Q 2	Shortanswerquestions(SAQ)	8	5	40
Q 3	Longanswerquestions(LAQ)	4	10	40
				100



6F-DisributionofTheoryExam

PaperI				D TypeofQuestions "Yes" can be asked. "No"shouldnotbeasked.		
A List oftopics	B Term	C Marks	MCQ (1 mark)	SAQ (5marks)	LAQ (10 marks)	
1	Ayurveda nirupana	I	25	Yes	Yes	Yes
2	Padarthaanddarshananirupana	I		Yes	Yes	Yes
3.	Dravya vijnaneeyam	II	48	Yes	Yes	Yes
4.	Gunavijnaneeyam	II		Yes	Yes	Yes
5.	Karma vijnaneeyam	II		Yes	Yes	Yes
6.	Samanyavijnaneeyam	III	27	Yes	Yes	Yes
7.	Visheshavijnaneeyam	III		Yes	Yes	Yes
8.	Samavayavijnaneeyam	III		Yes	Yes	No
9	Abhavavijnaneeyam	III		Yes	Yes	No

PaperII				D TypeofQuestions "Yes" can be asked. "No"shouldnotbeasked.		
A ListofTopics	B Term	C Marks	MCQ (1Mark)	SAQ(5 Marks)	LAQ(1 0 Marks)	
1	Pariksha	I	26	YES	YES	YES
2	AptopdeshaPariksha/Pramana	I		YES	YES	YES
3.	PratyakshaPariksha/Pramana	II	42	YES	YES	YES
4.	Anumanapariksha/Pramana	II		YES	YES	YES
5.	Yuktipariksha/Pramana	III	32	YES	YES	NO
6.	UpamanaPramana	III		YES	YES	NO
7.	Karya-Karana Siddhanta	III		YES	YES	YES



6G-Questionpaperblueprint Paper I

A QuestionSr.No	B Typeof Question	C QuestionPaper Format
.Q1	<p>MultiplechoiceQuestions (MCQ)</p> <p>20Questions</p> <p>1markeach</p> <p>Allcompulsory</p> <p>(Must Know 15 MCQ Desirabletoknow3MCQ Nice to know 2 MCQ)</p>	<ol style="list-style-type: none"> 1. Topicnumber1 2. Topicnumber2 3. Topicnumber3 4. Topicnumber4 5. Topicnumber5 6. Topicnumber6 7. Topicnumber7 8. Topicnumber8 9. Topicnumber9 10. Topicnumber2 11. Topicnumber3 12. Topicnumber4 13. Topicnumber5 14.Topicnumber6 15.Topicnumber7 16.Topicnumber9 17.Topicnumber1 18.Topicnumber2 19.Topicnumber3 20.Topicnumber4
Q2	<p>ShortanswerQuestions (SAQ)</p> <p>EightQuestions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>(Must know 7 . Desirabletoknow1 NoQuestionsonNicetoknow.)</p>	<ol style="list-style-type: none"> 1. Topicno.1 2. Topicno.2 3. Topicno.3 4. Topicno.4 5. Topicno.5 6. Topicno.6/Topicno.7 7. Topicno.8/Topicno.9 8. Topicno.3/Topicno.4
Q3	<p>LonganswerQuestions (LAQ)</p> <p>FourQuestions</p> <p>10 marks each</p> <p>Allcompulsory</p> <p>(AllquestionsonMusttoknow.No Questions on NicetoknowandDesirabletoknow.)</p>	<ol style="list-style-type: none"> 1. Topicno.1/Topicno.2 2. Topicno.3 3. Topicno.4/Topic no.5 4. Topicno.6/Topicno.7

Paper II

A QuestionSr.No	B Typeof Question	C QuestionPaper Format
Q1	<p>MultiplechoiceQuestions (MCQ)</p> <p>20 Questions</p> <p>1 mark</p> <p>eachAllcompulsory</p> <p>(Must know 15 MCQ Desirabletoknow3MCQ Nice to know 2 MCQ)</p>	<ol style="list-style-type: none"> 1. Topicnumber1 2. Topicnumber2 3. Topicnumber3 4. Topicnumber4 5. Topicnumber5 6. Topicnumber6 7. Topicnumber7 8. Topicnumber1 9. Topicnumber2 10. Topicnumber3 11. Topicnumber4 12. Topicnumber5 13. Topicnumber6 14. Topicnumber7 15. Topicnumber1 16. Topicnumber2 17. Topicnumber3 18. Topicnumber4 19. Topicnumber7 20. Topicnumber4
Q2	<p>ShortanswerQuestions (SAQ)</p> <p>EightQuestions</p> <p>5 Marks Each</p> <p>Allcompulsory</p> <p>(Must know 7 . Desirabletoknow1 NoQuestionsonNicetoknow.)</p>	<ol style="list-style-type: none"> 1. Topicno.1 2. Topicno.2 3. Topicno.3 4. Topicno.4 5. Topicno.5 6. Topicno.6 7. Topicno.7 8. Topicno.3/Topicno.4
Q3	<p>LonganswerQuestions (LAQ)</p> <p>FourQuestions</p> <p>10 marks each</p> <p>Allcompulsory</p> <p>(Allquestionsonmustknow NoQuestionsonNicetoknowand Desirable to know)</p>	<ol style="list-style-type: none"> 1. Topicno.1/Topicno.2 2. Topicno.3 3. Topicno.4 4. Topicno.7



6H 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. Topics 1. Pratyakshapraman/Pratyaksha Badhakar Bhav 2. Vada (Any one) 3. Abhav/Samavaya 4. Upaman/Yukti	20
b.	Journal of Activity book/ Projects. (Viva on journal and communication skill)	20
c.	Practical II (10 Marks Each) 1. Identify panchamahabhoot dominance in the given dravya 2. Identify Samanya-Vishesh in the given dravyas 3. Identify the Guna in the given dravyas (Use different dravyas for different students.)	30
d.	Practical II (Problem based questions/Situations) (10 Marks Each) (Any three) 1. Identify and explain the Karya Karan with types in given problem 2. Frame and Write Panchavayavakya for the given anumana. 3. Identify Vyapti, Paksh, Sadhya, Hetu, Pakshadharmata, Sapaksha, Vipaksha in the give example. 4. Identify and explain Hetvabhas in given example. 5. Identify the vada applicable in given example. (any one vada.) 6. Identify Upama, Sajna-sajnisambhandha in given example.	30
2	Viva Voce	60
	Recitation of Shloka: 10 marks (sutra in Tarkasangraha, Samhitas, other)	
	Question on Darshan 10 marks	
	Question on Dravya/Guna/Karma. 10 marks	
	Question on Samany/vishesh/samavaya/ Abhav 10 Marks	
	Question on none Praman 10 Marks	



	QuestiononKaryakaranbhav10 Marks.	
3	InternalAssessment	30
4	Electives	10
		200

7.References/Resourses

ReferenceBooks

PadarthaVignanabooks

- | | Authorus |
|---|------------------------------------|
| 1. Padarthavigyan | AcharyaRamraksha Pathak |
| 2. AyurvediyaPadarthaVigyana | VaidyaRanjitRaiDesai |
| 3. AyurvedDarshana | AcharyaRajkumarJain |
| 4. PadarthaVigyana | Kashikar |
| 5. PadarthaVigyana | BalwantShastri |
| 6. SankhyatantwaKaumadi | GajananShastri |
| 7. PsychoPathologyinIndianMedicine | Dr.S.P.Gupta |
| 8. CharakEvumSushrutkeDarshanikVishay | Prof.JyotirmitraAcharya |
| 9. AyurvediyaPadarthaVigyana | Dr.AyodhyaPrasadAchal |
| 10. PadarthaVigyana | Dr.VidyadharShukla |
| 11. Postgraduate text book of Samhitha&Sidhanta | DrP.P.Kirathamoorthy andDrAnoop AK |
| 12. PadarthaVigyana | Dr.RaviduttaTripathi |
| 13. AyurvediyaPadarthaVigyana | VaidyaRamkrishnaSharmaDhand |
| 14. AyurvediyaPadarthaVigyanParichaya | VaidyaBanwarilalGaur |
| 15. AyurvediyaPadarthaDarshan | PanditShivhare |
| 16. ScientificExposition of Ayurveda | Dr.SudhirKumar |
| 17. PadarthavignanaandAyurveda itihasa | DrC R Agnives |
| 18. Essentialsofpadarthavignana | DrVinodkumarMV |
| 19. PadarthavignanevamAyurvedaItihas | DrRamnihorTapsiJaiswal |
| 20. AyurvediyaPadarthavignana | DrC R Agnives |
| 21. AyurvediyaMoulikaSiddhanta | DrV J Thakkar |



**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS
(PRESCRIBED BY NCISM)**



**SAMHITA ADHYAYAN-1
(SUBJECT CODE-AyUG-SA1)
STUDY OF AYURVEDA CLASSICAL TEXT
(Applicable from 2021-22 batch onwards for 5 years or until
further notification by NCISM, whichever is earlier)**



प्राणाभिसरः प्राणायतनानाम्

**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058**



Samhita



NCISM
Professional Ayurvedacharya (BAMS)

Subject Code: AyUG-SA1

Samhita Adhyayan 1

Summary

Total number of Teaching: 400			
Lecture(LH)-Theory		140	140 (LH)
Paper I	140		
Non-Lecture(NLH)-Theory		260	260 (NLH)
Paper I	260		

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



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 today's 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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CourseCode andNameof Course

	Coursecode	Nameof Course
	AyUG-SA1	SamhitaAdhyayan1

AyUGSA1Course

Table1-Courselearning outcomesandmatchedPO.

SR1	A1	B1
CO No	CourselearningOutcomes(CO)AyUG SA1 AttheendofthecourseAyUG-SA1,thestudentsshouldbeableto-	Courselearning Outcomes matched with program learning outcomes.
CO1	Distinguishthedifferent <i>Samhitas</i> ,theirimportanceand methodology and familiarize with the tools of <i>Samhita Adhyayan</i> .(eg: <i>tantrayukti</i>)	PO2, PO9
CO2	Interpret andapplythes <i>utras</i> fromthe <i>Samhitas</i> .	PO1
CO3	Applyandevaluatethe <i>Tridosha</i> , <i>Saptadhatu</i> and <i>Malaprinciples</i> (theory).	PO1, PO3, PO5
CO4	Practiceandprescribe <i>Dincharya</i> (dailyregimen), <i>Ritucharya</i> (seasonalregimen)anddietaryprinciplesforpreservationof health.	PO2, PO7, PO8
CO5	Exploreanddistinguishdifferenttypesoffood,foodgroupsand medicinal <i>dravyas</i> mentioned in <i>Samhitas</i> .	PO1, PO2
CO6	Identifyvariousetiopathologicalfactorsandpredictdifferent treatment principles	PO1, PO5
CO7	Recognizeandexplainthefundamentalsbehindvarioustherapeutics (<i>Shodhan</i> and <i>allied</i>)andparasurgicaltherapies.	PO2, PO5
CO8	Developacodeofbehaviorandshowmaturebehaviourinparticular to the scientific deliberations.	PO6, PO 9



Table3: Learning objectives (Theory) of Course AyUG-SA1

AyUG-SA1 Learning Objective									
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/Ni ce to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integrat ion
Topic1-Introduction To Samhitas: Time (Lecture:-15; Nonlecture:-09 hours)									
CO1	Explain the term Samhita	Cognitive/Comprehension	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/Comprehension	Must know	Knows	Lecturer/Group Discussion	Written or Viva	F&S	I	
CO1	Discuss the various preceptors, authors, redactors and commentators in brief	Cognitive/Comprehension	Must know	Knows	Lecturer	Written or Viva	F&S	I	
CO1	Apply various Tantrayuktis like Adhikaran, Yoga, Padarth, Uddesh, Nirdesh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative	I	

	Anumat, Vyakhyan, Samshay, Atitavekshan, Anagatavekshan, Swasadnya, Samucchaya, Nidarshan, Nirvachan, Niyog.								
CO1	Describe various Tantraguna	Cognitive/Comprehension	Must know	Knows how	Lecturer	Written or Viva	Formative and Summative	I	
CO1	Describe various Tantradasha	Cognitive/Comprehension	Must know	Knows	Lecturer	Written or Viva	Formative and Summative	I	
CO1	Describe rachanashaili (composition style) and bhashashaili (language style) of Samhitas	Cognitive/Comprehension	Must know	Knows how	Lecturer / Discussion	Written or Viva	F&S	I	<u>Ayurved Itihas</u>
CO1	Discuss about pattern (method) of writing of classical texts	Cognitive / Comprehension	Must know	Knows how	Lecturer	Puzzle	Formative	I	<u>Ayurved Itihas</u>
CO1	State different types of styles of language of classical text	Cognitive/Recall	Must know	Knows	Lecturer Audio-Visual aids	Viva	Formative and summative	I	
CO1	Interpret Anubandha chatushtya with examples	Cognitive/Problem solving	Must know	Knows how	Lecturer/Class discussion	Enquiry Based Learning	Formative	I	



CO1	Interpret Ashta Prashnawithexample	Cognitive/ Problem solving	Must know	Knows how	Lecturer/ Demonstration	EnquiryBased Learning	Formative	I	
Topic2-AshtangHridaySamhitaSutrasthanChapter-1-AyushkamiyaAdhyaya:Time(Lecture:-08;Nonlecture-03 hours)									
CO1	Discuss the hierarchy of Ayurvedotpatti (descend of Ayurveda)	Cognitive /Recall	Must know	Know	Lecture	WrittenorViva	F&S	I	
CO1	Explain the significance of AshtangaHrudaya	Cognitive /Recall	Must know	Knows how	Lecture	WrittenorViva	F&S	I	
CO1	Enlist the eight branches of Ayurveda	Cognitive/ Recall	Must know	Knows how	Lecture	WrittenorViva	F&S	I	
CO3	Discuss the concept of dosha with respect to qualities (guna), location in body and time period (kaala)	Cognitive/ comprehension	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/ comprehension	Must know	Knows how	Lecture/Group discussion	Written & Viva	F&S	I	
CO3	Identify the dosha sthanas	Cognitive/ comprehension	Must know	Knows how	Discussion	Model Making (Working Model)	Formative	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/ Comprehension	Must know	Knows how	Lecture	Written & Viva	F&S	I	



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



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



CO6	Explainthetwotypes of Bheshaja Kala	Cognitive / Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	I	
CO6	Explain the Classificationthe treatment modules(Aushadha)	Cognitive / Comprehe nsion	Must know	Know How	Lecture	WrittenorViva	F&S	I	
CO6	Explainthetreatment module for mental diseases(Mano Dosh Aushadham)	Cognitive / Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	I	
CO6, CO8	Elaborate chikitsa chatuspada(4factors in treatment)	Cognitive /Compreh ension	Must know	Know How	Lecture/ Demonstrationin hospital	WrittenorViva	F&S	I	
CO6	Explainthetypes ofprognosis of disease	Cognitive/ Comprehe nsion	Must know	Know How	Lecture/ Demonstration on patients/Multimedia aids	WrittenorViva	F&S	I	
CO6	ExplainConceptof anupakramaneeya Atura Lakshana	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	I	
CO1	Enlistthechaptersof Sutra Sthana	Cognitive/ Comprehe nsion	Must Know	Knows	Self-learning	WrittenorViva	F&S	I	
CO1	Enlist all Sthana andAdhyayasof AshtangHridayaand Uttara Tantra	Cognitive/ Recall	Niceto Know	Knows	Self-learning	WrittenorViva	F&S	I	
CO2	Recitetheshloka from 1 to 35	Cognitive/ Recall	Must Know	Show	Self-learning	Viva	F&S	I	
CO1	IdentifyAdhikaran, Yoga, Padarth, Uddesh,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	I	



	Anagatavekshan Tantrayuktiinthis chapter.								
<u>Topic-3.AshtangHridaySamhitaSutrasthanChapter-2-DinacharyaAdhyayaTime(Lecture:-05Nonlecture-04hours)</u>									
CO4	Explaintheneedof waking up before sunrise	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written&Viva	F&S	I	
CO4	Explainthe importance of ShauchaVidhi	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written&Viva	F&S	I	
CO4	Explain the importance and contraindicationsof brushing (Dantadhavana)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/Multimedia aids	Written&Viva	F&S	I	
CO4	Identify the herbs usedforDantadhavan	Cognitive/ Applicatio n	Must know	Shows how	Herbaldgarden visit	Written or Viva Group Activity (For identificationsof Currently using tooth paste. Herbal pastes. Typesofpastes)	F&S	I	Dravya guna dept
CO4	Distinguish Sauveeranjanaand Rasanjan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/Demonstratio n	WrittenorViva Debate (Students will search benefits and harms supported by currentliterature. Dabate in class)	F&S	I	Visit to Rasash astra deptfor Identifi cation of drugs

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



	urges.	nsion							
CO4	Explain the importance of righteousness (Dharmapalan)	Cognitive/Comprehension	Must know	Know how	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 how	Flipped Classroom	Written or Viva	F&S	I	
CO4	Explain the principles of personal hygiene (shuddhi)	Cognitive/Comprehension	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 Principles.	Skill	Must know	Does	Proforma based assessment in healthy volunteers/ patients.	Workbook-Viva	F&S	I	
CO8	Justify the importance of Dincharya	Cognitive/ Application	Must know	Does	Application of Principles in own life	Viva	F&S	I	
CO1	Identify Upadesha, Ekant, Prayojan Tantrayuktis in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	I	



Topic-4.AshtangHridaySamhita–SutrasthanChapter3-RutucaryaAdhyaya-Time(Lecture:-05;Nonlecture04 hours)

CO4	Explain the six seasons and the months in which they fall	Cognitive/Comprehension	Must know	Knows	Lecture/group discussions/Multimedia aids	Written & Viva	F&S	I	
CO4	Elicutethestatusof strength (bala) in Uttarayana and Dakshinayana	Cognitive/Recall	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written& Viva	F&S	I	
CO4	Explaintherelation between strength (bala)& seasons	Cognitive/Comprehension	Must know	Knows How	Lecture	Written& Viva	F&S	I	
CO4	Discuss the climatic conditions, health status(bala, agni, dosha), appropriate foodandregimenfor Hemant rutu.	Cognitive/ Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Writtendor Viva	F&S	I	
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate foodandregimenfor Shishira rutu.	Cognitive/ Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written& Viva	F&S	I	
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate foodandregimenfor Shishira rutu.	Cognitive/ Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Writtendor Viva	F&S	I	
	Discusstheclimatic conditions, health status (bala, agni,	Cognitive/ Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written& Viva	F&S	I	



	dosha), appropriate foodandregimenfor Greeshma rutu.								
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate foodandregimenfor Varsha rutu.	Cognitive/ Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written&Viva	F&S	I	
CO4	Discuss the climatic conditions, health status (bala, agni, dosha), appropriate foodandregimenfor Sharad rutu.	Cognitive/ Application	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written&Viva	F&S	I	
CO8	Justifytheimportance of Rutucharya	Affective	Must Know	Does	Group discussions	Viva	F&S	I	
CO4	Describe the special instructionspertaining diet(rasa,guna)and seasons	Cognitive/ Comprehension	Must know	Knows How	Lecture/group discussions/Multimedia aids	Written&Viva	F&S	I	
CO4	Identify the significanceof Rutusandhi	Cognitive/ Comprehension	Must know	Knows How	Lecture	WrittenorViva	F&S	I	
CO2	Recitetheshloks-1 to 6, 55-58	Cognitive/ Recall	Must Know	Show	Selflearning	Written/viva/quiz	F&S	I	
CO4	Apply the Principles ofRutucharyain practice	Skill	Must Know	Does	Proforma based assessment of healthy individuals or patients	Viva	F&S	I	
CO1	Identify Prayojan, Swasdnya, Apadesh Tantrayuktiesinthis chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	I	

Topic-5AshtangHridaySamhita–Sutrasthan-Chapter4.RoganutpadaniyaAdhyaya--Time (Lecture:-05;Nonlecture04 hours)

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 duetosuppressionof nidra (sleep) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written& Viva	F&S	I	
CO6	Specify the diseases duetosuppression of kaasa(cough)andits treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written& Viva	F&S	I	
CO6	Enumerate the diseases due to suppressionofshrama shwasa and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written& Viva	F&S	I	
CO6	Specify the diseases duetosuppression of jrumbha(yawning) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written& Viva	F&S	I	
CO6	Specify the diseases duetosuppressionof ashru (tears) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written& Viva	F&S	I	
CO6	Specify the diseases duetosuppressionof vaman(vomiting)and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written& Viva	F&S	I	
CO6	Specify the diseases duetosuppressionof 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/Comprehension	Must know	Knows How	Lecture	Written or Viva	F&S	I	
CO6	Explain vegdharana as the root cause for many diseases and its common treatment	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F&S	I	
CO6	Explain the dharaneeya vega (urgestobe controlled)	Cognitive/Comprehension	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/Application	Must know	Does	Group discussions	Group discussions/Class activities	F&S	I	
CO6	Explain importance of Shodhana chikitsa (purification techniques)	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F&S	I	
CO6	Explain the importance of Brumhana after Shodhanachikitsa	Cognitive/Comprehension	Must know	Knows How	Lecture	Written & Viva	F&S	I	
CO6	Explain the concept of Aagantu roga (traumatic diseases) and its treatment	Cognitive/Comprehension	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/Application	Must know	Knows How	Lecture/Group Discussion	Written & Viva	F&S	I	



CO6 CO8	Describe the importance of healthy diet and regimen.	Cognitive/Comprehension	Must know	Knows How	Lecture/Group discussion	Written & Viva	F&S	I	
CO6	Comply with health rules regarding vegdharan and hita-aahar-vihar.	Cognitive/Comprehension	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	Formative	I	
CO1	Identify Uddesh, Niradesh, Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F&S	I	

Topic-6 Ashtang Hriday Samhita – Sutrasthan-Chapter 05 Dravadravya Vijnaniya Adhyaya -- Time (Lecture:-05; Nonlecture 04 hours)

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



	(sheetambu),Boiledand cold water (kwathita-sheetambu)								
CO5	Write the qualities of Narikelodakam(coconut water)	Cognitive/ Recall	Must know	Knows	Discussion	WrittenorViva	F&S	I	
CO5	Discusstheproperties ofksheeram (milk), Dadhi (curd), Takra (mastu), navaneetam (whitebutter), Ghritam	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture discussion	WrittenorViva	F&S	I	
CO5	ListPropertiesofmilk (ksheeras)ofdifferent sources.	Cognitive/ Recall	Niceto know	Knows	Lecture	WrittenorViva	Formative	I	
CO5	Differentiate the properties of ama (unboiled)and shruta (boiled)ksheeram(milk)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	WrittenorViva	F&S	I	
CO5	Explaintherulesforcurd consumption	Cognitive/ Comprehe nsion	Must know	Know how	Lecture discussion	WrittenorViva	F&S	I	
CO5	Write the properties of variousmilkpreparations	Cognitive/ Recall	Niceto know	Know	Lecture discussion	WrittenorViva	Formative	I	
CO5	Identifythepropertiesand uses of sugarcane and its products	Cognitive/ Recall	Niceto know	Know	Lecture discussion	WrittenorViva	F&S	I	
CO5	Enlist the properties of honeyand Identifythe variousguidelinesrelated to use of honey	Cognitive/ Recall	Must know	Knows how	Lecture discussion	WrittenorViva	F&S	I	
CO5	Writetheproperties oftilailam(Sesame oil)	Cognitive/ Recall	Must know	Know	Lecture discussion	WrittenorViva	F&S	I	



CO5	Identify the characteristics of different oils	Cognitive/Comprehension	Niceto know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Classify various types of madyas (wines)	Cognitive/Comprehension	Niceto know	Know	Lecture discussion	Written or Viva	Formative	I	
	explain the properties of Shukta, Dhanyamlam, sauveeraka, tushodaka etc.,	Cognitive/Comprehension	Niceto know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe the properties and uses of various types of urine	Cognitive/Comprehension	Niceto 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 Tantrayuktis in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	I	

Topic-7 Ashtang Hriday Samhita – Sutrasthan-Chapter 6. Annaswaroopa Vijnaneeya Adhyaya -Time (Lecture:-05; Nonlecture 03 hours)

CO5	To classify the shukadhanya (cereals)	Cognitive/Recall	Must know	Know	Lecture	Written or Viva	F&S	II	Dravyaguna
CO5	Enumerate the qualities of each shukadhanya (cereals)	Cognitive/Recall	Desire to know	Know	Lecture	Written or Viva	Formative	II	Dravyaguna
CO5	Classify the shimbidhanya (pulses)	Cognitive/Recall	Must know	Know	Lecture	Written or Viva	F&S	II	Dravyaguna



CO5	Enumeratethequalitiesof each shimbi dhanya (pulses)	Cognitive/ Recall	Desireto know	Know	Lecture discussion	WrittenorViva	Formative	II	Dravyagu na
CO5	Enumeratethequalities ofvarious types of mamsa (meat)	Cognitive/ Recall	Niceto know	Knows	Lecture discussion	WrittenorViva	Formative	II	
CO5	Enumerate the qualities ofvarious typesofshaka	Cognitive/ Recall	Must know	Knows	Lecture discussion	WrittenorViva	Formativeand summative	II	Dravyagu na
CO5	Enumerate the qualities ofvarious typesoffruits	Cognitive/ Recall	Desireto know	Knows	Lecture discussion	WrittenorViva	Formative	II	Dravyagu na
CO5	Enumeratethequalities ofvarious types of krtannavarga (cooked food)	Cognitive/ Recall	Mustto know	Know	Lecture discussion	WrittenorViva	Formativeand summative	II	Bhaishajy akalpana
CO5	Enumerate the qualitiesofvarious types of medicinaldravyas(herbs)	Cognitive/ Recall	Must know	Knows	Lecture discussion	WrittenorViva	F&S	II	Dravyagu na
CO5	Classifycertaincommon dravyas according to varga and functions	Skill	Must know	Show how	Group activities	Viva	F&S	II	
CO1	Identify Samucchaya, Prayojan, Tantrayuktiesin this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
Topic-8AshtangHridaySamhita–Sutrasthan-Chapter7. AnnarakshaAdhyaya-<u>Time</u>(Lecture:-04;Nonlecture03hours)									
CO8	Describe the role of Rajavaidya(NoblePhysiian)	Cognitive/ Comprehsion	Niceto know	Know	Discussion	WrittenorViva	Formative	II	



CO6	Identify the characteristics of adulterated food stuffs	Cognitive/Comprehension	Know	Knows	Discussion	Written or Viva	Formative	II	Agadantara
CO6	Describe the symptoms caused by poisoned or adulterated food	Cognitive/Comprehension	Know	Know	Discussion	Written or Viva	Formative	II	Agadantara
CO6	Discuss the treatment modality for poisoning	Cognitive/Comprehension	Know	Know how	Discussion	Written or Viva	Formative	II	Agadantara
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/Comprehension	Must know	Know how	Lecture discussion	Written & Viva	F&S	II	
CO6	Follow the principles regarding viruddhaahar	Cognitive/Application	Must know	Know how	Discussion	Class Activities	Formative	II	
CO4	Explain the process of satmikaran (accustomization)	Cognitive/Comprehension	Must know	Know how	Lecture discussion	Written & Viva	F&S	II	
CO4	Explain the three accessory pillars of life (diet, sleep and non-celibacy)	Cognitive/Comprehension	Must know	Know how	Lecture discussion	Written & Viva	Formative	II	
CO4	Explicate the significance of judicious sleep	Cognitive/Comprehension	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/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F&S	II	

	swasadnyaTantrayukties in this chapter.								
Topic-9AshtangHridaySamhita–Sutrasthan-Chapter8.AnnarakshaAdhyaya-Time(Lecture:-05;Nonlecture04hours)									
CO4	Explaintheimportanceof matra (proper quantity of food) for maintenance of health	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	II	
CO4	Describehowtoquantify food	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	WrittenorViva	F&S	II	
CO4	Determine the adverse effects of heena matra (inadequate quantity of food)andatimatra(excess quantityoffood)ahara	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	II	
CO6	Discuss the etiopathogenesis, symptoms and treatment principlesofAlasakaand Visuchika.	Cognitive/ Applicatio n	Must know	Knows how	Lecture/PB L	WrittenorViva	F&S	II	
CO6	Classifybetweenvarious types of Apatarpan therapies	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	II	
CO6	Classifyvarioustypesof ajeerna	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	WrittenorViva	F&S	II	
CO6 , CO4	Enlistunwholesomefood items	Cognitive/ Recall	Must know	Knows	Group discussion	WrittenorViva	F&S	II	
CO4	Identifyvariousunhealthy food habits	Cognitive/ Comprehe nsion	Must know	Knows	Group discussion	WrittenorViva	F&S	II	

CO4	Recommend ideal regimen for consumption of food (aaharvidhi)	Cognitive/Comprehension	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/Comprehension	Must know	Knows	Lecture Group Activity.	Written or Viva	F&S	II	
CO4	Advise the right order of food items in a meal	Cognitive/Application	Must know	Does	Discussion/activities	Viva/ proforma activity	F&S	II	
CO4	Select anupanas (after drink) based on ahara and aushadha	Cognitive/Comprehension	Must know	Knows how	Lecture/Discussion	Written or Viva	F&S	II	
CO4	Identify the conditions where Anupana is contraindicated	Cognitive/Comprehension	Desire to know	Knows	Lecture/Discussion	Written or Viva	F&S	II	
CO4	Advise the right time of food consumption (Aahar Kala)	Cognitive/Application	Must know	Shows	Lecture/Discussion/activities	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/Application	Must know	Does	Discussion/activities	Viva/activities	Formative/Summative	II	
CO1	Identify Prayojan, Upadesh, Padartha, Yog, Swasdnaya Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F&S	II	
Topic-10 Ashtang Hriday Samhita – Sutrasthan-Chapter 9. Dravyaadi Vijnaniya Adhyaya- Time (Lecture:-04; Nonlecture 04 hours)									

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

CO5	Discuss the hierarchy of active principles of Dravya (matter)	Cognitive/Comprehension	Must know	Knows how	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 pratyaya rabdha and Vichitra-pratyaya rabdha Dravyas.	Cognitive/Comprehension	Must know	Knows how	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 Swasdnaya, Nirvachan Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F&S	II	

Topic-11 Ashtang Hriday Samhita-Sutrasthan-Chapter 10. Rasabhedhiya Adhyaya-Time (Lecture:-05; Nonlecture 04 hours)

CO2	Describe the formation of rasa from mahabhoota	Cognitive/Comprehension	Must know	Know	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	Dravyaguna
CO2	Identify the examples and exceptions of the six rasa	Cognitive/Comprehension	Must know	Know	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	Dravyaguna
CO2	Explain the features of six rasa with examples and exceptions	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	
CO2	Explain the functions of six rasa	Cognitive/Comprehension	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/Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	
CO2	Analyze the tartamatva of rasas (hierarchy of rasas on the basis of characteristics)	Cognitive/ Application	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	II	Dravyaguna
CO2	Enlist the 63 types of permutation and combination of rasa	Cognitive/ Recall	Must know	Know how	Lecturer Audio-Visual aids	Written or Viva	F&S	II	Dravyaguna
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, Niradesh, Apavarga Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
Topic-12 Ashtang Hriday Samhita – Sutrasthan-Chapter 11. Doshadi Vijnaniya Adhyaya - Time (Lecture:-08; Nonlecture 05 hours)									
CO3	Discuss the importance of dosha dhatu mala	Cognitive/ Application	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Explain dosha dhatu mala prakruta karma (normal functions)	Cognitive/ Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	

CO3	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 (vrudha and ksheena) karma (abnormal functions)	Cognitive/ Comprehension	Must know	Knows how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Identify the effects due to vrudhi (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/ Comprehension	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/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Elucidate the concept of agni	Cognitive/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written & Viva	Formative or Summative	III	
CO3	Discuss Superiority of Jatharagni	Cognitive/ Application	Must know	Know how	Lecture, Discussion	Written & Viva	Formative or Summative	III	
CO3	Assess the status of Agni.	Skill	Must know	Shows	Activities	Viva/ Activities	Formative or Summative	III	
CO6	Explain the general pathophysiology for origin of Diseases	Cognitive/ Comprehension	Must know	Know how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	III	



CO3 CO6	Explain the concept of Ojas	Cognitive/Comprehension	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3 CO6	Explain aetiological factors for Ojakshaya	Cognitive/Comprehension	Must know	Know how	Lecturer	Written or Viva	Formative or Summative	III	
CO3 CO6	Explain Ojakshaya Lakshana	Cognitive/Comprehension	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	Discuss general diet principles for vridhhi and kshaya (vitiated doshas)	Cognitive/ Application	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/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	III	
Topic-13 Ashtang Hriday Samhita – Sutrasthan-Chapter 12. Doshabhedhiya Adhyaya- Time (Lecture:-08; Nonlecture 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/ Application	Must know	Knows how	Lecturer Audio-Visual aids	Written or Viva	Formative or Summative	III	
CO3	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/ Comprehension	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/ Application	Must know	Knows how	Lecturer Audio-Visual aids/Discussion	Written or Viva	Formative or Summative	III	
CO3	Discuss the superiority of dosha in manifestation of diseases	Cognitive/ Application	Must know	Know how	Lecturer Audio-Visual aids/Discussion	Written or Viva	Formative or Summative	III	
CO3	Identify general aetiological factors responsible for manifestation of diseases	Cognitive/ Application	Must know	Know how	Lecturer/ Discussion	Written or Viva	Formative or Summative	III	
CO3	Describe Trividha Roga marga (pathways of diseases)	Cognitive/ Comprehension	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	



CO3	Recognise the importance of concept of Trividha Roga marga in diagnosis and prognosis of diseases.	Cognitive/ Application	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/ Comprehension	Must know	Knows how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Define svatantra and partantravyadhi (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 Laghu Vyadhit (gravity of disease and contrary presentation)	Cognitive/ Comprehension	Must know	Knows how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Enlist the 63 types of Permutation and combination of dosha	Cognitive/ Recall	Niceto 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.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	III	
Topic-14 Ashtang Hriday Samhita–Sutrasthan-Chapter 13 Doshopakramaniya Adhyaya- Time (Lecture:-07; Nonlecture 06 hours)									
CO3	Explain the therapeutic procedures and specific management of vata, pitta and kapha dosha	Cognitive/ Comprehension	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/ Comprehension	Must know	Knows	Lecture/ Group Discussions	Written or Viva	F&S	III	
CO6	Discuss the importance of treatment of doshas in accumulation stage	Cognitive/ Application	Must know	Knows how	Lecture/ Group Discussions	Written or Viva	F&S	III	
CO6	Differentiate the accurate and inaccurate therapeutic procedures.	Cognitive/ Comprehension	Must know	Knows how	Lecture/ Group 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/ Comprehension	Must 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/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F&S	III	
CO6	Describe the line of treatment for Sthani Dosha (native) and Aagantu Dosha (immigrant)	Cognitive/ Comprehension	Must know	Knows how	Lecture	Written or Viva	F&S	III	



CO6	Explaintheconceptof Aama.	Cognitive/ Comprehe nsion	Mustto know	Knows how	Lecture	WrittenorViva	F&S	III	
CO6	Enumeratethesympptoms of saam and niraam doshas.	Cognitive	Mustto know	Knows	Lecture	WrittenorViva	F&S	III	
CO6	Elaboratethesympptoms ofsaamadashaandtheir treatment	Cognitive	Mustto know	Knows	Lecture	WrittenorViva	F&S	III	
CO6	Analyzethe10typesof aushadha sevan kaal (Time, Method and indications of administrationof medicine).	Cognitive/ Applicatio n	Mustto know	Knows how	Lecture/Dis cussion	WrittenorViva	F&S	III	
CO2	Recitetheshlokas-1-41	Cognitive/ Recall	Must know	Shows	Self-learning	WrittenorViva	F&S	III	
CO1	Identify Swasadnya, Nidarshan, Uddesh, NirdeshTantrayuktiesin this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	III	
Topic-15AshtangHridaySamhita–Sutrasthan-Chapter14DvividhopakramaniyaAdhyaya-Time(Lecture:-05;Nonlecture05hours)									
CO6	Elaboratetheconceptof two types of therapies - Langhan and Brihan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	WrittenorViva	F&S	III	
CO6	Describetheindications, methods, benefits of Brihanandsympptoms of excess Brihan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/Dis cussion	WrittenorViva	F&S	III	
CO6	Explain the indications, methods, benefits of Langhanandsympptoms of excess Langhan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/ Discussion	WrittenorViva	F&S	III	



CO6	Describe the indications of shodhan and shaman therapies	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F&S	III	
CO6	Elaborate the concept of Atisthauya with the treatment module	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F&S	III	
CO6	Elaborate the concept of Atikarshya with the treatment module	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F&S	III	
CO2	Recite the shlokas-1 to 7, 31 to 36	Cognitive/Recall	Must know	Shows	Self-learning	Written or Viva	F&S	III	
CO1	Identify Nirvachan, Samucchay, Nidarshan Tantrayukties in this chapter.	Cognitive/Application	Must know	Knows how	Lecturer/Group discussion	Viva	F&S	III	
Topic-16 Ashtang Hridaya Samhita-Sutrasthan-Chapter 15, Shodhanadigana Sangraha Adhyaya-Time (Lecture:-02; Nonlecture 04 hours)									
CO7	Select the vaman, virechan, niruha, nasya gana according to their functions	Cognitive/Comprehension	Niceto know	Knows how	Lecture/Multimedia aids	Viva	Formative	III	Dravyaguna
CO7	Define the dravyas with their ingredients and actions.	Cognitive/Recall	Niceto know	Know	Lecture/Multimedia aids	Viva	Formative	III	
CO7	Identify the dravyas frequently used in treatments	Skill	Niceto know	Shows	Herbal garden visit	Viva	Formative	III	
Topic-17. Charak Samhita Sutrasthan Chapter 1. Dirghamjivitiyam Adhyaya; Time (Lecture:-07; Nonlecture 02 hours)									
CO1	Discuss the Ayurveda vataranam (Genealogy of Ayurveda)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	I	
CO8	Discuss the chaturvarga and its main factor for achieving it	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	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 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 causative factors of disease	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	I	
CO6	Explain the abode of vyadhi and aronya	Cognitive	Must know	Show how	Lecture	Written or Viva	F&S	I	
CO2	Discuss the characteristics of Atma	Cognitive	Must know	Know how	Lecture	Written or Viva	F&S	I	
CO6	Explain the sharira and manasa doshas	Cognitive	Must know	Know how	Lecture	Written or Viva	F&S	I	
CO6	Discuss the treatment of sharira and manasa doshas	Cognitive	Must know	knows How	Lecture	Written or Viva	F&S	I	
CO3	Discuss the gunas of vayu and its treatment	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	I	
CO3	Discuss the gunas of pitta and its treatment	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	I	
CO3	Discuss the gunas of shleshma and its treatment	Cognitive	Must know	Knows How	Lecture	Written or Viva	F&S	I	
CO6	Discuss about the treatment for sadhya and asadhya vikara (curable and incurable disease)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	I	
CO2	Explain the rasa	Cognitive	Must know	Knows how	Lecture	Written or Viva	F&S	I	
CO2	Classify the dravya based on their effects on body and their origin	Cognitive	Must know	Know how	Lecture	Written or Viva	F&S	I	
CO7	Enumerate the dravya based on the useful parts (upayuktanga)	Cognitive	Desirable to know	Know how	Lecture/Mul time media aids	Written or Viva	F&S	I	
CO7	Discuss about the identification of drugs by name, form and its action	Cognitive	Must know	Know how	Lecture/Mul time media aids	Written or Viva	F&S	I	



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/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	I	

Topic-18. Charak Samhita Sutrasthan Chapter 2. Apamarga Tanduliya Adhyaya; Time (Lecture:-02; Nonlecture 03 hours)

CO7	Enumerate few Shiro Virechana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F&S	II	Dravyaguna
CO7	Enumerate few Vamana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F&S	II	Dravyaguna
CO7	Enumerate few Virechana Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F&S	II	Dravyaguna
CO7	Enumerate few Asthapana Basti Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F&S	II	Dravyaguna



CO7	Enumerate few AnuvasanaBastiDravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	WrittenorViva	F&S	II	Dravyaguna
CO7	Enumeratethenames& Main Indications of 28 Types of Yavagu	Cognitive	Desirable to Know	Knows	Lecture/Audiovisualaids	WrittenorViva	F&S	II	Rasshastra-bhaishjya dept
CO7	ExplaintheImportanceOf Panchakarma	Cognitive	Must know	Knows	Lectures	WrittenorViva	F&S	II	Panchkar ma
CO7	Explainthefeaturesof Vaidya	Cognitive	Must know	Knows	Lecture/Group Discussion	WrittenorViva	F&S	II	
CO7	ReciteShlokas15,16,36	Cognitive/ Recall	Must know	Shows	Self-learning	WrittenorViva	F&S	II	
CO7	Identifythedravyyasonthe basis of actions	Psychomotor	Must know	Shows	Herbal gardenvisit	Viva	Summative	II	Dravyaguna
CO1	Identify Upadesh, Samucchaya Tantrayuktiesinthis chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
Topic-19.CharakSamhitaSutrasthanChapter3. AragvadhyaAdhyaya-Time (Lecture:-01;Nonlecture03hours)									
CO7	MentionThirty Two ChurnaPradeha&Main Indications	Cognitive	Desirable to know	Knows	Lectures/Multimedia aids	WrittenorViva	Formative	II	Ras-bhaishjya/ Kayachikitsa
Topic-20.CharakSamhitaSutrasthanChapter4.Shadvirechana-shatashritiyaAdhyaya-Time(Lecture:-03;Nonlecture04hours)									
CO7	Listthesixabodesof purgatives	Cognitive/ Recall	Must know	Know	Discussion	WrittenorViva	F&S	II	Dravyaguna
CO7	Enlistthefivetastesfor medicinal preparation	Cognitive/ Recall	Must know	Know	Lecture, discussion	WrittenorViva	F&S	II	Rasashastra &



									bhaishajya Kalpana
CO7	Definethefivetypesof medicinalpreparations/ forms	Cognitive/ Recall	Must know	Know	Lecture / Multimedia aids	WrittenorViva	F&S	II	Ras- bhaishjya
CO7	Enlistthe50groupsof medicines as per their actions	Cognitive/ Recall	Desirable to know	Know	Lecture	WrittenorViva	F&S	II	Dravya guna
CO7	Limitationsfordescription of medicinal drugs in Samhita	Cognitive/ Comprehe nsion	Niceto know	Know how	Lecture	WrittenorViva	Formative	II	
CO1	IdentifySwasadnya, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	

Topic-21.CharakSamhitaSutrasthan Chapter-05MatrashiteeyaAdhyaya-Time (Lecture:-03;Nonlecture 05hours)

CO5	ExplainMatravatAhara	Cognitive/ Recall	Must know	Know	Lecturer, Audio- Visualaids, Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutt a
CO5	DefineandenlistNature of Ahara (Guru, Laghu)	Cognitive/ Recall	Must know	Knows how	Lecturer Audio- Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutt a
CO5	Explainthesignificance of MatravatAharaPhala	Cognitive/ Recall	Must know	Know how	Lecturer, Audio- Visualaids, Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutt a
CO5	Discuss role of AharaSevanaVidhanaon the bases of its nature	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visualaids	WrittenorViva	Formative and Summative	II	Swastarutt a



					Group Discussion				
CO2	DefineSwasthavrutta	Cognitive/ Recall	Must know	Knows	Lecturer Audio-Visualaids Group Discussion	.Viva	Formative and Summative	II	Swastarutta
CO6	ExplainAnjana	Cognitive/ Comprehension	Must know	Know	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta
CO6	ExplainDhumapana	Cognitive/ Comprehension	Must know	Knows how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta, Shalaky, Panchakar ma
CO6	ExplainNasya	Cognitive/ Comprehension	Must know	Knows how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta, Shalaky, Panchakar ma
CO6	Explain Dantadhavana	Cognitive/ Comprehension	Must know	know How	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO6	ExplainJivhanirlekhana	Cognitive/ Comprehension	Must know	know How	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO6	ExplainGandusha	Cognitive/ Comprehension	Must know	Knows how	Lecturer Audio-Visualaids	WrittenorViva	Formative and Summative	II	Swastarutta,

					Group Discussion				
CO6	ExplainAbhyangawith types	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta, Panchakarma
CO6	DescribeParimarjana	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO4	Describe the VastraGandhaMalyadiDhara	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO4	Explaintheconceptof Shouchavidhi	Cognitive/Comprehension	Must know	Knows how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO4	DiscusstheKshoura Karma	Cognitive/Comprehension	Must know	Know how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO4	DefinePadatraDharan with importance	Cognitive/Recall	Must know	Know how	Lecturer Audio-Visualaids Group Discussion	WrittenorViva	Formative and Summative	II	Swastarutta,
CO4	Explain the ChatraDharana	Cognitive/Recall	Must know	knows How	Lecturer Audio-Visualaids	WrittenorViva	Formative and Summative	II	Swastarutta,

					Group Discussion				
CO4	Justify the importance of the procedures mentioned as dincharya	Cognitive/ Application	Must know	Shows how	Group Discussion	Group Discussion/ Projectwork	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/ Application	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 rejuvenation Mechanism of satiation and proper quantity of food (Sauhitya Matra)	Cognitive	Niceto know	Knows how	Lecture; Audio-visual aids	Group discussion	-	II	
Topic-22. Charak Samhita Sutrasthan Chapter-6. Tasyashiteeya Adhyaya - Time (Lecture:-04; Nonlecture 04 hours)									
CO2	Discuss the importance of Classification of Samvastara	Cognitive/ Comprehension	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/ Comprehension	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/ Recall	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Explain the nature of climate in Shadrutu	Cognitive/ Recall	Must know	Know how	Lecture Audio-Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Explain Sevaniya and Nishiddh Ahara Viharain 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/ Application	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/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	



CO4	Research Updates: Whatcausetheseason: Summer and winter solistice- Equinoxes- Rotationofeartharound sun.	Cognitive/ Applicatio n	Niceto know	Knows	Lecture, Audio- vidualaids	Group discussion	-	II	
Topic-23.CharakSamhitaSutrasthan Chapter-7.NaveganadharaniyaAdhyaya-Time (Lecture:-04;Nonlecture04hours)									
CO4	EnumerateAdharaniya and Dharaniya Vega	Cognitive/ Recall	Mustto know	know	lecture/ Group discussion/	WrittenorViva	F&S	II	
CO4 CO6	Describesymptomsand treatment pattern of Adharaniya Vega	Cognitive	Mustto know	Know how	lecture/ Group discussion /quiz	WrittenorViva	F&S	II	
CO4	Citesymptoms and treatmentpatternof Dharaniya Vega	Cognitive	Mustto know	Know how	lecture/ quiz/Group discussion	WrittenorViva	F&S	II	
CO4	Quotethe contraindicated actionsof mind,speech and body.	Cognitive	Mustto know	Know	lecture/ quiz/Group discussion	WrittenorViva	F&S	II	
CO4	Describeconcept,effects and benefits of exercise	Cognitive	Mustto know	Know how	lecture/ recitation/ quiz/Audiov isual aids	WrittenorViva	F&S	II	Swastavr itta
CO4	describesymptomsdueto excessive exercise	Cognitive	Mustto know	Know	lecture/ Group discussion/ quiz/Audiov isual aids	WrittenorViva	F&S	II	Swastavr itta
CO4	Describetheactionwhich should be avoided in excess	Cognitive	Mustto know	Know how	lecture/ Group discussion /quiz	WrittenorViva	F&S	II	



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



					discussion/ quiz				
CO2	Reciteshlokanumber27, 28, 29, 30, 31, 39, 40, 55, 60.	Cognitive	Mustto know	Know how	lecture/ Group discussion/ quiz	WrittenorViva	F&S	II	
CO1	Identify Arthapatti , Nirvachan, Vyakhyan Tantrayuktiesinthis chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
CO4	Research Updates: Corelation of genomic variation with the classificationofPrakriti	Cognitive/ Recall	Desireto know	Know	lecture/ Audio- vidualaids	Group discussion	-	II	

Topic-24.CharakSamhitaSutrasthan Chapter-8. Indriyopakramaniya Adhyaya-Time(Lecture:-04;Nonlecture03hours)

CO2	Enumerate Indriya/ Dravya/Adhishthana/ Artha/ Buddhi	Cognitive/ Recall	Must know	Know	Lectures/ Audio- VisualAids	WrittenorViva	Formative& Summative	II	
CO4	Writethecharacteristics of Mana	Cognitive/ Recall	Must know	Know	Lectures/ Audio- VisualAids	WrittenorViva	Formative& Summative	II	
CO4	Justifytheektvamof Manas	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- VisualAids	WrittenorViva	Formative& Summative	II	
CO4	State that Sattvikatva, RajasatvaandTamasatva of Manas	Cognitive/ Recall	Must know	Know	Lectures/ Audio- VisualAids	WrittenorViva	Formative& Summative	II	
CO4	TabulateIndriya PanchaPanchaka	Cognitive/ Recall	Must know	Know	Lectures/ Audio- VisualAids	WrittenorViva	Formative& Summative	II	
CO4	QuoteAdhyatmaDravya Guna Sangraha	Cognitive/ Recall	Must know	Know	Lectures/ Audio- VisualAids	WrittenorViva	Formative &Summative	II	



CO4	Statethepredominant Mahabhuta in each Indriya	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO4	KnowtheroleofIndriya and Mana in Prakriti and Vikriti	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO4	DiscusstheCausesand Benefits of Sadvritta Anushthana	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO4	ElaboratetheDo'sand Don'ts in Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids/ Group Discussion	WrittenorViva	Formative& Summative	II	
CO4	ExplainHetuchatushtaya	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO4	Statetheguidelinefor Anukta Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO2	Recitetheshlokanumber 7-13, 34	Cognitive/ Recall	Must know	Shows	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO1	Identify Upadesh , Samucchaya, Yog Tantrayuktiesinthis chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative& Summative	II	
CO4	Research updates: Mentalhealthandgut microbiota.	Cognitive/ Applicatio n	Niceto know	Know	Lectures/ Audio-VisualAids	Group discussion	-	II	
Topic-2COCharakSamhitaSutrasthanChapter-9.KhuddakachatushpadaAdhyaya-Time(Lecture:-03;Nonlecture 03hours)									
CO8	CiteChikitsaChatushpada (four components of healthcare)	Cognitive	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	

CO8	DefineRoga-Arogya (disease-health)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	DefineChikitsa (treatment)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	ListtheQualitiesof Vaidya (physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	ListtheQualitiesof Dravya (medicine)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	List the Qualities of Paricharaka(nursingstaff)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	ListtheQualitiesof Aatura (patient)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	State the iimportance of Vaidya in the 4 componentsofhealthcare	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	Write the Complications duetoignorantphysician	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	Describe the Sadvaidya Qualities(goodphysician)	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	Writethedutiesofthe physician	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	
CO8	ListFourtypesofVaidya vritti (attitude of the physician)	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	II	



CO8	Recitetheshlokanumber 3,4,5,18,20,21, 24,25,26	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- VisualAids	WrittenorViva	Formative& Summative	II	
CO8	Discuss the qualities and dutiesofagoodphysician	Cognitive/ Applicatio n	Must know	Shows how		WrittenorViva	Formative	II	
CO1	Identify Uddesh, Nirdesh, NidarshanTantrayuktiesin this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
CO8	Research Updates: Medical ethics-principles SoftSkilldevelopmentfor medical students Emotional Intelligence as a crucial component in medical edication	Cognitive	Niceto know	Knows	Lecture / Audio- Vidualaids	Group discussion	-	II	

Topic-26.CharakSamhitaSutrasthanChapter-10.Mahachatushpada Adhyaya-Time(Lecture:-03;Nonlecture03hours)

CO6	Substantiation of Chatushpaada-bheshajam alam aarogyaayeti (aatreya-kṛta), Bheshaja- abheshajayo tulyatva pratipaadana – (maitreya- kṛta), Its conclusion by Atreya,	Cognitive/ Recall	Desirable to know	Knows	Lecturewith 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	Lecturewith substantiatio n of the point by mentioning	WrittenorViva	F&S	II	



					contemporar y examples				
CO6	Asaadhyaroga- cikitsaayaamhaani,	Cognitive/ Recall	Desirable to know	Knows	Lecturewith substantiatio n of the point by mentioning contemporar y examples	WrittenorViva	F&S	II	
CO6	Describe theupamaana pramaana	Cognitive/ Recall	Desirable to know	Knows	Lecturewith substantiatio n of the point by mentioning contemporar y examples	WrittenorViva	F&S	II	
CO6	Enumerate and analyse the further classification of saadhya-asaadhyata	Cognitive/ Recall	Must know	Knows	Lecturewith live demonstrati on in OP	WrittenorViva	F&S	II	
CO6	Identify, judge and discuss Sukha-saadhya lakshanam, Krcchra- saadhya lakshanam, Yaapya lakshanam and Pratyaakhyeyalakshanam	Cognitive/ Recall	Must know	Knows how	Lectures and clinical demonstrati on	Viva / written Problembased assessment	F&S	II	
CO6	Apply and interpret the benefit of knowledge of prognosis	Cognitive/ Recall	Must know	Knows	Lectures	WrittenorViva	F&S	II	
CO6	Analyse the term mithyaa- buddhi and accept responsibility to not end upasamithyaa-buddhi at	Cognitive/ Recall	Must know	Knows	Lectures	WrittenorViva Discussions	F	II	



	anypointoftimeofthe profession								
CO6	ReciteShlokanumber14 to 20	Cognitive/ Recall	Must know	Knows	Lecture, swaadhyaya	Viva	F & S	II	
CO1	Identify Nirnaya, Swasdnya,Sanshaya,Ekant Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	II	
Topic-27.CharakSamhitaSutrasthan Chapter-11.TisraishaniyaAdhyaya-<u>Time</u>(Lecture:-06;Nonlecture 05hours)									
CO4	Explainthesignificance of the three desires for prana (life) and dhana(means of life).	Cognitive/ Recall	Must know	Know how	Lectures/ Audio-VisualAids	Written& Viva	Formative& Summative	III	
CO4	Discussheconceptof paraloka	Cognitive/ Recall	Must know	Know how	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO4	Discussdifferentopinions on the concept of punarjanma (re-birth)	Cognitive/ Recall	Must know	Know how	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO2	Definecharacteristicsof Aapta	Cognitive/ Recall	Must know	Know	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO2	Definepratyaksha, anumana and yuktipramanawith example	Cognitive/ Recall	Must know	Know how	Lectures/ Audio-VisualAids	Lectures/Audio-Visual Aids	Formative& Summative	III	



CO2	Justify punarjanma by using aaptopadesha, pratyaksha, Anumana and yuktipramana	Cognitive/ Application	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Explain the importance of thrayopasthamba (sub-pillars of life).	Cognitive/ Application	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/ Application	Must know	Know how	Lectures/ Audio-Visual Aids	Written & Viva	Formative & Summative	III	
CO6	Describe the three causes of disease.	Cognitive/ Application	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/ Comprehension	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Discuss the three disease pathways	Cognitive/ Comprehension	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO8	Classify the three types of physicians	Cognitive/ Comprehension	Must know	Know	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe dai vavyapashraya, yuktivyapashraya and satvavajayachikitsa	Cognitive/ Comprehension	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe antahaparimarjana, bahiparimarjana, shastrapranidhanachikitsa.	Cognitive/ Comprehension	Must know	Know how	Lectures/ Audio-Visual Aids	Written or Viva	Formative & Summative	III	



CO2	Discuss importance of ashta trika.	Cognitive/ Application	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/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F&S	III	
Topic-28. Charak Samhita Sutrasthan Chapter-12. Vatakalakaliya Adhyaya - Time (Lecture: -04; Nonlecture 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 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 normalandaggravated Pitta	Cognitive/ Comprehe nsion	Must know	Knows how	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO4	Describe the action of normalandaggravated Kapha	Cognitive/ Comprehe nsion	Must know	Knows how	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO4	Describeatreya's explorationonTridosha and its importance	Cognitive/ Comprehe nsion	Must know	Knows how	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO4	Recitetheshlokas- 8,11,12	Cognitive/ Recall	Must know	Shows	Lectures/ Audio-VisualAids	WrittenorViva	Formative& Summative	III	
CO1	Identify Padartha, Vyakhyan , Anumat Tantrayuktiesinthis chapter	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative& Summative	III	

Table4:Practical/ActivitiesforAyUG -SA 1

Termwisedistributionofallottedtime				
Term	Totalteaching (400 hrs)	Lecture (140hrs)	NonLecture(260hrs)	
			SamhitaPathan (130 hrs)	Activities- Inclass/Hospital (130 hrs)
I	130 hrs.	50 hrs.	50	30
II	140 hrs.	50 hrs.	40	50
III	130 hrs.	40 hrs.	40	50



Table5:Non LectureActivities CourseAyUG-SA1

NonLectureactivities-(SamhitaPathan/InClassActivities&HospitalBasedactivities)

: 260 hrs

SN	Nameof Practical	Term	
1.	SamhitaPathan	I,II, III	Total 130in all three terms.(TermI-50hrs; Term II-40hrs; Term III- 40hrs)
	InClassActivities/CaseBasedActivities/ Field Activities		
2.	1. Introduction to Samhita Problem based learning : Application of Tantrayukti for chapter number 1, 2 of Ashtang Hridayaandchapter1 st ofcharak Samhita.	<u>I</u>	5 hrs.
	Group Activity InterpretAnubandhaChatushtyawith examples InterpretAshtaPrashnawith example	<u>I</u>	4 hrs
	AshtangHridaySamhita -Sutrasthan(1- 5Adhyaya)		
3.	AH Su 1. AyushkamiyaAdhyaya Commentary Based activity- Fetchthmeaningofimportanttermsonthe basis of commentary. (Any 30 important words). Make your own dictionary.	<u>I</u>	3 hrs
4.	AH Su 2. Dinacharya Adhyaya- SurveyActivity:Applicationofconcepts- Dincharyaanditsapplication: Proforma based assessment in healthy volunteers/ patients. Daily routine shall be recorded on the basis of predesigned proforma and then shall discuss. CommunicationSkillintroduction. Survey Role play.	<u>I</u>	4 hrs

5.	AH Su 3. Rutucarya Adhyaya- Application of concepts- Ritucharya and application - Proformabasedassessmentinhealthy individuals or patients.	<u>I</u>	4 hrs
6.	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 probablecausativefactorsonthebasisof principlestaught.	<u>I</u>	4 hrs
7.	AHSu5.Dravadravya Vijnaniya Adhyaya Group Activity-(Group presentation)- Utility of Dravyas:- Allocate the Dravadravya Vargas among student groups. Every group will Justify (represent)thepracticalutilityofdravyas allotted to them.	<u>I</u>	4 hrs
8.	6.Annaswaroopa Vijnaneeya Adhyaya- Group presentation- Justifytheutilityofthischapterinpresentera- Every group will illustrate the utility of their assignedAahara Dravya Varga (Discuss practically available dravyas)	<u>II</u>	3 hrs
9.	7.Annaraksha Adhyaya- Discussion- Explorethe presentdietary habits- Explore the Various diet combinations used in present society (by four family/ Relatives/ neighborhood) on the basis of principles learnedforviruddhahar.Discusstheminclass. Trayopastambha -Importance of Nidra- Flipped classroom- Share the prerecorded videos/ other material with students before class.On thebasis ofthesehavediscussion.	<u>II</u>	4 hrs
10.	8.Matrashitiya Adhyaya- Case Based learning- Determineadverseeffectsofheena matra	<u>II</u>	4 hrs

	<p>(inadequate quantity of food) and a timatra (excess quantity of food) ahara:- (Video clip of patients suffering from a type of Ajeerna can be shared in class and then group wise discussion on the concept.)</p> <p>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.</p>		
11.	<p>9. Dravyaadi Vijnaniya Adhyaya- Application of concepts- Enlist the dravyas according to Rasa, Veerya, Vipaka, Prabhav. (Can refer chapter 5, 6, 10 of Ashtang Hridaya and Chapter 2, 3, 4 of Charak Samhita). Apply the concepts learned in present chapter to understand the action of Dravyas.</p>	II	4 hrs
12.	<p>10. Rasabhedhiya Adhyaya- Case based learning- Prepare proforma enlisting the sign and symptoms of excess consumption of six Rasas and regular diet pattern. Assess the predominance of Rasa consumption in patients or healthy volunteers. Then correlate with the case findings.</p>	II	4 hrs
13.	<p>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.</p>	III	5 hrs
14.	<p>12. Doshabhedhiya Adhyaya- Model making Activity- Working model on Dosha Sthanas or Subtypes of Doshas, Chaya, Prakop and Prashama of Doshas: PBL/CBL</p>	III	5 hrs

	Give one problem/case based on Samanya DoshaNidan. Student will identify possible causative factors responsible for vitiation of Doshas in given problem.		
15.	<p>13. Doshopakramaniya Adhyaya- Case Based learning-(CBL)- Group activity- Observe the signs and symptoms of A main any five patients (Group wise) and present and discuss it in class.</p> <p>Seminar Presentation-</p> <ol style="list-style-type: none"> Understand Aushadha Kaalin relation with sun types of Vata Dosh. Recognize the principles applicable during treatment of Saam Dosh and Dushyas. 	III	6 hrs
16.	<p>14. Dvidividhopakramaniya Adhyaya-</p> <p>Case based learning- Find out the causative factors of Atishulya in present era (On the basis of pre designed 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).</p>	III	5 hrs
17.	<p>15. Shodhanadigana Sangraha Adhyaya- Group Presentation- Divide the various Aushadha Vargas among students and a group will represent each varga and related practical information.</p>	III	4 hrs
	Charak Samhita – Sutrasthan (1-12 Adhyaya)		
18.	<p>CSSu 1. Deerghanjiviteeya Adhyaya-</p> <p>Compilation work: (based on commentary)</p> <ul style="list-style-type: none"> Student has to write 20 terminologies with meanings referring Chakrapani commentary. Then after these terms shall be discussed in class. 	I	2

19.	CS Su 2. Apamarga Tanduliya Adhyaya- Visit to Dravyaguna Department- Identify the dravya 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 be 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 lepa useful in different conditions.	II	3 hrs
21.	CS Su 4. Shadvirechana- shatashritiya Adhyaya- Practical Demonstration: Visit to Dravyaguna Department and demonstration of various Mahakashaya 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 properties. Discuss why these dravyas are specially advised for regular consumption.	II	5 hrs
23.	CS Su 6. Tasyashiteeya Adhyaya- Documentation- Festival and rutu- Documenting the changes in the food habits and	II	4 hrs

	<p>lifestyle as per the rutu with the parents and elders and also discussing on relevance of rutucharya concept with Indian festivals.</p> <p>ShortEssaywriting/Postermaking- Does and don'ts to be followed according to variousseasons(ReferboththeSamhitasfor this activity)</p>		
24.	<p>CS Su 7. NaveganadharaniyaAdhyaya:-</p> <p>VedioclipmakingActivity- Educatingpeopleabout harmsofvegadharana by social media campaigns</p> <p>Group Discussion- Findingreasonsforvegadharanainpresent day lifestyle.</p>	II	4 hrs
25.	<p>CS Su 8. IndriyopakramaniyaAdhyaya- Group Presentation- Sadvrutta–Interpretingrelevanceofdifferent sadvrutta in present scenario. Developingnewsadvruttasaspertoday's lifestyle referring classics.</p>	II	3 hrs
26.	<p>CS Su 9. Khuddakachatushpada Adhyaya- DoctorPatientcommunicationintroduction, Role play. Feedbackcollectionofchikitsachatushpada Group activity- CollectFeedbackonqualitiesofVaidyafrom rogi and upasthata. CollectFeedbackonqualitiesofrogifrom vaidya and upasthatha CollectFeedbackonqualitiesofupasthatha from rogi and Vaidya Collectfeedbackonqualitiesofdravyafrom the experts of dravyaguna and rasa shastra</p>	II	3 hrs
27.	<p>CSSu10.MahachatushpadaAdhyaya- Developing proforma for sadhya asadhya vyadhi lakshanas-</p>	II	3 hrs

	Guide students on how to prepare a pro format to assess any available parameters.		
28.	<p>CSSu11.Tisraishaniya Adhyaya- Debate :- Punarjanma siddhant as per different thoughts. Debate on punarjanma with different references as per classics and contemporary understanding.</p>	III	5 hrs
29.	<p>CS Su 12.Vatakalakaliya Adhyaya-Role Play (Enact sambhasha parishad) – Distribute the characters of the rishi given in chapter. And guide them with the script. Arrange a forum where these students will be doing sambhasha parishad on vatakala-akala.</p> <p>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.</p>	III	5 hrs
30.	<p>Shloka Recitation Competition- At the end of the year/ every term such competitions shall be organized by department.</p>	III	5 hrs
31.	<p>Ayurveda Quiz- On the basis of assigned syllabus.</p>	III	5 hrs
32.	<p>Poster making Competition / SA writing completion/ Making video clips for general people to make awareness about Ayurved living.</p>	III	5 hrs

Table6:Assessment Summary

6A-NumberofPapersandMarks Distribution

S.No.	SubjectCode	Papers	Theory	Practical/ClinicalAssessment					Grand Total
				Practical/ Clinical	Viva	Electives	IA	Sub Total	
1.	AyUG-SA1	1	100	-	75	10(Set-FC)	15	100	200

6B -SchemeofAssessment (formativeand Summative)

SR.NO.		PROFESSIONAL COURSE	DURATIONOFPROFESSIONALCOURSE		
			First Term (1-6Months)	Second Term (7-12Months)	Third Term (13-18Months)
1	AyUG-SA1	First	3PA& First TT	3PA& Second TT	3 PA&UE

PA:PeriodicalAssessment;TT:TermTest;UE:UniversityExaminations

6C-CalculationMethod forInternalassessment Marks(15 Marks)

TERM	PERIODICALASSESSMENT*					TERM TEST**	TERMASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 15 Marks (D/15*15)	Term Test (Marks convertedto 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (.../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
FinalIA	AverageofThreeTermAssessmentMarksasShownin‘H’ Column.							
	MaximumMarksin Parentheses *SelectanEvaluationMethod whichisappropriatefortheobjectivesofTopicsfromtheTable6D for Periodic assessment.Conduct 15 marks assessment and enter marks in A, B, and C. **ConductTheory(100Marks)(MCQ(20*1Marks),SAQ(8*5),LAQ(4*10))andPractical(100 Marks) Thenconvertto15marks.							

6D-Evaluation MethodsforPeriodical Assessment

S. No.	EvaluationMethods
1.	ActivitiesIndicatedinTable 3-ColumnG3asperIndicatedI,IIorIIItermincolumnI3.
2.	Practical/ClinicalPerformance

3.	VivaVoce,MCQs,MEQ(ModifiedEssayQuestions/StructuredQuestions)
4.	OpenBookTest(ProblemBased)
5.	SummaryWriting(ResearchPapers/Samhitas)
6.	ClassPresentations;WorkBookMaintenance
7.	ProblemBased Assignment
8.	Objective Structured Clinical Examination (OSCE), ObjectiveStructuredPracticalExamination(OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), CaseBasedDiscussion(CBD)
9.	Extra-curricularActivities,(SocialWork,PublicAwareness,SurveillanceActivities,Sportsor OtherActivitieswhichmaybedecidedbythe department).
10.	SmallProject

6E-PaperLayout

IPROFESSIONALBAMSEXAMINATIONS

AyUG-SA1

Time: 3 Maximum Marks: 100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100

		Numberof Questions	Marksperquestion	TotalMarks
Q 1	MultipleChoiceQuestions (MCQ)	20	1	20
Q 2	Shortanswerquestions(SAQ)	8	5	40
Q 3	Longanswerquestions(LAQ)	4	10	40
				100

6F-DisributionofTheory Exam

	AyUG-SA1	A ListofTopics	B Term	C Marks	D TypeofQuestions "Yes" can be asked. "No"shouldnotbeasked.		
					MCQ (1Mark)	SAQ (5Marks)	LAQ (10Marks)
1.		Introductionto Samhita-	1		No	/NO	NO
AshtangHridaySamhita -Sutrasthan (1-15Adhyaya)50 marks							
2.		AHSu.1.AyushkamiyaAdhyaya	1	50	YES	YES	YES

3.	AHSu.2.DinacharyaAdhyaya	1	50	YES	YES	YES	
4.	AHSu.3.Rutucarya Adhyaya	1		YES	YES	YES	
5.	AHSu.4.RoganutpadaniyaAdhyaya	I		YES	YES	YES	
6.	AHSu.5.DravadravyaVijnaniya Adhyaya	I		NO	YES	NO	
7.	AHSu.6.AnnaswaroopaVijnaneeyaAdh yaya	II		NO	YES	NO	
8.	AHSu.7.AnnarakshaAdhyaya	II		NO	YES	NO	
9.	AHSu.8.Matrashitiya Adhyaya	II		YES	YES	YES	
10.	AHSu.9.DravyaadiVijnaniya Adhyaya	II		YES	YES	YES	
11.	AHSu.10.RasabhedhiyaAdhyaya	II		YES	YES	YES	
12.	AHSu.11.DoshadiVijnaniya Adhyaya	III		YES	YES	YES	
13.	AHSu.12.DoshabhedhiyaAdhyaya	III		YES	YES	YES	
14.	AHSu.13.Doshopakramaniya Adhyaya	III		YES	YES	YES	
15.	AHSu.14.Dvididhopakramaniya Adhyaya	III		YES	YES	YES	
16.	AHSu.15.ShodhanadiganaSangraha Adhyaya	III		NO	NO	NO	
CharakSamhita–Sutrasthan (1-12Adhyaya):							
17.	CSS1.Deerghanjiviteeya Adhyaya-	1		YES	YES	YES	
18.	CSS2.ApamargaTanduliyaAdhyaya-	II	NO	YES	NO		
19.	CSS3.AragvadhyaAdhyaya-	II	NO	YES	NO		
20.	CSS4.Shadvirechana- shatashritiyaAdhyaya-	II	NO	YES	NO		
21.	CSS5.Matrashiteeya Adhyaya-	II	YES	YES	YES		
22.	CSS6.TasyashiteeyaAdhyaya-	II	YES	YES	YES		
23.	CSS7.Naveganadharaniya Adhyaya-	II	YES	YES	YES		
24.	CSS8.Indriyopakramaniya Adhyaya-	II	YES	YES	YES		
25.	CSS9.KhuddakachatuspadaA dhyaya-	II	YES	YES	YES		
26.	S 10. MahachatuspadaAdhyaya-	II	YES	YES	YES		
27.	S 11. TisraishaniyaAdhyaya-	III	YES	YES	YES		
28.	S 12. VatakalakaliyaAdhyaya-	III	YES	YES	YES		

6G -Questionpaperblueprint

A QuestionSr. No	B Typeof Question	C QuestionPaperFormat 50 marks AH/S 50MarksCS/S
.Q1	MultiplechoiceQuestions	1. Topicnumber2(A.H.Su.Ch.1)

	<p>(MCQ)</p> <p>20 Questions</p> <p>1markeach</p> <p>Allcompulsory</p> <p>FromMustknowpart15 MCQ</p> <p>FromDesirabletoknow3 MCQ</p> <p>FromNiketoknow2MCQ</p>	<ol style="list-style-type: none"> 2. Topicnumber3(A.H.Su.Ch.2) 3. Topicnumber4(A.H.Su.Ch.3) 4. Topicnumber5(A.H.Su.Ch.4) 5. Topicnumber9(A.H.Su.Ch.8) 6. Topicnumber10(A.H.Su.Ch.9) 7. Topicnumber11(A.H.Su.Ch.10) 8. Topicnumber12(A.H.Su.Ch.11) 9. Topicnumber13(A.H.Su.Ch.12) 10. Topicnumber14(A.H.Su.Ch.13) 11. Topicnumber15(A.H.Su.Ch.14) 12. Topicnumber17(C.S.Su.Ch.1) 13. Topicnumber21(C.S.Su.Ch.5) 14. Topicnumber22(C.S.Su.Ch.6) 15. Topicnumber23(C.S.Su.Ch.7) 16. Topicnumber24(C.S.Su.Ch.8) 17. Topicnumber25(C.S.Su.Ch.9) 18. Topicnumber26 (C.S.Su.Ch.10) 19. Topicnumber27(C.S.Su.Ch.11) 20. Topicnumber28(C.S.Su.Ch.12)
Q2	<p>ShortanswerQuestions (SAQ)</p> <p>EightQuestions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>Mustknow7,</p> <p>Desirabletoknow1</p> <p>NoQuestionsonNiketoknow</p>	<ol style="list-style-type: none"> 1. Topicno.2(A.H.Su.Ch.1)/Topicno.25(C.S.Su.Ch.9)/ Topic number 26 (C.S.Su.Ch.10) 2. Topicno.3(A.H.Su.Ch.2)/Topicno.9(A.H.Su.Ch.8)/ Topicno.21(C.S.Su.Ch.5)/Topicno.24(C.S.Su.Ch.8) 3.Topicno.4(A.H.Su.Ch.3)/Topicno.22(C.S.Su.Ch.6)/ Topicno.5(A.H.Su.Ch.4)/Topicno.23(C.S.Su.Ch.7)/ 4.Topicno.12(A.H.Su.Ch.11)/Topicno.13 (A.H.Su.Ch.12)/Topicno.28(C.S.Su.Ch.12) 5. Topicno.17(C.S.Su.Ch.1) 6. Topicno.6(A.H.Su.Ch.5)/Topicno.7(A.H.Su.Ch.6)/Topic no.18(C.S.Su.Ch.2)/Topicno.19(C.S.Su.Ch.3)/Topic no.20(C.S.Su.Ch.04)/Topicno.16(A.H.Su.Ch.15) 7. Topicno.8(A.H.Su.Ch.7)/Topicno.10(A.H.Su.Ch.9)/ Topic no.11 (A.H.Su.Ch.10)/ 8. Topicno.14(A.H.Su.Ch.13)Topicno.15(A.H.Su.Ch.14)/ Topicno.27(C.S.Su.Ch.11)
Q3	<p>LonganswerQuestions (LAQ)</p> <p>Four Questions</p> <p>10 marks each</p> <p>Allcompulsory</p>	<ol style="list-style-type: none"> 1. Topicno.2(A.H.Su.Ch.1)/Topicno.17(C.S.Su.Ch.1)/ Topic no. 25 (C.S.Su.Ch.9)/ Topic number 26 (C.S.Su.Ch.10) 2. Topicno.3(A.H.Su.Ch.2)/Topicno.4(A.H.Su.Ch.3)/Topic no.21(C.S.Su.Ch.5)/Topicno.22(C.S.Su.Ch.6)

	All questions on Must to know.No Questions on Nice to know and Desirable to know	3. Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13 (A.H.Su.Ch.12)/Topicno.14(A.H.Su.Ch.13)/Topicno.15 (A.H.Su.Ch.14) / Topic no.28 (C.S.Su.Ch.12) 4. Topic no. 9(A.H.Su.Ch.8)/ Topic no. 10 (A.H.Su.Ch.9) / Topicno.11(A.H.Su.Ch.10)/Topicno.27(C.S.Su.Ch.11)/ Topic no.5 (A.H.Su.Ch.4)/ Topic no. 23 (C.S.Su.Ch.7)
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6H-DistributionofPracticalExam

Practical100Marks–(Viva 75+Elective10(Set-FC)+IA15)Marks

SN		Heads	Marks
A		Viva(75 Marks)	
	1	VivaonRecordBook(ofyearlyconductednonlectureactivities) (Refer Table 5)	15
	2	VivaonShlokaBookandShlokaRecitation (Ref table 3. Recitation)	10
	3	IdentificationofTantrayukti Vivaon.Introduction toSamhita(refTable2:1)	15
	4	VivaVoceonAH	15
	5	VivaVoceonCh Su	15
	6	CommunicationSkill	05
B		InternalAssessment	15
C		Electives	10
		Total Marks	100

7. Referencebooks/Resources

- **IntroductiontoSamhita**

1. Ashtanghridayamwiththecommentaries‘Sarvangasundara’ofArundattaand‘Ayurvedarasayana’ of Hemadri, Collated by Dr. Anna Moreshwar Kunte and Krishna Ramchandra Shastri Navre
2. SushrutaSamhitabyDr.AmbikaduttaShastri
3. AyurvedeeyaPadarthaVijnaanby Prof.C. R. Agnivesh
4. AyurvedeeyaPadarthaVijnaanandAyurvedeeya itihaasambyProf.C.R. Agnivesh
5. AyurvediyaPadarthVidnyanby Vd.RanjitRai Desai
6. HistoryofMedicineinIndiabyAacharyaPriyavrat Sharma
7. Historyof IndianMedicinebyJ. Jolly

- **Ashtang Hridaya**

1. Ashtanghridayamwiththecommentaries‘Sarvangasundara’ofArundattaand‘Ayurvedarasayana’ of Hemadri, Collated by Dr. Anna Moreshwar Kunte and Krishna Ramchandra Shastri Navre
2. AshtangaHridaya:EnglishcommentarybyDr.T.Shreekumar
3. AshtangaHridaya:EnglishcommentarybyDr.Vishwavasugaur
4. AshtangHridayam:EnglishtranslationbyProf.K.R.SrikanthaMurthy
5. AshtangaHridaya–EnglishtranslationbyVd.Anantram Shastri
6. AshtangaHridayambyDr.B.Ramarao
7. Illustrated AshtangaHridayatextwithEnglishTranslationbyDr.R. Vidyanath
8. AshtangaHridaya:HindicommentarybyLalchanda Vaidya
9. AshtangaHridaya:HindicommentarybyVd.B.L.Gaur

- **Charak Samhita**

1. CharakasamhitabyAgniveshaRevisedbyCharakaandDridhbalawiththeAyurvedaDipika commentary of Chakrapanidatta Edited by Vaidya Yadavji Trikamji Acharya
2. CharakSamhita(EnglishCommentary):Dr.RamKaranSharmaandVd.BhagwanDashor Acharya Priyavrata Sharma
3. CharakSamhitawithtranslation ofChakrapanicommentary byHarishchandra Kushvaha
4. CharakSamhitabyAacharya P.V.Sharma
5. CharakSamhita(Hindicommentary):VaidyaJayadevVidyalankar
6. CharakSamhita(Hindicommentary):VaidyaAtridev Vidyalankar
7. CharakSamhita(Hindicommentary):Prof.GorakhanathChaturvediand KashinathShastri
8. CharakSamhita(Hindicommentary):Dr.BrahmanandTripathi
9. CharakSamhita(Hindicommentary):Dr.RavidattaTripathi
10. CharakaSamhita–AyurvedaDipikaCommentary- HinditranlationbyDr.B.L.Gaur
11. LegacyofCharak–MSValiathan
12. Charake-Samhita–NationalInstituteofIndianMedicalHeritage–
<http://niimh.nic.in/ebooks/ecaraka>
13. Charakasamhitaonline.com-[CharakSamhitaNewEdition\(carakasamhitaonline.com\)](http://CharakSamhitaNewEdition(carakasamhitaonline.com))

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS (PRESCRIBED
BY NCISM)**



SAMSKRITAMEVAMA YURVEDITHIHAS

(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)



प्राणाभिसरः प्राणायतनानाम्

**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058**



Sanskritam

NCISM
Professional Ayurvedacharya (BAMS)

SAMSKRITAMEVAMA YURVEDITHIHAS

(SUBJECT CODE-AyUG-SN&AI)

SANSKRITANDHISTORYOFAYURVEDA

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

Summary

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

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks AyUG-SN & AI	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100 Sanskrit 100 Marks	--	75*	10 (Set-FA)	15
Paper II	100 Sanskrit 80 Marks and Ayurved Itihas 20 Marks				
Sub-Total	200	100			
Total marks	300				
	*Viva voce examinations shall be for Sanskrit and not for Ayurved Itihasa				



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 the subjects 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 divided in papers. Important 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. Practical can give each 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 Grammar 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, important traditions, followers in traditions, their 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.



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CourseCode andNameof Course

Coursecode	Nameof Course
AyUG SN &AI	SanskritandAyurved Itihas

AyUGSN&AI Course

Table1-Courselearning outcomesandmatchedPO.

SRI CO No	A1 CourselearningOutcome(CO)AyUGSN&AI At the end of the course AyUG SN & AI, the student should be able to-	B1 Course learning outcomesmatchedwith program learning outcomes.
Sanskrit		
CO1	ReadandreciteProse(गद्यः)andpoem(पद्यः)withtheappropriate accent(उच्चारणस्थानाननतथाबाहयाभ्यरप्रयत्नानन). उच्चारणस्थानानां बाहयाभ्यन्तरप्रयत्नानां च सहाय्येन पाठने तथा लेखने सामर्थ्ययम्	PO-5,PO-6,PO-7, PO-8, PO-9
CO2	ApplyvariousTechnicalTermsinAyurveda(पररभाषाशब्दाः),Nouns& Pronouns(नामरूपानण तथा सूर्यनामरूपानण),Verbs(धातुरूपानण),suffixes(प्रत्ययाः), Grammatical Terms (सांज्ञा), Syntax (सांधी) and Compounds (समासाः) from Sanskrit Grammar for enhanced interpretation of Ayurveda texts(आयुर्देसांनहताः). पररभाषाशब्देषु नामरूपेषु सूर्यनामरूपेषु नियापदेषु प्रत्ययेषु सांज्ञासु सन्धेषु समासेषु च ज्ञानां तद्वारा आयुर्देसांनहतासु अथायर्बोधनम् प्रायोगकर्तृत्वञ्च	PO-5,PO-7,PO-9
CO3	DiscriminateandinterprettheCases&meanings(नर्भक्तित्यथय)usedin variousversesofAyurvedatexts(आयुर्देसांनहता).कारकनर्भक्तित्यथायनदषुपररज्ञानां तथाआयुर्देसांनहतासुतेषां प्रयोगपररचयञ्च	PO-5,PO-7,PO-9
CO4	FormulatetheProseorder(अब्ज्यः)ofSlokas/SutrasinAyurveda Textbooks(सांनहता)toderivethemeaning(र्ाच्याथय),todeterminethe ScientificMeaning(शास्त्राथय)andtoTranslate(Regionalorother language). अब्ज्यलेखने र्ाच्याथयर्बोधने शास्त्राथयर्बोधने च सामर्थ्यं अनर्ादनपाटञ्च ।	PO-5,PO-6,PO-7,PO-8, PO-9
CO5	InterprettheSynonyms(पयाययााः)andDerivations(ननरुनि)ofAyurveda Termsusingsamskritadictionaries(सांस्कृतशब्दकोश),कोशग्रन्थानां सहाय्येन आयुर्देनर्दयमानानां पदानां तेषां पयाययानाञ्चननरुनक्तिपररज्ञानां तेषां प्रयोगपररचयञ्च	PO-5,PO-7,PO-9
CO6	Speak,WriteandSummarizeandExpressinSamskrit(सांस्कृतम्). सांस्कृतभाषायां भाषणलेखने सङ्किन्प्यनलखने अथयप्रकाशने च सामर्थ्ययम्।	PO-5,PO-6,PO-7,PO-8, PO-9
CO7	Developtheethicalresponsibilitytowardsstheprofession,society and human being. सामानिक-औद्योनकक-माननषकधमयबोधता	PO-6&PO-8
Ayurved Itihas		
CO8	Analyseandexplaintheimportantmilestonesinthehistoryof Ayurveda	PO-1

C09	Appreciate the status of Ayurveda in different time periods and Contributions made by different Acharyas to Ayurveda.	PO-1
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Table3: Learning objectives (Theory) of Course AyUG-SN&AI

Paper I– Sanskrit									
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 etoknow	E3 Level Does/ Showshow/ Knowshow/ Know	F3 T-Lmethod	G3 Assessment	H3 Formati ve /summa tive	I3 Te rm	J3 Integrat ion
Topic1-सांस्कृतणायनाम्पररचयाः (5marks)Time:13hrs(Lecture:-3hoursNonlecture10hrs)									
CO1, CO6	Read&writeSanskrit words	Cognitive domain - Knowledge	Must know	Knowshow	Practicalclasses Demonstrations Classroomreading	Oral Written	F&S	I	
CO1, CO6	PronounceSanskritasper their appropriate articulations	Cognitive domain – Comprehens ion	Must know	Knowshow/ Shows how	1) Practicalclasses 2) presentationof videos 3) Graphical Representationof Vocal system Classroomreading/ speaking	Oral/ Written Assignmenton Identifyingthe Places of articulation of the words in Ayurveda texts.	F&S	I	
Topic2-सांज्ञा(10marks)-Time:05Hrs(Lecture:-5hoursNonlecture00hrs)									
CO2, CO4, CO	2.1 Explainthetermsrelated toसांज्ञाinSanskrit grammar	Cognitive domain- Comprehens ion	Desirable to know	Knows	LecturewithPower point presentation	Oral, Conductionof quiz	F&S	II	
CO2, CO4, CO5	2.2 Identifytheसांज्ञा Explainthemeaningof theसांज्ञा	Cognitive domain- Comprehens ion	Must know	Knowshow	LecturewithPower point presentation	Oral/written Very short answer Differentiate, identify, fill in the blanksetc	F&S	I	



						Preparation of MSQ (MCQ) Question-answer sessions			
Topic3 उपसर्गा-उपसर्गा-हियायोर् (05marks) Time: 05Hrs (Lecture:-02hours Nonlecture 03hrs)									
CO2, CO4, CO6	Identify the उपसर्गा Explain the meaning of the words with उपसर्गा: Identify the difference in meaning according to the उपसर्गा	Cognitive domain - Comprehension problem solving	Must know	Know show	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	
Topic4 अव्ययान (05marks) Time: 05Hrs (Lecture:-02hours Nonlecture 03hrs)									
CO2, CO4, CO6	4.1 Identify अव्ययान	Cognitive domain - Comprehension	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	
CO2, CO4, CO6	4.2 Explain the meaning with reference to the context	Cognitive domain – Application	Must Know	Know show	Lectures with Power point presentation. Group Discussions	Oral & Written objectivetype	F&S	II	



						very short			
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						answer / compare differentiate Assignments openbooktest			
CO2, CO4, CO6	Constructthesentences usingअव्ययानन	Cognitive domain - Synthesis	Must Know	Showshow	LectureswithPower point presentation. Group Discussions Conversation Sessions	Oral &Writt en Construct sentenceswith proper use of Avyayas. Use appropriate Avyayas. Very short answer Assignments onfindingout theअव्ययानन used in the texts and explain their meaningwith reference to the context. Open book test.	F&S	III	

Topic5—कारकप्रकरणम् (15marks)Time:15Hrs(Lecture:-5hoursNonlecture10hrs)

CO3, CO6	A) Discriminatethe नर्भनिandtheirmeaning. B) Identify the karakas fromAyurvedatextslike करणम्कारणम् C) Constructsentences. D) Translate sentencesfromEnglishto SanskritevAmAyurvedItihas.IBAMS(Ayurvedacharya).NCISM	Cognitive domain - Synthesis problem solving	Must know	Showshow	LectureswithPower point presentation. Group Discussions	Oral &Writt en objectivetype very short answer / compare differentiate /	F&S	A)– I B) – II C) – III D) -III	
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	Sanskrit&fromSanskrit to English.					meaning with reference to the context etc Assignments on identification of the karakas used in the Ayurveda basic principle terms like करणम् कारणम्.			
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Topic6-सनन्धः(15marks)Time:20 Hrs(Lecture:-10hoursNon lecture10hrs)

CO2, CO6	6.1 Identifyसनन्धः:Explain the meaning of the context by splitting. Formulate the joined words while writing the sentences	Cognitive domain - Application and problem solving	Must know	Know show	Lectures with Power point presentation. Group Discussions Classes by the students Ashtang hrudaya with the सहधि:	Oral & Written Objectivetype, very short answer – compare, differentiate etc. Assignments to find the सहधि: in Ashtangahrudaya Quiz on सनन्धः	F&S	II	
CO2, CO6	6.2 Identifyसनन्धः:	Cognitive domain - Application and problem solving	Must know	Know show	Lectures with Power point presentation. Group Discussions	Oral & Written objectivetype	F&S	II	



	Explain the meaning of					very short			
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	thecontextbysplitting. Formulate the joined wordswhilewritingthe sentences				Classes by the studentsAshtang hrudaya with the सनन्धः	answer compareand differentiate Assignments tofindthe सहधिःin Ashtangahrudaya Quizonसनन्धः Preparationof charts, mindmapsetc.			
CO2, CO6	6.3 Identifyसनन्धः Explainthmeaningof thecontextbysplitting. Formulate the joined wordswhilewritingthe sentences	Cognitive domain - Application and problem solving	Must know	Khowshow	LectureswithPower point presentation. Group Discussions Classes by the studentsAshtang hrudaya with the सनन्धः	Oral &Writt en objectivetype very short answer Assignments to find the सहधिःin Ashtang hrudaya Quizonसनन्धः Preparationof charts, mindmapsetc.	F&S	II	

CO2, CO6	6.4 Identify सनन्धः Explain the meaning of the context by splitting.	Cognitive domain – Comprehension Application	Desirable to know	Knows	Lectures with Power point presentation.	Oral Preparation of charts, mind map etc.	F&S	II	
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Topic 7-समास (15 marks) Time: 19 Hrs. (Lecture:-09 hours Nonlecture 10 hrs)

CO2	Identify समासः Discriminate between the सनन्धः and समासः	Cognitive domain - Comprehension	Must know	Knows	Lectures with Power point presentation. Group Discussions Problem Based Learning (PBL) Flipped classroom Peer learning Classes by the students on the sutras in Ashtanga hrudaya with the नगहर्कतयम्	Oral & Written objectivity type very short answer- compare differentiate Assignments to find the समासः in Ashtanga hrudaya Quiz on समासः Puzzles Word cloud Crosswords etc.	F&S	II	
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CO2, CO6	7.1 Identify समासः Explain the meaning of the context by writing the नगर्ह्क्तयम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Showshow	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 नगर्ह्क्तयम्	Oral & Written objectivetype very short answer Assignments to find the समासः in Ashtangahriday a Quiz on समासः Puzzles Word cloud Crosswords	F&S	II	
						etc. Preparation of charts, mind map etc.			

CO2, CO6	7.2 Identify समासः Explaining the meaning of the context by writing the नगर्हर्क्तयम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Showshow	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 नगर्हर्क्तयम्	Oral & Written objective type very short answer Assignments to find the समासः in Ashtangahridaya Quiz on समासः Puzzles Word cloud Crosswords etc. Preparation of charts, mind map etc.	F&S	II	
CO2, CO6	7.3 Identify समासः Explaining the meaning of the context by writing the नगर्हर्क्तयम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Showshow	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 नगर्हर्क्तयम्	Oral & Written objective type very short answer meaning with reference to the context etc. Assignments to find the समासः in Ashtangahridaya	F&S	II	

						a Quiz on समासः Puzzles Word cloud Crosswords etc. Preparation of charts, mindmap etc.			
CO2, CO6	7.4 Identify समासः Explaining the meaning of the context by writing the नग्नैर्वाक्यम् Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Show show	Lectures with Power point presentation. Group Discussions Flipped classroom Peer learning Classes by the students on the sutras in Ashtang hrudaya with the नग्नैर्वाक्यम् Problem Based Learning (PBL)	Oral & Written objectivity type very short answer Assignments to find the समासः in Ashtangahriday a Quiz on समासः Puzzles Word cloud Crosswords etc. Preparation of charts, mindmap etc.	F&S	II	
Topic 8-शब्दरूपान्ण (10 marks) Time: 16 Hrs (Lecture:-2 hours Non lecture 14 hrs)									

CO2, CO3, CO6	Identify & write the अन्तर्लक्ष्यगणभेदकित्यनानन of a noun. Construct sentences	Cognitive domain – Synthesis problem solving	Must know	Showshow	Lectures with Power point presentation. Recitation Peerlearning	Oral & Written objectivetype very short answer	F&S	I	
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					Group Discussions	Assignments to find out the अन्ततः इकगनभे नक्तिर्चनानन of nouns used in various text books and writing all forms of all नभेनक्ति. Quizzes Puzzles Word cloud Crosswords etc.			
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Topic 9- िातुरुपाहण (10 marks) Time: 10 Hrs. (Lecture: -5 hours Nonlecture 05 hrs)

CO2, CO6	9.1 Identify & write लकारपदपुरुषर्चनानन of the roots. Interpret the meaning according to the लकारः. Use for constructing sentences.	Cognitive domain - Synthesis and problem solving	Must know	Show show	Lectures with Power point presentation. Recitation Group Discussions Peer learning	Oral & Written objectivetype 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	
CO2, CO6	9.2 Identify & write लकारपदपुरुषर्चनानन of the roots.	Cognitive domain- Comprehension problem	Niceto know	Knows	Lectures with Power point presentation. Group Discussions	Oral Assignments Quizzes Word cloud etc.	F&S	I	

	Interpret the meaning according to the लकारः	solving							
Topic-10 प्रत्ययाः (10 Marks) Time: 11 Hrs (Lecture: -5 hours Nonlecture 06 hrs)									
CO2, CO6	10.1 Identify the प्रत्ययाः Interpret the meaning with reference to the context with the support of the प्रत्ययाः	Cognitive domain - Comprehension and problem solving	Must know	Show show	Lectures with Power point presentation. Group Discussions	Oral & Written objective type very short answer Assignments Quizzes	F&S	II	
CO2, CO6	10.2 Identify the प्रत्ययाः Interpret the meaning with reference to the context with the support of the प्रत्ययाः (परीक्षायाम् च प्रयोगः स्वरूपे पृष्टव्यः।)	Cognitive domain - Application and problem solving	Must to Know	Show show	Lectures with Power point presentation. Group Discussions	Oral Assignments Quizzes	F&S	II	
Topic 11- नर्षणनर्ष्य (05 Marks) Time: 05 Hrs (Lecture: -02 hours Nonlecture 03 hrs)									
CO2, CO6	Identify and discriminate different types of Visheshanas. Effectively use visheshanas in sentences.	Cognitive domain - Application and problem solving	Must know	Know show/ Shows how	Lectures with Power point presentation. Flipped classroom	Oral & Written Quizzes Wordcloud etc.	F&S	II	

Paper IIPartA -SanskritLearningObjective									
A3 Course outcome	B3 LearningObjective (At the end of the session,theStudents should be able to)	C3 Domain/sub	D3 Mustto know/ desira ble to know/ Niceto know	E3 Level Does/ Shows how/K nowsh ow/Kn ow	F3 T-Lmethod	G3 Assessment	H3 Form ative /sum mativ e	I3 Te rm	J3 Integr ation
Topic1-ननरुनक्ति/Paryayapadani(15marks)Time:18Hrs.Lecture:-7hours(A-2,B-5)Nonlecture13(A-4,B-4,C-5hrs)									
CO2, CO5	Explain the meaning ofthewordsandtheir synonyms with the help of their nirukti (ननरुनिः) A)आयाः,शरीर,मनः, अनग्नः,िलम्,र्ा तः, नपिम्,कफः B)रस,रि,माांस,मेद, अनस्थ,मज्िा,शुि, इनन्नयम्,िोत्र,चि, ,रसना,घ्राण C)धी,धृत,स्मृत,बाुी, ,मनतप्रज्ञाम्,पुरीषः, स्ेद,आत्मा, रोगः,ननदानम्,रोगः, भेषिनचनकत्सा,आनद	Cognitive domain - comprehension	Must know	Knows how	LectureswithPowerpoint presentation. Flipped classroom Peer learning AyurvedaSamhita GroupDiscussions	Oral & Written objective type very short answer comparedifferentiate meanings meaningwithreferenceto the context etc Assignments Openbooktest	F &S	A- IB-II C-III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.
Topic2-पररभाषापदानन (20marks)Time25Hrs(Lecture:-10(A-2,B-4,C-4hours)Nonlecture15(A-5,B-5,C-5hrs)									

CO2, CO5	<p>Explain the meaning of the words and their synonyms with the help of their nirukti(निरुक्तिः)</p> <p>Describe the Paribhasapadas (परभाषापदाः) परभाषापदान- A) आयुर्देः पञ्चमहाभूतान्न नत्रगुणम्, दोषाः, मलाः, दष्यम्, सम्पसगयः, सनन्नपातः B) रव्य, गुण, कमय, सामान्य, नर्षेष, गुरु, लर्ु, प्रकृतः, नर्कृतः, चयः, प्रकोपः, प्रसरः, स्थान सम्प्ियः, दोषगनतः, भेदः, रसः, र्तीययमूर्पाकः, कायकारणभार्ः C) स्रोतस्, कोष्ठः, आमम्, नर्ुिाहनम्, नर्ुिाहारः, नर्दान ह, नष्टेनम्भ, सात्म्प्यम्, ओकसात्म्प्यम्, देशसात्म्प्यम्, अत्यशनम्, अधयशनम्, स्थानी, योगर्ाही, पथयम्, अपथयम्, कृतान्नर्गयः, अस्थापाकः, र्गः, शोधन, शमन, लान, बृहण, अनुपान आनद</p>	Cognitive domain – Comprehension Application	Must know	Knows how	Lectures with Powerpoint presentation. Flipped classroom Peer learning Group Discussions	Oral & Written objective type every short answer write short notes Assignments from Ayurveda Samhita Open book test	F&S	A- IB-II C-III	Samhita, Krिया Shari, Rachana Shari.
Topic3-अन्यलेखनम्(30marks)Time34 Hrs(Lecture:-20(A-4,B-8,C-8 hours)Nonlecture14 (A-4,B-5,C-5hrs)									

CO4, CO6	Identifythesubject object Adjective noun verb in a sentence.	Cognitive domain – Comprehension Application	Must know	Shows how	Self-directedlearning Flipped classroom Classesbythestudents	Oral&Written Objective type Veryshortanswer Anvayawriting	F&S	A-I B-II C-III	Sa mh ita
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	<p>Write the पदच्छेदान्गहर्क्तयम् अन्यः र्च्यार्थं and भार्थयम् Of shlokas</p> <p>A) अष्टाङ्कगृह्यसूत्रस्थानम्- अर्धयायतः सर्वायनणसूत्रानण। १. आयुष्कामीयम् २. नदनचयाय ३. रोगानुत्पादनीयम्</p> <p>B) अष्टाङ्कगृह्यसूत्रस्थानम्- अर्धयायतः सर्वायनणसूत्रानणदोषा नदनर्त्नीयम् दोषभेदीयम् दोषोपिमणीयम् नवनर्धीपिमणीयम्</p> <p>C) र्दयकीयसुभानषतसानहत्यम् -shlokanumbers- प्रथमः:1,2 नवतीयः:1,7 तृतीयः:9 चतुर्थयः:3 पञ्चमः:2,3 षष्ठः:1,4,7 सप्तमः:2,5,17 अष्टमः:13,12 नर्मः:12,13</p>			<p>Group Discussions</p>	<p>Short answer Assignmentsonwriting पदच्छेदान्गहर्क्तयम् अन्यः र्च्यार्थंभार्थय म्</p>			
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दशमः:1,19 एकादशः:1,2 वादशः:1,6									
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त्रयोदश:1,7,8,9 चतुदश:2,3,4 पञ्चदश:7,10 षोडश:5,6 सप्तदश:1,4 अष्टादश:1,2,3 एकोनविंशतः2,3,4 द्विविंशतः1,2,3,4									
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Topic4- पञ्चतन्त्र-अपरीहक्षतकारकम् ५ अध्याय (15marks) Time 07 Hrs (Lecture:-03 hours Nonlecture 04 hrs)

CO4, CO6	Construct Sanskrit sentences and comprehend a passage. Convert active and passive voice sentences. १. विष्णुकथा २. कुलब्राह्मणीकथा ३. चिधरकथा ४. नसाहकारकब्राह्मणपुत्रकथा ५. मखूपनण्ठिकथा	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 summary Assignments on finding out प्रत्ययः and नियमपदानन Assignments of changing the voice. Assignments on translation	F&S	III	
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PAPER II Part B Ayurved Itihas

A3 Course outcome	B3 LearningObjective (At the end of the session, thestudentsshouldbeable to)	C3 Domain/sub	D3 Must to know/ desirableto know/Nice to know	E3 Level Does/ Shows how/ Knowshow/ Know	F3 T-Lmethod	G3 Assessment	H3 Formative /summative	I3 Term	J3 Integration
Topic1-Time(Lecture:-1hour,Nonlecture2hours)									
CO 8	Describe Etymological derivation (Vyutpatti), syntactical derivation (Nirukti)anddefinitionof the word Itihasa.	Cognitive/ Knowledge(K)	Must know	Knows	Lecture&Group Discussion,	Written MCQ	F&S	I	
CO 8	Describe of knowledge of history,its significanceand utility,means and method of Ayurveda history	Cognitive/ Cognition	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, Samhitakala,SangrahaKala etc.)	Cognitive/K	Must know	Knows	Lecture&Group Discussion, Tutorial, Charts, Edutainment.	Written MCQ	F&S	I	
Topic2-Time(Lecture:-1hour,Nonlecture2hours)									
CO 8 CO 9	Explainedifferentopinions of origin and lineage of Ayurveda available in Samhitas and Samudra manthanaandoriginof Dhanvantari.	Cognitive/K	Must know	Knows	Lecture, video & GroupDiscussion	Written MCQ	F&S	I	

CO 8 CO 9	Outline 2-3 references of Ayurveda in Veda, Upanishat and Puarana	Cognitive/K	Desirable to know	Knows	Lecture, charts & Group Discussion, SDL	Written MCQ, Online search of Archiologists sites for Ayurved. Presentation by Students,	F	I	
CO 8	Describe Ayurveda as Upaveda of Atharvaveda	Cognitive/comprehension	Desirable to know	Knows	Lecture & Group Discussion	Written MCQ	F&S	I	
Topic 3- Time (Lecture: -2hour, Nonlecture 2hours)									
CO 8 CO 9	Describe the Structure, Specialities, Time period of Charaka Samhita	Cognitive/K	Must know	Knows	Lecture, charts & Group Discussion Online Visit of Charakaranya, related places.	Written MCQ Chart preparation	F&S	I	
CO 8 CO 9	Briefly explain contribution of Punarvasu Athreya, Agnivesha, Charaka, Drudhabala	Cognitive/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.	Cognitive/K	Must know	Knows	Lecture & Group Discussion, Activity on commentary, Compilation.	Written MCQ Online samhitas, Commentary search	F&S	I	
CO 8 CO 9	Explain the importance of Ayurveda Deepika, Jalpakalpataru.	Cognitive/K	Must know	Knows	Lecture & Group Discussion.	Written MCQ	F&S	I	

CO 8 CO 9	Justify Charakastu ChikitsiteinviewofGlobal medical history.	Cognitive/K	Must know	Knows	Lecture&Group Discussion,	Written MCQ Debate Creativ writing	F	I	Roganidana, Kayachikitsa
CO 8 CO 9	Describe the Structure, Specialities,Timeperiodof Sushruta Samhita	Cognitive/K	Must know	Knows	Lecture&Group Discussion	Written MCQ Poster making	F&S	I	
CO 8 CO 9	Brieflyexplaincontribution of Dhanvantari, Sushruta, Nagarjuna,Chandrata	Cognitive/k	Must know	Knows	Lecture&Group Discussion	Written MCQ	F&S	I	Salya tantra
CO 8 CO 9	Enumerate the important commentariesonSushruta Samhita and identify their authors.	Cognitive/K	Must know	Knows	Lecture&Group Discussion	Written MCQ Chartor collage	F&S	I	
CO 8 CO 9	Explain the importance of Nibandhasangraha,Nyaya chandrika,	Cognitive/K	Must know	Knows	Lecture&Group Discussion	Written MCQ	F&S	I	
CO 8 CO 9	JustifyShaareereSushruta	Cognitive/comprehension	Must know	Knows	Lecture&Group Discussion	Written MCQ Debate/D discussions	F	I	Rachana Sharira, Kriya sharira
CO 8 CO 9	DescribetheContributions of Sushruta Samhitato the field of surgery.	Cognitive/Comprehension	Must know	Knows	Lecture&Group Discussion	Written MCQ	F&S	I	Shalya Tantra
CO 8 CO 9	Identifytheacharyasof AtreyaandDhanvantari Sampradaya	Cognitive/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.	Cognitive/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 Vriddha and Laghuvagbhata	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	I	
CO 8 CO 9	Enumerate commentaries on Ahtanga sangraha and Ashtanghridaya and explain importance of Indu, Hemadri and Arunadatta commentary.	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ Quiz	F&S	I	
CO 8 CO 9	Justify Sutrasthanetu vagbhata	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	I	
CO 8 CO 9	Enumerate the salient features of Bhela Samhita	Cognitive/k	Desirable to know	Knows	Lecture & Group Discussion, SDL	Written MCQ	F	I	
CO 8 CO 9	Enumerate the salient features of Hareeta Samhita	Cognitive/k	Desirable to know	Knows	Lecture & Group Discussion, SDL	Written MCQ	F&S	I	
CO 8 CO 9	Describe the Structure, Specialties, Time period of Kashyapa Samhita	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ Chart or collage of Events	F&S	I	
CO 8 CO 9	Briefly explain contribution of Kashyapa, Jeevaka, Vatsya.	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	I	
CO 8 CO 9	Identify contribution of Kashyapa Samhita to the field of Pediatrics.	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	I	
Topic 4- Time (Lecture: -1 hour, Nonlecture 3 hours)									

CO 8 CO 9	Describe Structure, Contributions and importance of Madhava Nidana.	Cognitive/k	Must know	Knows	Lecture & Group Discussion, Library Session for handing of books.	Written MCQ Library Searching online available Samhitas. Samhita mobile applications	F&S	II	
CO 8 CO 9	Outline the importance of Madhavakara, Vijayarakshita, Shrikanthadatta and Justify nidana madhavashreshtha.	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	II	Roganidana
CO 8 CO 9	Describe Structure, Contributions and importance of Sharngadhara Samhita.	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F&S	II	
CO 8 CO 9	Briefly explain contribution of Sharngadhara, Adhamalla, Kashiram.	Cognitive/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.	Cognitive/k	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F&S	II	
Topic 5 - Time (Lecture: -1 hour, Nonlecture 2 hours)									
CO 8 CO 9	Enlist origin and period of different systems of medicine in the world.	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ Assignments	F&S	II	
Topic 6 - Time (Lecture: -0 hour, Nonlecture 1 hour)									

CO 8 CO 9	Explain in brief about Ashwayurveda, Gajayurveda, Gavayurveda and Vrukshayurveda.	Cognitive/k	Must know	Knows	Lecture(Included in Transitional Curriculum)&Group Discussion	Written MCQ Search of Use of Ayurvedic plants in different cattle food. Poster making	F&S	II	
Topic7-Time(Lecture:-1hour,Nonlecture2hours)									
CO 8 CO 9	Describe the Status of Ayurveda during the period of Ashoka, Mughal and British rule.	Cognitive/K	Desirable to know	Knows	Lecture&Group Discussion,SDL	Written MCQ Collect the photos online and make a document or yinyour voice.	F&S	II	
Topic8-Time(Lecture:-1hour,Nonlecture2hours)									

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,VaidyaBG Ghanekar, Vaidya Damodar Sharma Gaur, Acharya Priyavrat Sharma, Vaidya C Dwarakanath, Vaidya K R Shrikantamurthy,VaidyaVJ Thakkar, Vaidyaratnam PS Varier,VaidyaBV Gokhale.	Cognitive/K	Desirable to know	Knows	Lecture&Group Discussion, Tutorial, Self directed learning(SDL)	Written MCQ, Quiz,Match the pair Edutainment Poster making, Video clip making, Compilation,	F&S	III	
Topic9-Time(Lecture:-1hour,Nonlecture2hours)									
CO 8 CO 9	Discuss Globalization of Ayurveda – Expansion of AyurvedainMisra(Egypt), Sri Lanka, Nepal other nations.	Cognitive/K	Desirable to know	Knows	Lecture&Tutorial, VideoEdutainment	Written MCQ Collectdata and make video clip with your own narration.	F&S	III	
Topic10-Time(Lecture:-1hour, Nonlecture 2 hours)									
CO 8 CO 9	Enumeratethevarious Committeesand 2-3 recommendations	Cognitive	Must know	Knows	Lecture	Written MCQ	F&S	III	

CO 8 CO 9	Explain activities of Department of AYUSH, CCIM/NCISM,CCRAS	Cognitive/K	Must know	Knows	Lecture&Group Discussion, Tutorial	Written MCQ Visit to Website of the Department s and discussion	F&S	III	
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.	Cognitive/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:180Hrs

SN	Name of Practical Sanskrit	Term	Hours
P1	Use of Dictionaries and Shabdakoshas अमरकोशः, नौषधर्गयः, शब्दकल्परुमः, र्चस्पत्यम्	I	15
P2	Translation from Sanskrit to desirable language.	II	15
P3	Translation from desirable language to Sanskrit.	II	15
P4	सम्भाषणभाषापठनम् 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. 2. Graphical Representation of Vocals system 3. Reading/Pronunciation 4. Preparing different Shabdarupani and recitation 5. Preparing different Kriyapadani. 6. Practical on Karakani. 7. Practical on Pratyayas 8. Practical on Sandhis 9. Practical on Samasa 10. Practical on Upasargas. 11. Practical on Avyayas 12. Practical on Visheshan-Visheshya 13. Practical on Anvayalekhana 14. Practical on Nirukti 15. Practical on Paribhasha 16. Practical on Panchatantra	I I I I/II I I/II III III III I/II/III II/III I/II/II III	120 hours

Table4: Learning objectives(Practical) of AvUG-SN&AI

Sanskrit 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/ desirable to know/Nice to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-Lmethod	G4 Assessment	H4 Formative /summative	I4 Term	J4 Integration
Practical1-अमरकोश :-नीषधर्गयः, शब्दकल्पद्रुमः, वचस्पत्यम्, Dictionaries Time:15Hrs(Practical/Clinical15hours)									
CO5	Refer the dictionaries. Refer the Bookson synonyms	Cognitive domain - comprehension	Mustto know	knows	Demonstration for identifying the meaning of the words with the support of the shabdakoshas like Amarkosha, Shabda kalpadruma, vachaspatyam etc. Recordwriting	Oral	F&S	I	
CO5, 6	Improve the vocabulary. Use in reading and writing.	Cognitive domain - comprehension	Desirable know	knows	Group Discussions Record writing	Oral Recitation Competitions Aksharashloka competitions etc.	F&S	II	
Practical2- Translation from Sanskrit to desirable language. Time:15Hrs.(Practical/Clinical15hrs)									
CO 3, 4, 5, 6	Translate from Sanskrit to	Cognitive domain -	Mustto know	Shows how	Demonstration Group Activity	Oral Written	F&S	II	

	desirable language.	comprehension, synthesis.			Record writing				
Practical3- TranslationfromdesirablelanguageetoSanskrit. Time:15Hrs. (Practical/Clinical15hrs)									
CO 3, 4, 5, 6	Translate from desirable language to Sanskrit.	Cognitive domain - comprehension, synthesis.	Mustto know	Shows how	Demonstration GroupActivity Record writing	Oral Written	F&S	II	
Practical4-सम्भाषणभाषापठनम् SpokenSanskrit Time:15Hrs (Practical/Clinical15hrs)									
CO 6, 7	ApplySanskrit grammar. Write a small paragraphorScript. Speak atleast 5 to 10linesinSanskrit fluently. Stageaskit.	Cognitive domain - comprehension. Psychomotor domain – articulation Psychomotor domain – articulation	Mustto know	Shows how	Staging small skits. Scriptwriting, elocution competitions. Games Conversation Peerlearning Creatingconversations Conversations in different situations by the students.	Oral	F&S	III	
P5Allactivitybasedpracticalsfromabovetableareenlisted. (Intable2andTable3) Theyareasfollows:(NLH 120)									
<ol style="list-style-type: none"> 1. PresentationofvideosaboutMaheshwarSutra,Prayatna,UccharanaSthananietc. 2. GraphicalRepresentationofVocalsystem 3. Reading/Pronunciation 4. PreparingdifferentShabdarupaniandrecitation 5. PreparingdifferentKriyapadani. 6. PracticalsonKarakani. 7. PracticalsonPratyayas 									

8. PracticalsonSandhis
9. PracticalsonSamasa
10. PracticalsonUpasargas.
11. PracticalsonAvyayas
12. PracticalsonVisheshan-Visheshya
13. PracticalsonAnvaylekhana
14. PracticalsonNirukti
15. PracticalsonParibhasha
16. PracticalsonPanchatantra

Table5:Non LectureActivitiesCourseAyUG-SN &AI

ListnonlectureTeaching-Learningmethods	No of Activities	Total
Sanskrit		
Presentationofvideos	2	120
GraphicalRepresentationofVocalsystem	1	
Guided Reading,	5	
Peer learning	4	
PBL	36	
Quizes,puzzles,crossword,wordcloud	13	
Group activities	37	
SDL	17	
Recitation	5	
Practical(ReferTable4	60	
Ayurved Itihas	20	20
		200

Topicwisedetails–

ListnonlectureTeaching-Learningmethods	No of Activities
PresentationofvideosaboutMaheshwarSutra,Prayatna,UccharanaSthanani etc.	2
GraphicalRepresentationofVocalsystem	1
Reading/Pronunciation(GuidedReading,Peerlearning)	7
PreparingdifferentShabdarupaniandrecitation(PBL,Peerlearning,Quizes, word cloud, crosswords, recitation etc.)	14
PreparingdifferentKriyapadani.(PBL,Groupactivities)	5
PracticalsonKarakani.(PBL,GroupDiscussions)	10
PracticalsonPratyayas.(PBL,GroupDiscussions)	6
PracticalsonSandhis(PBL,Quizes,puzzles,Groupactivities)	10
PracticalsonSamasa(PBL,Quizes,puzzles,)	10
PracticalsonUpasargas.(PBL,groupactivities)	3
PracticalsonAvyayas(PBL,groupactivities)	3
PracticalsonVisheshan–Visheshya(PBL)	3
PracticalsonAnvaylekhana(PBL,SDL,GroupDiscussions)	14
PracticalsonNirukti(PBL,SDL,GroupDiscussions)	13
Practicals on Panchatantra - Vachya of sentences, Writing sentences using appropriateShabdarupaniandKriyapadanietc.(SDL,PBL,groupactivities)	4
PracticalsonParibhasha(PBL,SDL,GroupDiscussions)	15
	120

Ayurved Itihas-

ListnonlectureTeaching-Learningmethods	No of Activities
Group Discussion,	10
Videoclips	5
OnlineSearch, Prproject	
Tutorial	
Quiz,Collage,Puzzle	5
	20

Table6:Assessment Summary**6A-NumberofPapersandMarksDistribution**

S.No.	SubjectCode	Papers	Theory	Practical/ClinicalAssessment					Grand Total
				Practical/Clinical	Viva	Electives	IA	Sub Total	
1.	AyUG-SN&AI	2	200	-	75*	10 (Set-FA)	15	100	300
*Vivavoce examinationshallbeforSanskritand notforAyurvedIthihasa									

6B -SchemeofAssessment(formativeand Summative)

SR.NO.		PROFESSIONAL COURSE	DURATIONOFPROFESSIONALCOURSE		
			First Term (1-6Months)	Second Term (7-12Months)	Third Term (13-18Months)
1	AyUG-SN&AI	First	3PA& First TT	3PA& Second TT	3 PA&UE
PA:PeriodicalAssessment; TT:TermTest; UE:University Examinations					

6C-Calculation MethodforInternalassessmentMarks(15 Marks)

TERM	PERIODICALASSESSMENT*					TERM TEST**	TERMASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/3)	Converted to 15 Marks (D/15*15)	Term Test (Marks convertedto 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (.../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
FinalIA	AverageofThreeTermAssessmentMarksasShownin‘H’ Column.							
	MaximumMarksin Parentheses *SelectanEvaluationMethodwhichisappropriatefortheobjectivesofTopicsfromtheTable6D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. **ConductTheory(100Marks)(MCQ(20*1Marks),SAQ(8*5),LAQ(4*10))andPractical(100 Marks) Thenconverttotalmarksto15marks.							

6D-Evaluation MethodsforPeriodical Assessment

S. No.	EvaluationMethods
1.	ActivitiesIndicatedinTable3-ColumnG3asperIndicatedI,IIorIIItermincolumnI3.
2.	Practical/ClinicalPerformance
3.	VivaVoce,MCQs,MEQ(ModifiedEssayQuestions/StructuredQuestions)
4.	OpenBookTest(ProblemBased)
5.	SummaryWriting(ResearchPapers/Samhitas)
6.	ClassPresentations;WorkBookMaintenance
7.	ProblemBased Assignment
8.	Objective Structured Clinical Examination (OSCE), ObjectiveStructuredPracticalExamination(OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), CaseBasedDiscussion(CBD)
9.	Extra-curricularActivities,(SocialWork,PublicAwareness,SurveillanceActivities,Sportsor OtherActivitieswhichmaybedecidedbythe department).
10.	SmallProject
11.	SpecificPeriodicAssessmentAyUG-SN&AI Sanskrit (3 PA / term) Quiz,Puzzles,Wordcloud,Crosswords,Preparationofcharts,mindmaps,Assignments,Open booktest,Recitation.SanskritTopics8and9शब्दरूपाणिandधातुरूपाणिfrompaperI canbeaskedfor recitation,wordcloud,crosswordetc.inallTermsTestandvivaoranyfromabovetable. AyurvedItihas(3PA/term) Quiz,Puzzles,Wordcloud,Crosswords,Preparationofcharts,mindmaps,Assignments,Open book test, Video Clips making. AnyofEvaluationMethodsforPeriodical Assessment

6 E-PaperLayout

IPROFESSIONALBAMSEXAMINATIONS

AyUG SN & AI

PAPER-I

Time: 3 Hours MaximumMarks:100

INSTRUCTIONS:Allquestionscompulsory

TOTAL MARKS 100 Sanskrit

		Numberof Questions	Marksperquestion	TotalMarks
Q 1	MultipleChoiceQuestions(MCQ) All Sanskrit	20	1	20
Q 2	Shortanswerquestions(SAQ) All Sanskrit	8	5	40
Q 3	Longanswerquestions(LAQ) All Sanskrit	4	10	40
				100

IPROFESSIONALBAMSEXAMINATIONS

AyUG SN & AI

PAPER-II

Time: 3 Hours

INSTRUCTIONS:Allquestionscompulsory

TOTALMARKS100 =[Sanskrit,(LAQand SAQ)80marks+ AyurvedItihas,(MCQ)20 marks]

		Numberof Questions	Marks per question	TotalMarks
Q1	MultipleChoiceQuestions(MCQ) AyurvedItihas,(all20)	20	1	20
Q2	Shortanswerquestions(SAQ) AllSanskrit	8	5	40
Q3	Longanswerquestions(LAQ) AllSaAnskrit	4	10	40
				100

6F-DisributionofTheoryExam

PaperI: Sanskrit		D Typeof Questions “Yes” can be asked. “No”shouldnotbeasked.				
A Listof Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)	
1	सांस्कृतणायनाम्पररचयाः-माहेश्वरसूत्रानणउच्चारणस्थानानन बाह्यप्रयत्नानन,अभ्यन्तरप्रयत्नानन	I	05	5	No	No
2	सांज्ञा- -सांयोगः,सांनहता,ह्रस्दीर्यप्लुतः,अनुनासकः,पदम्, धातुः, उपसगयः, गुणः, र्नि - इत्, लोपः, प्रत्याहारः, उदाः, अनुदाः, स्वरतः, सर्णयः, ननपातः, प्रगृहयम्,	- I - II	05	5	No	No
3.	उपसगयः-उपसगयःनिययोगे प्र, परा, अप, सम्, अनु, अर्, ननस, ननर, दुस्, दुर्, नर्, आङ्क्, नन, अनप, अनध, अनत, सु, उत्, अनभ, प्रनत, परर, उप	II	05	No	Yes (1queof5 marks)	No
4.	अव्ययानन - चअनपखलुनहतु नकलननु र्ा चएर् 4.2- पुनःनर्नाउच्चैः ऋते एर्म् सहसाधयम्मुगपत् यथा-तथायार्त्- तार्त्इनतयदा-तदायनद- तनहयसाकम् नकुत्रकनत कुतः नकमथयम्कयत्हुह अत्र तत्रसर्यत्रअन्यत्रकत्रएकत्र सदा अन्यथाएकथा A) Identifyअव्ययानन B) Explainthethemeaningwithreference to the context C) Constructthesentencesusing अव्ययानन	IA IIB IIC	5	No	Yes(1que of5 marks)	No

5.	<p>कारकप्रकरणमन्तथाच्चाच्यप्रयोगः- कृत्यकारकम्,कमयकारकम्,करणकारकम्,सम्प्रदानकारकम्,अपादानकारकम्,अनधकरणकारकम्,सम्बन्धः, उपपदनर्भनक्तिः A) Discriminate the नर्भनि and their meaning. B) Identify the karakas from Ayurveda texts like करणम्कारणम् C) Construct sentences D) Translate sentences from English to Sanskrit & from Sanskrit to English.</p>	IA II B III C, D	15	5	Yes(1que of 5 marks)	Yes(1 que of 5 marks)
6.	<p>सनन्धः -अचसनन्धः/सुरसनन्धः-यपसनन्ध- इकोयणनच,गुणसनन्धः=आद्गुणःर्त्नसनन्ध- र्त्ननिरेनच,अयर्ायार् सनन्धः - एचोऽयर्ायर्/र्ान्तो नय प्रत्यये,लोपसनन्धः-लोपःशाकल्यस्य, पररूपसनन्धः-एनङ्कपररूपम्, पर्यूरूपसनन्धः-एङ्कःपदान्तादन्त,प्रकृतीभार्-सर्धत्र नर्भाषागोां,प्लुतप्रगृह्यअनचननत्यम्। -हल्सनन्धः/व्यञ्िनसनन्धः-श्चुसनन्धः-स्तोः श्चुनाश्चुः,ष्टुसनन्धः-ष्टुनाष्टुः,िशितसनन्धः-झलां िशो/न्ते,अनुनानसकसनन्ध- ःयरोऽनुनानसकेऽनुनानसको र्/प्रत्ययेभाषायाांननत्यम्,परसर्णयसनन्ध- ःतो नलय/र्ापदान्तस्य,चत्र्यसनन्धः खररचपर्यूरणयसनन्ध- ःझयोऽहोऽन्यतरस्याम्लुसनन्धःशशतछोऽनट/छत्रममीनतराच्यम्, अनुस्ारसनन्धः-मोऽनुस्ारः,तुगागमसनन्धः- नश तुक्/छे च/पदान्तावा, रुत्रादेशसनन्ध- ःनशतछव्यप्रशान् -नर्सगयसनन्धः-रुसनन्धः-ससिषोरुः,उसनन्ध- ःअतोरोरप्लुदादप्लुते/हनशच,रोरर,भोभागोअर्ोअपर्यूरणस्य योऽनश,रोऽसुनप,एतिदोाःसुलोपोऽकोरनऽसमासेहनल, सोऽनचलोपेचेत्पादपूरणम्</p>	II	15 (6.1-5marks 6.2/6.4-5marks 6.3 – 5marks)	No	Yes(1que of 5 marks)	Yes10(1 Que.of10 marks)

	<p>6.4.-रूपप्रकरणसनन्धः-[सङ्क्लिप्यपाठनम्-Briefteaching] समःसुनट,कानामेनितेच,अत्रानुनानसकोपूर्यस्यतु र्ा,अनुनानसकात्परोऽनुस्ारः,खरसानयोनर्यसियनीयः,नरियनीय स्यसः,सम्पुड्ककानांोसोकिर्तच्चयः।</p>					
7.	<p>समास - अव्ययीभासमासः - 7.1.1 - अव्ययम् नर्भनिसमीपसमृनिव्यर्थयथायभार्ात्ययसम्प्रनतशब्दप्रादुभायभर्षा यथानुपूव्यययौगपद्यसाहउशतयसम्पनिसाकल्यान्तर्चनेषु 7.1.2.-प्रथमाननदयष्टम्उपसियनम्उपसियनांपूर्यम् /नाव्ययीभार्ादतो/म्पञ्चम्प्या//:तृतीयासप्तम्प्योर्बहुलम्/अव्ययी भार्ेचाकाले 7.2.-तत्पुरुषसमासः-नवतीया नितातीतपनततगतात्यस्तप्राप्तापन्नैः,तृतीयातकृताथेन गुणर्चनेन,कृत्यकरणेकृताबहुलम्,चतुथीतदथाथय बनलनहतसुखरनितैः,पञ्चमीभयेन,षष्ठी,सप्तमीशौण्िः,नर्शेषणां नर्शेष्येणबहुलम्,उपमानाननसामान्यर्चनैः</p>	II	<p>15 (7.1.1 &7.1.2 -- 5marks 7.1.3 – 5marks 7.14 & 7.15 – 5marks)</p>	No	Yes(1 que of5 marks)	Yes10(1 Que.of10 marks)

	नञ्, कर्मधारय, नवगुः उपपदतत्पुरुष					
	7.3-बहुव्रीनहसमासः-अनेकमन्यपदाथे 7.4-वन्समासः-चाथेवन्वः					

<p>8. शब्दरूपनण</p> <p>-पुनल्लइक् शब्दरूपनण</p> <p>अकारान्तः-र्ात,र्ैद्य,रुग्ण,रामआनद</p> <p>इकारान्तः-अनग्ग,मुननआनद</p> <p>उकारान्तः-ऋतु,भानुगुरुआनद</p> <p>ऋकारान्तः-नृ,धातृ,नपतृआनद</p> <p>ओकारान्तः-गो आनद</p> <p>नकारान्त-श्लेशतमन्,रोनगन्,ज्ञाननन्आनद सकारान्त- चन्नमस्आनद</p> <p>तकारान्त-मरुत्आनद दकारान्त- सुहृद्आनद</p> <p>िकारान्त-नभषि,आनद</p> <p>शकारान्तः-कीदृश्,एतादृश्आनद</p> <p>-स्त्रीनल्लइक्शब्दरूपनण</p> <p>आकारान्तः-बला,कला,नस्थरा,मालाआनद</p> <p>इकारान्तः-सम्प्रानप्त,प्रकृत,मनतआनदईकारान्तः- धमनी,नदीआनद</p> <p>उकारान्तः-रज्ि,धेनुआनद</p> <p>ऊकारान्तः- र्षायभ,ूर्ध्आनदऋकारान्त :- मातृ आनद चकारान्तः- र्ाच्आनद</p> <p>तकारान्तः- योनषत्,सररत्आनददकारान्ताः- पररषद्आनद</p> <p>िकारान्तः-सिआनद</p> <p>सकारान्तः-िलौकस्,सुमनस्आनद</p> <p>षकारान्ताः-प्रार्ृष्आनद</p> <p>-नपांुसकनल्लइक्शब्दरूपनण</p> <p>अकारान्तः-नपि,र्नआनद</p> <p>उकारान्तः-अि,मधुआनद</p> <p>इकारान्तः-अनि,अनस्थ,र्ार,दनधआनद</p> <p>ऋकारान्तः-जातृ,धातृआनद</p> <p>नकारान्तः- र्मयन्,दनण्िन्आनदसकारान्तः- स्रोतस्,मनस्आनदषकारान्ताः- सनपयष्,आयुष्आनदतकारान्तः-</p>	<p>I</p>	<p>10</p>	<p>No</p>	<p>Yes(1que of5 marks)</p>	<p>Yes(1 queof5 marks)</p>
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	<p>शकृत्, िगत्आनद 8.4-सर्यनामपदानन- अस्मद्, युष्मद्, तद्, एतद्, यद्, नकम्, इदम् आनद</p>					
9.	<p>धातुरुपानण- -परस्मैपनद-लट्/लृट्/लङ्क्/नर्नधनलङ्क्/लोट् भ्ानदगण-भूसियाम्, नििये, गम्(गतौ, पा</p>	I	10	No	Yes(1que of5 marks)	Yes(1 queof5 marks)

<p>पाने, िीर्, पच, त्पि, दश(पशतय) अदानदगण-अङ्गिणे, हन्नहम्पसागतयोः, र्ा गनतगन्धनयोः पारिणे, असु, श्वस्वरूप, ्ब्रू, िुहोत्यानदगण-धाधारणपोषणयोः, पृ-पलनपूरणयोः, हा त्यागे, दा(दात्र) नदर्ानदगण-नदर्ुिीिादौ, त्रसीउवेगे, पुष्पुष्टौ, कुप, नश, तुष, नस्नह, ििु स्ानदगण-नचञ्चयने, शक्तिु, तुदानदगण-तुद्व्यथने, कृष्णलेखने, नलखलेखने, नदश, कृन्त, निप, स्पृश रुधानदगण-रुनधर्ारिणे, नभनदर्नर्दारणे, भुिि तनानदगण-तनुनस्तरीरे, कृञ्करणे क्रयानदगण-प्रीञ्-तपयणेकान्तेच, ग्रहउपादाने र्ाचुरानदगण- गणसांस्थाने, साध, तािि, धु, कश्ाकतयप्रबन्धे आत्मनेपनद- भानदगण- र्तुरियिने, र्ध(धर्य), लभ, सेर्, रुच् अदानदगण-शीङ्कस्पर्नेब्रू, िुहोत्यानदगण-धाधारणपोषणयोः, दा(दात्र), नदर्ानदगण-िनीप्रादुभायर, मन, बुध, पद, नर्द स्ानदगण-नचञ्चयने, तुदानदगण-तुद्व्यथने, कृष्णलेखने, नम, नर्द, मुच, नसञ्च, रुधानदगण- रुनधर्ारिणे, नभनदर्नर्दारणे भुिि तनानदगण-तनुनस्तरीरे, कृञ्करणे क्रयानदगण-प्रीञ्- तपयणेकान्तेच, ग्रहउपादाने र्ाचुरानदगण-चुर , िाल, कथ, र्ोष, भि आयुरेदसांनहतासुनर्दयमानानां धतुरूपाणां पररचयी करणम् अनभकाम्प्यम् 9.2- लृिग, आशीनलयिग, नलट, लृिग, लृि सङ्क्निप्य पाठनम्-Briefteaching] भानदगण, अदानदगण, िुहोत्यानदगण, नदर्ानदगण, स्ानदगण, तुदानदगण, रुधानद गण, तनानदगण, क्रयानदगण, चुरानदगण पूोिधातुप्रैकस्यपञ्चलकारेषुरूपानगदशययेत् । परां परीायाम्नपृष्टव्यानन ।</p>					
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10	<p>प्रत्ययाः</p> <p>10.1 – कित्त-कित्तर्त्, तव्यत्-अनीयर्, शतृ-शानच्, ल्युट्-प्रुल्, कतत्रा-ल्यप्, नणनन, नकितन, तुमुन् प्रत्ययाणाम्प्रयोगाः एषु पृष्टव्याः।</p> <p>10.2-भार्जे, करणेर्, भार्जेष्यञ्, कमयनण्यत्, कियररअचअप्</p> <p>आयुर्देसानहतायां नर्दयमानानां भार्जे/करणे/कियरर/ताच्छी ल्ये/आनदप्रत्ययानां पररचयः करणीयः। परांपरीयायाम्न पृष्टव्याः। परीयायाम्चयप्रयोगः स्वरूपपृष्टव्यः।</p>	I	10	3	Yes(2Que of 1 mark)	Yes(1 que of 5 marks)
11	नर्शेषणनर्शेष्य	II	05	2	Yes(3Que 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 ननरुनकित्तथापयाययपदानन- A) आयाः, शरीर, मनः, अनग्नः, िलम्, रातः, नपिम, कफः B) रस, रि, मांस, मेद, अनस्थ, मज्जि, शुक्ति, इनन्नयम, िोत्रः, चिुः, रसना, घ्राण C) धी, धृत, स्मृत, बुद्धि, मनत, प्रज्ञा, मूत्र, पुरीषः, स्र्दे, आ त्मा, रोगः, ननदानम्, रोगनग, भेषिनचनकत्सा, आनद	A-I B-II C-III	15	No	Yes(2que of 5 marks)	Yes(1 que of 5 marks)	
2 परभाषापदानन- A) आयुर्देः, पञ्चमहाभतानननत्रगुणम्, दोषाः, मलाः, दष्यम्, सम्पस गयः, सनन्नपातः B) रव्य, गुण, कमय, सामान्य, नर्शेष, गुरु, लरु, प्रकृतः, नर्कृततः, चयः, प्रकोपः, प्रसरः, स्थानसम्प्यिः, दोषगनतः भेदः, रसः, र्तीय यम्, नर्पाकः, काययकारणभार् C) स्रोतस्, कोष्ठः, आमम्, नर्हिह्नम्, नर्हिहारः, नर्दानह, नर्ष्टन म्भ, सात्स्यम्, ओकसात्स्यम्, देशसात्स्यम्, अत्यशनम्, अर्धयशनम्, स्था नी, योगर्ही, पर्थयम्, अपर्थयम्, कृतान्नर्गयः, अस्थापाकः, र्गः, शो धन, शमन, लार्न, बृहण, अनुपान आनद	A-I B-II C-III	20	No	Yes(2que of 5 marks)	Yes(1 Que. of 10 marks)	
3. अब्जलेखनम् - A) अष्टाङ्कगह्वयम् सूत्रस्थानम् - अर्धयायतः सर्ायनण सूत्रानण	A-I					

	१.आयुष्कामीयम् २.नदनचयाय ३.रोगानुत्पादनीयम् B)अष्टाङ्गहृदयम्सूत्रस्थानम् -अर्धयायतःसूत्रायनणसूत्रानण दोषानदनर्जानीयम् दोषभेदीयम् दोषोपिमणीयम् नवनर्धोपिमणीयम् C)रैदयकीयसुभानषतसानहत्यम्-shlokanumbers- प्रथमः1,2 नवतीयः1,7 तृतीयः9	B-II C-III	30 (A B C 10 mark s each)	No	Yes(3queof5 marks)	Yes(1 Que. of10marks and 1 Que of 5 marks aspartAof Que. 3)
	चतुथयः2,3 पञ्चमः2,3 षष्ठः1,4,7 सप्तमः2,5,17 अष्टमः 13,12 नर्मः12,13 दशमः1,19 एकादशः1,2 वादशः1,6 त्रयोदशः1,7,8,9 चतुदशः2,3,4 पञ्चदशः7,10 षोडशः5,6 सप्तदशः1,4 अष्टादशः1,2,3 एकोनर्ांशनतः 2,3,4 नर्ांशनतः,12,3,4					
4.	पञ्चतन्त्र-अपरीनितकारकम्अर्धयाय	III	15	No	Yes(1queof5 marks)	Yes(1que of 10 marks)
	PartB Ayurved Itihas					
	AllTopics			Yes	No	No

6G-Questionpaperblueprint Paper I – Sanskrit

A QuestionSr. No	B Typeof Question	C QuestionPaper Format
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<p>Q1</p>	<p>Multiplechoice Questions (MCQ)</p> <p>20 Questions</p> <p>1 mark</p> <p>eachAllcompulsory</p> <p>Mustknowpart15MCQ, Desirable to know 3 MCQ. Nice to Know 2 MCQ</p>	<ol style="list-style-type: none"> 1. Topicnumber1 2. Topicnumber1 3. Topicnumber1 4. Topicnumber1 5. Topicnumber1 6. Topicnumber2 7. Topicnumber2 8. Topicnumber2 9. Topicnumber2 10. Topicnumber2 11. Topicnumber5 12. Topicnumber5 13. Topicnumber5 14. Topicnumber5 15. Topicnumber5
		<ol style="list-style-type: none"> 16. Topicnumber10 17. Topicnumber10 18. Topicnumber10 19. Topicnumber11 20. Topicnumber11
<p>Q2</p>	<p>ShortanswerQuestions (SAQ)</p> <p>8 questions</p> <p>5marksforeach que.</p> <p>Allcompulsory</p> <p>Mustknowpart7 questions, 1questionon Desirableto know. NoQuestionsonNiceto know.</p>	<p>Q1Topic6अधोदिनां पदानां संनन्धान्छत्रार्यायोऽनियत्रानलखत्तुQuex1 markseach)</p> <p>Q2Topic7अधोदिनां पदानां नर्गर्हाक्तयांसमस्तपदारानलखत्तुQuex1mark each</p> <p>Q3 Topic4-अधोदैः अव्ययपदैः ररक्तिस्थानम्पूरयतां 5 Quex 1 mark each</p> <p>Q4Topic8-शब्दरूपानणनलखत्तु (5Quex1markeach)</p> <p>Q5Topic3-उपसगायाः (स्र्क्ताक्तयेषुयोऽियत्तु 5Quex 1markeach</p> <p>Q6Topic10and11-(स्र्क्ताक्तयेषुयोऽियत्तु-5Quex 1markeach</p> <p>Q7Topic9-धातुरुपानणनलखत्तु 5Quex 1markeach</p> <p>Q8Topic5,6-अधोदिश्लोकेरेखाङ्कनगतानां पदानां कारकसांबंधानर्शदीकृत्रा ननश्चयीकृत्रातदनुसृत्यपदानां अर्थनलखत्तु((shlokasshould betakenfromthesyllabus.) 5Quex 1markeach</p>

<p>Q3</p>	<p>Long answer Questions (LAQ) All compulsory 4 questions 10 marks for each que.</p> <p>All questions on must know. No questions on Niceto know and Desirable to know.</p>	<p>Q1 Topic 8,5-उनचताशब्दरूपानर्नलख्यर्ाक्तयेयोयित्Que.X2mark Q2 Topic 7-अधोदिषुश्लोकेषु रेखाङ्कनगतानां संसुतपदानां ंनर्गर्ाक्तयांससुतपदम् र्ासमासनाम्पनासहनलखत (Underline 5 Samastpadasor give 5 Vighrahvakyas from a 5 to 7 line passage or 2 to 3 shlokas from the syllabus.) 5 Que. X 2 marks Q3 Topic 6-अधोदिपररच्छेदे रेखाङ्कनगतानां संसन्धानं छत्रायां योनि यत्रासनन्ध सूत्रमचनलखत (Underline 5 Sandhipadasor Sandhi Vighrahas 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) अधोदिस्वधातोः तव्यत्तुमुन्त्यप्तिर्शतृ/शानच् प्रत्ययरूपानणनलखत 5 Que. X 1 marks आ) र्ाच्यप्रयोगाः 5 Que. X 1 marks (Sentences should be taken from syllabus Panchatantra.)</p>
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AyUG SN & AI:

Paper II- Sanskrit and Ayurved Itihas

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	<p>Multiple choice Questions (MCQ) Ayurved Itihas 20 Questions</p> <p>1 mark</p> <p>each All compulsory</p> <p>Must know part 15 MCQ, Desirable to know 3 MCQ. Nice to Know 2 MCQ</p>	<p>All Questions From Ayurved Itihas. Paper II Part B</p> <ol style="list-style-type: none"> 1. Topic number 1/2 2. Topic number 3/4 3. Topic number 5/6 /7 /8 4. Topic number 9/ 10 5. Topic number 1/2 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 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	<p>Short answer Questions (SAQ) Sanskrit All compulsory 8 questions 5 marks for each que.</p> <p>Must know part 7 questions, 1 question on Desirable to know. No Questions on Niceto know.</p>	<ol style="list-style-type: none"> 1. Topic number 3 अधोदिस्य श्लोकस्य पदच्छेदानलनखत्रारेखाङ्कनगतानां पदानां शब्दरूपानणधातुरूपानणर्नलखत। 2. Topic number 3 अधोदिस्य श्लोकस्य अन्यम् अथयमचनलखत 3. Topic number 2/3 अधोदिस्य श्लोकस्य अन्यम् अथयमचनलखत 4. Topic number 3/4 प्रयोगानर्पररणमयत। 5 Quex 1 mar each 5. Topic number 2 अधोदिनामनटप्पनणनलखत। 6. Topic number 1 शब्दस्य ननरुनकितां तथापयाययर्चनाननचनलखत। 7. Topic number 3/4 सांस्कृतभाषायां अनुर्दत 8. Topic number 3/4 मातृभाषायां अनुर्दत।

Q3	Long answer Questions (LAQ) Sanskrit All compulsory 4 questions 10 marks for each que.	1. Topic 4 अधोदिकथायाः साराम्प्रांशमम्स्कृतभाषायाम्नलखत or Comprehension. 2. Topic 2 अधोदिनामन्टप्पनणनलयखत 2x5 (5 marks for each) 3. Topic 1, 3 A) प्रश्नानाम्पूण्यर्क्तायेन उिरानणनलयखत 5 Que. X 1 Mark for each B) ननरुनकितांतापयाययर्चनाननचनलयखत 5 Que. X 1 mark for each
	All questions on must know. No questions on Niceto know and Desirable to know.	4. Topic 3 अधोदिस्यश्लोकस्यपदच्छेदानग्रहर्क्तायेनम्अन्यःर्क्तायेनथशास्त्रार्थचनलयखत 5 Que. X 2 marks

6H-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	10
	4	Samas	5
	5	Paribhasha, Nirukti	5
	6	Anvay	10
	7	Constructing sentences and conversation	10
	8	Compilation/Record writing [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 Hridaya mand ten verses from Charak Samhita Sutrasthan 5 and 6 from Samhita Adhyayan-1 subject.]	10
	9	Communication Skill	5
B	Internal Assessment (15)		15
C	Electives (10)		10
		Total Marks	100

7. References/Resourses

Sanskrit

Books

1. सांस्कृतपाठ्यपुस्तकम्प्रथमःतथानवतीयभागः- SanskritforAyurvedapart-IandPart-IIPublishedbyCCIM New Delhi
2. आयुर्ेदस्य भाषा-पञ्चभागाः- AyurvedasyabhaShapartItopart-Vsamskritasamvardhanaprathisthan mumbai
3. लर्ुनसिन्तकौमुदः-रदराि-Laghusiddhantakaumudiofbbattojidikshita
4. नसिन्तकौमुद-भट्टोनिदीनितःsiddhantakaumudi
5. र्दैयकीयसुभानषतसानहृत्यम्-Vaidyakiyasubhashitasahityam,भास्करगोनर्दर्राणेकर,चौखम्बाप्रकाशन
6. पन्तन्त्रम्अपरीनितकारकम् -Pancatantraaparikshitakarakam Ito5stories
7. शब्दकल्परुमः-Sabdakalpadruma:
8. र्चस्पत्यम्-Vachaspatyam
9. अमरकोशः-Amarakosha
10. नसिरूपम्-Siddharupam
11. धातुपाठः-Dhatupatha
12. SanskrittoEnglishandEnglishtoSanskritDictionary-MonierWilliams
13. SanskrittoHindiandHinditoSanskritDictionary-Va.Shi.Apte
14. SanskrittoRegional/Desirablelanguagedictionaries.
15. AyurvediyaShabdakosha
16. EncyclopedicdictionaryofAyurveda-Dr.KanjivLochan,Dr.P.S.Byadgi(ChaukhambhaPublications)

Online Recourses:-

- Crossword Online
<https://crosswordlabs.com/>
- Readymade Sanskrit Puzzles
<http://webapps.samskrutam.com/tools/CrosswordPuzzle.aspx>
- LearningSanskrit-PronunciationI
<https://www.sanskrit-trikashaivism.com/en/learning-sanskrit-pronunciation-1-1/456>
- PronunciationofallSanskritletters.....
sanskritdocuments.org
http://sanskritdocuments.org/learning_tools/sarvanisutrani/allsutrani.htm
<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.co>

[m](#)

- SanskritComputationaltoolsSamsadhani-
<https://sanskrit.uohyd.ac.in/scl/>
- Learning
<https://www.learnsanskrit.cc/>
- TheSanskritHeritageSite
<https://sanskrit.inria.fr/>
- SanskritDictionaryforSpokenSanskrit
www.learnsanskrit.cc
https://spokensanskrit.org/index.php?mode=3&direct=es&script=hk&tran_input=name

Ayurved Itihas

Referencebook

1. UpodghataofKashyapasamhita(ParagraphofacceptanceofIndianmedicine)RajguruHemRajSharma
2. UpodghataofRasaYogasagar VaidyaHariprapannaSharma
3. AyurvedaKa Itihas KaviraSuramChand
4. AyurvedaSutra RajvaidyaRamPrasadSharma
5. HistoryofIndianMedicine(1-3part) Dr.GirindrNathMukhopadhyaya
6. AShorthistoryofAryanMedical Science BhagwatSingh
7. HistoryofIndian Medicine J. Jolly
8. HinduMedicine Zimer
9. ClassicalDoctrineofIndianMedicine Filyosa
10. IndianMedicineintheclassicalage AcharyaPriyavrataSharma
11. IndianMedicine(Osteology) Dr. Harnley
12. AncientIndianMedicine Dr.P.Kutumbia
13. MadhavaNidanaanditsChiefCommentaries(Chaptershighlightinghistory)Dr.G.J.Mulenbelt
14. AyurvedaKaBrihatItihasa VaidyaAtridevVidyalankara
15. AyurvedaKaVaigyanikaItihasa AcharyaPriyavrataSharma
16. AyurvedaKaPramanikaItihasa Prof.BhagwatRamGupta
17. HistoryofMedicineinIndia AcharyaPriyavrataSharma
18. VedomeAyurveda VaidyaRamGopalShastri
19. VedomeinAyurveda Dr.KapilDev Dwivedi
20. ScienceandPhilosophyofIndianMedicineDr.K.N. Udupa
21. HistoryofIndianMedicinefromPre-MauryantoKushanaPeriodDr.Jyotirmitra
22. AnAppraisalofAyurvedicMaterialinBuddhistliteratureDr.Jyotirmitra
23. MahayanaGranthonmeinnihitaAyurvediyaSamagriDr.RavindraNathTripathi
24. JainAyurvedaSahityaKaItihasa Dr.RajendraPrakash Bhatnagar
25. Ayurveda-PrabhashakaJainacharya AcharyaRajKumar Jain
26. CharakaChintana AcharyaPriyavrataSharma
27. VagbhataVivechana AcharyaPriyavrataSharma
28. AtharvavedaandAyurveda Dr. Karambelkara
29. AyurvedicMedicinePastandPresent Pt.ShivSharma
30. AncientScientist Dr.O.P. Jaggi
31. LuminariesofIndianMedicine Dr.K.R.ShrikantaMurthy
32. AyurvedaKeItihasaKaParichaya Dr.RaviduttaTripathi
33. AyurvedaKePranacharya RatnakaraShastri
34. AyurvedaItihasaParichaya Prof.BanwariLalGaur

Course curriculum for Second Professional BAMS

(PRESCRIBED BY NCISM)

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

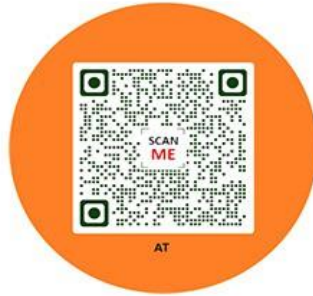
Agad Tantra evam Vidhi Vaidyaka

(SUBJECT CODE : AyUG-AT)

(Applicable from 2021-22 batch, from the academic year 2023-24 onwards for 5 years or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥



BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058



II Professional Ayurvedacharya (BAMS)

Subject Code : AyUG-AT

Summary

Total number of Teaching hours: 300			
Lecture hours(LH)-Theory		100	100(LH)
Paper I	100		
Non Lecture hours(NLH)-Theory		200	200(NLH)
Paper I	60		
Non Lecture hours(NLH)-Practical			
Paper I	140		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	100	60	(SetSA) 10	30
Sub-Total	100	200			
Total marks	300				

Important Note:-The User Manual II BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual II before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic.

In case of difficulty and questions regarding curriculum write to cur.imp@ncismindia.org



PREFACE

Agada Tantra, is one of the eight clinical branches (Ashtanga) of Ayurveda. This branch of clinical toxicology was considered as the stalwart of Ayurveda which popularized this science across several civilizations around the world. Many great explorers glorified the snake bite management existed in India and this paved way for the popularization of Ayurveda in several countries with Ayurvedic scriptures being translated to several languages and many scholars came to India to study this science. The subject encompasses the detailed study for several toxicological conditions ranging from animate, inanimate and other disease entities with an inherent toxic pathology that enables to apply the principles of Agada Tantra in several diseases of contemporary significance.

Poison disrupts the homeostasis created by the three doshas. Agada Tantra details measures to restore-establish the proper functioning of the dosha, dhatu, mala, srotas and to reinstate the vital force (Oja). To attain this, a judicious use of Agada formulations is necessary coupled with specific treatment procedures enshrined in the 24-fold treatments (Chaturvimsati Upakrama). A proper assessment of the patient with respect to the level of spread of poison in the body ascertained through the concept of Vega is utmost important as far as any successful management of poisoning is concerned. A thorough knowledge of all these is essential to adopt treatment of any poison or to extend it to any contemporary toxicological conditions like contact dermatitis, food poisoning etc. Current curriculum has been designed to unearth the scope of this subject as a clinical branch which aims at empowering an undergraduate student to understand the current clinical toxicological manifestations under the theoretical and practical/clinical framework of Agada Tantra.

The present curriculum of Agada Tantra equips an undergraduate student to grasp the clinical utility of these concepts through an effective teaching-learning process involving cognitive, psychomotor and affective domains. Students will be guided through effective teaching-learning methods to understand the concepts through state-of-the-art techniques like activity based learning, problem based learning and group activities. Effective evaluation techniques are also been incorporated to make the student community learn this subject in its entirety and utilizes the spectrum of its theoretical, practical and clinical aspects.



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Course Code and Name of Course

Course code	Name of Course
AyUG-AT	AgadTantraevamVidhiVaidyaka

Table 1- Course learning outcomes and matched PO

SR1 CO No	A1 Course learning Outcomes (CO) AyUG-AT At the end of the course AyUG-AT, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Demonstrate application of fundamental concepts of Agada Tantra, Vyavahara Ayurveda and Vidhi vaidyaka in real life situations.	PO1, PO2
CO2	Diagnose and manage acute and chronic poisoning due to Sthavara, Jangama and Kritrima visha along with their contemporary relevance.	PO1, PO2, PO3, PO4, PO5
CO3	Demonstrate application of concepts of Dushivisha, Garavisha and Viruddha ahara in prevention, diagnosis and management of diseases.	PO1, PO2, PO3, PO4, PO5
CO4	Demonstrate application of principles of Agada Tantra and therapeutic administration of common Agada yoga and Visha dravya in Clinical practice.	PO2, PO3, PO4, PO5, PO9
CO5	Appreciate research updates in relevance to Agada Tantra and apply for healthcare promotion and social awareness.	PO6, PO7, PO8, PO9
CO6	Demonstrate application of professional skills of Forensic Medicine in handling medico legal issues.	PO2, PO3, PO6
CO7	Demonstrate professional and ethical behavior in discharging the medico-legal duties and responsibilities in accordance to the law.	PO5, PO6, PO8, PO9



Table 3: Learning objectives (Theory) of Course

Paper1									
A3 Course outcome	B3 LearningObjective(Attheendofthesession,thestudents should be able to)	C3 Doma in/sub	D3 Must to know /desirableto know / Nice to know	E3 Level Does/ Show show/ Know show/ Know	F3 T-L meth od	G3 Assessment (Refer abbreviations)	H3 Form ative/ summ ative	I3 Term	J3 Integr ation
Topic 1 Concepts of Agada Tantra (Clinical Toxicology)(Lecture :8 hours, Non lecture: 1 hours)									
CO1	Define Agada Tantra and Toxicology. Describe the scope of Agada Tantra in the present era.	CK	MK	K	L&P T	T-EMI,T-EW	F&S	I	
CO1	Definevishaandpoison.Enlistitssynonyms.	CK	MK	K	L&P T	T-EMI	F&S	I	
CO1	Differentiatebetweenpoison,venomandtoxin.	CK	MK	K	L,L& PPT	P-VIVA	F&S	I	
CO1	Describeclassificationofvisha&poison	CK	MK	K	L&P T	T-EMI,P- VIVA	F&S	I	
CO1	Describesthavaaraandjangamavishaadhithana.	CK	MK	K	L&P T	T-EW	F&S	I	
CO1	Describetherolesofadministrationofpoison.	CC	MK	K	L&P T	T-EW,P- VIVA	F&S	I	
CO1	Enlistvishagunaanddifferentiatebetweenvisha,madyaandoja	CK	MK	K	L&P	T-EMI	F&S	I	



	guna.				T				
CO1	Describe the mode of action of visha (visha gunanusar karma) & poison (Introduction to toxicokinetics).	CC	MK	KH	L,L&P PT,L &GD	T-EMI,T-EW	F&S	I	
CO1	Describe the factors modifying the action of poison.	CC	MK	KH	L&PP T	T-EW	F&S	I	
CO1	Describe vishavardhakabhava and vishasankata.	CC	MK	KH	L&PP T	T-EMI,T- EW,P-VIVA	F&S	I	
CO1	Describe vishavega & vegantara	CK	DK	K	L&PP T	T-EMI,P- VIVA	F&S	I	
CO1	Describe the varavishaveganusaralakshana and chikitsa	CK	MK	K	L,L& PPT	T-EMI	F&S	I	
CO1	Describe vishapeeta and vishamuktalakshana.	CK	MK	K	L&G D	T-EMI,P- VIVA	F&S	I	

Topic 2 Visha Chikitsa (Management of Poisoning) (Lecture :5 hours, Non lecture: 4 hours)

CO2	Describe the diagnosis of poisoning in living and dead.	CAP	MK	KH	L&PP T	T-EMI,T- EW,P-VIVA	F&S	I	
CO2	Enumerate and discuss chaturvimshati upakrama	CC	MK	KH	L&PP T	T-EW,P- VIVA	F&S	I	
CO2	Describe the general principles of management of poisoning.	CAP	MK	KH	L&PP T	T-EMI,P- VIVA	F&S	I	V-KC
CO2	Describe the duties of medical officer in case of suspected poisoning.	CK	MK	K	L&PP T	T-EMI,P- VIVA	F&S	I	

Topic 3 Vishakta aahara pariksha and Viruddha ahara (Lecture:3 hours, Non lecture: 2 hours)



CO1,CO2,CO 3	Explain the various sources of exposure of visha like anna, paana, vastra, abhyanga, lepa, paduka, abharana, etc.	CK	DK	K	L&PP T,L& GD	T- EW,CL- PR,M-CHT	F&S	I	
CO1,CO2,CO 3	Describe the Ayurvedic methods of detection of food and beverages contaminated with visha.	CC	MK	KH	L&PP T,L_ VC,S DL,D	T-EW,P-VIV A,P-EXAM	F&S	I	
CO1,CO2,CO 3	Define adulteration, describe the methods of detection of adulterants and its relevance in Agada Tantra.	CAP	DK	KH	L_VC ,SDL, PT	T-EW,P-VIV A,P- EXAM,OSPE ,RK	F&S	I	
CO1,CO2,CO 3	Describe the modern analytical techniques for the detection of poison (in contaminated articles) like chromatography, spectroscopy, etc.	CC	NK	KH	L&PP T,L& GD,L _VC	T- EW,P- VIVA,CL-PR	F&S	I	
CO1,CO2,CO 3	Define viruddhaahara and explain its types.	CC	MK	KH	L&PP T,L& GD,B S	T- EW,P- VIVA,INT	F&S	I	
CO1,CO2,CO 3	Discuss and illustrate the contemporary importance of viruddha ahara with examples	CAN	MK	KH	L&G D,BS, SDL	T-EW,QZ ,CL-PR	F&S	I	
CO1,CO2,CO 3	Discuss the application of concepts of viruddha ahara in the prevention and management of diseases.	CAP	MK	KH	L&G D,BS, SDL	T-EW,P-VIV A,CR-RED	F&S	I	
CO1,CO2,CO 3	Describe food poisoning, its types and management.	CC	MK	KH	L&PP T,L&	T-EW,P-VIV A,CR-RED	F&S	I	



					GD,L _VC, CD				
CO1,CO2,CO3	Discuss the clinical application of principles of Agada Tantra in the management of food poisoning.	CAP	MK	KH	L&G D,BS, CBL, SDL	T- EW,P- VIVA,CL-PR	F&S	I	
CO1,CO2,CO3	Describe the concept of amavisha.	CC	MK	KH	L&PP T,L& GD,L _VC	T-EW,P- VIVA	F&S	I	
Topic 4 Garavisha and Dooshivisha (Lecture :7 hours, Non lecture: 2 hours)									
CO1,CO3	Describe the various definitions of garavisha.	CK	MK	K	L&PP T	T-EW	F&S	I	
CO1,CO3	Describe the clinical presentations of garavisha.	CC	MK	KH	L&PP T	T-EW	F&S	I	
CO1,CO3	Understand and explain the management principles of garavisha.	CC	MK	KH	L&PP T	T-EW	F&S	I	
CO1,CO3	Describe the various definitions of dooshivisha.	CC	MK	KH	L&PP T	T-EW	F&S	I	
CO3	Describe the clinical presentations of dooshivisha.	CC	MK	KH	L&PP T	T-EW	F&S	I	
CO3,CO4	Describe the principles of management of dooshivisha.	CC	MK	KH	L&PP T,DIS	T-EW,P-REC	F&S	I	
CO3,CO4	Discuss the application of the concept of dooshivisha and	CAP	MK	KH	L&G	P-VIVA	F&S	I	



	garavishaanditsmanagementindaytodayclinicalpractice.				D				
CO3,CO5	Discuss the recent research updates in the concept of garavisha and dooshivisha.	CAN	MK	KH	L&G D,PE R	P-VIVA,CL- PR	F&S	I	
CO1,CO3,CO 4	Describe garavisha and dooshivisha as an etiology for the diseases of present era.	CAP	MK	KH	DIS,B S,FC	P-VIVA,CL- PR	F&S	I	
Topic 5Visha Upadrava and diseases caused due to exposure to Visha/poisons(Lecture:4 hours, Non lecture: 2 hours)									
CO1,CO3	Describevishaupadrava.	CK	MK	K	L&PP T	T-EW,P- VIVA	F&S	I	
CO2,CO3,CO 4	Define drug induced toxicity and discuss its Agada Tantra perspective.	CC	MK	KH	L&G D,L_ VC,B S	T- EW,T- OBT,P-VIVA	F&S	I	
CO2,CO3,CO 4	Discuss the application of principles of Agada Tantra in drug induced hepatotoxicity, nephrotoxicity and neurotoxicity.	CAP	MK	KH	L&PP T,CB L	T- EW,P- VIVA,CL-PR	F&S	I	
CO2,CO3,CO 4	Discussvariousoccupationalpoisonsandtheirhealthhazards.	CC	MK	KH	L&PP T,PB L,SD L	T-OBT,P-VIV A,M-CHT,M- POS	F&S	I	H-SW
CO2,CO3,CO 4	Discuss the application of principles of Agada Tantra in occupational diseases caused due to pollution, paints, pesticides, fertilizer and other chemicals.	CC	DK	KH	L&PP T,ML	QZ,CL-PR,M- CHT,M-POS	F&S	I	
CO2,CO3,CO 4	Define and discuss allergy, types of allergens and its understanding as per Ayurveda.	CC	MK	KH	L&PP T,DIS ,BS,C	INT,CR-RED	F&S	I	



					BL				
CO2,CO3,CO4	Discuss the application of the treatment principles of Agada Tantra in various allergic manifestations.	CAP	MK	KH	L&G D,BS, CBL	T-EMI,P-VIV A,PRN,CL-PR	F&S	I	
CO2,CO3,CO4	Define and enlist endocrine disruptors and discuss its Agada Tantra perspectives.	CAP	DK	KH	L&PP T,DIS ,BS,C BL	CL-PR,M- CHT,COM	F&S	I	
Topic 6 Environmental Toxicology (Lecture :2 hours, Non lecture: 5 hours)									
CO4,CO5	Define environmental toxicology.	CK	DK	K	L&PP T,DIS	PRN,M-POS	F&S	II	
CO3,CO4,CO5	Describe the lakshanas and chikitsa of vishakta bhoomi, vishakta jala, and vishakta vayu.	CK	DK	K	L&PP T	P-VIVA,P- MOD	F&S	II	
CO4,CO5	Define pollution. Describe various pollutants and explain water pollution, soil pollution, air pollution, along with their health hazards.	CK	DK	KH	L&PP T,BS	T-EW,T-CS,P RN,P-MOD	F&S	II	
CO4,CO5	Describe the health effects of biological, chemical and nuclear warfare.	CK	NK	K	L&G D,SD L	PRN,QZ	F&S	II	
CO4,CO5	Define ecotoxicology & biomagnification.	CK	NK	KH	L&G D,SD L	PRN,CL-PR	F&S	II	
CO4,CO5	Explain the concept of toxic vigilance	CC	DK	K	FC,S DL	P-POS,CL- PR,CR-RED	F	II	
Topic 7 Dermatological manifestations of visha/poisons. (Lecture :6 hours, Non lecture: 2 hours)									



CO3,CO4	Describe the clinical presentations and diagnosis of paduka visha, abharana visha, vastra visha, lepa visha, abhyanga visha, etc.	CAP	MK	KH	L&PP T,DIS ,CBL, CD	T- EW,P- CASE,CL-PR	F&S	II	
CO3,CO4	Discuss the management of paduka visha, abharana visha, vastra visha, lepa visha, abhyanga visha, etc.	CAN	MK	KH	L&PP T,DIS ,CBL, PER	T-EW,P-EXA M,P- CASE,CL-PR	F&S	II	
CO3,CO4	Describe contact dermatitis and its types.	CK	MK	K	L&PP T	T-EW,P- VIVA	F&S	II	
CO3,CO4	Discuss the application of treatment principles of Agada Tantra in the contact dermatitis.	CAP	MK	KH	L&PP T,CB L	P-VIVA,P- CASE,CL-PR	F&S	II	
CO3,CO4	Discuss the dermatological conditions caused due to garavisha and dooshivisha.	CAP	MK	KH	L&PP T,DIS ,CBL, CD	T-EW,P-VIV A,P-CASE	F&S	II	
CO3,CO4	Discuss the application of principles of treatment of garavisha and dooshivisha in the management of dermatological manifestations.	CAP	MK	KH	L&PP T,DIS ,CBL	P-VIVA,P- CASE,CL-PR	F&S	II	
CO3,CO4	Discuss the diagnosis and application of the treatment principles of Keeta visha in dermatological manifestations due to bites & stings.	CAP	MK	KH	L&PP T,DIS ,CBL, SDL	T- EW,P-VIV A,P-CASE,CL- PR	F&S	II	
Topic 8 Therapeutic utility of Agada yoga (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2,CO	Enlisting ingredients and discuss the therapeutic utility of	CAP	MK	KH	L&PP	T-EW,P-	F&S	II	



3,CO4	Doohivishari Agada, Bilwadi Agada, Dashanga Agada, Murvadi agada and Panchashririsha Agada.				T,DIS ,CBL	CASE			
CO1,CO2,CO 3,CO4	Enlist and discuss the ingredients of vishaghna mahakashaya (Charaka Samhita) and ekasara gana (Sushruta Samhita).	CAP	MK	KH	L&PP T,BS, CBL, FC	T-EW,P- VIVA	F&S	II	
Topic 9Sthavara visha – Poisons of Plant origin (Lecture :4 hours, Non lecture: 2 hours)									
CO2,CO4,CO 6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of vatsanabha.	CAP	MK	KH	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO2,CO4	Mention therapeutic dose and enlist two important formulations of vatsanabha.	CK	NK	K	L	T-EMI,P-VIV A,P-EXAM	F&S	II	
CO2,CO4,CO 6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of karaveera.	CAP	MK	K	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO2,CO4	Mention therapeutic dose and enlist two important formulations of karaveera.	CK	NK	K	L	T-EW,T-ME Qs,P-VIVA,P- EXAM	F&S	II	
CO2,CO6	Describe mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of digitalis.	CAP	NK	K	L&PP T	T-EW,P- VIVA	F&S	II	
CO2,CO6	Describe mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of tobacco.	CK	MK	K	L&PP T	T-EW,P-ID	F&S	II	
CO2,CO6	Describe mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and	CK	DK	K	L&PP T	T-EW	F&S	II	



	medicolegal aspects of Cerbera odollam.								
CO2,CO4,CO6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of Kupeelu.	CK	MK	KH	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO2,CO6	Mention therapeutic dose and enlist two important formulations of kupeelu.	CK	NK	K	L	T-EMI	F&S	II	
CO2,CO4,CO6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of ahiphen.	CK	MK	KH	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO2,CO6	Mention therapeutic dose and enlist two important formulations of ahiphen.	CK	NK	K	L	T-EMI	F&S	II	
CO2,CO4,CO6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of dhatura.	CK	MK	KH	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO2,CO6	Mention therapeutic dose and enlist two important formulations of dhatura.	CK	NK	K	L	T-EMI	F&S	II	
CO2,CO4,CO6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of Bhanga.	CK	MK	K	L&PP T	T- EW,P-VIV A,P-EXAM,P- ID	F&S	II	
CO2,CO6	Mention therapeutic dose and enlist two important formulations of bhanga.	CK	NK	K	L	T-EMI	F&S	II	
CO2,CO4,CO6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of jayapala.	CK	MK	K	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO4	Mention therapeutic dose and enlist two important formulations	CK	NK	K	L	T-EMI,P-	F&S	II	



	ofjayapala.					EXAM			
CO2,CO4,CO 6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of gunja.	CAP	DK	KH	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO4	Mention therapeutic dose and enlist two important formulations of gunja.	CK	NK	KH	L	T-EW,P-VIV A,P-EXAM	F&S	II	
CO2,CO4,CO 6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of bhallataka.	CAP	MK	KH	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
CO4	Mention therapeutic dose and enlist two important formulations of bhallataka.	CK	NK	K	L	T-EMI,P-VIV A,P-EXAM	F&S	II	
CO2	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of arka and snuhi.	CK	DK	K	L&PP T	T-EW,P- VIVA	F&S	II	
CO2,CO4,CO 6	Describe the active principles, mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance and medicolegal aspects of langali.	CK	NK	K	L&PP T	T- EW,P- VIVA,P-ID	F&S	II	
Topic 10 sthavara Visha – Poisons of Metallic origin(Lecture :4 hours, Non lecture: 2 hours)									
CO2	Describe the mode of action, fatal dose, fatal period, signs and symptoms, management, post-mortem appearance, medicolegal aspects of acute poisoning of 1. Arsenic 2. Mercury 3. Lead 4. Copper	CK	MK	K	L&PP T,PB L	T-EMI,T- MEQs,P- VIVA	F&S	II	



	Write its therapeutic dose and enlist any four important formulations.								
CO1,CO2	Discuss the Ayurvedic concepts for the diagnosis and management of chronic heavy metal toxicity.	CC	DK	K	L&PP T,L& GD	T-EMI,T- MEQs,P- VIVA	F&S	II	
CO2,CO3,CO 4	Discuss the toxicological implications of improperly prepared medicines with special reference to those containing metals, minerals and poisonous substances.	CAP	NK	KH	L&PP T,CB L,FC	P-VIVA	F&S	II	
Topic11Jangama Visha (Lecture:10 hours, Non lecture: 6 hours)									
CO2,CO5	Describe sarpa bheda and enumerate the identification features of darvikara, mandali and rajimantha sarpa.	CAP	MK	KH	L&PP T,BS, CBL	T-EW,P-VIV A,P-EXAM	F&S	II	
CO2,CO5	Classify snakes and describe the features of venomous and non venomous snakes and identify their bites.	CAN	MK	K	L&PP T	T-EW,P-VIV A,P-EXAM	F&S	II	
CO2,CO5	Describe the fatal dose, fatal period, signs and symptoms of common cobra, king cobra, russel's viper, saw scaled viper, pit vipers and common krait.	CAN	MK	KH	L&PP T,DIS ,BS,C BL	T-EW,T-CS,P -VIVA,P- EXAM	F&S	II	
	Describe the samanya lakshana and samanya chikitsa of darvikara, mandali and rajimanth sarpa damsha.	CK	MK	K	L	T-EMI	F&S	II	
CO2,CO5	Describe the management of snake bites according to recent WHO snake bite management guidelines.	CAN	MK	KH	L&PP T,CB L,PE R,CD	T-EW,P-VIV A,P-EXAM	F&S	II	
CO2,CO5	Describe the classification, diagnosis, samanya lakshana and chikitsa of lootavisha with its contemporary aspects.	CAN	MK	KH	L&PP T,CB	T-EW,P- VIVA	F&S	II	



					L				
CO2,CO5	Describe the classification, diagnosis, samanya lakshana and chikitsa of vrischika damsha (Scorpion Sting) along with its contemporary aspects.	CK	MK	K	L&PP T,CB L,CD	T-EW,P-VIV A,P-EXAM	F&S	II	
CO2,CO4	Describe leptospirosis and rat bite fever with special reference to mushika visha.	CK	NK	K	L,CB L	T-EW	F&S	II	
CO2,CO5	Describe rabies and its management with special reference to alarka visha.	CK	DK	KH	L&G D,CB L	T-EW,P- VIVA	F&S	II	
CO2,CO5	Describe the classification of keeta, samanya sakshana and chikitsa of keeta damsha with special importance to regional prevalence.	CAN	DK	KH	L&PP T,CB L	T-EW	F&S	II	
CO2,CO5	Discuss the application of visha chikitsa in vector borne diseases like chikungunya, dengue and malaria.	CAP	DK	KH	L&PP T,DIS	P-VIVA	F&S	II	
Topic 12 Kritrima visha (Lecture :2 hours, Non lecture: 0 hours)									
CO2	Describe the action of poison, fatal dose, fatal period, signs and symptoms, management, post mortem appearance and medico legal aspects of Inorganic acids - Sulphuric acid, Hydrochloric acid and Nitric Acid Organic acids - Oxalic acids, Carboic acids and Formic acid Alkalies	CK	MK	KH	L&PP T,PE R	T-EW,P-VIV A,P-EXAM	F&S	III	
CO2	Describe the action of poison, fatal dose, fatal period, signs and	CK	DK	KH	L&PP T,PE	T-EW,P- VIVA	F&S	III	



	symptoms, management, post mortem appearance and medico legal aspects of Asphyxiants-COandCO2 Non Metal - Phosphorous Hydrocarbon - Kerosene				R				
CO2	Describe the action of poison, fatal dose, fatal period, signs and symptoms, management, post mortem appearance and medico legal aspects of agrochemical poisons- organophosphorous compounds, carbamates, organochlorine compounds and aluminium phosphide and enlist the household poisons.	CAP	MK	SH	L&PP T,PB L	T-EW,P-VIV A,P-EXAM	F&S	III	
Topic13Substances of abuse(Lecture:4 hours, Non lecture: 3 hours)									
CO1,CO2	DefineMadaanddescribeitsstages.	CK	MK	K	L&PP T	T-EMI,T- MEQs,P- VIVA	F&S	III	
CO1,CO2	Describethetypesofmadatyayaalongwithitsmanagement.	CK	MK	K	L&PP T	T-EMI,T- MEQs,P- VIVA	F&S	III	
CO1,CO2,CO 6	Describe mode of action, fatal dose, fatal period, signs and symptoms, management, post mortem appearance and medicolegal importance of acute ethanol poisoning.	CC	MK	KH	L&PP T	T-EMI,T-CS, T-OBT,P- VIVA	F&S	III	
CO1,CO2,CO 6	Describe mode of action, fatal dose, fatal period, signs and symptoms, management, post mortem appearance and medicolegal importance of acute methanol poisoning.	CC	MK	K	L&PP T	T-EMI,T- MEQs,P- VIVA	F&S	III	
CO2,CO4	DiscusstheapplicationofprinciplesofAyurvedainthe	CC	MK	KH	L&G	T-EW,P-	F&S	III	



	managementofchronicalcoholism.				D,BS	VIVA			
CO2,CO4	Discuss the signs & symptoms of alcohol withdrawal with its Ayurvedic approach.	CC	MK	KH	L&G D,BS, IBL	T-EW,P- VIVA	F&S	III	
CO2,CO4	Discuss the signs & symptoms of withdrawal of bhang (cannabis), ahiphena/opium and its derivatives, tobacco, LSD and MDMA with its Ayurvedic approach.	CC	MK	KH	L&G D,BS, TUT	T-EW,P- VIVA	F&S	III	
CO2,CO4	Discuss the reseach updates in Ayurveda in the management of conditions due to substances of abuse.	CC	MK	KH	L&G D	T-EMI,T- ME Qs,T-CRQs,P- VIVA	F&S	III	
CO7	DescribetheNDPSAct.	CK	DK	K	L&PP T	T-EW	F&S	III	

Topic 14 Agada Tantra perspectives on cancer(Lecture :2 hours, Non lecture: 4 hours)

CO2,CO4	DiscusstheconceptsofAgadaTantrainoncology.	CC	MK	KH	L&G D,BS, PBL	T-EMI,T- MEQs,P- VIVA	F&S	III	
CO1,CO2	Enlist the cancer causing toxic chemicals / substances (toxic carcinogens) and describe the process of mutation in genes and carcinogenesis.	CC	MK	K	L&G D	T-EMI,T- ME Qs,T-CRQs,P- VIVA,SA	F&S	III	
CO2,CO4	Describe the chemotherapy induced common toxicities and Ayurvedic approach for its management.	CC	MK	KH	L&PP T,PB L	T-EMI,T- ME Qs,T-CRQs,P- VIVA,SA	F&S	III	
CO2,CO4	Describe the radiotherapy induced common toxicity and Ayurvedic approach for its management.	CC	MK	KH	L&G D,PB L,SD L	T-EMI,T- ME Qs,T-CRQs,P- VIVA	F&S	III	



CO2,CO4	Discuss the role of visha and vishaghna dravya in the management of cancer along with its research updates.	CC	DK	KH	L&G D,BS	T-EMI,T- ME Qs,T-CRQs,P- VIVA	F&S	III	
Topic 15 Forensic medicine (Vyavahara Ayurveda) and Medical jurisprudence (Vidhi vaidyaka): (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO6,CO 7	Define Forensic Medicine & Medical Jurisprudence. Give an introduction to Indian Penal Code (IPC), Criminal Procedure Code (CrPC) and Indian Evidence Act (IEA).	CC	MK	KH	L&G D	T- EW,P- VIVA,QZ	F&S	I	
Topic 16 Vaidya sadvritta : Duties and Responsibilities of medical practitioner (Lecture :6 hours, Non lecture: 4 hours)									
CO1,CO6,CO 7	Describe vaidya sadvritta, medical ethics, code of conduct, Charaka oath and Hippocratic oath.	CK	MK	K	L&PP T,L& GD,B S,PER	T-EW,P- VIVA	F&S	I	
CO1,CO6,CO 7	Describe the constitution, objectives and functions of NCISM.	CK	MK	K	L&PP T,DIS	T-EW,P- VIVA	F&S	I	
CO6,CO7	Describe the duties and rights and privileges of a registered medical practitioner.	CK	MK	K	L&PP T,DIS	T-EW,P- VIVA	F&S	I	
CO1,CO6,CO 7	Describe consent, professional secrecy and privileged communication.	CC	MK	K	L&PP T,BS	T-EW	F&S	I	
CO1,CO6,CO 7	Describe professional negligence, professional misconduct and unethical practices.	CC	MK	K	L&G D,CB L,PE R	T-EW,P- VIVA	F&S	I	
CO6,CO7	Explain the defenses in medical negligence suits with appropriate case laws.	CAP	MK	K	L&PP T,L& GD,B	T-EW,P- VIVA	F&S	I	



					S,CB L				
CO6,CO7	Describe the maintainance of medical records and explain its significance.	CC	MK	K	L,FV	T-EW,P-VIVA	F&S	I	
CO7	Describe the Consumer Protection Act.	CK	MK	K	L&PP T	T-EW,P-VIVA	F&S	I	
Topic 17 Legal Procedures (Lecture :4 hours, Non lecture: 4 hours)									
CO1,CO6,CO7	Describe the types of courts along with their powers. Describe - Inquest, Evidence, Witness, Summons, Conduct money and procedure of recording of evidence in a court of law. Describe the conduct of a medical professional in the court of law.	CC	MK	KH	L&PP T,DIS ,SDL	T- EW,P-VIVA,CL-PR	F&S	I	
Topic 18 Personal identity (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO6	Define identification and enlist the identification data. Describe the method of estimation of age based on Teeth, ossification of bones, secondary sexual characteristics and general development.	CC	DK	KH	L&PP T,L_ VC,D IS	T-EW,P-VIVA	F&S	I	
CO1,CO6	Describe the medico-legal importance of age, tattoo marks and occupational marks.	CK	DK	K	L&PP T	T-EW	F&S	I	
CO1,CO6	Describe the medico-legal importance of race, religion, sex, moles and hair.	CC	DK	KH	L_VC ,DIS, EDU	P-VIVA	F	I	
CO1,CO6	Describe the medico-legal importance of handwriting, dactylography, DNA typing and superimposition as an identification data.	CK	NK	K	L,ED U	T-EW	F	I	
Topic 19 Thanatology (Lecture :6 hours, Non lecture: 2 hours)									



CO6	Define death and describe the stages and modes of death. Explain the immediate changes following death.	CC	MK	KH	L&PP T,L& GD,L _VC	T-EW,P- VIVA	F&S	II	
CO6	Enlist and explain the early changes following death. Describe Algor mortis, rigor mortis and livor mortis with regards to their definition, mechanism, modifying factors and medico legal importance. Enable Ginger <i>Cannot connect to Ginger</i> Check your internet connection or reload the browser Disable in this text field Rephrase Rephrase current sentence Edit in Ginger×	CC	MK	KH	L&PP T,L_ VC,D IS,SI M	T-EW,P- VIVA	F&S	II	
CO6	Enlist the late changes following death and describe the definition, modifying factors and medico legal importance of putrefaction, mummification and adipocere formation. Enable Ginger <i>Cannot connect to Ginger</i> Check your internet connection or reload the browser Disable in this text field Rephrase Rephrase current sentence Edit in Ginger×	CC	MK	KH	L&PP T,L_ VC,D IS	T-EW,P- VIVA	F&S	II	
CO6	Define Autopsy and describe its types, its objectives, rules and procedure along with exhumation.	CC	MK	KH	L&PP T,L_ VC	T-EW,P- VIVA	F&S	II	
CO6	Describe the Transplantation of Human Organs and Tissues Act.	CC	NK	KH	BS,S DL,P ER	T-EW,P- VIVA	F	II	
Topic 20 Asphyxial deaths (Lecture :4 hours, Non lecture: 2 hours)									
CO6	Define hanging. Describe its classification, causes of death, post-mortem appearances and medico-legal aspects.	CK	MK	KH	L&PP T,DIS	T-EW,T-ME Qs,T-CS,P-	F&S	II	



						VIVA,P-MOD			
CO6	Define strangulation and suffocation. Enlist their classification, post-mortem appearances and medico-legal aspects.	CK	MK	K	L&PP T,D- M	T-EW,T-ME Qs,PRN,M- MOD	F&S	II	
CO6	Define Drowning, explain its classification, post-mortem appearances and medico-legal aspects.	CK	MK	K	L&PP T,L_ VC	T-EW,P-VIV A,PRN,P- CASE	F&S	II	
Topic 21 Injury (Lecture :5 hours, Non lecture: 3 hours)									
CO6	Define and classify Injuries. Describe the medico-legal aspects of injuries.	CK	MK	K	L&G D	T-EW	F&S	II	
CO6	Describe the characteristics, age and medico-legal aspects of mechanical injuries.	CK	MK	K	L&PP T	T-EW	F&S	II	
CO6	Describe firearm injuries, its characteristics and medico-legal aspects. Differentiate between entry and exit wound	CK	DK	K	L&PP T	T-EW	F&S	II	
CO6	Define and classify thermal injury. Describe characteristics and degrees of burns, rule of nine, post-mortem appearances, and medico-legal aspects.	CK	DK	K	L&G D	T-EW	F&S	II	
CO6	Explain medico-legal aspects of dowry death.	CK	NK	K	L&G D	T-EW	F&S	II	
Topic 22 Pregnancy, delivery and abortion (Lecture :2 hours, Non lecture: 3 hours)									
CO6,CO7	Define pregnancy, delivery, infanticide and battered baby syndrome along with their medico legal aspects.	CK	MK	K	L,L&P PT,L &GD	T-EW,T-CS,P -VIVA,P- EXAM	F&S	III	
CO6,CO7	Define and classify abortion, MTP Act and PCPNDT Act.	CK	MK	K	L&PP T,D-	T-EW,T-ME Qs,T-CS,P-	F&S	III	



					M,D	VIVA,PRN			
CO6,CO7	Describe Surrogacy (Regulation) Act 2021 and the Assisted Reproductive Technology (Regulation) Act 2021.	CK	NK	KH	L,L&PPT	P-VIVA,O-QZ	F&S	III	
Topic 23 Sexual offences (Lecture :2 hours, Non lecture: 1 hours)									
CO6	Describe classification of sexual offences.	CK	NK	KH	L&PPT	P-VIVA,PRN, QZ	F&S	III	
CO6	Define rape. Describe the examination of rape victim and accused and its medico legal aspects.	CK	MK	KH	L&PPT, CBL	T-EW,P-VIVA, P-EXAM,PRN	F&S	III	
CO6	Define the un-natural sexual offences and sexual perversion with their medico-legal aspects and give introduction to POCSO Act.	CK	NK	K	L&PPT, CBL	P-VIVA, QZ	F&S	III	
Topic 24 Forensic psychiatry. (Lecture :2 hours, Non lecture: 2 hours)									
CO6	Describe the symptoms commonly associated with psychiatric disorders & the significance of lucid interval.	CK	DK	K	L&PPT, TUT	T-EMI, T-EW, P-VIVA	F&S	III	
CO6,CO7	Describe the civil and criminal responsibilities of a mentally ill person.	CK	DK	K	L&PPT	T-EW, P-VIVA	F&S	III	
CO6	Describe Mental Health Act	CK	NK	K	SDL, PER	T-EW, P-VIVA	F&S	III	
Topic 25 Forensic science laboratory (Lecture :1 hours, Non lecture: 0 hours)									
CO6	Hierarchy and major divisions of forensic lab services. Newer techniques and recent advances-polygraphy,	CK	DK	K	L&PPT, ML	T-OBT, P-VIVA	F&S	III	



	narcoanalysis,DNAprofiling.								
Topic 26 Laws, Acts, Rules and Regulations (Lecture :3 hours, Non lecture: 2 hours)									
CO6,CO7	Describethe 1. NCISM Rules and Regulations in force. 2. Clinical Establishments Act. 3. Medicare Service Persons and Medicare Service Institutions (Prevention of violence and damage or loss to property) Act, 2008. 4. The Drug and Cosmetic Act - schedules related to poison. 5. Rules and Regulations related to AYUSH State Registration Boards of concern state.	CK	DK	K	L&PP T,DIS ,SDL	T- EW,P- VIVA,CL-PR	F&S	III	



List of Practicals (Term and Hours)

PRACTICALS(Marks-100)			
S.No	List of Topics	Term	Hours
1	VishaChikitsa	1	6
2	VishaktaAharaPariksha	1	6
3	Dooshivisha,Garavisha,VishaUpadrava	1	20
4	Dermatologicalmanifestationofvisha	2	20
5	Environmentaltoxicology	2	2
6	JangamaVisha	2	10
7	Sthavaravisha	2	6
8	Substanceabuse	3	8
9	LegalProcedures	1	2
10	VaidyaSadvritta	1	2
11	PersonalIdentity	1	4
12	Thanatology	2	6
13	Injury	2	6
14	Sexualoffences	3	2
15	Field Visits (Field visits should be integrated along with the educational tour conductedbyDravyagunavijnan,RasasatraandSwasthavruthaDepartments)	2	30
16	Topicsrelatedtoregionalpreference	3	10



Table 4: Learning objectives (Practical)

A4 Course outcome	B4 LearningObjective(Attheendofthesession,thestudents should be able to)	C4 Doma in/sub	D4 Must to know /desirableto know / Nice to know	E4 Level Does/ Show show/ Know show/ Know	F4 T-L meth od	G4 Assessment (Refer abbreviations)	H4 Form ative/ summ ative	I4 Term	K4 Integr ation
Topic 1Visha Chikitsa									
CO2	Demonstratetheprocedureofgastriclavageonmannequin.	CAP	MK	SH	D- M,D	P-EXAM,P- PRF,OSPE	F&S	I	
CO2	DemonstratetheprocedureofCPRonmannequin.	PSY- MEC	MK	D	D- M,D	P-EXAM,P- PRF,OSPE	F&S	I	
CO2	Observe the differrent procedures for removal of absorbed poison.	CC	MK	KH	L_V ,D	P-VIVA	F&S	I	
Topic 2Vishakta Ahara Pariksha									
CO2	Demonstrate adulteration detection test for urea in milk, boric acid in milk, artificial colour in turmeric, pulses and vegetables as per recent Food Safety and Standards Authority of India (FSSAI) guidelines.	PSY- SET	MK	D	D_L	P-PRF,RK	F&S	I	
CO2	Demonstrate adulteration detection test for argemone oil in mustard oil and adulterants in Honey as per recent FSSAI guidelines.	PSY- SET	MK	D	D_L	P-PRF,RK	F&S	I	
Topic 3Dooshivisha, Garavisha, Visha Upadrava									



CO3,CO4	Diagnosis and management of diseases due to garavisha, dooshivisha and visha upadrava - drug induced toxicities.	CAP	MK	SH	L_VC ,CBL, SIM, CD	SP,OSCE,RK	F&S	I	
CO3,CO4	Diagnosis and management of diseases due to garavisha, dooshivisha and visha upadrava - occupational hazards.	CAP	MK	KH	L_VC ,PBL, CBL, SIM, CD	OSCE,RK	F&S	II	
CO3,CO4	Diagnosis and management of diseases due to garavisha, dooshivisha and visha upadrava - allergic manifestations.	CAP	MK	KH	L_VC ,PBL, CBL, SIM, CD	OSCE,RK	F&S	I	
CO3,CO4	Diagnosis and management of diseases due to garavisha, dooshivisha and visha upadrava - autoimmune diseases	CAP	MK	KH	L_VC ,CBL, CD	OSCE,RK	F&S	I	
CO3,CO4	Diagnosis and management of diseases due to garavisha, dooshivisha and visha upadrava - endocrine disruptors induced diseases.	CAP	MK	KH	L_VC ,CBL, CD	OSCE,RK	F&S	I	
Topic 4 Dermatological manifestation of visha									
CO3,CO4	Diagnosis and Management of Dermatological manifestations due to visha ex: contact poisoning (paduka visha, abharana visha etc.)	CAN	MK	SH	L_VC ,CBL, CD	OSCE,RK	F&S	II	
CO3,CO4	Diagnosis and management of dermatological manifestations due to visha - bites and stings.	CAP	MK	KH	L_VC ,CBL, CD	OSCE,RK	F&S	II	



CO3,CO4	Diagnosis and Management of contact dermatitis based on the principles of Agada Tantra.	CAP	MK	KH	L_VC ,CBL, CD	OSCE,RK	F&S	II	
Topic 5 Environmental toxicology									
CO5	Social Awareness program related to environmental toxicology – Rally, street play, skit etc	AFT- VAL	DK	SH	RP	P-VIVA,M- CHT	F	II	
Topic 6 Jangama Visha									
CO2,CO4	Demonstrate identification of poisonous and non poisonous snakes.	CAN	MK	KH	L&G D,L_ VC,D- M,FV	P-VIVA,P- EXAM,OSCE	F&S	II	
CO2,CO4	Demonstration of the diagnosis of poisonous snake bite cases based on local and systemic clinical presentations.	CAP	MK	KH	L&G D,L_ VC,C BL,C D	P-VIVA,P- EXAM,RK	F&S	II	
CO2,CO4	Demonstration of identification of vrishchika, loota and keeta based on regional prevalence and their diagnosis based on clinical presentations.	CAP	MK	KH	L&G D,L_ VC,C BL,C D	P-VIVA,P- EXAM,RK	F&S	II	
Topic 7 Sthavara visha									
CO2	Demonstration of Identification of vatsanabha, karaveera and tobacco with their respective toxic parts.	CAN	MK	KH	D- M,D	P-VIVA,P- EXAM,OSPE ,RK	F&S	II	
CO2	Demonstration of Identification of kupeelu, dhattura and bhanga	CAN	MK	KH	D	P-VIVA,P-	F&S	II	



	andtheirrespectivetoxicpart.					EXAM,OSPE ,RK			
CO2	Demonstration of Identificationof jayapala, gunja, bhallataka, langali with their respective toxic parts.	CAN	MK	KH	D	P-VIVA,P- EXAM,OSPE ,RK	F&S	II	
CO2	Demonstration of identification of arsenic, copper, mercury and lead.	CAN	MK	K	D-M	P-VIVA,P- EXAM	F&S	III	
CO2	Demonstration of Identification of non metal and mineral compounds, acids, alkalis, agrochemicals, hydrocarbons and household poisons.	CK	MK	K	D	P-VIVA,P- EXAM,RK	F&S	III	
Topic 8 Substance abuse									
CO2,CO4	Createpublicawarenessonsubstanceabuseanditsilleffects.	AFT- VAL	MK	SH	RP,D	P-POS,QZ,M- CHT	F	III	
Topic 9 Legal Procedures									
CO6,CO7	Demonstartion on issuing of fitness certificate, sickness certificate, birth and death certificate, and other relevant medical and medico legal certificates.	CAN	MK	D	PBL, W,PT	P- EXAM,OSPE ,RK	F&S	I	
CO6,CO7	Demonstartion of reporting of Leave against medical advice (LAMA), discharge against medical advice (DAMA) and doscharge on patient request (DOPR)	CAP	MK	D	SDL	P-VIVA,RK	F	I	
Topic 10 Vaidya Sadvritta									
CO6,CO7	Exposure to medical records department for understanding storage, maintanance and disposal of Medical records.	CK	DK	K	D,FV	P-VIVA	F&S	I	
Topic 11 Personal Identity									



CO6	Demonstrate the method of sex determination based on pelvis.	CAP	MK	SH	EDU, SIM, D	P-PRF, OSPE	F&S	I	
Topic 12 Thanatology									
CO6	Observe the procedure of medico-legal autopsy and preparation autopsy report.	CAP	MK	SH	L_VC ,D,FV	RK	S	II	
Topic 13 Injury									
CO6,CO7	Demonstrate the difference between homicidal, suicidal and accidental injuries.	CAP	MK	SH	L&PP T,L_ VC,SI M,D- M	P-VIVA,P- EXAM	F&S	II	
CO6,CO7	Demonstration of drafting of an injury report.	CAP	MK	D	D- M,D	P-EXAM,P- PRF	F&S	II	
Topic 14 Sexual offences									
CO5,CO6,CO 7	Discuss the essentials of Protection of Women from Domestic Violence Act (PWDV Act) 2005 and The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act and Rules (PoSH Act) 2013.	AFT- VAL	DK	D	L&G D,BS, RP	C-INT,INT	F&S	III	
Topic 15 Field Visits (Field visits should be integrated along with the educational tour conducted by Dravyagunavijnan, Rasasatra and Swasthavruttha Departments)									
CO6,CO7	(Visit to Forensic Science Laboratory) - (Mandatory) Appraise the functioning of a forensic science laboratory	CC	MK	KH	FV	P-VIVA,RK	F	III	
CO4,CO5	(Visit to Food testing laboratory) Observe the instrumentation and procedure of food testing	CC	DK	KH	FV	RK,COM	F	I	



CO4,CO5	(Visit to Pollution Control Board) - (Mandatory) Perceive the functioning of Pollution Control Board	CC	DK	KH	FV	P-VIVA,RK	F	II	
CO4,CO5	(Visit to De-addiction centre)Observe the management of de-addiction cases	PSY-GUD	DK	KH	FV	RK	F	III	
CO7	(Visit to the Court) - (Mandatory) Observe the procedure of court procedure and conduct of a medical practitioner as an expert witness	PSY-GUD	MK	KH	FV	RK	F	I	
CO6	(Visit to mortuary for observation of autopsy)Observe the procedure of medico-legal autopsy	PSY-GUD	MK	KH	FV	P-VIVA,RK	F	II	
CO2	(Visit to snake park) - (Mandatory)Observe live specimens of snake	CC	DK	KH	FV	P-VIVA,RK	F	II	
CO2,CO7	(Visit to casualty) -(Mandatory)Watch the procedure of resuscitation and emergency management	CK	MK	KH	FV	RK	F	I	
CO4,CO5	(Visit to occupational hazards centre)Observe the types and management of cases of occupational hazard	CK	DK	KH	FV	RK	F	II	
CO2	(Visit to ASV manufacturing centre)Observe the steps and procedures involved in ASV manufacturing	CK	DK	K	FV	RK	F	II	
CO4,CO5	VisitCancertreatmentcentre.	CK	NK	K	FV	RK	F	III	
CO2,CO4	Visittodepartmentofentomology.	CC	NK	K	FV	RK	F	II	
CO2,CO5	Visit to folklore vaidya using Agada tantra concepts in visha chikitsa.	CAP	DK	SH	FV	RK	F&S	II	
Topic 16 Topics related to regional preference									
CO2,CO3	Discuss the topics related to regional preference like bites and stings, substance abuse, text of regional importance, regional	CAP	NK	K	L&G D	P-VIVA,M- POS	F	III	



vishachikitsapractices,regionalmedico-legalissuesetc.



Table 4a: List of Practical

S.No	Name of practical	Term	Activity	Practical hrs
1	VishaChikitsa	1	Gastriclavage Cardiopulmonaryresuscitation(CPR) Video demonstration or visit to the emergency care unit for procedures used for removal of absorbed poison.	6
2	VishaktaAharaPariksha	1	AdulterationdetectionTests Ureainmilk Boricacidinmilk Artificialcolorinturmeric. Artificial color in pulses and Vegetables. ArgemoneOilinMustardoil AdulterationinHoney	6
3	Dooshivisha, Garavisha, Visha Upadrava	1	Case based teaching on diseases due to dooshivisha and garavisha - drug induced toxicity, occupational hazards, allergic manifestations, autoimmune diseases and endocrine disruptors. Recording 10 cases based on case based teaching or OPD and IPD exposure.	20
4	Dermatological manifestationofvisha	2	Dermatological manifestations due to visha ex: contact poisoning (paduka visha, abharana visha etc.) and bites and stings. ContactDermatitis Recording 10 cases based on casebasedteachingorOPDandIPDExposure.	20
5	Environmentaltoxicology	2	Social Awareness program – Rally, street play, skit etc.	2
6	JangamaVisha	2	Identification of Poisonous and non poisonous snakes Diagnosis based on bite marks of snakes Diagnosis and Management of snake bite cases through audio/video case presentations or OPD/IPD exposure Diagnosis and management of vrischika, loota and keeta damsha cases through audio/video case presentations or	10



			OPD/IPDexposure.	
7	Sthavaravisha	2	Identification of various plant poisons, metal and mineral compounds, acids, alkalis, agrochemicals, hydrocarbons and household poisons.	6
8	Substanceabuse	3	Community Awareness programmes by students like rallies, street play etc. Observation of international day against drug abuse and illicit trafficking. WorldNotobaccoday.	8
9	LegalProcedures	1	Hands on training on Preparation of Medical & Medico legal reports. Fitness&Sicknesscertificate. Birth & Death Certificate and other relevant medical and medico legal certificates. Leaving against medical advice (LAMA), Discharge against medical advice (DAMA), Discharge on patient request (DOPR)	2
10	VaidyaSadvritta	1	Exposure to the medical records department for understanding the storage, maintenance and disposal of medical records.	2
11	PersonalIdentity	1	11.1.Sexdeterminationbasedonpelvis.	4
12	Thanatology	2	12.1 Procedure of autopsy: visit to mortuary or audio-visual demonstrations.	6
13	Injury	2	Hands on training on assessment of accidental, suicidal, and homicidal injuries. Preparationofinjuryreport.	6
14	Sexualoffences	3	14.1 Introduction to Protection of Women from Domestic Violence Act (PWDV Act) 2005 and The Sexual Harassment of	2



			Women at Workplace (Prevention, Prohibition & Redressal) Act and Rules (PoSH Act) 2013.	
15	Field Visits (Field visits should be integrated along with the educational tour conducted by Dravyagunavijnan, Rasasatra and Swasthavrutha Departments)	2	(It is mandatory to have 5 field visits)	30
16	Topics related to regional preference	3	Exposure to topics related to regional preference like bites and stings, substance abuse, texts of regional importance, regional visha chikitsa practices, regional medico-legal issues etc.	10
Total Hr				140

Activity

CO	Topic name	Activity Details	Hours#
CO3,CO4	Survey of personal care products.	Students shall be divided into small groups and are asked to collect the information about common personal care products like soaps, shampoos, deodorants, cosmetics etc. Then they should be asked to enlist the chemicals used in them and discuss about the health hazards associated with their use. Then students can be asked to present their findings in the form of class seminar or Charts or Posters or small videos.	4
CO5	Community teaching by students - awareness among adolescent about Protection of Women from Domestic Violence Act (PWDV Act) 2005 and The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act and Rules	After undergoing orientation/sensitization regarding Protection of Women from Domestic Violence Act (PWDV Act) 2005 and The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act and Rules (PoSH Act) 2013, the students will have to visit nearby schools/colleges in small teams/groups and create awareness amongst them. This can be done as part of NSS activity or exclusive visits to schools/colleges.	2



	(PoSHAct)2013.		
CO2,CO4	Observation of international day against drug abuse and illicit trafficking	Community awareness programmes by students like rallies, street play etc.	3
CO2,CO4	NoTobaccoDay	Community Awareness programmes by students like rallies, street play, skit, flash mob etc.	3
CO5	Environmental toxicology	Poster presentation competition related to environment, rallies, skit, flash mob on World Environment Day.	2
CO6,CO7	Vaidyasadvritta	Exposure to Medical records department for maintainance, storage and disposal of medical record, finding out errors in medical case records.	2
CO6	Forensicpsychiatry	Seminar/ guest lecture on how to deal with adolescent psychiatric issue	2
CO2,CO4	Chronic toxicity of heavy metals.	Group discussion and case based learning by taking example of published case reports.	1
CO2,CO4	World Cancer Day toraise awareness of cancer riskandcancerprevention	Poster Competition / Quiz Competition / Group Discussion	4
CO6,CO7	Legal procedure- Recording of evidence and duties of a physician in the court of Law.	Mockcourt/roleplay	4
CO2	SarpaVisha	<p>1. Identification of poisonous and non poisonous snakes -</p> <p>Group Discussion/ Brainstorming - Specimens (Photos) of poisonous and non poisonous snakes with their features shall be given to small group of students and asked to identify the snakes.</p> <p>2. Clinical diagnosis of snake bites</p>	2



		<p>Group Discussion - Specimens (Photos) showcasing local and systemic signs and symptoms of poisonous (Hemotoxic and Neurotoxic) snake bite shall be given to small group of students and asked to diagnose the case.</p> <p>CBL - Presentation of recorded cases or the Case reports or studies published in reputed journals.</p> <p>Brainstorming/Quiz - The same pictures may be shown with MCQ's and Quiz session can be conducted among the groups of students</p>	
CO2	Vrischika visha, luta visha and keeta visha.	<p>Group Discussion - Specimens (Photos) showcasing local and systemic signs and symptoms of Vrischika Visha (Scorpion Sting), Loota Visha (Spider Bite) and Keetavisha (Insect bite) and differentiating with snake bites shall be given to small group of students and asked to diagnose the case.</p> <p>CBL - Presentation of recorded cases or the Case reports or studies published in reputed journals.</p> <p>Brainstorming/Quiz - The same pictures may be shown with MCQ's and Quiz session can be conducted among the groups of students.</p>	2
CO3,CO4	Dooshivisha, garavisha and visha upadrava	<p>Group Discussion - Photographs/case reports/ simulated cases showcasing various drug induced toxicities, occupational hazards, allergic manifestations, autoimmune diseases and diseases due to endocrine disruptors shall be given to small group of students and asked to assess the dosha, diagnose and discuss the plan of treatment.</p>	4



		<p>CBL - Presentation of recorded cases or the Case reports or studies published in reputed journals.</p> <p>Brainstorming/Quiz - The same pictures may be shown with MCQ's and Quiz session can be conducted among the groups of students.</p>	
CO3,CO4	Dermatological manifestation of visha.	<p>Group Discussion - Photographs/case reports/simulated cases showcasing various dermatological presentations of poison, bites and stings and contact dermatitis shall be given to small group of students and asked to assess the dosha, diagnose and discuss the plan of treatment.</p> <p>CBL - Presentation of recorded cases or the Case reports or studies published in reputed journals.</p> <p>Brainstorming/Quiz - The same pictures may be shown with MCQ's and Quiz session can be conducted among the groups of students.</p>	4

Hours indicated are included in calculations of Table 3 and 4

Table 5- Teaching learning method

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	18
2	Lecture with Powerpoint presentation	106
3	Lecture & Group Discussion	32
4	Lecture with Videoclips	13
5	Discussions	22
6	Brainstorming	22
7	Inquiry-Based Learning	1



8	PBL	6
9	CBL	26
10	Flippedclassroom	4
11	Edutainment	2
12	Mobilelearning	2
13	Simulation	1
14	Self-directedlearning	15
15	DemoonModel	2
16	Tutorial	2
17	Presentations	9
18	Practical	1
19	Casediagnosis	5
20	Demonstration	2
21	Fieldvisit	1

These are overall teaching learning methods listed in Table 3 and 4. Teachers can select the best possible method amongst the given methods as per objective, available time etc.

Table 6: Assessment Summary: Assessment is subdivided in A to H points

6 A-Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
			Practical	Viva	Elective (Set SA)	IA	Sub Total	
AyUG-AT	1	100	100	60	10	30	200	300

6 B - Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
	FirstTerm(1-6 Months)	SecondTerm(7-12 Months)	ThirdTerm(13-18 Months)
Second	3PA&FirstTT	3PA&SecondTT	3PA&UE**

PA:PeriodicalAssessment;**TT:**TermTest;**UE:**UniversityExaminations.

** University Examination shall be on entire syllabus



6 C - Calculation Method for Internal assessment Marks

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A 4	B	C	D	E	F	G	H
	1(15 Marks)	2(15 Marks)	3(15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	TermTest (Marks converted to 30)	SubTotal _/60 Marks	TermAssessment (.../30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
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
1	Activities Indicated in Table 3 - Column G 3 as per Indicated I, II or III term in column I 3

Evaluation Methods in MSE

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 etc.



6 E Question Paper Pattern

II PROFESSIONAL BAMS EXAMINATIONS

AyUG-AT

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

Similar for Paper II (If applicable).



6 F Distribution of theory examination

Paper1						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Concepts of Agada Tantra (Clinical Toxicology)	1	13	Yes	Yes	Yes
2	VishaChikitsa(ManagementofPoisoning)	1		Yes	Yes	Yes
3	Vishakta aahara pariksha and Viruddha ahara	1		Yes	Yes	No
4	GaravishaandDooshivisha	1	12	Yes	Yes	Yes
5	Visha Upadrava and diseases caused due to exposure to Visha/poisons	1		Yes	Yes	No
6	EnvironmentalToxicology	2	11	Yes	Yes	No
7	Dermatological manifestations of visha/poisons.	2		Yes	Yes	No
8	TherapeuticutilityofAgadayoga	2		Yes	Yes	No
9	Sthavaravisha–PoisonsofPlantorigin	2	17	Yes	Yes	Yes
10	SthavaraVisha–PoisonsofMetallicorigin	2		Yes	Yes	Yes
11	JangamaVisha	2		Yes	Yes	Yes
12	Kritrimavisha	3	12	Yes	Yes	Yes
13	Substancesofabuse	3		Yes	Yes	Yes
14	AgadaTantraperspectivesoncancer	3		Yes	Yes	No
15	Forensic medicine (Vyavahara Ayurveda) and Medical jurisprudence (Vidhi vaidyaka):	1	10	Yes	No	No



16	Vaidya sadvritta : Duties and Responsibilities of medical practitioner	1		Yes	Yes	No
17	Legal Procedures	1		Yes	Yes	No
18	Personal identity	1		Yes	Yes	Yes
19	Thanatology	2	12	Yes	Yes	Yes
20	Asphyxial deaths	2		Yes	Yes	Yes
21	Injury	2		Yes	Yes	Yes
22	Pregnancy, delivery and abortion	3	6	Yes	Yes	No
23	Sexual offences	3		Yes	Yes	No
24	Forensic psychiatry.	3	7	Yes	Yes	No
25	Forensic science laboratory	3		Yes	Yes	No
26	Laws, Acts, Rules and Regulations	3		Yes	Yes	No
Total Marks			100			



6 G Blue print of paper I & II (if applicable)

Paper No:1		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark eachAllcompul sory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nicetoknowpart-2MCQ</p>	<ol style="list-style-type: none"> 1. Concepts of Agada Tantra (Clinical Toxicology) 2. Visha Chikitsa (Management of Poisoning) 3. Vishaktaaaharapariksha and Viruddhaahara 4. Garavisha and Dooshivisha 5. Visha Upadrava and diseases caused due to exposure to Visha/poisons 6. Asphyxial deaths 7. Dermatological manifestations of visha/poisons. 8. Therapeutic utility of Agada yoga 9. Kritrimavisha/Sthavara Visha – Poisons of Metallic origin 10. Jangama Visha 11. Substances of abuse 12. Agada Tantra perspectives on cancer 13. Vaidya sadvritta : Duties and Responsibilities of medical practitioner / Forensic medicine (Vyavahara Ayurveda) and Medical jurisprudence (Vidhi vaidyaka): 14. Legal Procedures/Injury 15. Pregnancy, delivery and abortion/Thanatology 16. Environmental Toxicology/Personal identity 17. Forensic psychiatry./Forensic science laboratory 18. Laws, Acts, Rules and Regulations 19. Sthavaravisha – Poisons of Plant origin 20. Sexual offences
Q2	<p>Short answer Questions Eight Questions 5 Marks Each All compulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<ol style="list-style-type: none"> 1. Vishaktaaaharapariksha and Viruddhaahara / Visha Upadrava and diseases caused due to exposure to Visha/poisons / Garavisha and Dooshivisha 2. Visha Chikitsa (Management of Poisoning)/ Therapeutic utility of Agada yoga/ Dermatological manifestation of visha/poisons. 3. Kritrimavisha / Sthavara visha – Poisons of Plant origin / Environmental Toxicology / Sthavara Visha – Poisons of Metallic origin 4. Jangama Visha / Concepts of Agada Tantra (Clinical Toxicology) / Vaidya sadvritta : Duties and Responsibilities of medical



		<p>practitioner</p> <p>5. Environmental Toxicology / Agada Tantra perspectives on cancer / Substances of abuse</p> <p>6. Asphyxial deaths/Personal identity/Injury</p> <p>7. Pregnancy, delivery and abortion / Sexual offences / Personal identity</p> <p>8. Forensic psychiatry. / Forensic science laboratory / Laws, Acts, Rules and Regulations</p>
Q3	<p>Long answer Questions Four Questions 10 marks each All compulsory</p> <p>All questions on must know. No Questions on Nice to know and Desirable to know</p>	<p>1. Visha Chikitsa (Management of Poisoning)/ Concept of Agada Tantra (Clinical Toxicology)</p> <p>2. Jangama Visha / Garavisha and Dooshivisha</p> <p>3. Kritima visha / Sthavara visha – Poisons of Plant origin / Sthavara Visha – Poisons of Metallic origin / Substances of abuse</p> <p>4. Thanatology / Asphyxial deaths / Personal identity / Injury</p>



6 H Distribution of Practical Exam

S.No	Heads	Marks
1	<p>Spotting(15specimensof4markseach) 1.1.Snake–2specimens</p> <p>Identification - 1mark</p> <p>Differentiatingfeaturesofpoisonous/non-poisonoussnake–1mark</p> <p>Importantclinicalsigns- 1mark</p> <p>Ayurvedic management - 1 mark1.2. Mineral poisons/ Kritrima visha (1 specimen each)-2 specimens</p> <p>1.2.1.Identification - 1mark</p> <p>1.2.2 Identification of symptom clusters mimicking other diseases and their differential diagnosis- 2 marks</p> <p>1.2.3 Method of detoxification and Antidotes - 1mark1.3.Toxic plants– 2 specimens</p> <p>Identificationwithscientific,familyandsanskritnames 1mark</p> <p>ModeofuseinVishacases–1mark</p> <p>detoxification method, Class of poison and Active principles present in the plant - 1 mark</p> <p>Antidotes used against the specimen - 1 mark1.4. Antitoxic plants – 3 specimens</p> <p>Identificationwithscientific,familyandsanskritnames -1mark</p> <p>Modeofuseinvisha -1mark</p> <p>Activeprinciples -1mark</p> <p>Importantformulations-1mark1.5.Injuries–2specimens</p> <p>Identifytheinjury -1mark</p> <p>Identifytheweapon/criminalactcausingsuchinjury-2mark</p> <p>Medico-legal importance - 1 marks1.6. News item – paper cuttings or other medico-legal case scenarios – 2 specimens</p> <p>Identifythecrime–1mark</p>	60



	<p>1.6.2.RelevantIPC/CrPCsectionsassociatedwiththecrime–1mark</p> <p>1.6.3. Relevant Act related to the crime – with sub-questions related to its sub- sections, punishment etc. - 2 marks</p> <p>7. Jangama visha – other poisonous creatures – 2 specimens</p> <p>Identification–1mark</p> <p>Adhishtana/samanyalakshana/chikitsa–2marks</p> <p>specific formulations/doses – 1 mark (Sub-questions mentioned against each item is for a purpose of example only. Different questions may be framed on the various aspects of the guidelines provided)</p>	
2	Practical Records	10
3	Medical and Medico-legal Certificate Writing Students will be provided with a case-scenario based on which they are asked to write a medical certificate for a specific purpose. Evaluation guidelines should be based on the essential criteria in the format of a valid medical certificate.	10
4	Short Case Case scenarios with pictures to diagnose a specific case of poisoning and specific questions asked regarding its clinical examination, investigations, treatment, prognosis etc.	10
5	<p>Clinical Applications of Agada</p> <ul style="list-style-type: none"> ♦ Identification of Agada for a case scenario detailed – 2 marks ♦ Select the ingredients of the formulation from a group of drugs and identify using scientific names and answer sub-questions based on its preparation, anupana, dose etc. – 8 marks 	10
6	<p>Viva Questions will be asked on the following topics</p> <ul style="list-style-type: none"> ♦ Agada Tantra (2 questions 5 marks each)- 10 marks ♦ Forensic Science (Vyavaharayurveda) (2 questions 5 marks) - 10 marks ♦ Jurisprudence (Vidhivaidyaka) (2 questions 5 marks)- 10 marks ♦ Toxicology (2 questions 5 marks each)- 10 marks ♦ Concepts of Agada Tantra in cancer and substance abuse (one question from each) (2 questions 5 marks each) -10 marks ♦ Viva on Compilation and Communication skills (2 questions 5 marks each) - 10 marks 	60



7	Electives (Set SA)	10
8	IA	30
Total Marks		200



References Books/ Resources

S.No	Book	Author(s)/Resources
1	Concise Forensic Medicine & Toxicology	KSNarayanaReddy, Jaypee Medical Publisher
2	Essentials of Forensic Medicine & Toxicology	KSNarayanaReddy, Jaypee Medical Publisher
3	Principles of Forensic Medicine & Toxicology	Rajesh Bardale, Jaypee Medical Publisher
4	Modern Medical Toxicology	VVPillay, Jaypee Medical Publisher
5	Recent Advances in Forensic Medicine and Toxicology (Volume 1 & 2)	Gautam Biswas, Jaypee Medical Publisher
6	Textbook on Medicolegal Issues: Related to Various Medical Specialties by Satish Tiwari Mahesh Baldwa Mukul Tiwari Alka Kuthe	Jaypee Medical Publisher
7	Manual on Doctor and Law	RN Goel Narendra, Malhotra Shashi Goel, Jaypee Medical Publisher
8	Jaypee's Video Atlas of Medicolegal Autopsy	Sujith Sreenivas C Prasannan K Thomas Mathew, Jaypee Medical Publisher
9	Jaypee Gold Standard Mini Atlas Series Forensic Medicine by Ashesh Gunwantrao Wankhede	Jaypee Medical Publisher
10	MODI's Textbook of Medical Jurisprudence and Toxicology	KKannan, Jaypee Medical Publisher
11	A Textbook of Agada Tantra	Dr Shobha Bhat, Chaukamba Orientalia
12	Agada Tantra	Dr Ramesh Chandra Tiwari, Chaukamba Orientalia
13	Text Book of Agad Tantra Evam Vyavahar Ayurveda	Dr Sandeep Charak Dr. Piyush Gupta Dr Divya Tiwari, Ayurveda Sanskrit Hindi Pustak Bhandar.
14	Ayodhyaprasad Achal's Agada Tantra	Dr Jina Patnaik, Chaukamba Surbharati Prakashan
15	Illustrated Agada Tantra	Dr PVNR Prasad, Chaukamba Sanskrit Series Varanasi
16	Textbook on Agada Tantra	<u>DR V P JOGLEKAR, RASHTRIYA SHIKSHAN MANDAL, PUNE</u>
17	Review of Forensic Medicine and Toxicology by Dr Gautam Biswas	Jaypee Medical Publisher
18	Toxicology - An Ayurvedic Perspective	Department of Agad Tantra, Vaidyaratnam PS Varier Ayurveda College, Kottakkal



Abbreviations

Assessment

S.No	Short form	Discription
1	T-EMI	Theoryextendedmatchingitem
2	T-EW	TheoryEssaywriting
3	T-MEQs	TheoryMEQs
4	T-CRQs	TheoryCRQs
5	T-CS	Theorycasestudy
6	T-OBT	Theoryopenbooktest
7	P-VIVA	PracticalViva
8	P-REC	PracticalRecitation
9	P-EXAM	Practicalexam
10	PRN	Presentation
11	P-PRF	PracticalPerformance
12	P-SUR	PracticalSurvey
13	P-EN	Practicalenact
14	P-RP	PracticalRoleplay
15	P-MOD	PracticalModel
16	P-POS	PracticalPoster
17	P-CASE	PracticalCasetaking
18	P-ID	Practicalidentification
19	P-PS	PracticalProblemsolving
20	QZ	Quiz
21	PUZ	Puzzles
22	CL-PR	ClassPresentation,
23	DEB	Debate
24	WP	Wordpuzzle
25	O-QZ	Onlinequiz



26	O-GAME	Onlinegame-basedassessment
27	M-MOD	MakingofModel
28	M-CHT	MakingofCharts
29	M-POS	MakingofPosters
30	C-INT	Conductinginterview
31	INT	Interactions
32	CR-RED	Criticalreadingpapers
33	CR-W	CreativityWriting
34	C-VC	Clinicalvideocases,
35	SP	Simulatedpatients
36	PM	Patientmanagementproblems
37	CHK	Checklists
38	OSCE	OSCE
39	OSPE	OSPE,
40	Mini-CEX	Mini-CEX
41	DOPS	DOPS
42	CWS	CWS
43	RS	Ratingscales
44	RK	Recordkeeping
45	COM	Compilations
46	Portfolios	Portfolios
47	Logbook	Logbook
48	TR	Trainersreport
49	SA	Self-assessment
50	PA	Peerassessment
51	360D	360-degreeevaluation
52	TT-Theory	Theory
53	PP-Practical	Practical
54	VV-Viva	Viva



Domain

S.No	Short form	Discription
1	CK	Cognitive/Knowledge
2	CC	Cognitive/Comprehension
3	CAP	Cognitive/Application
4	CAN	Cognitive/Analysis
5	CS	Cognitive/Synthesis
6	CE	Cognitive/Evaluation
7	PSY-SET	Psychomotor/Set
8	PSY-GUD	Psychomotor/Guided response
9	PSY-MEC	Psychomotor/Mechanism
10	PSY-ADT	Psychomotor Adaptation
11	PSY-ORG	Psychomotor/Origination
12	AFT-REC	Affective/ Receiving
13	AFT-RES	Affective/Responding
14	AFT-VAL	Affective/Valuing
15	AFT-SET	Affective/Organization
16	AFT-CHR	Affective/ characterization



T L method

S.No	Short form	Discription
1	L	Lecture
2	L&PPT	Lecture with Power point presentation
3	L&GD	Lecture & Group Discussion
4	L_VC	Lecture with Video clips
5	DIS	Discussions
6	BS	Brainstorming
7	IBL	Inquiry-Based Learning
8	PBL	PBL
9	CBL	CBL
10	PrBL	Project-Based Learning
11	TBL	TBL
12	TPW	Team project work
13	FC	Flipped classroom
14	BL	Blended Learning
15	EDU	Edutainment
16	ML	Mobile learning
17	ECE	ECE
18	SIM	Simulation
19	RP	Role plays
20	SDL	Self-directed learning
21	PSM	Problem solving method
22	KL	Kinesthetic Learning
23	W	Workshops
24	GBL	Game-Based Learning
25	D-M	Demo on Model



26	LS	Library Session
27	PL	Peer learning
28	RLE	Real life experience
29	REC	Recitation
30	SY	Symposium
31	TUT	Tutorial
32	PER	Presentations
33	PT	Practical
34	XRy	X ray identification
35	CD	Case diagnosis
36	LRI	Lab report interpretation
37	DA	Drug analysis
38	D	Demonstration
39	D_BED	Demonstration bedside
40	D_L	Demonstration Lab
41	DG	Demonstration Garden
42	FV	Field visit
43	PRA	Practical
44	VIVA	Viva
45	TH	Theory



Course curriculum for Second Professional BAMS (PRESCRIBED

BY NCISM)

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

Dravyaguna Vigyan

(SUBJECT CODE : AyUG-DG)

(Applicable from 2021-22 batch, from the academic year 2023-24 onwards for 5 years or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥



**BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058**



II Professional Ayurvedacharya (BAMS)

Subject Code : AyUG-DG

Summary

Total number of Teaching hours: 400			
Lecture hours(LH)-Theory		150	150(LH)
PaperI	75		
PaperII	75		
Non Lecture hours(NLH)-Theory		250	250(NLH)
PaperI&II	75		
Non Lecture hours(NLH)-Practical			
PaperI&II	175		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
PaperI	100	100	70	-	30
PaperII	100				
Sub-Total	200	200			
Total marks	400				

Important Note:-The User Manual II BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual II before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic.

In case of difficulty and questions regarding curriculum write to cur.imp@ncismindia.org



PREFACE

The Bachelor of Ayurveda education shall produce graduates having profound knowledge of Ashtanga Ayurveda. One of the chatushpada has been mentioned is Dravya. The revised syllabus of Dravyaguna along with the contemporary advances supplemented with knowledge of scientific and technological advances in Dravyaguna along with extensive practical training

Fundamentals of Dravyaguna involves a thorough knowledge of various principles and concepts of Rasapanchaka (fivefold analysis of medicinal substances) and Karma (pharmacological action). It refers to classical Ayurvedic texts, provides suitable examples, and includes contemporary interpretations to facilitate better understanding. Most commonly used dravyas by clinicians are included in curriculum.

The current syllabus focuses greater emphasis on understanding the fundamentals with a scientific interpretation and clinical application. The repetitive topics such as Ahara varga, Nighantu, and Jangama dravyas is avoided since they are covered in Samhita adhyayana (study of classical texts), Itihasa (history), and ethical considerations related to the clinical use of animal-origin drugs.

Additionally, newer areas in Ayurveda related to medicinal plants, such as cultivation techniques, collection methods, and various regulatory guidelines from organizations like NMPB (National Medicinal Plants Board), CCRAS (Central Council for Research in Ayurvedic Sciences), API (Ayurvedic Pharmacopoeia of India), GCTM (Global Centre for Traditional Medicine), PCIMH (Pharmacopoeia Commission for Indian Medicine & Homoeopathy), pharmacovigilance, Vrikshayurveda (science of plant life), Ethno medicine, Network pharmacology, and Bioinformatics, have been incorporated. This information is crucial for the sustainable use of medicinal plants and a better understanding of their properties.

Practical sessions in Dravyaguna focus on understanding fundamental concepts such as Mahabhuta (five elements), Guna (properties), Rasa (taste), and Virya (potency) with Parameters commonly used in physicochemical analysis. The curriculum also addresses challenges faced by the herbal drug industry, including the issue of adulteration, by incorporating quality check parameters. Furthermore, the students gain practical experience in plant identification through visits to various natural and cultivated plant habitats.

The revised curriculum for Dravyaguna reflects commitment to equipping students with the knowledge and skills necessary to excel in the field of Ayurvedic pharmacology. Hope that this curriculum will inspire and empower students to become proficient Ayurvedic practitioners who can contribute to the holistic well-being of individuals and society as a whole.



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Course Code and Name of Course

Course code	Name of Course
AyUG-DG	Dravyaguna Vigyan

Table 1- Course learning outcomes and matched PO

SRI CO No	A1 Course learning Outcomes (CO) AyUG-DG At the end of the course AyUG-DG, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Demonstrate the application of principles of <i>Dravyaguna</i> in clinical practice.	PO1, PO2, PO8
CO2	Analyze and justify the fundamental principles of <i>Dravyaguna</i> in relevance to contemporary sciences.	PO1
CO3	Analyze and interpret <i>Rasa Panchaka</i> of <i>Dravya</i> with their application in clinical practice.	PO5, PO9
CO4	Interrelate the knowledge on Karma (pharmacological actions) with <i>Rasa panchaka</i> and basic contemporary clinical pharmacology.	PO2
CO5	Demonstrate and Justify the ability to select the specific <i>Dravyas</i> , Prashata Bheshaja with different dosage forms in different clinical conditions.	PO3, PO7, PO9
CO6	Demonstrate knowledge of quality control methods of drug.	PO3
CO7	Demonstrate knowledge and skills about <i>Apamishrana</i> (adulterants), <i>Abhava pratinidhidravya</i> (substitutes), <i>Prashastabheshaja</i> (ideal drug) and plant extracts.	PO5, PO6
CO8	Identify the medicinal plants and orient about conservation, cultivation, sustainable utilization & Pharmacovigilance	PO4, PO6
CO9	Demonstrate fundamental principles of applied Pharmacology.	PO2



Table 3: Learning objectives (Theory) of Course

Paper I Fundamental Dravyaguna									
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/ Show show/ Know show/ Know	F3 T-L method	G3 Assessment (Refer abbreviations)	H3 Formative/ summative	I3 Term	J3 Integration
Topic 11. Dravyaguna Vigyana (Lecture :1 hours, Non lecture: 1 hours)									
CO1,CO3	Define Dravyaguna Vigyana.	CK	MK	K	L&P T	P-VIVA	F&S	I	
CO1,CO3	Explain the role of Dravyaguna Vigyan in clinical practice.	CC	MK	KH	L&G D	P-VIVA, C- INT	F&S	I	
Topic 22. Dravya (Lecture :5 hours, Non lecture: 4 hours)									
CO1,CO5,CO8	Classify Dravya based on Utpatti, Yonibheda, Prayogabheda & Prabhavbheda.	CK	MK	K	L&P T,LS	T-OBT, P- VIVA, P-POS	F&S	I	
CO1,CO5,CO8	Classify Dravya based on Doshagnabheda, Rasabheda, Karmbheda (Dashemani & Sushrutokta Gana)	CK	MK	K	L&P T,LS	T-OBT, P- VIVA, P-POS	F&S	I	
CO1,CO3	Describe Panchabhoutikatwa of Dravya.	CC	MK	KH	DIS, P ER	T- EW, T- OBT, P-VIVA	F&S	I	
Topic 33. Guna (Lecture :4 hours, Non lecture: 2 hours)									



CO1,CO2,CO 3	DefineGunaanddescribeitsPanchabhoutikatva.	CK	MK	K	L&PP T,DIS ,LS	T-EW,P-VIV A,PRN,QZ	F&S	I	
CO1	StatecharacteristicsofGurvadiGuna.	CK	MK	K	L&PP T,SD L	P-VIVA,PRN, QZ	F&S	I	
CO1,CO2,CO 3	DiscussGurvadigunaincontexttoitsKarmaonDosha,Dhatu and Mala with examples.	CC	MK	KH	L&PP T,L& GD,F C	T-EW,P-VIV A,PRN,OSPE	F&S	I	
CO1,CO2,CO 3	Enumerate&Summarize,clinicalapplicationofGurvadiGuna with research updates.	CC	MK	KH	L&G D,BL, LS	T- EW,P- VIVA,PRN	F&S	I	
CO1,CO2,CO 3	EnlistParadigunawithexamples.	CK	MK	K	L&G D,PE R	T-EMI,P-VIV A,PRN,P-POS	F&S	I	
CO1,CO2,CO 3	InterpretclinicalapplicationsofParadiguna.	CAP	MK	KH	L&PP T,DIS	T-EMI,P-VIV A,PRN,QZ	F&S	I	
CO1,CO2,CO 3	Discussresearch updates of Paradiguna.	CC	MK	KH	L,TP W,LS	T-EMI,P-VIV A,PRN,CR- RED	F&S	I	
Topic 44. Rasa (Lecture:7 hours, Non lecture: 4 hours)									
CO1,CO2,CO 3	Define Rasa and interpret Meaning of “Rasa” in various contexts.	CK	MK	K	L&G D	P-VIVA,PUZ, M-CHT,INT	F&S	I	
CO1,CO2	Classify and compare shadarasa in relative correlation with taste ofchemical constituents.	CK	MK	K	L&PP T,ED	P-VIVA,PUZ, M-CHT,INT	F&S	I	



					U				
CO1,CO2	State Rasa Utpatti and Panchabhoutika constitution of Shadrasa.	CK	MK	K	L&G D,PE R	P-VIVA,PUZ, M-CHT,INT	F&S	I	
CO1,CO2	DiscussRasopalabdh.	CC	MK	KH	L&G D,SD L	P-VIVA,PUZ, M-CHT,INT	F&S	I	
CO1,CO2,CO 3	Interpret pathway of taste perception & sites of taste receptors in the body	CC	MK	KH	L&PP T,L_ VC	T-EW,T-OBT ,P-VIVA,PRN ,PUZ,INT	F&S	I	
CO1,CO2	DescribeGunaandLakshanaofeachRasa.	CC	MK	KH	L&PP T	T-EMI,T- EW,P- VIVA,PRN, INT	F&S	I	
CO1,CO2	Explain karmaof each rasa on Dosha, Dhatu and Mala with examples.	CC	MK	KH	L&PP T,BS	T-EMI,T- EW,P- VIVA,PUZ, M-CHT,INT	F&S	I	
CO1,CO2	DiscussAtiyogaofeachrasa.	CC	MK	KH	L&PP T,PB L,PE R	T-EMI,P-VIV A,PRN,PUZ,I NT	F&S	I	
CO1,CO2,CO 3	InterpretClinicalapplicationofeachrasa.	CAP	MK	KH	L&PP T,DIS ,SDL, LS	T-EMI,T-EW, T-OBT,P- VIVA,INT	F&S	I	



CO1,CO2	Discussresearch updates of Shadrasa.	CC	MK	KH	DIS,S DL,L S	T-EW,P-VIV A,PUZ,INT,C R-RED	F&S	I	
CO1,CO2	DefineAnurasa.	CK	MK	K	L,LS	T-EMI,P- VIVA,INT	F&S	I	
CO1,CO2	InterpretrelevanceofAnurarasainclinicalpractice.	CAP	MK	KH	L&G D,FC	T-EMI,P-VIV A,PUZ,INT	F&S	I	
CO1,CO2	DescribewithjustificationRasasevanakramaasAushadha.	CC	MK	KH	L&PP T,DIS	T-EMI,T- EW,P- VIVA,PRN, M-CHT,M- POS	F&S	I	
Topic 55. Vipaka (Lecture :3 hours, Non lecture: 1 hours)									
CO1	DefineVipaka.	CK	MK	K	L	P-VIVA	F&S	I	
CO1	StateVipakalakshana.	CK	MK	K	L&G D	P-VIVA,INT	F&S	I	
CO1	Describe the action of Trividha Vipaka on Dosha, Dhatu and Mala with examples.	CC	MK	KH	L&PP T,TP W,FC	T- EW,P- VIVA,PRN	F&S	I	
CO1,CO3	InterpretclinicalapplicationofVipaka.	CAP	MK	KH	L&PP T,DIS ,SDL, LS	P-VIVA,QZ	F&S	I	
CO2	StateResearchupdatesofVipaka.	CK	MK	K	L&PP T	P-VIVA,CR- RED	F&S	I	



CO1	Explain Vipakopalabdhi (Determination of Vipaka) and Taratamya (Degree of variation).	CC	MK	KH	L&PP T,FC	P-VIVA,PUZ, M-CHT	F&S	I	
Topic 66. Virya (Lecture :2 hours, Non lecture: 2 hours)									
CO1	Define the lakshanas of Virya.	CK	MK	K	L,SD	P-VIVA,INT	F&S	I	



					L				
CO1	Differentiate Guna and virya.	CC	MK	KH	L&PP T,RP	P-VIVA,P- EXAM,O-QZ	F&S	I	
CO1	Discuss Karma of Virya on Dosha, Dhatu and Mala.	CC	MK	KH	L&PP T,SD L,PL	P-VIVA,O- QZ,M-CHT	F&S	I	
CO1,CO3	Explain clinical application of Virya.	CC	MK	KH	L&PP T,GB L,TU T	P-VIVA,O- QZ,INT	F&S	I	
CO2	Discuss research updates of Virya.	CC	MK	KH	L&G D,DIS ,SDL	P-VIVA,P-EX AM,O-QZ,CR- RED	F&S	I	
CO1	Discuss Viryaopalabdhhi (Determination of Virya).	CC	MK	KH	L&G D	P-VIVA,QZ	F&S	I	
Topic 77. Prabhava (Lecture :2 hours, Non lecture: 1 hours)									
CO1	Define and explain Prabhava with examples.	CC	MK	KH	L&PP T	P-VIVA	F&S	I	
CO1	Describe Samanapratyayarabdha and Vichitrapratyayarabdha with examples.	CC	MK	KH	L&PP T,DIS ,TBL, BL	T- EW,P- VIVA,INT	F&S	I	
CO3	Explain clinical application of Prabhava.	CC	MK	KH	L&G D,FC, LS	T-EW,P-VIV A,CR-RED	F&S	I	



CO1,CO2	DiscussresearchupdatesofPrabhava.	CC	MK	KH	L&G D,SD L	T-EW,P-VIV A,CR-RED	F&S	I	
Topic88. Interrelation of Rasa-Guna-Viry-Vipaka-Prabhava(Lecture:1 hours, Non lecture: 2 hours)									
CO1	InterprettheinterrelationofRasa-Guna-Viry-Vipaka-Prabhava with respect to their strength- Pharmacodynamics.	CAP	MK	KH	L&PP T,TP W,PL	P-VIVA,CL- PR	F&S	I	
Topic 99. Karma(Lecture :9 hours, Non lecture: 5 hours)									
CO1	DefineKarma.	CK	MK	K	L	T-OBT,P- VIVA,QZ	F&S	I	
CO1	DiscussKarmalakshana.	CC	MK	KH	L&G D	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO2,CO 4,CO5	ExplainDeepankarmainrelationwithAppetizers.	CC	MK	KH	L&G D,BL	T-EW,T-OBT ,P-VIVA,QZ	F&S	I	
CO1,CO2,CO 3,CO4	Critically analyze Deepan dravyas with its gunas and application in various clinical conditions.	CAP	MK	KH	L&PP T,PB L,GB L	T-OBT,P- VIVA,QZ ,DEB	F&S	I	
CO1,CO2,CO 3,CO4	ExplainPachankarmainrelationwithDigestives.	CC	MK	KH	L&PP T	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO2,CO 3,CO4	Critically analyze Pachan dravyas with gunas and discuss its application in various clinical conditions.	CAN	MK	KH	L&PP T,PB L,PE R	T-EMI,T- OBT,P-VIVA	F&S	I	
CO1,CO2,CO	ExplainSamshodhankarmainrelationwithcontemporary	CC	MK	KH	L_VC	T-OBT,P-	F&S	I	



4	pharmacological action.					,PL	VIVA,QZ			
CO1,CO3,CO4	Discuss Samshohankarma and its clinical application.	CC	MK	KH	PBL, RP, PE R	T-EW, T-CS, T-OBT, P-VIVA	F&S	I		
CO1,CO2,CO3,CO4	Explain Samshamanakarma in relation with contemporary pharmacological action.	CC	MK	KH	L&G D,BL	T-EMI, T-OBT, P-VIVA	F&S	I		
CO1,CO2,CO3,CO4	Describe Samshamanakarma and its clinical application.	CC	MK	KH	L&PP T,CB L,PL	T-EMI, T-CS, P-VIVA, QZ	F&S	I		
CO1,CO2,CO3	Explain Anulomankarma in relation with Carminative.	CC	MK	KH	L_VC ,DIS	T-EMI, T-OBT ,P-VIVA, DEB	F&S	I		
CO1,CO3	Describe Anulomankarma and its clinical application.	CC	MK	KH	L&PP T,PB L,LS	T-OBT, P-VIVA, QZ	F&S	I		
CO1,CO2,CO3,CO4	Explain Sransanakarma in relation with contemporary pharmacological action.	CC	MK	KH	L&PP T	T-EMI, T-OBT ,P-VIVA, DEB	F&S	I		
CO1,CO3	Discuss Sransankarma and its clinical application.	CC	MK	KH	L&PP T,PB L,LS	T-OBT, P-VIVA, QZ ,DEB	F&S	I		
CO1,CO2,CO3,CO4	Explain Bhedanakarma in relation with strong laxative action	CC	MK	KH	L_VC ,FC	T-EMI, T-OBT ,P-VIVA, DEB	F&S	I		
CO1,CO3	Discuss Bhedankarma and its clinical application.	CC	MK	KH	L&PP T,DIS	T-OBT, P-VIVA, QZ	F&S	I		
CO1,CO2,CO3,CO4	Explain Rechankarma in relation with Purgative.	CC	MK	KH	L&PP T	T-EMI, T-OBT, P-VIVA	F&S	I		



CO1,CO3	DiscussRechankarmaanditsclinicalapplication.	CC	MK	KH	L&PP T,DIS	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO3	DiscussChhedankarmaanditsclinicalapplication.	CC	MK	KH	L&PP T,CB L,LS	T-EMI,T- OBT,P-VIVA	F&S	I	
CO1,CO2,CO 3,CO4	Explain Lekhan karma in relation with contemporary pharmacological action.	CC	MK	KH	L&G D,BL	T-EMI,T- OBT,P-VIVA	F&S	I	
CO1,CO3	DiscussLekhankarmaanditsclinicalapplication.	CC	MK	KH	L&PP T,DIS ,PL	T-OBT,P- VIVA,QZ ,DEB	F&S	I	
CO1,CO2,CO 3,CO4	Explain Grahi karma in relation with contemporary pharmacological action bowel binding.	CC	MK	KH	L_VC	T-EMI,T- OBT,P-VIVA	F&S	I	
CO1,CO3	DiscusofGrahikarmaanditsclinicalapplication.	CC	MK	KH	L&G D,TB L	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO2,CO 3,CO4	Explain Stambhan karma in relation with contemporary pharmacological action.	CC	MK	KH	L&PP T,FC	T-EMI,T-OBT ,P-VIVA,DEB	F&S	I	
CO1,CO3	DiscussStambhankarmaanditsclinicalapplication.	CC	MK	KH	L&G D,PB L	T-EMI,T-OBT ,P-VIVA,DEB	F&S	I	
CO1	DiscussMadakarikarmawitexamples.	CC	MK	KH	L,DIS	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO3	DiscussPramathikarmaanditsclinicalapplication.	CC	MK	KH	L&PP T,DIS	T-EMI,T- OBT,P-VIVA	F&S	I	
CO1	DiscussAbhishyandikarmawitexamples.	CK	MK	K	L,DIS	T-EMI,T-OBT	F&S	I	



						,P-VIVA,DEB			
CO1	DiscussVyavayikarmawitexamples.	CC	MK	KH	L,PE R	T-EMI,T-OBT ,P-VIVA,DEB	F&S	I	
CO1	DiscussVikashikarmawitexamples.	CC	MK	KH	L,DIS	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO2	ExplainRasayankarmainrelationwithRejuvenators.	CC	MK	KH	L&PP T,DIS ,BL	T-EMI,P- VIVA,QZ	F&S	I	
CO1,CO3	Analyze types of Rasayandravyas with its gunas and discussits clinical application with research updates.	CAN	MK	KH	L&G D	T-EMI,T-OBT ,P-VIVA,DEB ,CR-RED	F&S	I	
CO1,CO2	ExplainVajeekarankarmainrelationwithAphrodisiacs.	CC	MK	KH	L&G D,PL	T-OBT,P- VIVA,QZ	F&S	I	
CO1,CO2,CO 3	Critically Analyze thetypes of Vajeekaran dravyas with their guna karmas and discuss its clinical application with research updates	CAN	MK	KH	L&PP T,PB L,ML, LS	T-OBT,P- VIVA,QZ ,DEB,CR- RED	F&S	I	
CO1,CO2	Explain Medhya karma in relation with contemporary pharmacological actions.	CC	MK	KH	L&PP T	T-EMI,T-OBT ,P-VIVA,DEB	F&S	I	
CO1,CO2,CO 3	Critically analyzeMedhya dravya anddiscuss its clinical application with research updates.	CAN	MK	KH	L&PP T,PL, PER	T-OBT,P- VIVA,QZ ,WP,CR-RED	F&S	I	
Topic 1010. Karmas of Dashemani Gana(Lecture:12 hours, Non lecture: 3 hours)									
CO1,CO8	Discuss Charakokta Dashemani karmas with their rasa, guna, vipak, virya, dhosha karma,botanical identity & pharmaco-	CC	MK	KH	L&PP T,DIS	P-VIVA,P- REC,QZ,M-	F&S	I	



	therapeutic action of individual drugs.				,FC,R EC	CHT,M-POS			
Topic 1111. Principles of General Pharmacology (Lecture :15 hours, Non lecture: 1 hours)									
CO4,CO9	Define Pharmacology and discuss Principles of general Pharmacology.	CK	MK	K	L&PP T	PRN,QZ	F&S	I	
CO4,CO9	Discuss drug definition, drug dosage forms and route of drug administration.	CC	MK	KH	L_V C	T- EW,P- VIVA,QZ	F&S	I	
CO4,CO9	Explain pharmacokinetics (ADME) drug and pharmacodynamics.	CC	MK	KH	L_V C, DIS	P-VIVA,PRN	F&S	I	
CO4,CO9	Discuss Drug dose, Principles of drug action, Mechanism of drug action & Bioavailability	CC	MK	KH	L_V C, PER	P-VIVA,QZ	F&S	I	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on CNS with examples of Anaesthetics, Sedative-Hypnotic, Antiepileptic, Antiparkinsonian, Antidepressants, Antianxiety and Opioid Analgesics Drugs	CC	MK	KH	L&PP T,PB L,PrB L,FC	T-EW,T-OBT ,P-VIVA,QZ ,C-INT	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Peripheral (somatic) Nervous System with examples of Skeletal Muscle Relaxants and Local Anaesthetics Drugs.	CC	MK	KH	L&PP T,PB L,FC	T-EW,T-OBT ,P-VIVA,QZ	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Autacoids and Related of Nonsteroidal Antiinflammatory (NSAIDs), Antipyretic and Analgesics Drug	CC	MK	KH	L&PP T,PB L,FC	T-EW,T-OBT ,P-VIVA,PRN	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Respiratory Disorders -	CC	MK	KH	L&PP T,PB	T-OBT,P- VIVA,PRN	F&S	III	



	Bronchodilators, Aerosols/ Inhalants, Expectorants and Anti tussives Drugs				L,BL				
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Cardiovascular Drugs as Antihypertensive and Antianginal Drugs	CC	MK	KH	L_VC ,FC	T-OBT,P- VIVA,PRN	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Kidney as Diuretics	CC	MK	KH	L&PP T,TP W,BL	T-OBT,P- VIVA,QZ	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting as Haematinics, Coagulants, Anticoagulants and Hypolipidaemic Drugs	CC	MK	KH	L&PP T,PB L,BL	T- EW,T- OBT,P-VIVA	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Gastrointestinal tract as Antacid, Carminatives, Digestants, Antiemetics, Laxatives, Antidiarrhoeal and HepatoprotectiveDrugs	CC	MK	KH	L&PP T,L& GD,L _VC	T-EW,T-OBT ,P-VIVA,QZ	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting as Antibiotics and Antitubercular.	CC	MK	KH	L&PP T,FC, GBL	T- EW,P- VIVA,QZ	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs actingas Antifungal, Antiviral, Antimalarial and Anthelmintic Drugs	CC	MK	KH	L&PP T,PB L,GB L	T-EW,T-OBT ,P-VIVA,QZ	F&S	III	
CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on Hormones and Related Drugs as Thyroid Hormone, Thyroid Inhibitors, Insulins, Oral Antidiabetic, Hormonal Contraceptives, Uterine Stimulants and Uterine Relaxants Drugs.	CC	MK	KH	L&PP T,BL, PER	T-EW,T-OBT ,P-VIVA,PRN	F&S	III	



CO9	Define, Describe mode of action & Discuss types with examples of following drugs acting on as Antiseptics , Disinfectants, Vaccines, Vitamins, Water imbalance and IV	CC	MK	KH	L&PP T,BL, PER	T- EW,T- OBT,P-VIVA	F&S	III	
Topic 1212. Mishraka Gana (Lecture :6 hours, Non lecture: 2 hours)									
CO1,CO3	ExplainBrihatpanchamoolacomposition.	CC	MK	KH	L&PP T,ED U	T-EW,P-VIV A,P-POS,QZ ,M-CHT	F&S	III	
CO1,CO3	Describe Guna karma andcombined therapeutic effect of Brihatpanchamoola.	CC	MK	KH	L&PP T,DIS ,TBL	T-EW,P-VIV A,P-POS,QZ ,M-CHT	F&S	III	
CO1,CO3	ExplainLaghupanchamoolacomposition.	CC	MK	KH	L&G D	T-EW,P-VIV A,P-POS,QZ ,M-CHT	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeutic effect of Laghupanchamoola.	CC	MK	KH	L&PP T,DIS ,PL	T-EW,P-VIV A,P-POS,QZ	F&S	III	
CO1,CO3	ExplainVallipanchamoolacomposition.	CC	MK	KH	L&PP T	T-EW,P-VIV A,P-POS,QZ ,M-CHT	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeutic effect of Vallipanchamoola.	CC	MK	KH	L&G D,PE R	T- EW,P- VIVA,QZ	F&S	III	
CO1,CO3	ExplainKantakapanchamoolacomposition.	CC	MK	KH	L&PP T,BS,	T- EW,P- VIVA,QZ	F&S	III	



					TPW				
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Kantakapanchamoola.	CC	MK	KH	L&PP T,LS, PER	P-POS,QZ,M- CHT	F&S	III	
CO1,CO3	ExplainTrinapanchamoolacomposition.	CC	MK	KH	L_VC ,PER	P-VIVA,P- EXAM,QZ	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect ofTrinapanchamoola.	CC	MK	KH	L&PP T,CB L,PL	T- EW,P- VIVA,M-CHT	F&S	III	
CO1,CO3	ExplainPanchavalkalacomposition.	CC	MK	KH	L&PP T,BL, GBL	P-VIVA,P- POS,QZ	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect ofPanchavalkala.	CC	MK	KH	L&PP T,FC	T-CS,T-OBT, P-VIVA,QZ	F&S	III	
CO1,CO3	ExplainTriphalacomposition	CC	MK	KH	L,DIS	T- EW,P- VIVA,P-POS	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Triphala.	CC	MK	KH	L&PP T,PE R	T-OBT,P-VIV A,P- EXAM,QZ	F&S	III	
CO1,CO3	Explain Trikatu composition.	CC	MK	KH	L&PP T,PL	T-EMI,P- VIVA,QZ	F&S	III	
CO1,CO3	Describe Guna karma andcombined therapeutic effect of Trikatu	CC	MK	KH	L&PP T,PL	T-OBT,P- VIVA,P-POS	F&S	III	
CO1,CO3	Explain Trimada composition	CC	MK	KH	L,DIS	T- EW,P- VIVA,QZ	F&S	III	



CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffectof Trimada.	CC	MK	KH	L&PP T,DIS ,TUT	T- EW,P- VIVA,QZ	F&S	III	
CO1,CO3	Explain Chaturusana composition.	CC	MK	KH	L&PP T	T-OBT,P- VIVA,P-POS	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Chaturusana.	CC	MK	KH	L&PP T,FC	P-VIVA,P- POS,QZ	F&S	III	
CO1,CO3	Explain Panchakola composition.	CC	MK	KH	L&PP T,L_ VC	P-VIVA,QZ	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Panchakola.	CC	MK	KH	L&PP T,DIS	T-EW,T-CS,P- VIVA,QZ	F&S	III	
CO1,CO3	Explain Shadusana composition.	CC	MK	KH	L&PP T,PL	T-OBT,P- VIVA,P-POS	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Shadusana	CC	MK	KH	L&PP T,FC	T- EW,P- VIVA,QZ	F&S	III	
CO1,CO3	Explain Chaturbeeja composition.	CC	MK	KH	L&PP T,L_ VC	T-OBT,P-VIV A,P-EXAM	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Chaturbeeja	CC	MK	KH	L&PP T,PE R	T- EW,P- VIVA,QZ	F&S	III	
CO1,CO3	Explain Trijataka composition.	CC	MK	KH	L_ VC ,DIS, SDL	T-OBT,P-VIV A,P-EXAM,P- POS	F&S	III	



CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Trijataka	CC	MK	KH	L&PP T,PL	T- EW,P- VIVA,P-POS	F&S	III	
CO1,CO3	Explain Chaturajataka composition.	CC	MK	KH	L_V C, PER	T-OBT,P- VIVA,QZ	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Chaturajataka.	CC	MK	KH	L&PP T,DIS	T- EW,P- VIVA,P-POS	F&S	III	
CO1,CO3	Explain Panchatikta composition.	CC	MK	KH	L&PP T,FC	T-OBT,P-VIV A,P-REC,QZ	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Panchatikta.	CC	MK	KH	L&PP T,PL	T- EW,P- VIVA,P-POS	F&S	III	
CO1,CO3	Explain Chaturbhadra composition.	CK	MK	K	L,DIS	T-OBT,P- VIVA,QZ	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Chaturbhadra.	CC	MK	KH	L&PP T,FC	T-EMI,P- VIVA,QZ	F&S	III	
CO1,CO3	Explain Trikarshika composition.	CC	MK	KH	L,DIS	T-OBT,P-VIV A,P-EXAM	F&S	III	
CO1,CO3	DescribeGunakarmaandcombinedtherapeuticeffect of Trikarshika.	CC	MK	KH	L&PP T,DIS ,PL	T-OBT,P- VIVA,QZ	F&S	III	
Topic 1313. Nomenclature of dravya as per Nighantu, Vedic taxonomy and Botany (Lecture:0 hours, Non lecture: 2 hours)									
CO1	DescribetheNomenclatureofdravyaasperRajNighantu.	CC	MK	KH	L&PP T,FC, RP	P-VIVA,PRN, P-ID,QZ	F&S	III	
CO1	ExplaintheNomenclatureofdravyaasperVedictaxonomy.	CC	MK	KH	L&PP T	P-VIVA,P- ID,QZ	F&S	III	



CO1	Discuss the Nomenclature of dravya as per botany.	CC	MK	KH	L&PP T,BL, PER	P-VIVA,P- ID,QZ	F&S	III	
Topic 1414. Prashasta Bhashaja, Bhashaja Pariksha and drug evaluation method with correlation as per Pharmacognosy (Lecture: 1 hours, Non lecture: 2 hours)									
CO1,CO5	Describe Prashasta Bhashaja.	CC	MK	KH	L&G D,PL	P-VIVA,QZ	F&S	III	
CO1,CO5	Explain Bhashaja Pariksha of Charakasamhitavimanasthana.	CC	MK	KH	L&G D,SD L,LS	P-VIVA,QZ ,M-CHT	F&S	III	
CO1,CO5	Discuss drug evaluation method in correlation with Pharmacognosy.	CC	MK	KH	L&PP T,DIS	P-VIVA,QZ	F&S	III	
Topic 1515. Dravyasangrahana and Drug collection methods as per GFCP (Good Field collection practices) (Lecture: 1 hours, Non lecture: 0 hours)									
CO1,CO2	Discuss Dravyasangrahana and Drug collection methods as per GFCP (Good Field collection practices).	CC	DK	KH	L&PP T,PE R	P-VIVA,PUZ, CHK	F&S	III	
CO1,CO2	Discuss Drug collection methods as per GFCP (Good Field collection practices).	CC	DK	KH	L&PP T,DIS ,PrBL	P-VIVA,PUZ, CHK	F&S	III	
Topic 1616. GCP (Good cultivation practices), seed bank, conservation of medicinal plants, knowledge about RET (Rear, Endangered & Threatened) medicinal plants. (Lecture : 1 hours, Non lecture: 0 hours)									
CO2	Discuss good cultivation practices, seed bank, conservation of medicinal plants, knowledge about RET (Rear, Endangered & Threatened) medicinal plants.	CC	DK	KH	L&PP T,L_ VC,F C	P-VIVA,M- POS	F&S	III	



Topic 1717. Abhava Pratinidhi Dravya (substitutes)(Lecture:1 hours, Non lecture: 1 hours)									
CO1,CO7	Discuss the concept of Abhava pratinidhi dravya (substitutes) as per Bhavaprakasha.	CC	MK	KH	L&G D,BS, EDU	P-VIVA,QZ	F&S	III	
Topic 1818. Classifications and techniques of aqueous and alcoholic extracts(Lecture :0 hours, Non lecture: 2 hours)									
CO2,CO6	Appraisethe techniques of aqueous and alcoholic extracts of medicinal plants.	CC	DK	KH	L_VC ,D	P- VIVA,DOPS	F&S	III	
Topic 1919. Adverse drug reaction and Pharmacovigilance with recent updates(Lecture :1 hours, Non lecture: 2 hours)									
CO2,CO8	Explain adverse drug reaction and pharmacovigilance in ayurveda with recent updates.	CC	MK	KH	L&PP T,L& GD,L S	P-VIVA,PRN, QZ ,M-CHT	F&S	III	V-RS
Topic 2020. NMPB (National Medicinal Plant Board), CCRAS (Central Council of Research in Ayurveda Sciences), API (Ayurvedic PharmacopeiaofIndia),GCTM(GlobalCentreforTraditionalMedicine),PCIMH(PharmacopeiaCommissionofIndianMedicineand Homeopathy)(Lecture :1 hours, Non lecture: 0 hours)									
CO2	StateNMPB (National Medicinal Plant Board), CCRAS (Central Council of Research in Ayurveda Sciences), API (Ayurvedic Pharmacopeia of India), GCTM (Global Centre for Traditional Medicine) and PCIMH (Pharmacopeia Commission of Indian Medicine and Homeopathy).	CK	NK	K	SDL	P-VIVA,QZ ,INT	F&S	III	
Topic 2121. Vrikshayurveda and Ethno-medicine(Lecture :1 hours, Non lecture: 1 hours)									
CO2	ExplainconceptofVrikshayurvedaandEthnomedicine.	CC	NK	KH	L&G D,ML ,PER	P-VIVA,CR- RED	F&S	III	
Topic 2222. Network pharmacology and Bioinformatics(Lecture :1 hours, Non lecture: 1 hours)									



CO2	DescribeNetworkPharmacologyandBioinformatics.	CC	NK	KH	L&G D,SD L,LS	P-VIVA,CR- RED	F&S	III	
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Paper2AppliedDravyaguna

A3 Course outcome	B3 LearningObjective(Attheendofthesession,the students should be able to)	C3 Doma in/sub	D3 Must to know /desirableto know / Nice to know	E3 Level Does/ Show show/ Know show/ Know	F3 T-L meth od	G3 Assessment (Refer abbreviations)	H3 Form ative/ summ ative	I3 Term	J3 Integr ation
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Topic 11. Bheshjavacharaniya (Criteria's to be considered for selection of drugs in vyadhis)(Lecture :1 hours, Non lecture: 6 hours)

CO5	Interpret the selection of appropriate drugs in different vyadhis as per criteria's mentioned inBheshjavacharaniya (as per As. Sa. Su 23)	CAP	MK	KH	L&PP T,CB L,PrB L,SD L	T- EW,P- VIVA,QZ	F&S	II	H-RN ,H- SW
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Topic 22.1 Dravya (Drug) Nama-Guna-Karma Jnana(Lecture :45 hours, Non lecture: 10 hours)

CO3	SpecifyusefulpartswithitsRasapanchakaoffollowingdrugs.	CK	MK	K	L&G D,CB L,FC	T-OBT,P- VIVA	F&S	II	
CO4	Describekarma,agryakarmaanddoshakarmaoffollowingdrugs.	CC	MK	KH	L&PP	T-EMI,T-OBT	F&S	II	



					T,DIS ,ML	,P-VIVA,QZ			
CO5	Explain Amayikaprayoga used in Vyadhi (Disease) pertaining to various Srotas and Vyadhiavastha (Stage).	CC	MK	KH	L&G D,BS, CBL	T-EMI,T- OBT,P-VIVA	F&S	II	
CO5	Indicate the Kalpana (dosage form), Matra (Dose), Anupana (Vehicle), Marga(Route), Sevana kala (Time of administration), Kalavadhi (Duration) and Pathya-pathya) of following drugs.	CAP	MK	KH	L&PP T,DIS ,GBL	T-EMI,T-OBT ,P-VIVA,PRN	F&S	II	V-RS, H-SW
CO2	Enlist active phyto-constituents & important formulations Discuss research updates of following drugs.	CK	MK	K	L&PP T,ML	T-OBT,P-VIV A,CR-RED	F&S	II	
CO8	Enlist botanical name & family. Explain main synonyms as per Bruhatryees and Bhavaprakasha. Vernacular name (Hindi,English and local name) of following drugs.	CK	MK	KH	L&PP T,DIS	T-OBT,P- VIVA,QZ,O- QZ	F&S	II	
CO8	Demonstrate external morphology-habit, root, leaf, stem, flower, inflorescence, fruit, seed and officinal useful parts of following drugs.	CC	MK	KH	L_VC ,DIS, BS	T-OBT,P- VIVA,O-QZ	F&S	II	
CO7	Describe varieties, grahyagrahyatwa Adulterants, substitute and toxic effects of following drugs wherever applicable	CC	MK	KH	L&G D	T-EW,T-OBT ,P-VIVA,QZ	F&S	II	H-AT
Topic 32.2 Dravya (Drugs) Nama -Guna-Karma-Jnana (Lecture :29 hours, Non lecture: 20 hours)									
CO3	Specify useful parts with its Rasapanchaka of following drugs	CK	MK	K	L&PP T,DIS	T-EMI,T-OBT ,P-VIVA,QZ	F&S	III	
CO4	Describe karma, agryakarma and dosha karma of following drugs.	CC	MK	KH	L&PP T,DIS ,BS	T-OBT,P- VIVA,QZ	F&S	III	
CO5	Explain Amayikaprayoga used in Vyadhi (Disease) pertaining to	CC	MK	KH	L&PP	T-OBT,P-	F&S	III	



	various Srotas and vyadhi avastha (Stage).				T, DIS , CBL	VIVA, QZ			
CO5	Indicate the Kalpana (dosage form), Matra (Dose), Anupana (Vehicle), Marga (Route), Sevana kala (Time of administration), Kalavadhi (Duration) and Pathya-pathya) of following drugs.	CAP	MK	KH	L&PP T, DIS , ML	T-EMI, P- VIVA	F&S	III	V-RS, H-SW
CO2	Enlist active phyto-constituents & important formulations. Discuss research updates of following drugs.	CK	MK	K	L&G D, BS	T-EMI, T-OBT , P-VIVA, QZ	F&S	III	
CO8	Enlist botanical name & family. Explain main Synonyms as per Bruhatryees and Bhavaprakasha. Vernacular name (Hindi, English and local name) of following drugs.	CK	MK	K	L&G D, FC, ML	T-OBT, P- VIVA, QZ	F&S	III	
CO8	Demonstrate external morphology-habit, root, leaf, stem, flower, inflorescence, fruit, seed and officinal useful parts of following drugs.	CC	MK	KH	L_V , ML	T-OBT, P- VIVA, QZ	F&S	III	
CO7	Describe varieties, grhyahrahyatwa, adulterants, substitute and toxic effects of following drugs wherever applicable.	CC	MK	KH	L&PP T, DIS , EDU	T-EMI, T-OBT , P-VIVA, PUZ	F&S	III	H-AT



List of Practicals (Term and Hours)

PRACTICALS (Marks-100)			
S.No	List of Topics	Term	Hours
1	1. Assessment and Understanding the relation between Parthivatwa & subjective/ objective parametric tests	1	10
2	2. Assessment of objective parametric measures of Guna	1	12
3	3. Assessment of Rasa	1	6
4	4. Comparative organoleptic and macroscopic examination	1	23
5	5. Microscopic Identification of genuine and adulterated drug	1	4
6	6. Demonstration of skills to identify the medicinal plants in the college garden.	1	10
7	7. Out campus visit (Cultivated gardens, Tissue culture lab, Herbaria, Pharmacognosy lab, Quality control lab and Forest plant demonstration)	1	10
8	8. Dravyaprayoga	1	12
9	9. Physico-chemical study	2	8
10	10. Phytochemical	2	4
11	11. Thin Layer Chromatography (TLC) technique	2	2
12	12. Demonstration of skills to identify the medicinal plants in the college garden	2	10
13	13. Out campus visit (cultivated gardens & In-situ plant demonstration)	2	10
14	14. Ekaladavyaprayoga	2	10
15	15. Different Cultivation technique including methods mentioned in Vrikshayurveda	2	6
16	16. Exercise on Network pharmacology	3	6
17	17. Preparation of digital herbarium	3	2
18	18. Demonstration of skills to identify the medicinal plants in the college garden	3	10
19	19. Out campus visit (cultivated gardens & In-situ plant demonstration)	3	10
20	20. Ekaladavyaprayoga	3	10



Table 4: Learning objectives (Practical)

A4 Course outcome	B4 LearningObjective(Attheendofthesession,thestudents should be able to)	C4 Doma in/sub	D4 Must to know /desirableto know / Nice to know	E4 Level Does/ Show show/ Know show/ Know	F4 T-L meth od	G4 Assessment (Refer abbreviations)	H4 Form ative/ summ ative	I4 Term	K4 Integr ation
Topic 11. Assessment and Understanding the relation between Parthivatwa & subjective/ objective parametric tests									
CO1,CO6	Observe the objective parametric measures to understand the relation between Parthivatwa by Density (bulk) of Asthishrnkhala, Sariva, Vidari, Maricha, Shatavari, Jambu, Godhuma & Ushira.	PSY-GUD	MK	KH	PT	P-VIVA	F&S	I	
CO1,CO6	Observe the objective parametric measures to understand the relation between Jaliyatwaby Viscosity, Moisture contentof Kumari, Vidari, Sariva, Shunthi, Ikshu, Usheera, Kamala & Apamarga.	PSY-GUD	MK	KH	PT	P-VIVA	F&S	I	
CO1,CO6	Observe the objective parametric measures to understand the relation between Aagnyatwa by Moisture contentof Shunthi, Shatavari, Maricha, Dhataki, Chitraka, Gokshura, Hingu & Chandana.	PSY-GUD	MK	KH	PT	P-VIVA	F&S	I	
CO1,CO6	Observe the objective parametric measures to understand the relation between Vayaviyatwaby Fat content & Bulk densityof Usheera, Ashwagandha, Nimba, Vidari, Khadira, Tila, Jambu & Kapikacchu.	PSY-GUD	MK	KH	PT,D_ L	P-VIVA	F&S	I	



CO1,CO6	Observe the objective parametric measures to understand the relation between Aakashiyatwaby Bulk densityof Usheera, Kumari, Apamarga, Jeeraka& Jatamansi.	PSY-GUD	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO1,CO6	Participate inthe methods of specific gravity (Solid) and bulk desity of Asthishrukhala, Sariva, Vidari, Maricha, Shatavari, Jambu, Godhum & Ushir by objective parameters measures to understand the relation between Parthivatwa.	AFT-RES	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO1,CO6	Follow the methods of Viscosity, Moisture content &Specific gravity (Liquid)of Kumari, Vidari, Sariva, Shunthi, Ikshu, Usheera, Kamala & Apamargaby objectiveparameters measures to understand the relation between Jaliyatwa.	AFT-REC	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO1,CO6	Descibe the methods of pH and Moisture contentof Shunthi, Shatavari, Maricha, Dhataki, Chitraka, Gokshura, Hingu & Chandan by objective parameters measures to understand the relation between Agneeyatwa.	AFT-REC	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO1,CO6	Answer to the methods of Fat content , Specific gravity (liquid) & Bulk densityof Usheera, Ashwagandha, Nimba, Vidari, Tila, Jambu & Kapikachhuby objective parameters measures to understand the relation between Vayaviyatwa.	AFT-RES	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO1,CO6	Follow the methods ofBulk densityof Ushira, Kumari, Apamarga, Jeeraka & Jatamansiby objective parameters measurestounderstandtherelationbetweenAkashiyatwa	AFT-REC	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO1,CO6	Perform the objective parametric measures to understand the relation betweenParthivatwaby Specific gravity (solid) of Asthishrnkhala, Sariva,Vidari, Maricha, Shatavari, Jambu, Godhuma & Ushira.	PSY-ADT	MK	SH	PRA	P-EXAM,P-PRF	F&S	I	



CO1,CO6	Perform the objective parametric measures to understand the relation between Jaliyatwa Specific gravity (Liquid) of Kumari, Vidari, Sariva, Shunthi, Ikshu, Usheera, Kamala & Apamarga.	PSY-ADT	MK	SH	PT	P-EXAM,P-PRF	F&S	I	
CO1,CO6	Perform the objective parametric measures to understand the relation between Aagneyatwaby pH of Shunthi, Shatavari, Maricha, Dhataki, Chitraka, Gokshura, Hingu & Chandana.	PSY-ADT	MK	SH	PT	P-EXAM,P-PRF	F&S	I	
CO1,CO6	Perform the objective parametric measures to understand the relation between Vayaviyatwaby Specific gravity (Liquid)of Usheera, Ashwagandha, Nimba, Vidari, Khadira, Tila, Jambu & Kapikacchu.	PSY-ADT	MK	SH	PT	P-EXAM,P-PRF	F&S	I	
Topic 22. Assessment of objective parametric measures of Guna									
CO1,CO6	Observe the assessment of objective parametric measures of Shatavari and Bala for its guru guna by Density (bulk).	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	I	
CO1,CO6	Observe the Specific gravity (Liquid and solid) of Shatavari and Bala for its guru guna.	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	I	
CO1,CO6	Observe the assessment of objective parametric measures of Yava and Dhanyaka for its Laghu guna by Density (bulk)	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	I	
CO1,CO6	Demonstrate the Specific gravity (Liquid and solid) Yava and Dhanyaka for its Laghu guna.	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	I	
CO1,CO6	Observe the assessment of objective parametric measures of Snigdha guna drugs by total fat content, moisture content of Tila and Eranda	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	I	
CO1,CO6	Demonstrate Swelling index of Snigdha guna drugs of Tila, and Eranda.	PSY-GUD	MK	KH	D_L,P RA	P-VIVA	F&S	I	
CO1,CO6	Observe the assessment of objective parametric measures of	PSY-	MK	KH	PT,D_L	P-VIVA	F&S	I	



	Ruksha guna drugs by total fat content and moisture content of Kulattha & Vidanga	GUD			L				
CO1,CO6	Demonstrate Swelling index of Ruksha guna drugs of Kulattha & Vidanga	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	I	
Topic 33. Assessment of Rasa									
CO2,CO6	Perform the assessment of Rasa based on classical symptoms for each rasa dravyas.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF,INT	F&S	I	
Topic 44. Comparative organoleptic and macroscopic examination									
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of root of Ashwagandha, Chitraka, Manjistha, Musta, Shatavari, Vatsanabha and Yashtimadhu.	PSY-ADT	MK	SH	L_VC,PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Rhizome/Stolon of Haridra, Katuki, Shunthi and Vacha.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Stem of Asthishrinkhala and Guduchi.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Bark of Arjuna, Ashoka, Kutaja, Nimba and Twak.	PSY-ADT	MK	SH	BS,PT,D_L	P-EXAM,P-PRF	F&S	I	



CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Heart wood of Beejaka, Chandana and Khadira	PSY-ADT	MK	SH	BS,PT ,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows,cracksetc)ofLeafofKumari,MeshashringiandVasa.	PSY-ADT	MK	SH	BS,PT ,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Flower of Dhataki, Kunkum (kesara) and Lavanga.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size,Shape, Fracture, External markings like lenticels, ridges, nodes, furrows,cracksetc)ofFruitofAmalaki,Aragavadha, Bhallataka, Bibhitaki, Gokshura, Haritaki, Madanphala, Maricha, Pippali and Vidanga.	PSY-ADT	MK	SH	D_L,P RA	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Phalaraja of Kampillaka.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size,Shape, Fracture, External markings like lenticels, ridges, nodes, furrows,cracksetc)ofSeedofBakuchi,Ela,Eranda,Jyotishmati	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	



	andKapikacchu.								
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Unorganized drugs of Guggulu, Hinguand Mocharasa.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Whole plant of Apamarga, Bhrungaraja, Bhumyamalaki, Brahmi, Kalmeghaand and Mandukaparni.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
CO6	Perform the comparative organoleptic characters (Taste, Colour, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks etc) of Galls of Karkatshrunji.	PSY-ADT	MK	SH	PT,D_L	P-EXAM,P-PRF	F&S	I	
Topic 55. Microscopic Identification of genuine and adulterated drug									
CO6	Perform the comparative microscopic examination of genuine and adulterated any two samples of Root / stem / leaf /bark / fruits (E.g. like Sariva / Manjishta / Vidanga / Maricha / Ashoka).	PSY-ADT	MK	SH	TUT,PT,D_L	P-EXAM,P-PRF	F&S	I	
Topic 66. Demonstration of skills to identify the medicinal plants in the college garden.									
CO8	Demonstrate identification features of college garden medicinal plants for their morphology, taxonomical keys, regional flora with therapeutic uses.	PSY-GUD	MK	KH	L_VC,ML,S,DL,D,G,FV	P-VIVA,P-EXAM,P-ID	F&S	I	
CO8	ParticipateactivelyinIdentificationofMedicinalplants.	AFT-RES	MK	SH	DG	P-VIVA,P-EXAM	F&S	I	



Topic77.Outcampusvisit(Cultivatedgardens,Tissueculturelab,Herbaria,Pharmacognosylab,QualitycontrollabandForestplant demonstration)									
CO8	Visit to observe the identification features of medicinal plants which are from cultivated or natural habitat / forest plant.	PSY-GUD	MK	KH	ML,S DL,D G	P-VIVA,P- EXAM	F&S	I	
CO8	Visit to observe the Tissue culture techniques of medicinal plants in local / nearby Tissue culture lab.	PSY-GUD	MK	KH	PT,D_ L	P-VIVA	F&S	I	
CO8	Visit to observe the herbaria of medicinal plants in nearby institute.	PSY-GUD	MK	KH	PT,D	P-VIVA	F&S	I	
CO6	Visit to observe the nearby AYUSH approved Quality control lab for quality control techniques.	PSY-GUD	MK	KH	L_VC ,PT,D _L	P-VIVA	F&S	I	
Topic88. Dravya prayoga									
CO5	Observe the selection of Ekala Dravya (single drug) in various clinical conditions	PSY-GUD	MK	KH	DIS,C BL,S DL,T UT	P-VIVA,QZ	F&S	I	
CO5	Perform the selection of Ekala dravya prayoga in various clinical conditions by masked case sheets.	PSY-ADT	MK	SH	CBL, ECE	P-VIVA,P- EXAM	F&S	I	H-RN
Topic 99. Physico-chemical study									
CO6	Perform the foreign matter study of minimum 2 useful parts of medicinal plants.	PSY-ADT	MK	SH	PT,D_ L	P-VIVA	F&S	II	
CO6	Observe the Loss on drying (LoD) study of minimum 2 useful parts of medicinal plants.	PSY-GUD	MK	KH	TUT, PT,D_ L	P-VIVA	F&S	II	



CO6	Observe the Ash value and Extractive value of minimum 2 useful parts of medicinal plants.	PSY-GUD	MK	KH	PT,D_L	P-VIVA	F&S	II	
Topic 1010. Phytochemical									
CO6	Perform Preliminary phytochemical study of minimum 2 medicinal plant extracts.	PSY-ADT	MK	SH	PT,D_L	P-VIVA,P-EXAM,P-PRF	F&S	II	
Topic 1111. Thin Layer Chromatography (TLC) technique									
CO6	Observe the TLC (Thin layer chromatography) technique of one medicinal plant extract.	PSY-GUD	MK	KH	TUT,PT,D_L	P-VIVA,INT	F&S	II	
Topic 1212. Demonstration of skills to identify the medicinal plants in the college garden									
CO8	Demonstrate identification features of college garden medicinal plants for their morphology, taxonomical keys, regional flora with therapeutic uses.	PSY-GUD	MK	KH	L_VC,DG	P-VIVA,P-EXAM,P-PRF	F&S	II	
CO8	Participate actively in Identification of Medicinal plants.	AFT-RES	MK	SH	DG	P-VIVA	F&S	II	
Topic 1313. Out campus visit (cultivated gardens & In-situ plant demonstration)									
CO8	Visit to observe the identification features of medicinal plants which are from cultivated or natural habitat / forest plant.	PSY-GUD	MK	KH	DG	P-VIVA	F&S	II	
Topic 1414. Ekala dravya prayoga									
CO5	Perform the selection of Ekala dravya prayoga in various clinical conditions by masked case sheets.	PSY-ADT	MK	SH	DIS,CBL,ECE,D_BED	P-VIVA,P-EXAM	F&S	II	H-RN
CO5	Appraise the value of selection of Ekala Dravya Prayoga in	AFT-	MK	SH	PBL,	P-VIVA,P-	F&S	II	H-RN



	various clinical conditions by providing masked case sheets.	VAL			CBL, CD	EXAM			
Topic 1515. Different Cultivation technique including methods mentioned in Vrikshayurveda									
CO8	Demonstrate different cultivation technique of medicinal plants in garden.	PSY-GUD	MK	KH	L_VC ,DG	P-VIVA,INT	F&S	II	
CO8	Demonstrate different cultivation methods mentioned in Vrikshayurveda in garden.	PSY-GUD	MK	KH	DG	P-VIVA	F&S	II	
Topic 1616. Exercise on Network pharmacology									
CO2	Conduct the Identification (Data mining) active constituents by Pubmed, IMPPAT or PubChem in digital library.	PSY-SET	MK	KH	DIS,D	P-VIVA,PA	F&S	III	
CO2	Conduct Target identification by Binding DB.	PSY-SET	MK	KH	D	P-VIVA	F&S	III	
CO2	Conduct Identification of disease gene by DisGeNET.	PSY-SET	MK	KH	TUT, D	P-VIVA	F&S	III	
CO2	Conduct GO (Gene ontology) enhancement analysis by KEGG Pathway, R ratio.	PSY-SET	MK	KH	D	P-VIVA	F&S	III	
CO2	Conduct Network construction by STRING, PPI network, cytoscope.	PSY-SET	MK	KH	D	P-VIVA	F&S	III	
Topic 1717. Preparations of digital herbarium									
CO8	Prepare digital herbarium of minimum 10 medicinal plants during field visit with all parts of the plant with geo-tag photos.	PSY-ADT	MK	SH	L_VC ,W,T UT,D	P-SUR,RK	F&S	III	
Topic 1818. Demonstration of skills to identify the medicinal plants in the college garden									
CO8	Demonstrate identification features of college garden medicinal	PSY-	MK	KH	L_VC	P-VIVA,P-	F&S	III	



	plants for their morphology, taxonomical keys, regional flora with therapeutic uses.	GUD			,DG	EXAM			
CO8	Participate actively in Identification of Medicinal plants.	AFT-RES	MK	SH	DG	P-VIVA,P-EXAM	F&S	III	
Topic 1919. Out campus visit (cultivated gardens & In-situ plant demonstration)									
CO8	Visit to observe the identification features of medicinal plants which are from cultivated or natural habitat / forest plant.	PSY-GUD	MK	KH	DG	P-VIVA	F&S	III	
Topic 2020. Ekala dravya prayoga									
CO5	Perform the selection of Ekala dravya prayoga in various clinical conditions by masked case sheets.	PSY-ADT	MK	SH	CBL, ECE, D_BE D,PR A	P-VIVA,P-EXAM,RK	F&S	III	H-RN
CO5	Appraise the value of selection of Ekala Dravya Prayoga in various clinical conditions by providing masked case sheets.	AFT-VAL	MK	SH	PBL, CBL, CD	P-VIVA,P-EXAM	F&S	III	H-RN



Table 4a: List of Practical

S.No	Name of practical	Term	Activity	Practical hrs
1	1. Assessment and Understanding the relation between Parthivatwa & subjective/objective parametric tests	1	<ul style="list-style-type: none"> ♦ 1.1 Assessment and Understanding the relation between Parthivatwa & subjective/objective parametric tests ♦ Density (bulk) ♦ Specific gravity (solid) ♦ Drug study fore.g.- Asthisrnkhala, Sariva, Vidari, Maricha, Shatavari, Jambu, Godhuma & Ushira ♦ 1.2 Assessment and Understanding the relation between Jaliyatwa & subjective/objective parametric tests ♦ Viscosity ♦ Specific gravity ♦ Moisture content ♦ Drug study fore.g.- Kumari, Vidari, Sariva, Shunthi, Ikshu, Usheera, Kamala & Apamarga ♦ 1.3 Assessment and Understanding the relation between Aagneyatwa & subjective/objective parametric tests ♦ pH ♦ Moisture content ♦ Drug study fore.g.: Shunthi, Shatavari, Maricha, Dhataki, Chitraka, Gokhura, Hingu & Chandana ♦ 1.4 Assessment and Understanding the relation between Vayaviytwā & subjective/objective parametric tests ♦ Fat content ♦ Specific gravity ♦ Density (bulk) ♦ Drug study fore.g.: Usheera, Ashwagandha, Nimba, Vidari, Khadira, Tila, Jambu & Kapikacchu ♦ 1.5 Assessment and 	10



			<p>Understanding the relation between Aakashiyatwa & subjective/ objective parametric tests</p> <ul style="list-style-type: none"> ◆ Density(Bulk) ◆ Drugs to study for e.g.: Usheera, Kumari, Apamarga, Jeeraka & Jatamansi 	
2	2. Assessment of objective parametric measures of Guna	1	<p>Assessment of objective parametric measures Guru & Laghu Guna</p> <ul style="list-style-type: none"> ◆ Density(bulk) ◆ Specific gravity (Liquid and solid) ◆ Drugs to study for e.g. : Guru:Shatavari, Bala; Laghu: Yava, Dhanyaka <p>Assessment of objective parametric measures of Snigdha and Ruksha guna drugs</p> <ul style="list-style-type: none"> ◆ Total fat content ◆ Moisture content ◆ Swelling index ◆ Drugs to study for e.g. : Snigdha: Tila, Eranda ; Ruksha: Kullatha, Vidanga 	12
3	3. Assessment of Rasa	1	<p>Assessment of Rasa based on classical symptoms for each rasa dravyas. One Example For each rasa</p>	6
4	4. Comparative organoleptic and macroscopic examination	1	<ul style="list-style-type: none"> ◆ Comparative organoleptic (Taste, Color, Smell, Sound, Touch) and macroscopic examination (Size, Shape, Fracture, External markings like lenticels, ridges, nodes, furrows, cracks, etc) of the following group of drugs. ◆ a. Root: Aswagandha, Chitraka, 	23



			<p>Manjistha, Musta, Shatavari, Vatsanabha, Yashtimadhu.</p> <ul style="list-style-type: none"> ♦ b. Rhizome/Stolon: Haridra, Katuki, Shunthi, Vacha. ♦ c. Stem: Asthishrinkhala, Guduchi. ♦ d. Bark: Arjuna, Ashoka, Kutaja, Nimba, Twak. ♦ e. Heartwood: Beejaka, Chandana, Khadira. ♦ f. Leaf: Kumari, Meshashringi, Vasa. ♦ g. Flower: Dhataki, Kunkum (kesara), Lavanga. ♦ h. Fruit: Amalaki, Aragavadha, Bhallataka, Bibhitaki, Gokshura, Haritaki, Madanphala, Maricha, Pippali, Vidanga. ♦ i. Phalaraja: Kampillaka ♦ j. Seed: Bakuchi, Ela, Eranda, Jyotishmati, Kapikacchu ♦ k. Unorganized drugs: Guggulu, Hingu, Mocharasa ♦ l. Whole plant: Apamarga, Bhrungaraja, Bhumyamalaki, Brahmi, Kalmegha, Mandukaparni. ♦ m. Galls: Karkatshrungi 	
5	5. Microscopic Identification of genuine and adulterated drug	1	<ul style="list-style-type: none"> ♦ Microscopic identification of genuine and adulterated drug, minimum 2 samples from Root/stem/leaf /bark/fruits. ♦ (E.g. Sariva/Manjishta/Vidanga/Maricha/Ashoka) 	4
6	6. Demonstration of skills to identify the medicinal plants in the college garden.	1		10
7	7. Out campus visit (Cultivated gardens, Tissue culture lab, Herbaria, Pharmacognosy)	1	<ul style="list-style-type: none"> ♦ General instructions regarding combined educational visit 	10



lab, Quality control lab and Forest plant demonstration)

- ♦ Combined educational visit can be planned wherever feasible as, for **Dravyaguna**- Cultivated gardens, Tissue culture lab, Herbaria, Pharmacognosy lab, Forest plant demonstration ; for **Agadatantra**- forensic lab, snake park, pollution control board and snake venom unit; for **Swasthvrutta** -Yoga and naturopathy center , Milk dairy plant, Water Purification plant, Sewage treatment plant, Leprosy rehabilitation Centre & for **Rasashastra**- GMP certified Lab , Drug Analysis Lab
- ♦ **SOP for Out campus Field Visits**
- ♦ **Theme-Based Visits:** Plan visits based on specific educational themes (Deshemani Ganas, Family wise), selecting locations relevant to the theme and collaborating with local experts.
- ♦ **Dress Code:** Participants must wear jean paints and T shirts, closed-toe shoes, a hat or cap for sun protection, and weather-appropriate gear such as jackets or raincoats.
- ♦ **Essential Materials:** Each participant should carry a water bottle, a stick (optional), materials for sample storage (newspaper, blotting paper, secateurs, plastic bags), a cap, goggles, and a packed lunch or snacks in a suitable container.
- ♦ **Safety Precautions:** Conduct a safety briefing before the visit, outlining emergency procedures, collecting medical information, and emphasizing expected behaviors' during the trip.
- ♦ **Itinerary:** Develop a detailed itinerary with activities and a timeline, considering the chosen theme and objectives of the visit.
- ♦ **Public Address System (PA System):** If necessary, provide a portable PA system with a



			<p>microphone, amplifier, and power source for effective communication with larger groups.</p> <ul style="list-style-type: none"> ♦ Test the PA System: Prior to the visit, ensure the PA system is in working order and audible, conducting necessary tests to guarantee functionality. ♦ Responsible Usage: Use the PA system judiciously, speaking clearly and at an appropriate volume, while encouraging participants to utilize the system for questions or clarifications. ♦ Follow-up Activities: Organize post-visit discussions and assignments to reinforce learning, encourage knowledge sharing, and facilitate deeper exploration of the theme. ♦ Review and Revise: Regularly update and adapt this SOP to comply with safety standards, educational objectives, and local regulations. 	
8	8.Dravyaprayoga	1	<p>(Part I) Demonstration of selecting appropriate Ekala dravyaasperclinicalconditions.</p> <p>(Part II) Selection of Ekala dravya prayoga in variousclinical conditions by providing masked case sheets per srotasa (5 cases in each term)</p>	12
9	9.Physico-chemicalstudy	2	<ul style="list-style-type: none"> ♦ Physicochemical study of medicinal plant. (minimum 2 drugs) ♦ a. Foreignmatter ♦ b. Lossondrying ♦ c. Ashvalue ♦ d. Extracts 	8



			♦ Note: The same plant should be used for all the tests	
10	10. Phytochemical	2	♦ Preliminary phytochemical study of medicinal plant. (minimum 2 drugs)	4
11	11. Thin Layer Chromatography (TLC) technique	2	♦ TLC technique of medicinal plant (any one)	2
12	12. Demonstration of skills to identify the medicinal plants in the college garden	2		10
13	13. Out campus visit (cultivated gardens & In-situ plant demonstration)	2		10
14	14. Ekaladavya prayoga	2	♦ Selection of Ekala dravya prayoga in various clinical conditions by providing masked casesheets. (5 cases in each term)	10
15	15. Different Cultivation technique including methods mentioned in Vrikshayurveda	2		6
16	16. Exercise on Network pharmacology	3	♦ Exercise on Network Pharmacology ♦ 1st activity: Identification (Data mining) active constituents by Pubmed, IMPPA or PubChem. ♦ 2nd activity: Target identification by BindingDB.	6



			<ul style="list-style-type: none"> ♦ 3rd activity: Identification of disease gene by DisGeNET. ♦ 4th activity: GO enhancement analysis by KEGG Pathway, R ratio. ♦ 5th step: Network construction by STRING, PPI network, Cytoscape. 	
17	17. Preparations of digital herbarium	3	<ul style="list-style-type: none"> ♦ Preparations of digital herbarium of minimum 10 drugs with all parts of the plant (with geo-tag photos) by compulsory field visit 	2
18	18. Demonstration of skills to identify the medicinal plants in the college garden	3		10
19	19. Out campus visit (cultivated gardens & In-situ plant demonstration)	3		10
20	20. Ekaladavya prayoga	3	Selection of Ekala dravya prayoga in various clinical conditions by providing masked case sheets. (5 cases in each term)	10
Total Hr				175

Activity

CO	Topic name	Activity Details	Hours#
CO1, CO3	Dravyaguna Vigyana.	<ul style="list-style-type: none"> ♦ Group activity – Assignments are to be given to the students to prepare 2-3 flash cards on importance of Dravyaguna Vigyana in clinical practice. 	1



CO1,CO5,CO8	Dravya	<ul style="list-style-type: none"> ♦ Segregation of dry drugs based on Panchabhoutika characteristics. Various Dravyas are given to the students for segregation of dravyas according to Panchabhoutikconstitution ♦ Classify live plants based on Panchabhoutika characteristicsingarden. (Details mentioned in Rasavaisheshik (Sutra 2 chapter 101-111) Quiz – based on classifications of dravyas ♦ Brainstorming-Activity should be assigned to the students to search in samhitas related to classification of dravyas as Prayogabheda, Doshagnabheda and Karmbheda. Prepare the list of specific assigned classification for group of students. 	4
CO1,CO2,CO3	Guna Panchabhoutikatva, characteristics and classification.	<ul style="list-style-type: none"> ♦ Matching of Gurvadi guna with its karma ♦ Animated Power point Presentation on Guna. ♦ Brain storming- To search in Chikitsasthana of samhitas regarding clinical application of Gurvadi guna and Paradi guna 	2
CO1,CO2,CO3	Rasa	<ul style="list-style-type: none"> ♦ Game based activity by closing the eyes they should ask to identify the taste ♦ Activity based learning enlisting the dravyas of specific taste ♦ Matching activity -Matching of specific Rasas with their Guna & Karma Making of ♦ Flash cards- Cards with information regarding different concepts of Rasas 	4



CO1,CO2,CO3	Vipak	<ul style="list-style-type: none"> ♦ Flash cards - Preparing flash cards containing pictures of dravya to identify dravya and its vipaka ♦ Preparing charts of 20dravyas with ayatharthavipakaandyatharthvipaka 	1
CO1,CO2,CO3	Virya	<ul style="list-style-type: none"> ♦ Talk andchalk activity by students on Dwividha virya and ashtavidha virya. ♦ Making charts ofdravyas from Bhavaprakash nighantu regarding Dwividha virya- 25 Sheeta Virya dravyas & 25 Ushna Virya Dravyas. 	2
CO1,CO2,CO3	Prabhav	<ul style="list-style-type: none"> ♦ Puzzle – Segregating the dravyas based on Samanpratyayarabdha, Vichtrapratyayarabdha and Prabhava. 	1
CO1	Interrelation of Rasa-Guna-Virya-Vipaka-Prabhava with respect to their strength - Pharmacodynamics	<ul style="list-style-type: none"> ♦ Making flow charts regarding the rules explained in relation with concepts of dravyaguna ♦ Group Discussion -Interrelation of Rasa-Guna-Virya-Vipaka-Prabhava with respect to their strength - Pharmacodynamics 	2
CO1,CO2,CO3,CO4,CO5	karma	<ul style="list-style-type: none"> ♦ Case base learning-Taking different clinical conditions & selecting appropriate karma ♦ Think, Pair and share based activity- Sepecific problem has to be given, 	5



		<p>student should be allowed to think and discuss about appropriate karmas</p> <ul style="list-style-type: none"> ♦ Gamification-Pairing Karma with the drugs. ♦ Role play for identification of specific karma- Asking one student to enact & others to find out Karma ♦ Presentation- On concept of Karma, types of karma & Individual Karma. ♦ Enlisting specific karma-In relation to dravyas from Bruhatrayee & Sharangdhara samhita 	
CO1,CO8	Karmas of Dashemani	<ul style="list-style-type: none"> ♦ Cramming –Memorizing the dravyas from specific ganas ♦ Fish bowl activity written chits of drugs picked by students and should say the name of the Gana ♦ Shloka recitation- Shlokas of Dashemani Gana (Ch. Su. 4) ♦ Symposia- Short discussion on various clinical applications of Dashemani Gana 	3
CO4,CO9	Principles of General Pharmacology	<ul style="list-style-type: none"> ♦ Video: Showing relevant videos regarding principles of pharmacology and mode of action ♦ Mobile based learning –Searching about pharmacology in enlisted websites 	1
CO1,CO3	Mishrak Gana	<ul style="list-style-type: none"> ♦ GBL-Identification of mishrak gana by using clues of utility of specific mishrak gana from samhita and chikitsa grantha ♦ Matching of dravyas with specific mishrak Gana ♦ Role play –enacting individual and combined actions of composition for e.g. Triphala-Individualaly they should enact 	2



		<p>as Haritaki, Bibhitaki and Aamalaki explaining their karmas, then they should come together depicting Triphala.</p> <ul style="list-style-type: none"> ♦ Self-directed learning- Mobile based learning on Mishraka Gana 	
CO1	Nomenclature of dravya as per Nighantu, Vedic taxonomy and botany	<ul style="list-style-type: none"> ♦ Bulletin boards : Highlighting significant points of nomenclature ♦ Demo in garden : Demonstration of the dravyas on the basis of various criteria's of nomenclature ♦ Symposium by making groups of specific criteria for nomenclature and asked to present synonyms based on that particular criteria allotted to the group e.g. Upama , Rudhi, Prabhav, Deshokti, Swabhavatha, Lanchana & Guna 	2
CO1,CO5	Prashasta Bhashaja, Bhashaja Pariksha and drug evaluation method with correlation as per Pharmacognosy	<ul style="list-style-type: none"> ♦ Read aloud : Student come on the Dias and read with loud voice ♦ Self -directed learning - Charak Samhita Vimanshana Chapter 8 	2
CO1,CO7	Abhavapratidhidravya (substitutes)	<ul style="list-style-type: none"> ♦ Self-directed learning: Self study on Abhavapratidhidravya (substitutes) from Bhavaprakasha 	1
CO2,CO6	Classifications and techniques of aqueous and alcoholic extracts	<ul style="list-style-type: none"> ♦ Demo in lab Video ♦ 	2
CO2	Adverse drug reaction and Pharmacovigilance with recent updates	<ul style="list-style-type: none"> ♦ PBL: Storytelling about reported cases 	2



		<ul style="list-style-type: none"> ♦ Survey : visit to pharmacovigilance cell at institution ♦ Guest lecture : Activities of pharmacovigilance cell 	
CO8	Vrikshayurvedaand ethnomedicine	<ul style="list-style-type: none"> ♦ Videos- Showing videos on cultivation practices and Ethnomedicine 	1
CO2	Network Pharmacology & Bioinformatics	<ul style="list-style-type: none"> ♦ Video ♦ Presentation 	1
CO5	Bheshjavacharaniya	<ul style="list-style-type: none"> ♦ Making charts on Various Rasa dravya indicated in specific vyadhisfor eg. ♦ TiktarasainJvara&Kushtha, ♦ KaturasainAmavata, ♦ Kashaya rasa in Pakwatisara, and Raktastambhana, ♦ Madhur rasa in Dhatu kshya janya vyadhi , ♦ Amla & Lavana rasa in Udavarta, Udara, Gulma,also used as Agnideepana, Mudhavatanulomana, Pachana 	6
CO2,CO3,CO4,CO5 ,CO7,CO8	2.Dravya (Drug) Nama-Guna-Karma Jnana	<ul style="list-style-type: none"> ♦ Game base activity- Activity based learning as the chits are prepared of different karmas , those are circulated among the students, once the circulation stops then the student with the chit will be asked to read the karma mentioned in the chit andto explain with examples. ♦ CBL (Case based learning) and PBL (Problem based learning) activities taken for understanding of Karma in specific clinical scenario 	08



		<ul style="list-style-type: none"> ♦ Segregation of dravyas mentioned in syllabus according to Dashemani Gana ♦ Searching of Mishrak gana from samhita and chikitsa granths for its utility ♦ Collecting information about Grahya and Agahya dravyas mentioned in the syllabus with their characteristics 	
CO2,CO3,CO4,CO5,CO7,CO8	3.Dravya (Drug) Nama-Guna-Karma Jnana	<ul style="list-style-type: none"> ♦ Matching Rasapanchak, Rogaghnata, Agryakarma of dravya ♦ Making of charts regarding Aamayika Prayogas, Agrya Karma & Specific Kalpana ♦ Case based activity- one particular disease & suitable plants in order ♦ Critical reading with the help of different indexed research articles ♦ Quiz 	17
CO2,CO3,CO4,CO5,CO7,CO8	3.Dravya (Drug) Nama-Guna-Karma Jnana	<ul style="list-style-type: none"> ♦ Mocpractical- ♦ 1) 15 dry & 15 wet sample dravya spotting test ♦ Test should include at least one each from Leaf, Stem, Root, Rhizome, Gall, Flower, Fruit, Seed, Bark & Resin. ♦ Each spot should be solved in 1 minute so 30 minutes activity should be conducted. ♦ 2) Skill based assessment -There shall be three components in skill assessment ♦ A. Identify and separate Grahya & Agrahya of given sample ♦ B. Identifying and grouping of drugs of given Mishraka Gana ♦ C. Understand the clinical scenario and identify five suitable single drug ♦ Instructions: ♦ Spotting stations are to be numbered as per the batch. Each spotting station contain: A. Mixture of Grahya & Agrahya B. Name of Misraka Gana and 	05



		<p>C. Clinical Scenario. Students are allotted with the spotting station by lottery method.</p> <ul style="list-style-type: none"> ♦ Arrangement of Spotting Stations: ♦ A. Identify and separate Grahya & Agrahya of Given Sample: Sufficient quantity (approximately 20 gm of Vidanga & Maricha) of mixture of Grahya and Agrahya dravya to be provided. There shall be two empty bowels each one labelled as 'Grahya' and 'Agrahya'. Students are asked to separate the given sample into Grahya and Agrahya. There shall be different drugs for each station. ♦ B. Identifying and grouping of drugs of given Misraka Gana: Each station shall contain one label containing name of the Misraka Gana with question 'Recollect the drugs belonging to the given Misraka Gana, identify those drugs, collect and make a group. There shall be empty bowl of sufficient size as per the given Gana for collection of drugs. ♦ C. Understand the clinical scenario and identify five suitable 5 single drugs: Provide the clinical scenario in not less than 100 words and not more than 200 words with or without investigation reports shall be provided at each spotting station (preferably separate cases for each station). Students are asked to go through the scenario and understand the clinical conditions , select 1 single drug, identify, collect and place it in the bowl given for the same. Select five suitable drugs and write as per preference base. 	
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#Hours indicated are included in calculations of Table 3 and 4

Table 5- Teaching learning method

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	13



2	LecturewithPowerpointpresentation	100
3	Lecture&GroupDiscussion	35
4	LecturewithVideoclips	19
5	Discussions	42
6	Brainstorming	7
7	PBL	14
8	CBL	7
9	Project-BasedLearning	3
10	TBL	3
11	Teamprojectwork	5
12	Flippedclassroom	22
13	BlendedLearning	13
14	Edutainment	4
15	Mobilelearning	7
16	Roleplays	3
17	Self-directedlearning	14
18	Game-BasedLearning	6
19	LibrarySession	18
20	Peerlearning	16
21	Recitation	1
22	Tutorial	2
23	Presentations	20
24	Demonstration	1

These are overall teaching learning methods listed in Table 3 and 4. Teachers can select the best possible method amongst the given methods as per objective, available time etc.

Table 6: Assessment Summary: Assessment is subdivided in A to H points

6 A-Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
			Practical	Viva	Elective	IA	Sub Total	



AyUG-DG	2	200	100	70	-	30	200	400
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6 B - Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
	FirstTerm(1-6 Months)	SecondTerm(7-12 Months)	ThirdTerm(13-18 Months)
Second	3PA&FirstTT	3PA&SecondTT	3PA&UE**

PA:PeriodicalAssessment;**TT:**TermTest;**UE:**UniversityExaminations.

** University Examination shall be on entire syllabus



6 C - Calculation Method for Internal assessment Marks

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A 1	B	C	D	E	F	G	H
	1(15 Marks)	2(15 Marks)	3(15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	TermTest (Marks converted to 30)	SubTotal _/60 Marks	TermAssessment (.../30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
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
1	Activities Indicated in Table 3 - Column G 3 as per Indicated I, II or III term in column I 3

Evaluation Methods in MSE

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 etc.



6 E Question Paper Pattern

II PROFESSIONAL BAMS EXAMINATIONS

AyUG-DG

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

Similar for Paper II (If applicable).



6 F Distribution of theory examination

Paper1FundamentalDravyaguna						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	1.Dravyaguna Vigyana	1	1	Yes	No	No
2	2.Dravya	1	6	Yes	Yes	No
3	3.Guna	1	11	Yes	No	Yes
4	4.Rasa	1	11	Yes	No	Yes
5	5.Vipaka	1	6	Yes	Yes	No
6	6.Virya	1	6	Yes	Yes	No
7	7.Prabhava	1	5	No	Yes	No
8	8. Interrelation of Rasa-Guna-Virya-Vipaka-Prabhava	1	1	Yes	No	No
9	9.Karma	1	11	Yes	No	Yes
10	10.KarmasofDashemaniGana	1	5	No	Yes	No
11	11.PrinciplesofGeneralPharmacology	3	20	Yes	Yes	Yes
12	12.MishrakaGana	3	6	Yes	Yes	No
13	13. Nomenclature of dravya as per Nighantu, Vedic taxonomy and Botany	3	1	Yes	No	No
14	14. Prashasta Bheshaja, Bheshaja Pariksha and drug evaluation method with correlation as per Pharmacognosy	3	1	Yes	No	No
15	15. Dravyasangrahana and Drug collection methods as per GFCP (Good Field collection	3	1	Yes	No	No



	practices)					
16	16. GCP (Good cultivation practices), seed bank, conservation of medicinal plants, knowledge about RET (Rear, Endangered & Threatened) medicinal plants.	3	1	Yes	No	No
17	17.AbhavaPratinidhiDravya(substitutes)	3	1	Yes	No	No
18	18. Classifications and techniques of aqueous and alcoholic extracts	3	1	Yes	No	No
19	19. Adverse drug reaction and Pharmacovigilance with recent updates	3	1	Yes	No	No
20	20. NMPB (National Medicinal Plant Board), CCRAS (Central Council of Research in Ayurveda Sciences), API (Ayurvedic Pharmacopeia of India), GCTM (Global Centre for Traditional Medicine), PCIMH (Pharmacopeia Commission of Indian Medicine and Homeopathy)	3	1	Yes	No	No
21	21.VrikshayurvedaandEthno-medicine	3	1	Yes	No	No
22	22. Network pharmacology andBioinformatics	3	2	Yes	No	No
Total Marks			100			

Paper2AppliedDravyaguna						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
23	1. Bhesjavacharaniya (Criteria's to be considered for selection of drugs in vyadhis)	2	5	Yes	No	No
24	2.1Dravya(Drug)Nama-Guna-KarmaJnana	2	55	Yes	Yes	Yes



25	2.2 Dravya (Drugs) Nama -Guna-Karma- Jnana	3	40	Yes	Yes	Yes
Total Marks			100			



6 G Blue print of paper I &II (if applicable)

Paper No:1		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark eachAllcompul sory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nicetoknowpart-2MCQ</p>	<ol style="list-style-type: none"> 1. 1.DravyagunaVigyana 2. 2.Dravya 3. 3.Guna 4. 4.Rasa 5. 5.Vipaka 6. 6.Virya 7. 8. Interrelation of Rasa-Guna-Virya-Vipaka-Prabhava 8. 12.MishrakaGana/9.Karma 9. 11.PrinciplesofGeneralPharmacology 10. 12.MishrakaGana 11. 13.NomenclatureofdravyaasperNighantu, VedictaxonomyandBotany 12.14. Prashasta Bsheshaja, Bsheshaja Pariksha and drugevaluationmethodwithcorrelationasper Pharmacognosy 13. 15. Dravyasangrahana and Drug collection methods as per GFCP (Good Field collection practices) 14.16. GCP (Good cultivation practices), seed bank, conservation of medicinal plants, knowledge about RET (Rear, Endangered & Threatened)medicinalplants. 15. 17.AbhavaPratinidhiDravya(substitutes) 16. 18.Classificationsandtechniquesofaqueous andalcoholicextracts 17.19.Adversedrugreactionand Pharmacovigilancewithrecentupdates 18.20. NMPB (National Medicinal Plant Board), CCRAS (Central Council of Research in Ayurveda Sciences), API (Ayurvedic Pharmacopeia of India), GCTM (Global Centre for Traditional Medicine), PCIMH (Pharmacopeia Commission of Indian MedicineandHomeopathy) 19. 21.VrikshayurvedaandEthno-medicine 20. 22.Networkpharmacologyand Bioinformatics
Q2	<p>Short answer Questions Eight Questions 5MarksEach</p>	<ol style="list-style-type: none"> 1. 2.Dravya 2. 5.Vipaka 3. 6.Virya 4. 7.Prabhava 5. 10.KarmasofDashemaniGana



	<p>All compulsory</p> <p>Must know - 7 SAQ</p> <p>Desirable to know - 1 SAQ</p> <p>No questions on Nice to know</p>	<p>6. 11.PrinciplesofGeneralPharmacology</p> <p>7. 11.PrinciplesofGeneralPharmacology</p> <p>8. 12.MishrakaGana</p>
Q3	<p>Long answer Questions</p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>All questions on mustknow.No Questions on Nice to know and Desirable to know</p>	<p>1. 3.Guna</p> <p>2. 4.Rasa</p> <p>3. 9.Karma</p> <p>4. 9.Karma</p>
Paper No:2		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions</p> <p>20 Questions</p> <p>1 mark eachAll compulsory</p> <p>Must know part - 15 MCQ</p> <p>Desirable to know - 3 MCQ</p> <p>Nicetoknowpart-2MCQ</p>	<p>1. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>2. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>3. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>4. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>5. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>6. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>7. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>8. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>9. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>10. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>11. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>12. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>13. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p>



		<p>14. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>15. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>16. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>17. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>18. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>19. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>20. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p>
Q2	<p>Short answer Questions Eight Questions 5 Marks Each Allcompulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<p>1. 2.2Dravya(Drugs)Nama-Guna-Karma-Jnana</p> <p>2. 2.1Dravya(Drug)Nama-Guna-KarmaJnana</p> <p>3. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>4. 2.1Dravya(Drug)Nama-Guna-KarmaJnana</p> <p>5. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>6. 2.1Dravya(Drug)Nama-Guna-KarmaJnana</p> <p>7. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>8. 2.1Dravya(Drug)Nama-Guna-KarmaJnana</p>
Q3	<p>Long answer Questions Four Questions 10 marks each Allcompulsory</p> <p>All questions on mustknow.No Questions on Nice to know and Desirable to know</p>	<p>1. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>2. 2.1Dravya(Drug)Nama-Guna-KarmaJnana</p> <p>3. 2.2 Dravya (Drugs) Nama -Guna-Karma-Jnana</p> <p>4. 2.1Dravya(Drug)Nama-Guna-KarmaJnana</p>



6 H Distribution of Practical Exam

S.No	Heads	Marks
1	1) 15 dry & 15 wet sample dravya spotting test- 30 minutes Test should include at least one each from Leaf, Stem, Root, Rhizome, Gall, Flower, Fruit, Seed, Bark & Resin.	30
2	<p>2) Skill based assessment - There shall be three components in skill assessment</p> <p>A. Identify and separate Grahya & Agrahya of given sample - 10 minutes</p> <p>B. Identifying and grouping of drugs of given Mishraka Gana - 10 minutes</p> <p>C. Understand the clinical scenario and identify five suitable single drug - 10 minutes</p> <p>Instructions:</p> <ul style="list-style-type: none"> ♦ Spotting stations are to be numbered as per the batch. Each spotting station contain: A. Mixture of Grahya & Agrahya B. Name of Mishraka Gana and C. Clinical Scenario. Students are allotted with the spotting station by lottery method. <p>Arrangement of Spotting Stations:</p> <p>A. Identify and separate Grahya & Agrahya of Given Sample: Sufficient quantity (approximately 20 gm of Vidanga & Maricha) of mixture of Grahya and Agrahya dravya to be provided. There shall be two empty bowls each one labelled as 'Grahya' and 'Agrahya'. Students are asked to separate the given sample into Grahya and Agrahya. There shall be different drugs for each station.</p> <p>B. Identifying and grouping of drugs of given Mishraka Gana: Each station shall contain one label containing name of the Mishraka Gana with question 'Recollect the drugs belonging to the given Mishraka Gana, identify those drugs, collect and make a group. There shall be empty bowl of sufficient size as per the given Gana for collection of drugs.</p> <p>C. Understand the clinical scenario and identify five suitable 5 single drugs: Provide the clinical scenario in not less than 100 words and not more than 200 words with or without investigation reports shall be provided at each spotting station (preferably separate cases for each station). Students are asked to go through the scenario and understand the clinical conditions , select 1 single drug, identify, collect and place it in the bowl given for the same. Select five suitable drugs and write as per preference base.</p>	30
3	<p>3. QC practical (30 minutes) - Performance based components</p> <p>Comparison Macroscopic evaluation of one genuine and one</p>	40



	<p>adulterantsample-10marks-15minutes</p> <p>Panchamahabhoutikatwa assessment by parametric measures by pH of a given sample phant/ Kwatha - (Concern drug Phant /Kwatha should be prepared by college for pH analysis)- 10 marks - 15 minutes</p> <p>Panchabhaoutikatwa assessment by parametric measures by Specific Gravity of a given sample Phat/ Kwatha (Concern drug Phant/ Kwatha should be prepared by college for Specific Gravity)- 20 marks- 30 minutes</p>	
4	<p>4. Viva voce (10 minutes per student)Questions should be asked on following topics -</p> <ul style="list-style-type: none"> ◆ 1. Fundamentals (Dravya, Guna, Rasa, Vipaka, Veerya & Prabhav)- 3 questions- 15 marks ◆ 2. Karmas, Dashemani, MishrakGana-3questions-15marks ◆ 3. Pharmacology&Networkpharmacology-3questions-15marks ◆ 4. Clinicalapplicationofdrugs-3questions-15marks ◆ 5. Vivaonpracticalrecords-06marks ◆ 6. Communicationskill(4marks) 	70
5	5.InternalAssessment	30
Total Marks		200



References Books/ Resources

S.No	Book	Resources
1	DravyaGunaShastram	Vaidya G.A. Phadke,Pradnya Mudranalaya, Vaidya Vamanrao Deenanath Shuddhaayurved Pathyakrama Samitee, Dadabhai Navroji Path, Mumbai
2	Bhavaprakasha	SriBrahmasankaraMishraandSriRupalalaji vaishya,ChaukhambaSanskritSeriesoffice, Varanasi,
3	Aushadhi Vigyna Shastra (Ayurvedic Pharmacology)	Sri. Vishvanatha Dwidevi ,Shri Baidyanath Ayurved Bhavan Pvt Ltd; Nagpur
4	AyurvediyaAushadkarmaVigyana	Acharya V.J. Thakar, Gujarat Ayurveda University, Jamnagar
5	BhavaPrakashNighantu	Vd. Krishna Chandra Chunekar Commentary, Chaukhambha Sanskrit Sansthan, Varanasi
6	ClassicalUsesofMedicinalPlants	Acharya Priyavrata Sharma ,Chaukhamba Visvabharati, Varanasi
7	Some Controversial Drugs in Indian Medicine	Dr.Bapalal,Vaidya,ChaukhambhaOrientalia,Varanasi
8	DravyagunaKosha	AcharyaPriyavrataSharma,ChaukhambhaOrientalia,Delhi
9	DravyagunaVigyana(Vol.1-3)	Dr. Gyanendra Pandey, ChaukhambhaKrishnadas Academy, Varanasi
10	DravyagunaVigyana(Vol.1-2)	AcharyaYadavjiTikramji,BaidyanathAyurvedBhavanLtd
11	DravyagunaVigyana(Vol.1-5)	Acharya Priyavrata Sharma, Chaukhambha Bharti Academy, Varanasi
12	NighantuAdarsh(Vol.1-2)	Vd.G.BapaLal,ChaukhambhaBhartiAcademy, Varanasi
13	Ayurvedic Pharmacology & Therapeutic Uses of Medicinal Plants Dravyagunavignyan	VaidyaVMGogte,ChaukhambhaPublications,NewDelhi
14	Dravyagunavijnana(PartIandII)	Prof.D.S.Lucas,ChaukhambaVisvabharati, Varanasi
15	Glossary of Vegetable Drugs in Brihatrayi	Thakur Balwant Singh & Vd. Krishna Chandra Chunekar,Chaukhamba Amarbharti Prakashakan, Varanasi
16	IntroductiontoDravyaguna(English)	Acharya Priyavrata Sharma ,Chaukhambha Orientalia, Varanasi
17	A Text Book of Dravyaguna Vijnana (Vol 1,2 & 3)	Dr. Prakash L.Hegde and Dr. Harini A.,Chaukhambha Publications, New Delhi
18	Raspanchaka	Prof. Shiv Charan Dhyani,ChaukhambhaKrishnadas Academy, Varanasi



19	DravyagunaSiddhanta	Prof. Shiv Charan Dhyani,ChaukhambhaKrishnadas Academy, Varanasi
20	The Ayurvedic Pharmacopoeia of India, Part I Vol. 1-VII	MinistryofAYUSH,India,NewDelhi
21	Medicinal Plants used in Ayurveda (2nd Edition)	RashtriyaAyurvedaVidyapeeth,NewDelhi
22	PlantsofBhavaprakash(English)	Prof.K.C.Chunekar & Dr. N.P. Hota,Rashtriya Ayurveda Vidyapeeth, New Delhi.
23	Database of Medicinal Plants used in Ayurveda Vol. 1 to 8	CCRASNewDelhi
24	A Text Book of Dravyaguna Vijnana (Vol.1 to 2)	Dr.J.L.NSastryandDr.TanujaMNesari.
25	DravyagunaVigyana(Vol.1to2)	Dr.ManasiDeshpandeandDrArvind Deshpande,ChaukhambaSanskritPratisthan.NewDelhi
26	EssentialsofMedicalPharmacology	K.D.Tripathi. JaypeeBrothersMedicalPublishers(P) Ltd
27	Pharmacological basis of Medical Practice	Goodman&Gillman,McGraw-HillEducation
28	Pharmacology and Pharmacotherapeutics	Satoskar Bhandarkar & Ainapure,Popular Prakashan Mumbai
29	TextbookofPharmacognosy	Trease&Evans,Elsevierpublication
30	TextbookofPharmacognosy	Tyler,Brady&Robber,Lea&Febiger,USA
31	Quality Control of Herbal Drugs: An Approach to Evaluation of Botanicals	PulokKMukharjee,Elsevier
32	Ausadhinamarupa vijnanam (Vol. 1 and 2)	DrSanjeevKumarLale.,Mr.HemrajLale,Indore
33	PracticalPharmacognosy	Dr. K. R.. Khandelwal and Dr. Vrunda Sethi , Nirali Prakashan Pune
34	Pharmacognosy	S.B.Gokhale,C.K.KokateandA.P.Purohit
35	Botany of commonly used medicinal Plants with Diagnostic keys	Dr. Hema Sane and Dr. Yogini Kulkarni. Vision Publication Pune
36	BasicBioinformatics	SGLadisHepsybaHelen,MJPPublishers
37	PharmacovigilanceinAyurveda	Manjunath Ajanal, B S Prasad, Shreddha U Nayak,ChaukhambhaPrakashak,Varanasi
38	Cultivation Of Medicinal And Aromatic Crops	Azhar Ali Farooqi, B. S. Sreeramu, Universities Press (India) Pvt. Ltd. Hyderabad



39	WHO Guidelines on Good Agricultural and Collection Practices (GACP) for Medicinal Plants	World Health Organization, World Health Organization, Geneva
40	Medicinal Plants: Biodiversity, Sustainable Utilization and Conservation	K. Thammasiri, Chunlin Long, Henrik Lutken, Shaik Mahammad Khasim, Springer Link
41	Network Pharmacology	ShaoLi, SpringerLink
42	Vrikshayurveda - Ancient Science of Plant Life and Plant Care	S. Rajasekharan, G.S. Unnikrishnan Nair, Kerala State Biodiversity Board, Kerala
43	Evidence-Based Validation of Herbal Medicine - Translational Research on Botanicals	Pulok K. Mukherjee, Elsevier Science
44	Research updates of Gurvediguna	<ul style="list-style-type: none"> ◆ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaishika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ◆ 2. Interactive workshop on Ayurveda (Dravyaguna), Published by Rashtriya Ayurveda Vidyapeetha, New Delhi. ◆ 3. Mishra S, Dwivedi RR, Ravishankar B. Conceptual and applied study of Snigdha and Ruksha Guna with special reference to Rasa-raktagata Sneha (hyperlipidemia). Ayu. 2011 Apr;32(2):200-6. ◆ 4. Nair JU, Vyas HA, Nariya MB. An experimental study to evaluate <i>Gunasankarya</i> (combination of properties). Ayu. 2021 Oct-Dec;42(4):169-174. ◆ 5. Gupta, Monika & Gudipudi, Sarvabhooma & Pujar, Rashmi & Gopikrishna, S. (2019). Clinical aspect of Guna Siddhanta with special reference to Trisutra Ayurveda. 6. 2407-2414.
45	Research updates of Paradiguna	<ul style="list-style-type: none"> ◆ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaishika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ◆ 2. Interactive workshop on Ayurveda (Dravyaguna), Published by Rashtriya Ayurveda Vidyapeetha, New Delhi. ◆ 3. Gupta, Monika & Gudipudi, Sarvabhooma & Pujar, Rashmi & Gopikrishna, S. (2019). Clinical aspect of Guna Siddhanta with special reference to Trisutra Ayurveda. 6. 2407-2414.



46	ResearchupdatesofShadrasa	<ul style="list-style-type: none"> ◆ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaiseshika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ◆ 2. Interactive workshop on Ayurveda (Dravyaguna), Published byRashtriya Ayurveda Vidyapeetha,New Delhi. ◆ 3. Standard Protocol for quality assessment of Raw medicinal plants materials on the basis of Rasa.Ref: ◆ https://aiia.gov.in/wp-content/uploads/2021/12/RASA.pdf ◆ 4. Rath SK, Panja AK, Nagar L, Shinde A. The scientific basis of rasa (taste) of a substance as a tool to explore its pharmacological behavior. Anc Sci Life. 2014 Apr-Jun;33(4):198-202. ◆ 5. Gilca M, Dragos D. Extraoral Taste Receptor Discovery: New Light on Ayurvedic Pharmacology
47	ResearchupdatesofVipaka	<ul style="list-style-type: none"> ◆ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaiseshika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ◆ 2. Interactive workshop on Ayurveda (Dravyaguna), Published byRashtriya Ayurveda Vidyapeetha,New Delhi. ◆ 3. Ranade AV, Shirolkar A, Pawar SD. Gut microbiota: One of the new frontiers for elucidating fundamentals of <i>Vipaka</i> in Ayurveda. Ayu. 2019 Apr-Jun;40(2):75-78.
48	ResearchupdatesofVirya	<ul style="list-style-type: none"> ◆ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaiseshika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ◆ 2. Interactive workshop on Ayurveda (Dravyaguna), Published byRashtriya Ayurveda Vidyapeetha,New Delhi.



49	ResearchupdatesofPrabhava	<ul style="list-style-type: none"> ♦ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaishika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ♦ 2. Interactive workshop on Ayurveda (Dravyaguna), Published byRashtriya Ayurveda Vidyapeetha,New Delhi.
50	ResearchupdatesofKarma	<ul style="list-style-type: none"> ♦ 1. Vaidyabhushanam K. Raghavan Tirumulpad. Rasavaishika. (Text with commentary). Arya Vaidya Sala, Kottakkal Malappuram Dist., Kerala. ♦ 2. Interactive workshop on Ayurveda (Dravyaguna), Published byRashtriya Ayurveda Vidyapeetha,New Delhi.



Abbreviations

Assessment

S.No	Short form	Discription
1	T-EMI	Theoryextendedmatchingitem
2	T-EW	TheoryEssaywriting
3	T-MEQs	TheoryMEQs
4	T-CRQs	TheoryCRQs
5	T-CS	Theorycasestudy
6	T-OBT	Theoryopenbooktest
7	P-VIVA	PracticalViva
8	P-REC	PracticalRecitation
9	P-EXAM	Practicalexam
10	PRN	Presentation
11	P-PRF	PracticalPerformance
12	P-SUR	PracticalSurvey
13	P-EN	Practicalenact
14	P-RP	PracticalRoleplay
15	P-MOD	PracticalModel
16	P-POS	PracticalPoster
17	P-CASE	PracticalCasetaking
18	P-ID	Practicalidentification
19	P-PS	PracticalProblemsolving
20	QZ	Quiz
21	PUZ	Puzzles
22	CL-PR	ClassPresentation,
23	DEB	Debate
24	WP	Wordpuzzle
25	O-QZ	Onlinequiz



26	O-GAME	Onlinegame-basedassessment
27	M-MOD	MakingofModel
28	M-CHT	MakingofCharts
29	M-POS	MakingofPosters
30	C-INT	Conductinginterview
31	INT	Interactions
32	CR-RED	Criticalreadingpapers
33	CR-W	CreativityWriting
34	C-VC	Clinicalvideocases,
35	SP	Simulatedpatients
36	PM	Patientmanagementproblems
37	CHK	Checklists
38	OSCE	OSCE
39	OSPE	OSPE,
40	Mini-CEX	Mini-CEX
41	DOPS	DOPS
42	CWS	CWS
43	RS	Ratingscales
44	RK	Recordkeeping
45	COM	Compilations
46	Portfolios	Portfolios
47	Logbook	Logbook
48	TR	Trainersreport
49	SA	Self-assessment
50	PA	Peerassessment
51	360D	360-degreeevaluation
52	TT-Theory	Theory
53	PP-Practical	Practical
54	VV-Viva	Viva



Domain

S.No	Short form	Discription
1	CK	Cognitive/Knowledge
2	CC	Cognitive/Comprehension
3	CAP	Cognitive/Application
4	CAN	Cognitive/Analysis
5	CS	Cognitive/Synthesis
6	CE	Cognitive/Evaluation
7	PSY-SET	Psychomotor/Set
8	PSY-GUD	Psychomotor/Guided response
9	PSY-MEC	Psychomotor/Mechanism
10	PSY-ADT	Psychomotor Adaptation
11	PSY-ORG	Psychomotor/Origination
12	AFT-REC	Affective/ Receiving
13	AFT-RES	Affective/Responding
14	AFT-VAL	Affective/Valuing
15	AFT-SET	Affective/Organization
16	AFT-CHR	Affective/ characterization



T L method

S.No	Short form	Discription
1	L	Lecture
2	L&PPT	Lecture with Power point presentation
3	L&GD	Lecture & Group Discussion
4	L_VC	Lecture with Video clips
5	DIS	Discussions
6	BS	Brainstorming
7	IBL	Inquiry-Based Learning
8	PBL	PBL
9	CBL	CBL
10	PrBL	Project-Based Learning
11	TBL	TBL
12	TPW	Team project work
13	FC	Flipped classroom
14	BL	Blended Learning
15	EDU	Edutainment
16	ML	Mobile learning
17	ECE	ECE
18	SIM	Simulation
19	RP	Role plays
20	SDL	Self-directed learning
21	PSM	Problem solving method
22	KL	Kinesthetic Learning
23	W	Workshops
24	GBL	Game-Based Learning
25	D-M	Demo on Model



26	LS	Library Session
27	PL	Peer learning
28	RLE	Real life experience
29	REC	Recitation
30	SY	Symposium
31	TUT	Tutorial
32	PER	Presentations
33	PT	Practical
34	XRy	X ray identification
35	CD	Case diagnosis
36	LRI	Lab report interpretation
37	DA	Drug analysis
38	D	Demonstration
39	D_BED	Demonstration bedside
40	D_L	Demonstration Lab
41	DG	Demonstration Garden
42	FV	Field visit
43	PRA	Practical
44	VIVA	Viva
45	TH	Theory



Course curriculum for Second Professional BAMS

(PRESCRIBED BY NCISM)

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

Rasashastra evam Bhaishajyakalpana

(SUBJECT CODE : AyUG-RB)

(Applicable from 2021-22 batch, from the academic year 2023-24 onwards for 5 years or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥



BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110058



II Professional Ayurvedacharya (BAMS)

Subject Code : AyUG-RB

Summary

Total number of Teaching hours: 450			
Lecture hours(LH)-Theory		150	150(LH)
PaperI	75		
PaperII	75		
Non Lecture hours(NLH)-Theory		300	300(NLH)
PaperI&II	90		
Non Lecture hours(NLH)-Practical			
PaperI&II	210		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
PaperI	100	100	70	-	30
PaperII	100				
Sub-Total	200	200			
Total marks	400				

Important Note:-The User Manual II BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual II before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic.

In case of difficulty and questions regarding curriculum write to cur.imp@ncismindia.org



PREFACE

Ayurvedic physician, Pranabhisara Vaidya, makes efforts for his task of management of diseases and maintenance of health. For this role his tool is Potent medicine and tactful techniques acquired from profound knowledge of classics.

Bheshaja is important in chikitsa chatushpada. Prepared personally or purchased or prescribed, the medicines must be potent. Identity, Purity, Quality, Stability, Safety and Efficacy all factors must be assessed carefully so that extensive therapeutic utility without any adverse drug reaction can be achieved. Education of Ayurvedic Pharmaceutics i. e. Ayurvediya Aushadhi Nirmana Shastra must provide foundation through guidance for academicians, Researchers, entrepreneurs and clinicians. Yogavijyana and prayogavijnyana is that expected foundation. Ayurvedic classics expect yuktijna, siddhahasta, sarva bhaishajya kovid (carak su. 20/22) physician as an outcome of studying Ayurveda.

To achieve the programme outcome of the Professional BAMS course of NCISM , this particular subject contributes a lot by providing thorough multidimensional knowledge in cognitive domain, hands on training of pharmaceutical processing in Psychomotor domain and ethical attitudes towards drug development in affective domain.

The thought process by which Rasa Bheshaja Yogas reaches yojana- administration is very much important. Dose, Duration, Time and Route of administration, anupana all such factors are unique features of holistic Ayurvedic Practice. Acquiring details of these topics along with practical application with understanding its significance is the course objective of the subject RS& BK. The main Goal is to cater professional Competency in Ayurvedic Pharmaceutics and make them capable to select proper / effective yoga and administer it safely.

It is the need of time to make some addition in the current teaching and learning process of Rasashastra & Bhaishajya Kalpana to make it more relevant, practical and contemporary. New teaching technology tools will certainly be helpful in the effective delivery of knowledge of Rasashastra & Bhaishajya Kalpana. As per the revised regulation, the nomenclature of the subject is Ayurvediya Aushadhi Nirmana Vigyana as paper I and Ayurvediya Aushadhi Prayoga Vigyana as paper II for Second Professional BAMS course.

In this revision, NCISM has tried its best to take Rasashastra & Bhaishajya Kalpana teaching beyond the four walls of the classroom and get it connected with present global needs. For effective content delivery create interest in the subject it becomes evident to teach Rasashastra & Bhaishajya Kalpana with practical demonstrations. In order to facilitate proficiency in pharmaceutical preparation and its application in clinical practice, more non-lecture classes are allotted . Teaching methodology guidelines are provided which shall be followed while teaching, to make baseline uniformity in the process of learning. Activity-based learning will enable the internalization of the concepts and will build a strong platform while learning other subjects of Ayurved.



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Course Code and Name of Course

Course code	Name of Course
AyUG-RB	RasashastraevamBhaishajyakalpana

Table 1- Course learning outcomes and matched PO

SRI CO No	A1 Course learning Outcomes (CO) AyUG-RB At the end of the course AyUG-RB, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Demonstrate application of principles of Ayurvediya Aushadhi Nirmana (Ayurvedic Pharmaceutics)	PO1,PO5,PO7
CO2	Demonstrate application of principles of Ayurvediya Aushadhi Prayoga Vigyana (Clinical Pharmacology)	PO1,PO5,PO7
CO3	Prepare Ayurvedic formulations in adherence to quality control parameters for raw materials, in-process and finished products	PO1,PO3,PO4,PO5, PO6,PO7,PO8
CO4	Justify rationality of selection and administration of Ayurvedic formulations	PO3,PO5,PO6,PO7, PO8,PO9
CO5	Demonstrate application of ethical, legal and regulatory aspects of manufacturing and sale of Ayurvedic formulations.	PO2,PO8,PO9
CO6	Appraise research in current and emerging trend in Ayurvedic pharmaceuticals and allied sciences.	PO7,PO9



Table 3: Learning objectives (Theory) of Course

Paper1AyurvediyaAushadhiNirmanaVigyana									
A3 Course outcome	B3 LearningObjective(Attheendofthesession,thestudents should be able to)	C3 Doma in/sub	D3 Must to know /desirableto know / Nice to know	E3 Level Does/ Show show/ Know show/ Know	F3 T-L meth od	G3 Assessment (Refer abbreviations)	H3 Form ative/ summ ative	I3 Term	J3 Integr ation
Topic 11.Chronological development of Ayurvediya Aushadhi Nirmana (Lecture:2 hours, Non lecture: 1 hours)									
CO1	Explain historical evolution of Ayurvediya aushadhi nirman and Rasashastra.	CK	MK	K	L&G D	TT-Theory	F&S	I	
CO1	Describe about contribution of Nagarjuna Acharya to Rasashastra	CK	MK	K	L_VC	TT-Theory	F&S	I	
CO1	Enlist important classical texts of Rasashastra and describe their unique features in short.	CK	DK	K	L&PP T	TT-Theory	F&S	I	
CO1	Describe structure of Pharmacy and enlist formulations prepared in pharmacy, after visiting the unit of teaching pharmacy of own campus	CC	MK	KH	L&G D	CL-PR	F	I	
CO1	Describe Recent development in Ayurvedic Pharmaceuticals viz, new dosage forms, pharmaceutical modification techniques.	CK	DK	K	L&PP T	TT-Theory	F&S	I	
CO1	Define Rasa and Rasayana and describe difference between Rasa and Rasayana	CK	DK	K	L&PP T	T-MEQs	F	I	



CO1	Justify design of ancient Rasashala	AFT-VAL	NK	KH	SDL	PRN	F	I	
Topic 22. Paribhasha (Terminology) (Lecture :8 hours, Non lecture: 4 hours)									
CO1	Explain the term Paribhasha and its importance in Ayurvediya Aushadhi Nirmana.	CK	MK	K	L	T-CRQs	F	I	
CO1	Describe the terms Aushadha, Bhashaja, Kalpana, Kashaya, Kashaya yoni, Samskara- based on their word derivations	CC	MK	K	L	T-EW	F&S	I	
CO1	Enlist sequentially - names of all drugs classified in the varga (group). Recite shlokas of Maharasa, Uprasa, Sadharana Rasa Varga from Rasaratnasamuchchaya.	CC	MK	K	EDU, SDL, GBL, REC	P-REC, P-ID, PUZ, O-QZ	F&S	I	
CO1	Enlist and discuss Sandigdha, Krutrima, Pratinidhi and Anupalabdha dravya.	CK	DK	K	L&PP T, SD L, GBL	P-ID, CL-PR	F	I	
CO1, CO2	Describe the definition of the term Shodhana. Explain with examples different techniques used for the procedures of Shodhana.	CAP	MK	KH	L&G D, L, VC, P T	T- MEQs, P-E XAM, O-QZ, O-GAME	F&S	I	
CO1	Explain the term Marana and describe its types with examples	CK	MK	K	L&PP T, LS	T-OBT	F&S	I	
CO1	Enlist all relevant prakriya paribhasha of Amrutikarana, Lohitakarana, Sattvapata, druti and discuss with examples	CK	DK	K	DIS, LS	PRN	F	I	
CO1, CO2	Recite sequentially names of Parada Ashta samskara. Explain the terms Jarana Murchchhana and cite types with examples. Compare Jarana and Murchchhana.	CC	MK	KH	L, VC, PrBL	T-EMI, T-MEQs, PRN, M-CHT	F&S	I	



CO1	Identify names of Parada Bandhas	CK	NK	K	LS	T-OBT	F	I	
CO1,CO2,CO5	Describe Grahyagrahya parameters used for selection of Rasadravyas.	CK	MK	SH	L&PP T,PrB L	T-EW	F&S	I	
CO1,CO2,CO5,CO6	Illustrate all Bhasmapariksha as per classical description.	CC	MK	KH	L_VC ,IBL, DA,D	T- MEQs,P- EXAM,CHK	S	III	
CO1,CO2,CO5	Define the word Siddhilakshani. Recite examples of classical siddhilakshani. Interpret its rationality	CE	MK	KH	L&PP T,SD L,RE C,D_ L	T-MEQs,P- EXAM	F&S	I	
CO1	Recognise and discuss Dhanvantari Bhaga and Rudrabhaga	CC	NK	K	RLE	C-INT	F	I	
CO1	Explain importance of Mana-paribhasha and classical types of Mana. Recall Charts of Mana .	CK	DK	KH	L&PP T,PS M	T-CRQs,P- SUR	F	I	
CO1,CO2	Categorize parameters of Drug Standardization and develop a checklist for assessment of quality of rasadravyas	CE	DK	KH	BS,IB L,TP W,SD L	CL- PR,WP,CHK	F&S	I	
CO2	Explain Value of selection of genuine raw material	AFT- VAL	MK	KH	DIS	DEB	F	II	
CO2,CO3	Explain importance of ethical practices for drug processing (Shodhan, Marana)	AFT- VAL	MK	K	PrBL	P-POS	F	II	
CO2,CO3	Discuss and justify importance of Bhasma Pariksha	AFT- RES	MK	KH	BS	T-EW	F&S	III	



CO2,CO3	Explain value of keen and accurate application of weights and measures in Ayurvediya Aushadhi nirmana	AFT-VAL	DK	K	L&G D	PRN	F	II	
Topic 33. Adharbhuta Siddhanta (Application of fundamental principles) (Lecture :4 hours, Non lecture: 2 hours)									
CO1,CO2	Elaborate fundamental principles of Ayurvediya Aushadhi Nirmana alongwith their classical references and discuss their application with classical examples of various kalpas.	CC	MK	KH	L&PP T,BS	T-EW,M- POS	F&S	I	
CO1,CO2	Explain Dravya Samgraha vidhi. Explain types of Bhumidesha and types of drugs to be collected from particular place & places from where Dravya should not be collected.	CC	MK	KH	L&PP T,DIS ,BS	T-EW	F&S	I	H-DG
CO1,CO2	Describe time of Dravya collection and explain rationality behind it.	CC	MK	KH	L&PP T,BS	T-EW	F&S	I	H-DG
CO1,CO2	Enlist parts of Sthavara & Jangama Dravyas used for Ayurvediya Aushadhi nirmana.	CC	MK	KH	L&G D,BS	T-EW	F&S	I	H-DG
CO1,CO2	Define Samskara. Discuss role of Samskara in Ayurvediya Aushadhi Nirmana alongwith various examples.	CC	MK	KH	L&PP T,BS	T-EW	F&S	I	H-Sa mhita
CO1,CO2	Describe Ardra - Shushka Dravya & Anukta – Visheshokta Dravya collection principles.	CC	MK	KH	L&PP T,DIS	T-EW	F&S	I	H-DG
CO1,CO2	Describe importance of kalpa sevan matra. Explain factors considered for deciding dosage of any drug (Ayurvedic as well as modern medicine principles). Describe Posology	CC	MK	KH	L&PP T,BS	T-EW	F&S	I	
CO1,CO2	Explain Saveeryata Avadhi (Shelf life) of Ayurvedic dosage forms.	CK	DK	K	L&PP T,DIS	T-MEQs,P- VIVA	F&S	I	
CO1,CO2	Discuss Yogika Dravya Sidhdhanta (Drug combination)	CC	MK	KH	L&PP T,BS	T-EW	F&S	I	
CO1	Explain importance of Kala (Time) Samskara in Ayurvediya	CK	MK	K	L&PP	TT-Theory	F&S	I	



	Aushadhi Nirmana. Elaborate Aushadhi sevana kala mentioned in Sharangdhara samhita. Discribe chrono- Therapeutics.				T				
CO1	JustifyAushadhikalpanamakaranasiddhantawithexamples	CC	DK	KH	IBL	CL-PR	F	I	
Topic44.Yantropakaranani- I (Equipments and machineries)(Lecture:6 hours, Non lecture: 4 hours)									
CO1,CO5	Choose and record contemporary machines used in Ayurvedic drug preparation.	CC	DK	K	L&PP T,DIS	T-EW	F&S	I	
CO1,CO5	Discuss the pharmaceutical use of Distillation apparatus, Ball Mill, Pulveriser, End Runner, Edge Runner, Tablet compression machine, Capsule filling machine, Pouch filling machine, Liquid filling machine in Ayurvediya Aushadhi Nirmana	CC	DK	K	L&PP T,DIS	T-EW	F	I	
CO1,CO5	Describe the principles behind construction and working of the classical Yantras used for Ayurvediya Aushadhi nirmana.	CAP	MK	KH	L&PP T,DIS	T-MEQs,P- VIVA	F&S	I	
CO1,CO5	Enlist categorical information about the following Yantras in the charts- Ulukhal Yantra,Patan Yantra, Jarana Yantra,Patala Yantra and Swedana Yantra.	CK	DK	K	L&PP T,DIS	T-EW	F	I	



CO1,CO5	Interpret the mechanism and effect of Yantras/ machines on the Physical and Chemical properties of the drug material.	CC	DK	KH	DIS, I BL	M-POS	F	I	
CO1	Enlist Ayurvediya aushadhi kalpana and equipments/yantras/ machines used for preparation of each kalpana.	CK	DK	K	L&PP T	T-EW	F	I	
Topic 55. Yantropakaranani -II (Equipments, fuel and Heating Devices) (Lecture :5 hours, Non lecture: 4 hours)									
CO1,CO5	Describe the term Yantra and enlist yantras described in classics useful for aushadhi nirmana.	CK	DK	K	L&PP T	TT-Theory	F	I	
CO1,CO5	Define the term Puta and give its classical explanation.	CK	MK	K	L_VC ,RLE	T-EW,M- POS	F&S	I	
CO1,CO5	Produce categorical information(Size of Pit, Number of cowdunkcakes, use etc.) about following Putas viz. Mahaputa, Gajaputa, Varahputa, Kukkutaputa, Kapotputa, Lavakputa, Kumbhaputa, Bhandaputa, Valukaputa and Bhudharputa.	CK	MK	K	L&PP T,DIS ,TPW	T- EW,M- POS,COM	F&S	I	
CO1,CO5	Recognise the principles behind construction and working of the classical Putas.	CC	MK	KH	L&PP T,DIS ,IBL	T-EW,M- POS	F&S	I	
CO1,CO5	Identify and enlist contemporary devices used in the preparation	CC	DK	K	L&PP	T-MEQs,QZ	F&S	I	



	ofBhasma.				T,DIS ,IBL	,M-POS			
CO1,CO5	Review the temperature pattern of various Putas by referring research articles.	CC	DK	K	TPW, SDL	QZ,M-POS	F&S	I	
CO1,CO5	Compile names and significance of temperature measuring devices with reference to Puta.	CK	DK	K	DIS, ML	CL-PR,M- POS	F	I	
CO1,CO5	EnlistthespecificPutausedforaparticulardBhasmaNirmana.	CC	DK	KH	L&PP T	CL-PR,M- POS	F	I	
CO1,CO5	Enlist various devices used for heating during Ayurvediya Aushadhi nirmana.	CK	DK	K	L,DIS ,RLE, FV	T-EW,P-SUR	F&S	I	
CO1,CO5	EnlistconstituentsneededforSamanyaMushaNirmana.	CK	DK	K	L&PP T,IBL	T-MEQs	F&S	I	
CO1,CO5	Define the term Musha and describe uses of various types of Musha.	CK	DK	D	L_VC ,D-M	T-OBT	F&S	I	
CO1,CO5	Enlist and discuss the material used for Sandhi Bandhan (while using Sharava and Kachakupi)	CK	NK	K	DIS,R LE	T-OBT	F	I	
CO1,CO5	IdentifyandrecordthetypesofCrucibles.	CK	NK	K	L&PP T	M-POS	F	I	



CO1,CO5	Interpret the effect of heat transformation in the material subjected to heating through Musha.	CAP	DK	KH	L&PP T,DIS ,D-M	PRN,CL-PR	F	I	
CO1,CO5	Recall Pakaj Utpatti Siddhant and interpret it for Agni Sannikarsha Sanskara.	CC	DK	KH	L&PP T,DIS	T-EW,CR- RED	F&S	I	
CO1,CO5	Explain the Pharmaceutical use of the Hot plate, heating mantle, induction stove, hot air oven, muffle furnace (horizontal and vertical type)	CC	NK	KH	DIS,S DL	P-SUR,M- POS	F	I	
CO1	Describe types of Koshti and their uses	CK	DK	K	L	COM	F	I	
CO1,CO5	Describe the Current trends in heat transfer device e.g. steam jacketed heating device, programmed muffle furnace, programmed furnace for Parpati / Pottali preparation.	CC	DK	K	L&PP T,IBL ,SDL	M-POS,COM	F	I	
CO1,CO5	Assess and interpret the effect of fuel in quantum of heat given (time and temperature)	CC	DK	KH	DIS,P rBL	M-POS,CR- RED	F	I	
CO1,CO5	Enlist various fuels used for heating for estimation of their heat value.	CK	NK	K	IBL,S DL	M-POS	F	I	
CO2,CO3	Analyse and appraise use of proper heating device and fuels used for Ayurvediya Aushadhi Nirmana.	AFT- SET	DK	KH	BS	DEB	F	II	

Topic 66. Kalpana Nirmana I (Primary & Secondary dosage forms) (Lecture :6 hours, Non lecture: 4 hours)

CO1,CO2	<p>1. Explain Kashayakalpana</p> <p>2. Enlist the dosage form come under Panchavidha Kashaya</p>	CC	MK	KH	L	T-EW,P- VIVA	F&S	II	
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	Kalpana and their Upakalpana 3. Justify Primary, secondary and tertiary dosage form under Panchavidha kashaya Kalpana and their Upakalpana								
CO1	Define with synonyms and classify different varieties of the dosage form in Ayurvediya Aushadhi nirmana	CK	MK	K	L	T-EW,P-VIVA	F&S	II	
CO1	Describe methods of preparation of the dosage form along with the principles of extraction, concentration and dilution etc.	CC	MK	KH	L&PP T	T-EW,P-VIVA	F&S	II	
CO1,CO2	Explain in details about Standard Operating Procedure (SOP) of each kalpana.	CC	MK	KH	L&PP T,DIS	T-EW,P-VIVA	F&S	II	
CO1,CO3	Enlist details of the applications/administration (samanya Matra, Anupana or sahapana, indications and contraindications) of the dosage form with various examples	CC	MK	K	L&PP T	T-EW,P-VIVA	F&S	II	
CO1,CO6	Assess and discuss modern day development and market trend of the dosage form	CC	DK	K	L&G D,IBL ,LS	T-MEQs,P-SUR	F&S	II	
CO1	Determine the advantages and disadvantages of the dosage form	CC	DK	K	L	T-EW,P-VIVA	F&S	II	
CO2	Describe method of preparation of dosage form along with the principle involved	CK	MK	K	L&PP T,DIS	T-EW,P-VIVA	F&S	II	
CO1	Describe meaning of the term Upakalpana. Enlist panchavidha kashaya kalpana and their respective Upakalpana	CK	DK	K	L	T-MEQs,P-VIVA	F&S	II	
CO1	Explain various kalpas belonging to various dosage forms	CK	MK	K	L_VC	P-EXAM	S	II	



	-Ingredients, proportion, matra, sevan vidhi if any, therapeutic uses				,PT				
CO2	Critically evaluate rationality behind different proportion of water used in various formulations	AFT-VAL	DK	KH	BS	P-VIVA	F&S	III	
Topic 77.Kalpana Nirmana-II (Method of Preparation of different dosage forms& Dietary Supplements))(Lecture :5 hours, Non lecture: 4 hours)									
CO1,CO5	Explain the basic principles involved , processing techniques,quality control parameters used/ involved in the preparation ofAvaleha,Kalpana with examples ,instruments used in small and Large scale production,Research updates	CAP	MK	K	L&PP T,TP W,BL	T-EW,T-OBT	F&S	II	
CO1,CO5	Explain the basic principles involved , processing techniques,quality control parameters used/ involved in the preparation ofSneha Kalpana, Kalpana with examples ,instruments used in small and Large scale production,Concept of Avartana, Researchupdates on Snehakalpna,Market survey	CK	MK	K	L_VC ,TUT	T-EW,P-VIVA	F&S	II	
CO1,CO4	Describe the Significance of sandhana kalpana, classification, Difference between Madya and Shukta Kalpana, general method of preparation, essential ingredients, Anukta Mana, Sandhana Vidhi, observations, Burnig candle test, Lime water Test, difference between Asava and Arishta, essential knowlege of sale and clinical practice , Research updates	CAP	MK	K	L_VC ,PrBL	T-EW,T-OBT	F&S	II	
CO1,CO3,CO5	Explain Definition , significance of Pathya, types, general, method of preparation Manda, Peya, Yavagu, Vilepi, Anna or Odana Kalpana, Krushara, Yusha, Takra, Khada, Kambalika, Raga, Shadava, Related Research updates, Market survey of Dietary Supplements and Nutraceuticals	CAP	MK	KH	L_VC ,RLE	T-EW,P-VIVA A,P-EXAM	F&S	II	
Topic 88.Rasa Dravya Parichaya- I(Lecture :12 hours, Non lecture: 4 hours)									
CO1		CC	MK	K	L&PP	T-MEQs,P-	S	I	



	EnlistsynonymsofRasadavyaandexplainsignificanceofthat				T,D_ L	VIVA			
CO1,CO2,CO 6	Explainclassical&MineralogicalidentificationandSourcesof Rasadavyas	CC	MK	SH	L&PP T,PT	T-EW,P- EXAM	F&S	I	
CO1,CO2	Discriminatetypes,Grahya-AgrahyataandDoshaofRasadavya	CC	MK	KH	L&PP T,PT	P-VIVA,TT- Theory	F&S	I	
CO1,CO2	Explain Shodhan and Marana and other processing techniques of the Rasa- Dravya.	CC	MK	KH	L_VC ,IBL, D	T- EW,P- VIVA,INT	F&S	I	
CO1,CO2,CO 6	Discuss probable physical, chemical changes occurring during process & after Shodhana and Marana of Parada, Haratala, Tamra and Shankha.	CC	MK	KH	L&PP T,BS, SDL	T-EW,P-VIV A,P-EXAM	F&S	I	
CO6		CC	DK	KH	DIS,B	P-VIVA	F&S	I	



	Explain research updates about Shilajatu,Naga,Mukta and Kapardika.?				S				
CO1,CO2,CO6	Discuss probable physical, chemical changes occurring after Bhavana, Puta & whole process of Bhasma nirmana from Rasadravyas	CC	MK	KH	DIS,B S	T-OBT	F&S	I	
CO1,CO4	Enlist Kalpas prepared from these Rasdravyas and therapeutic importance of that Rasadravya	CK	DK	K	IBL,S DL	PRN	F	II	
CO2,CO3	Develop checklist for identification of genuine rasadravyas	AFT- CHR	MK	K	IBL	P-PS	F&S	III	
Topic 99.Rasa Dravya Parichaya II (Lecture :7 hours, Non lecture: 6 hours)									
CO1	Enlist the important synonyms of Rasadravyas	CC	DK	KH	L&PP T,DIS	P-VIVA	F&S	II	
CO1,CO6	Explain classical & Mineralogical identification and their Sources.	CK	DK	K	L&PP T,D_ L	P-VIVA	F&S	II	



CO1	Elaboratetypes,Grahya-AgrahyataandDoshaofRasadravayas	CK	DK	K	L&PP T	P-VIVA	F	II	
CO1,CO2	Explain Shodhana, Marana & and other processing techniques with probable chemical reactions.	CC	MK	KH	L&PP T,DIS ,LS	T-EW,P- VIVA	F&S	II	
CO1,CO2	Explain Shodhana, Marana & and other processing techniques with probable chemical reactions.	CE	DK	K	L&G D,PT	P-VIVA	F&S	I	
CO6	ExplainresearchupdatesofKasisa,GauripashanaandAkika.	CC	DK	KH	DIS, ML	PRN	F	I	
CO1,CO5	Enlist names of rasadravyas and important kalpas prepared from respective dravya. Describetherapeutic importance of that Rasadravya.	CK	DK	K	DIS,S DL	CL-PR,M- CHT	F	II	
Topic 1010.Rasadravya Parichaya III (Lecture :3 hours, Non lecture: 6 hours)									
CO1	EnlistSynonymsandsources.	CK	NK	K	PrBL, TPW, PER	T-OBT,M- CHT	F&S	II	



CO1,CO6	Determine types, Grahya-Agrahya, properties & classical as well as Mineralogical Identification of Rasadravyas	CC	NK	K	L&PP T,DIS ,SDL	P-VIVA,CHK	F&S	II	
CO1,CO2	Explain Shodhana, Marana and Probable Chemical Changes.	CC	DK	K	L&PP T,IBL	PRN	F&S	II	
CO6	Explain research update of Badarashma.	CK	NK	K	DIS,L S	P-VIVA	F	II	
CO1,CO5	Enlist Rasadravyas from this group and describe important kalpas with their therapeutic utility	CK	DK	K	TPW	PRN	F	II	
Topic 1111. Kalpana Nirman -III (Method of Preparation of different dosage forms) (Lecture :8 hours, Non lecture: 6 hours)									
CO1,CO2,CO 3	Describe sharkara kalpana along with preparation method of Syrup. Explain therapeutic importance of prepared sharkara kalpana along with its shelf life.	CC	NK	K	L&PP T,SD L	P-VIVA	F&S	II	
CO1,CO2,CO 3	Describe Gudapaka preparation method with its confirmatory tests and precautions. Explain therapeutic importance of prepared Gudapaka along with its shelf life.	CC	NK	K	L&PP T	P-VIVA	F&S	II	
CO1,CO2,CO 3	Describe Lavana kalpana preparation method with its confirmatory tests and precautions. Explain therapeutic	CC	DK	K	L&PP T	T-CRQs,P- VIVA	F&S	II	



	importance of prepared Lavana kalpana along with its shelf life and packaging techniques.								
CO1,CO2,CO3	Describe Kshara kalpana preparation method with its confirmatory tests and precautions Explain therapeutic importance of prepared Kshara kalpana and Ksharasutra integration with Shalya tantra department along with its shelf life and packaging techniques.	CAP	MK	KH	L&PP T	P-VIVA,TT- Theory	F&S	II	V- SHL
CO1,CO2,CO3	Describe Ayaskriti kalpana preparation method with its confirmatory tests and precautions Explain therapeutic importance of prepared Ayaskritikalpana along with its shelf life and packaging techniques.	CC	NK	KH	L&PP T	P-VIVA	S	II	
CO1,CO2,CO3	Describe Lepa kalpana preparation method with its confirmatory tests and precautions Explain therapeutic importance of prepared Lepa kalpana, integration with Kayachikitsa and Panchakarma department along with its shelf life and packaging techniques.	CC	MK	K	L&PP T	T-EW,P- VIVA	F&S	II	V-KC ,V-PC
Topic 1212.Chaturvidha Rasayana (Lecture :4 hours, Non lecture: 4 hours)									
CO1,CO2	Describe importance and unique features of Chaturvidha Rasayana - Kharaliya Rasayana, Parpati Rasayana, Kupipakwa Rasayana & Pottali Rasayana.	CC	MK	KH	L&PP T,IBL	T-EW,P- VIVA	F&S	II	
CO1,CO2	Explain definition, types and method of preparation of Chaturvidha Rasayana.	CAP	MK	D	L&PP T,PT	T-EW	F&S	II	



CO1,CO2	Determine role of Yantra, Agni & Kala for pharmaceutical process of chaturvidha rasayana	CAN	DK	KH	PT	T-EW,P-VIVA	F&S	II	
CO6	Explains shelf-life of Chaturvidha Rasayana.	CAN	DK	SH	L,DIS	P-VIVA	F&S	II	
CO5	Describe chemical changes occurring during the preparation of chaturvidha rasayana and its impact on Pharmacological action of Chaturvidha Rasayana	CAN	DK	KH	L&G D,BS, SDL	CR-RED,CR-W	F	II	
CO5	Explain law of Definite proportion and proportion of Mercury and sulphur needed for preparation of sulphide of Mercury. in Chaturvidha rasayana	CAP	DK	KH	BS,IB L	CL-PR	F	II	
Topic 1313. Current and emerging trend in Ayurvedic pharmaceuticals (Lecture :3 hours, Non lecture: 4 hours)									
CO1,CO5,CO6	Discuss the classification of different dosage forms.	CK	DK	K	L&PP T,DIS	P-VIVA,M-POS	F&S	III	
CO1,CO5,CO6	Explain the need of different dosage forms.	CK	DK	K	L&PP T,DIS ,SDL	P-VIVA,M-POS	F&S	III	
CO1,CO5,CO6	Enlist categorical information about the cosmetics used in daily	CK	DK	K	L_VC	PRN,M-POS	F	III	



6	routine.AppreciateAyurvediccosmeticproducts.				,DIS, FV				
CO1,CO5	AppreciateAyurvediccosmeticproducts.	AFT- VAL	DK	KH	BS,Pr BL	PRN,P-SUR	F	III	
CO1,CO5,CO 6	Choose and record the contemporary machineries used in the manufacture of cosmetics.	CK	NK	K	L_VC ,DIS, SDL	M-POS	F	III	
CO1,CO5,CO 6	EnlistQualityControlparametersofcosmeticspreparations.	CK	DK	K	L&PP T,DIS	P-VIVA,M- POS	F&S	III	
Topic 1414.GMP(Schedule T) & Regulatory aspects of Ayurvedic drugs (Lecture :2 hours, Non lecture: 4 hours)									
CO5	Explain the legal and regulatory aspects of manufacturing, and sale of Ayurvedic drugs.	CC	MK	K	L&PP T,IBL	CL-PR	F&S	III	
CO5	Describe acts and rules mentioned in Drug & Cosmetic Act 1940 & Rule 1945 and their relevance to Ayurvedic, Siddha, Unani (ASU) drugs.	CC	MK	K	L&G D,BS	QZ	F&S	III	H-DG
CO5	Discuss the guidelines of Food Safety and Standards Authority of India (FSSAI) and FDA.	CK	DK	K	L&G D,SD L	CL-PR	F	III	
CO3,CO5	Determine the principles and practice of establishment of Ayurvedic pharmacy.	CK	DK	K	L&G D,TP W	P-EN,CL-PR	F	III	
CO5	DiscusstheNABLguidelinesfortestinglaboratory(Chemical).	CK	NK	K	L&PP T,D_	CL-PR,CHK	F&S	III	



					L				
CO1,CO5	Explain long forms of these - (FSSAI) and (FDA),(CCRAS),(DCGI), (CDSCO)	CK	DK	K	L	T-EMI	S	III	
CO4	Discuss ethical aspect of large scale drug preparation in Ayurvedic Pharmacies	AFT-VAL	DK	K	DIS	CL-PR	F	III	

Paper2AyurvediyaAushadhiPrayoga Vigyana									
A3 Course outcome	B3 LearningObjective(Attheendofthesession,thestudents should be able to)	C3 Doma in/sub	D3 Must to know /desirableto know / Nice to know	E3 Level Does/ Show show/ Know show/ Know	F3 T-L meth od	G3 Assessment	H3 Form ative/ summ ative	I3 Term	J3 Integr ation
Topic 11.Aushadhi Prayoga Vigyana (Lecture :1 hours, Non lecture: 2 hours)									
CO1	Define Aushadhi Prayoga Vigyana and its scope and enlist prashasta bshesaja laxana	CK	MK	K	L	TT-Theory	F&S	I	
Topic 22.Single drug (Herbal & Mineral) (Lecture :8 hours, Non lecture: 2 hours)									
CO1,CO2,CO 4,CO5,CO6	Describe different dosage forms prepared out of a single herb or mineral	CK	MK	KH	L_VC	P-VIVA,COM ,TT-Theory	F&S	I	
CO1,CO2,CO 4,CO5,CO6	Appreciate how the therapeutic efficacy varies depending on the dosage form	AFT-VAL	MK	K	L&PP T	T-EW,DEB	F&S	I	



CO1,CO2,CO4,CO5,CO6	Describe therapeutic efficacy of different formulations of Vishadravya (Bhallataka), with its toxic effects and remedy.	CK	NK	K	L&G D	P-VIVA	F	I	
CO1,CO5	Describe therapeutic efficacy of different formulations of Guduchi, Gairika, Gandhaka	CC	MK	K	L&G D,PE R	P-VIVA,TT- Theory	F&S	III	
CO3,CO4	Aappraise multiple factors considered for preparation of various dosage forms from a single drug and creat list of more such examples.	AFT- CHR	DK	KH	BS,IB L	COM	F	III	
Topic 33.Single drug(Bhasma, Shuddha & Pishti)(Lecture:12 hours, Non lecture: 6 hours)									
CO2,CO6	Explain chemical form/composition, Pharmacodynamics and pharmacokinetics of Abhraka, Loha and Godanti Bhasma.	CC	DK	KH	L&PP T,DIS ,IBL	P-VIVA	S	III	
CO1,CO2	Explain therapeutic properties, dosage, Anupana, Pathyapathya, duration of treatment, Sevana Kala, shelf life,important Yogas of each Bhasma.	CC	MK	KH	L&PP T,TP W	T-EW,P- VIVA	F&S	III	
CO1,CO2	Describe Apakwa AshuddhaAvidhi Bhasma Sevanajanya Vyadhi and their Shanti-upaya.	CK	DK	KH	DIS,B S	P-VIVA,TT- Theory	F	III	
CO1,CO2	Describe in detail Amayika Prayoga (Therapeutic uses) of each Bhasma/Pishti with given references.	CAP	MK	SH	L&G D,W	T-EW,P- VIVA	F&S	III	



CO2,CO6	Explain research updates and clinical evidences of Swarna Bhasma, Makshika Bhasma and Shankha Bhasma.	CE	DK	K	PrBL, SDL	PRN	F&S	III	
Topic 44. Aushadhi Kalpa -I (Compound formulations) (Lecture :16 hours, Non lecture: 4 hours)									
CO1,CO2	Describe reference, ingredients, therapeutic properties, dosage and all administration details along with Anupana of each formulation.	CK	MK	KH	L&PP T,BS, SDL	T-EW,P- VIVA	F&S	III	
CO1,CO2	Explain Pathya Apathya, Sevana Avadhi (duration of treatment) and shelf-life of each formulation.	CC	MK	KH	L&PP T,DIS ,BS	T-EW	F&S	III	
CO1,CO2	Interpret probable mode of action of each formulation as per Ayurveda.	CC	DK	KH	L&G D,BS	T-EW,P- VIVA	F&S	III	
CO2,CO3,CO 6	Explain research updates and clinical evidences of Arogyavardhini Gutika and Gandhaka Rasayana	CE	DK	K	PrBL	P-VIVA	F&S	III	



CO3,CO4	Critically analyse compound drugs for their therapeutic actions mentioned in the classics.	AFT-VAL	DK	KH	IBL	PRN	F	III	
Topic 55.Aushadhi Kalpa-II (Compound Drugs/Formulations)(Lecture :14 hours, Non lecture: 2 hours)									
CO1,CO2,CO3,CO4	Describe Ingredients, therapeutic importance, dose, anupana, pathya-pathya, duration of treatment, sevana kala, shelf life, research updates and clinical evidences of Dashamoola Kwatha, PushyanugaChurna, Sanjivani Vati, Chitrakadi Gutika, Simhanada Guggulu, Yogaraja Guggulu, Chyavanaprashavaleha, Gandhakadya Malahara, Ashokarishta, Kutajarishta,Panchagavya Ghrita, Bilvadi Gutika.	CAP	MK	KH	L&PP T	T-EW,P- VIVA	F&S	III	
CO1,CO2,CO3,CO4	Describe Ingredients, indications, dose, anupana, pathyapathya, duration of treatment, sevana kala, shelf life, and clinical evidences of Mahamanjistadi kwatha, Sudarshana Churna, Vyoshadi Vati, Bala Chaturbhadra Rasa, Lavana Bhaskara Churna, Narayana Taila,, NeeliringadiTaila Aravindasava, Kumaryasava.	CAP	NK	KH	L&PP T,DIS	P-VIVA	S	III	
CO1,CO2,CO4,CO5	Describe Ingredients, indications, dose, anupana, pathyapathya, duration of treatment, sevana kala, shelf life,and clinical evidences of Panchaguna Taila, Dadimavaleha, Bramhi Ghrita	CK	DK	K	L&PP T	P-VIVA,TT- Theory	S	III	
CO1,CO2,CO3	Undersand & Recitefollowing classical kalpas.Describe Amayika prayoga of each formulation.Understand probable mode of action as per AyurvedaSearch and Record relevant reaserch articles.Create charts describing details of these drugs.Review market avaibility & poplularities of these drugs among practicing vaidyas & near by population.	CAP	MK	KH	L&PP T,DIS ,BS,I BL,P BL	P-EXAM,CO M,TT-Theory	F&S	III	V-KC ,V-SH ,V-PC ,V-SH L,V-S P,V- BL



CO3,CO4	Explain ethical aspect of administration of compound drugs mainly regarding duration of the treatment given.	AFT-VAL	DK	K	PBL	CL-PR	F	III	
CO1,CO2,CO4,CO6	Describe ingredients, with its dose, therapeutic importance, anupana and pathya-apathya along with its clinical evidences and Research upadates	CK	MK	KH	L&PP T	T-EW,P- VIVA	F&S	III	
CO1,CO2,CO4,CO6	Enlisttheformulationswithitsdose,anupanaandindications	CK	NK	K	L	T-EMI	S	III	
Topic 66.Dosage Forms & Cosmetic Products(Lecture :5 hours, Non lecture: 2 hours)									
CO2,CO3,CO7	Definetheterm-Dosageforms.	CK	MK	K	L&PP T	TT-Theory	F&S	III	
CO2,CO3,CO7	Discussthe needofdifferentdosageforms.	CK	MK	K	L&PP T	TT-Theory	F&S	III	
CO2,CO3,CO7	Explaintheclassificationofdifferentdosageforms.	CK	DK	K	L&PP T	TT-Theory	F&S	III	
CO2,CO3,CO7	Enlistthesolid/liquid/semisoliddosageforms.	CK	MK	K	L&PP T	T-EMI	F&S	III	
CO2,CO3,CO7	Discusstheroutesofadministrationofdifferentdosageforms.	CK	MK	K	L&PP T	T-EW	F&S	III	
CO2,CO3,CO7	Describe the advantages and disadvantages of currently available dosage forms.	CK	MK	K	L&PP T	TT-Theory	F&S	III	
CO2,CO3,CO7	Discuss the research updates about modification of classical Ayurvedic dosage forms.	CK	DK	K	L&PP T	CL-PR	F	III	
CO2,CO3,CO7	Discusstherelevantcasestudiesofdifferentdosageforms.	CK	NK	K	L&PP T	P-SUR	F	III	



CO2,CO3,CO 7	DefinethetermCosmetics.	CK	DK	K	L	TT-Theory	F&S	III	
CO2,CO3,CO 7	Explain the classification of cosmetics based on their application on the specific body parts.	CK	DK	K	L&PP T	CL-PR	F&S	III	
CO2,CO3,CO 7	Differentiate between the ancient cosmetics and modern day cosmetics.	CK	DK	K	L&PP T	TT-Theory	F&S	II	
CO5	compareandappraiseherbalcosmeticsvssyntheticproducts	AFT- VAL	DK	KH	PBL	PRN	F	III	
Topic 77.Nutraceuticals (Lecture :6 hours, Non lecture: 1 hours)									
CO1	Describeimportanceofcombinationofaaharaandaushadha	CK	MK	K	L&PP T	T-EW	F&S	III	H-SW
CO2,CO6	ExplainNutraceuticalswithitstypes	CK	MK	K	L&PP T	TT-Theory	F&S	III	H-SW
CO2,CO6	Corelaterasayanaandnutraceuticalwithexamples	CAN	DK	KH	DIS,P rBL	T-OBT	F	III	H-SW
CO2	Describe with examples mode of action of Ayurvedic nutraceuticals	CAP	MK	KH	SDL, LS	PRN	F	III	H-Sa mhita, H-SW
CO2,CO6,CO 7	Enlist at least two dietary preparations from Ayurvedic classics which can serve as rasayana/ nutraceutical in-1) General Health2) Pediatric Health3) Geriatric Health4) Women(Garbhini/ Sutika) Health5) Cardio-protection6) Chronic illness-recovery stage	CAP	MK	K	DIS,B S,SY	CL-PR	F	III	H-SW
CO1,CO2,CO 6,CO7	Describe potential of Ayurvedic diet and Rasayana in sports endeavor	CAP	DK	KH	BS,Pr BL,PS	DEB	F	III	H-SW



					M				
CO7	Explainresearchupdatesaboutnutraceuticals	CK	NK	K	SDL, PL	M-POS	F	III	
CO2	Enlist atleast two examples of Aushadhi siddha aahara with its indications for each category-->(Aharadravya belonging to following category and kalpa prepared from that aahara dravya and other aushadhi ingredients)1) Jala varga2) Dugdha varga3) Ikshu varga4) Suka-dhanya varga5) Shimbi Dhanya Varga6) Shaka Varga7) Phala Varga8) Lavana Varga9) Spices	CC	DK	K	L&G D,PrB L	CL-PR	F	III	H-Sa mhita, H-SW
CO3,CO4	creat list of unique features of Ayurvedic neutraceuticals and appraise their current need	AFT- VAL	DK	KH	DIS	PRN	F	III	
Topic 88.Anupana Prayoga for Aushadhi Kalpa(Lecture :4 hours, Non lecture: 1 hours)									
CO1	Define and classify Anupana and Sahapana	CK	MK	K	L	T-EW	F&S	III	
CO1,CO2	Expalin different factors to be considered for selection of Anupana as per Disease and Patients	CC	MK	KH	L	T-EW	F&S	III	
CO1,CO2	Enlist different anupana for a single drug based on the condtion of patient and disease. Elaborate with the help of examples of kalpas.	CC	MK	KH	L	T-EW	S	III	
CO4	DescribevalueofproperselectionofAnupanaswithexamples	AFT- VAL	DK	K	SDL	M-CHT	F	III	
Topic99.Aushadhi Prayoga Marga(Lecture:5 hours, Non lecture: 1 hours)									
CO2,CO4	Discuss the various types of Aushadhi Prayog Marga (route of drug administration).	CK	MK	K	L&PP T	T-EW	F&S	II	
CO2,CO4	Describe the advantages and disadvantages of each Aushadhi Prayog Marga.	CK	DK	K	L&PP T,BS	P-SUR,PM,TT- Theory	F&S	II	



CO2,CO4	Enlist the dosage forms used in the specific Aushadhi Prayog Marga.	CK	DK	K	L&PP T	T-EMI	F&S	II	
CO2	Discuss the nature of drug (s) administered in various routes of drug administration.	CAP	NK	KH	L&G D	CL-PR	F	II	
CO4,CO5	Appraise administration of drugs through various routes mentioned in Ayurvedic treatment	AFT- VAL	MK	K	L&G D	T-EW	F&S	III	
Topic 1010.Rational prescription along with safe dispensing of Ayurvedic formulations. (Lecture:1 hours, Non lecture: 4 hours)									
CO2,CO4	Describeandwritedemoidealprescription.	CAP	MK	SH	L&G D,CB L	CR-W,CHK	F&S	III	V-KC ,V-SP ,V-BL
CO1,CO3,CO 4	Explain the safe dispensing and efficacious use of Ayurvedic drugs.	CAP	MK	KH	L&G D,BS, TPW	T-CS,PM	F&S	III	V-KC ,V-BL
CO2,CO4	Explain the importance of rational prescribing of drugs and the concept of essential drugs.	CK	DK	K	L&G D,IBL	QZ,CHK	F	III	V-KC
CO2,CO4,CO 5	Describe the standard protocol for safe dispensing of Ayurvedic drugs.	CK	DK	KH	L&G D	T-OBT	F	III	
CO2,CO4	Demonstrate and educate home remedies to small group of population.	CAP	DK	SH	PrBL, TPW	TR	F	III	H-SW
CO5	explainethicalaspectsrelatedtoprescriptionwriting	AFT- RES	MK	KH	TPW	INT	F	III	
Topic 1111.Traditional & Local health Practices (Lecture :2 hours, Non lecture: 4 hours)									
CO1	IdentifyLocalHealthTraditionsandHealingKnowledge,	CC	DK	K	DIS,P rBL	P-SUR,INT	F	III	



CO1,CO5	Recognise the possible potential of product development and research based on Traditional knowledge	CK	DK	KH	IBL	INT	F	III	
CO1,CO4	Identify the factors responsible for grant of patent and erroneous grant of patent on indian traditional knowledge.?	CK	DK	K	BS	INT	F&S	III	
CO5	Appraise traditional knowledge of Ayurvedic medicines	AFT-VAL	DK	K	TPW	CR-W	F	III	
Topic 1212. Pharmacovigilance for Ayurveda drugs (Lecture :1 hours, Non lecture: 4 hours)									
CO2,CO4,CO5	Describe the term Pharmacovigilance and explain importance of Pharmacovigilance for Ayurvedic drugs.	CK	DK	K	L&PP T,IBL	M-POS,C- INT,RK	F	III	V-KC ,V-BL ,H-D G,H- AT
CO4,CO5	Explain the status and central sector scheme of Pharmacovigilance for Ayurveda, Siddha, Unani, and Homeopathy (ASU & H) drugs.	CK	MK	K	L&PP T,DIS	INT,TT- Theory	F	III	V-KC ,H-D G,H- AT
CO4,CO5	Define Adverse Drug Reactions (ADR) and its types.	CE	DK	K	L&G D,IBL	QZ,TT-Theor y,VV-Viva	S	III	V-KC ,V-BL ,H-D G,H- AT
CO2,CO4,CO5	Identify and monitor ADRs.	AFT-VAL	DK	KH	L&G D,BS, IBL	PRN,RK	F	III	V-KC ,V-BL ,H-D G,H- AT



CO2,CO4	Discuss and make critical comments on the safe and efficacious use of Ayurvedic drugs.	CAP	DK	KH	L&G D,PrB L,TU T	QZ,CL- PR,INT	F	III	V-KC ,H-D G,H- AT
CO4,CO5	Debate on ADR of ASU drugs	AFT- RES	DK	K	DIS	DEB	F	III	



List of Practicals (Term and Hours)

PRACTICALS(Marks-100)			
S.No	List of Topics	Term	Hours
1	1.ParibhashaconceptbasedPracticals	1	20
2	2.PanchavidhaKashayaKalpana&theirUpakalpanaPracticals	1	24
3	3.RasaDravyaAushadhiNirmanaPracticals	1	20
4	4.BheshajaKalpanaPracticals-I	2	24
5	5.BheshajaKalpanaPracticals-II	2	22
6	6.DosageForms&Self-careProductsPracticals	2	22
7	7.FieldVisit/StudyTour	3	24
8	8.HospitalIPDPractical	3	10
9	9.DrugDispensingPractical	3	6
10	10.QualityControlPracticals	2	38



Table 4: Learning objectives (Practical)

A4 Course outcome	B4 LearningObjective(Attheendofthesession,thestudents should be able to)	C4 Doma in/sub	D4 Must to know /desirableto know / Nice to know	E4 Level Does/ Show show/ Know show/ Know	F4 T-L meth od	G4 Assessment (Refer abbreviations)	H4 Form ative/ summ ative	I4 Term	K4 Integr ation
Topic 11.Paribhasha concept based Practicals									
CO1	Identify the drugs and recite classical name,English name and chemical composition and varga(class) Recite Maharasa , uparasa, Sadharana rasa shlokas from Rasaratna samuchchaya.	PSY-SET	MK	KH	GBL, REC	P-VIVA,P-ID	F&S	I	
CO1,CO2	Demonstrate thecorrect procedure / SOP and assess the changes observed after the procedure.Discuss the relevant samskara andits role in that procedure.Interpretthe Physical, Chemical and Biological alterations.	PSY-MEC	MK	D	GBL, PT	P-PRF,CHK,O SPE	S	I	
CO1,CO2	Observe and describe the pharmaceutical preparation of Gandhaka druti. Explain the term alotropism.Recite melting, boiling and evaporating temprature of Gandhaka.	PSY-MEC	DK	KH	DIS,D _L	P-VIVA	S	II	
CO1,CO2	Observe the procedure of Vanga Jarana. Explain the difference between Jarana and Jaranaa. Discuss chemical process of oxidation and reduction. Recall the information about melting points of all the metals.	CAP	DK	KH	PT,D	P-VIVA	S	III	
CO1,CO2	Demonstrate preparation of Kajjali. Recite its classical shloka. Prepare a checklist of parameters for its siddhilakshana. Interpret	PSY-MEC	MK	D	PBL, TPW,	P-REC,P- EXAM,P-PS	F&S	I	



	law of definite proportion to explain and calculate amount of free sulfur in the prepared amount of kajjali. Calculate the expected weight of rasantindura from the given amount of kajjali.				D_L				
CO1,CO2	Identify relevant Bhasmapariksha and demonstrate samanya and vishesha Bhasma pariksha. Interpret physical/ chemical laws relevant to classical bhasma pariksha.	PSY- MEC	MK	D	DIS,G BL,L RI,D A,D_ L	P-VIVA,CHK	F&S	I	
CO1	Identify various weights and recite essential measures from conversion chart of AFI. Recognise weighing machines and their weighing capacity.	CAP	DK	KH	BS,Pr BL,T PW,P L	PRN,P-SUR	F	I	
CO3,CO4	Identify and value SOP of each procedure of the practical conducted.	AFT- VAL	MK	KH	D_L	P-EXAM	S	II	
CO2	Appraise ancient indications mentioned in classics for confirmation of end point of the pharmaceutical process(Siddhi lakshana)	AFT- RES	MK	K	PrBL	P-VIVA	S	III	

Topic 22.Panchavidha Kashaya Kalpana & their Upakalpana Practicals

CO1,CO2	Recall, Identify and authenticate the raw materials required as per the dosage form/ formulations	PSY- SET	MK	KH	DIS,D	P-VIVA	F&S	II	
CO1,CO2	Demonstrate the method of preparation to get the desired dosage form following SOP	PSY- MEC	MK	SH	DIS,P T	P-VIVA,P- EXAM	F&S	II	
CO1,CO2,CO 5	Assess and explain different parameters to achieve desired characters/ end points (siddhi lakshana) as per classical and contemporary parameters	PSY- MEC	MK	KH	DIS,D	P-VIVA,P- EXAM	F&S	II	
CO1,CO2	Describe ethical responsibility expected during Pharmaceutical	AFT-	MK	K	SDL	P-PRF	F&S	III	



	preparation of Ayurvedic Formulations	REC							
Topic 33. Rasa Dravya Aushadhi Nirmana Practicals									
CO1,CO2,CO3	Explain reference Shloka of kalpas & write with interpretation -list of ingredients, their proportion, principles of yoga - yoga samyojana dravya	CC	MK	KH	L	P-VIVA, P-EXAM	F&S	I	
CO1,CO2,CO3	Identify raw Dravya, used part with classical Mana and interpret in metric system....	CAP	MK	D	DIS, B S	P-EXAM	F&S	I	
CO2,CO3	Identify, Utilize & know mechanism of Yantra used for drug preparation	CAP	MK	KH	DIS, B S	VV-Viva	F&S	I	
CO2,CO3	Observe & Record various parameters responsible for good manufacturing which are done during process of pharmaceutical preparation	CE	MK	SH	DIS, B S, PT	P-EXAM	F	I	
CO2	Demonstrate Sidhdhi Lakshna	CAP	MK	SH	D	P-VIVA	S	III	
CO2,CO3	Assess finished product as per classics.	CE	MK	SH	DIS, P T	P-VIVA, P-EXAM	S	I	
CO1,CO2,CO3	Appraise peculiarities of chaturvidharasayan preparation	AFT-	DK	KH	PER	M-POS	F	III	



4		VAL							
Topic 44. Bheshaja Kalpana Practicals -I									
CO1,CO3	Demonstrate Arka preparation method, along with its packaging technique and therapeutic importance.	PSY-SET	MK	SH	DIS,D-M	P-VIVA,P-EXAM	F&S	II	
CO1,CO3	Demonstrate preparation of Vati along with drying techniques	PSY-MEC	MK	KH	DIS,D	P-VIVA,P-EXAM	F&S	II	
CO1,CO3	Identify the genuine sample of Guggulu and demonstrate preparation of different types of Guggulu along with drying techniques	PSY-SET	MK	K	DIS,P T	P-VIVA,P-EXAM	F&S	II	
CO1,CO3	Identify the useful part of the raw material and demonstrate Sattva preparation method.	PSY-SET	MK	K	DIS,D	P-VIVA,P-EXAM	F	II	
CO1,CO3	Demonstrate preparation of Varti along with drying and packaging techniques.	PSY-SET	MK	KH	PT	P-VIVA,P-EXAM	F	II	
CO1,CO3	Demonstrate Lavana preparation methods, along with its packaging techniques.	PSY-SET	DK	SH	PT	P-VIVA,P-EXAM	F	II	
CO1,CO3	Identify the internal and external applications of different kshara kalpana along with importance of ksharasutra through surgical aspects.	PSY-ADT	MK	K	PT	P-VIVA,P-EXAM	F	II	V-SHL
CO1,CO3	Demonstrate and Explain preparation methods of Masi kalpana for its internal or external application in clinical practice.	PSY-ADT	DK	K	DIS,P T	P-VIVA,P-EXAM	F	II	
CO1,CO3	Demonstrate preparation and application aspects of Upanaha kalpana .	PSY-MEC	DK	K	DIS,P T	P-EXAM	F&S	II	V-KC
CO1,CO3	Demonstrate preparations of Sikta taila along with identify the genuine sample of Sikta. Perform and Describe Malahara kalpana preparation method with its confirmatory tests of end point. .	PSY-SET	DK	K	DIS,P T	P-VIVA,P-EXAM	F&S	II	



CO2,CO3	Demonstrate preparation of different types of Malahara with its applied aspect.	PSY-SET	NK	K	PT	P-SUR	F	II	V-KC
CO2,CO3	Demonstrate preparation of different types of Lepa and preparation of Shatadhouta ghrita .	PSY-SET	NK	KH	DIS,PT	PRN	F	II	V-KC ,V-PC
CO2,CO3	Perform and Describe Lepa kalpana preparation method with its confirmatory tests and precautions Explain therapeutic importance of prepared Lepa kalpana, integration with Kayachikitsa and Panchakarmadepartment along with its shelf life and packaging techniques.	PSY-MEC	DK	SH	L&GD	P-VIVA,P-EXAM	F&S	II	V-KC
CO2,CO3	ObservedemonstrationofformulationofDantamanjana	CAP	NK	KH	L&GD	PRN	F	II	
Topic 55.Bheshaja Kalpana Practicals -II									
CO1,CO2	Demonstrae the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlistingthe results, packing and storage ofGhrita Murchana and Taila Murchana	PSY-MEC	MK	D	PT,D	P-REC,P-EXAM,OSPE	F&S	II	
CO1,CO2	Demonstrae the SoP involved in the drug selection, measuringthe appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlistingthe results, packing and storageofJatyadi Gritha/ Triphala Gritha/ KsheeraShatphala Gritha/Phala Gritha,	PSY-MEC	MK	D	PT,D	P-EXAM,OSPE	F&S	II	
CO1,CO2	Demonstrae the SoP involved in the drug selection, measuringthe appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlistingthe results, packing and storageKsheera Bala Taila/Kasisadi Taila/ PanchagunaTaila/ Arka Taila/Kutajasuryapaki taila	PSY-MEC	MK	SH	D	P-EXAM,OSPE	F&S	II	



CO1,CO2	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlisting the results, packing and storage Bhallataka Taila Patana/ Jayapala Taila Patana/Vishvamisra Kalpa Sneha	PSY- MEC	DK	KH	D	P-VIVA,P- EXAM,OSPE	F	II	
CO2	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlisting the results, packing and storage of Vasavaleha/Chavana Prasha Avaleha/ Kushmanda Avaleha	PSY- MEC	MK	KH	D	P-VIVA,P- REC,P-EXAM	F&S	II	
CO2	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlisting the results, packing and storage of Nimbu Sharkara	PSY- MEC	NK	SH	D	P- EXAM,OSPE	F	II	
CO2	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlisting the results, packing and storage of Daruharidra Rasakriya	PSY- MEC	NK	SH	D	PRN	F	II	
CO2	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlisting the results, packing and storage of Haridra Khanda/ Narikela Khanada	PSY- MEC	MK	D	D	P-VIVA,P- EXAM,OSPE	F&S	II	
CO1	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the	PSY- MEC	MK	KH	D	T-EW,P- VIVA	F&S	II	



	Physical Changes, Siddhi lakshana, enlisting the results, packing and storage of Kumaryasava/Drakshasava								
CO1,CO2	Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlisting the results, packing and storage of Kutajarista/Ashokarishta/Takrarishta	PSY-MEC	MK	KH	D	P-VIVA	F&S	II	
CO2	. Demonstrate the SoP involved in the drug selection, measuring the appropriate quantity of ingredients, preparation, observe the Physical Changes, Siddhi lakshana, enlist the results, packing techniques and storage of unique formulations for e.g. Kanji/Madushukta	CC	DK	KH	D	P-VIVA,COM	F&S	II	
Topic 66. Dosage Forms & Self-care Products Practicals									
CO1,CO2,CO6	Observe instruments used to prepare solid dosage form, liquid dosage form and Semisolid Dosage Form with one example for each, their method of preparation, ingredients used with their quantity and Quality control Parameters.	AFT-RES	DK	KH	W,PT,D	P-VIVA,CHK	F&S	III	
CO1,CO2,CO6	Observe instruments used to prepare with one example for each, their method of preparation, ingredients used with their quantity and Quality control Parameters. of following self care products Hair care: Shampoo Body care : Soap, Perfume Face care : Face Pack/Talcum Powder Lip Care : Lip Balm, Lipstick Oral care: Tooth Paste/ Mouth Wash Foot Care: Foot Cream Hand Disinfectant : Hand Sanitizer Skin Care: Moisturizer, Sunscreen Lotion following self care products	PSY-ADT	DK	KH	L_VC,PT,D	P-VIVA,P-EXAM,CHK	F&S	III	
Topic 77. Field Visit/ Study Tour									
CO1,CO3,CO4,CO5,CO6	Field Visit-Record the storage condition of the raw/in-process	CK	DK	K	DIS,FV	M-POS,COM	F	III	



	/finishedgoodspreparedintheapprovedsections.								
CO1,CO3,CO4,CO5,CO6	Determine the role of various Yantras / machineries used in the approved sections of the Pharmacy	CK	DK	KH	DIS,RE	INT	F	III	
CO1,CO3,CO4,CO5,CO6	Differentiate between the ancient and contemporary methods of drug preparation.	CC	DK	K	DIS,FV	PRN	F	III	
CO1,CO3,CO4,CO5,CO6	Enlist the documents required in Batch Manufacturing of Ayurvedic medicines.	CK	NK	K	DIS	P-SUR	F	III	
CO1,CO3,CO4,CO5,CO6	Identify the role of Quality Control instruments and equipments in ensuring a quality Ayurvedic product.	CK	DK	K	L&PPT,DIS	DEB	F	III	
CO1,CO3,CO4,CO5,CO6	Appreciate the importance of Good Manufacturing Practices and Good Packaging Practices required in Ayurvedic Drug manufacturing.	AFT-VAL	DK	K	DIS	PRN,DEB	F	III	
CO1,CO3,CO4,CO5,CO6	Prepare own products as per prevalent FDA guidelines.	PSY-GUD	DK	D	L_VC,DIS	P-EXAM	F	III	
Topic 88. Hospital IPD Practical									
CO1,CO2,CO3,CO4	Review & Observe the case Sheets.	CC	NK	KH	DIS	P-SUR	F	III	V-KC ,V-SH ,V-PC ,V-SH L,V-S



									P, V- BL
CO1,CO2	Discussforformulationprescriptionmanner.	CC	DK	KH	L&G D	T-CS	F&S	III	V-KC
CO1,CO2,CO 3	Demonstrate&Explainprescriptionmethod.	CAP	DK	SH	CD	P-PS	F&S	III	V-KC
CO1,CO2,CO 4	Measuredoseofprescribeddrug.	CAP	MK	KH	PrBL	SP	F	III	
CO1,CO2,CO 3	EnlistTime,Duration,Pathya,Apathyawhileprescribingdrugs.	CAP	DK	KH	L&G D	P-PRF	F	III	
CO4,CO5	value details and methodical writting of case records of hospital IPD patients	AFT- VAL	MK	KH	RLE	P-CASE	F	III	
Topic 99. Drug Dispensing Practical									
CO1,CO3	Assess the arrangement of Ayurvedic drugs according to nature and type in dispensing room or pharmacy.	CAP	NK	D	RLE	P-PRF	F	III	V-KC ,V-PC ,V-BL
CO1,CO3,CO 4	Assess practice of prescription processing and labelling of the drugs.	CE	DK	KH	PrBL	INT	F	III	
CO3,CO4	Determineandidentifythecauseofcommonerrorsoccurred	CC	DK	KH	RLE	CL-PR	F	III	



	during dispensing of Ayurvedic drugs.								
CO2,CO4	Explain use of correct drug supply to the right patients, in the required dosage, quantities and clear drug information.	CAP	DK	SH	L&G D	PRN	F	III	V-KC ,V-BL
Topic 1010. Quality Control Practicals									
CO2	Develop analytical skills for understanding Identity, Purity and Strength of raw materials and finished products as per the standard guidelines of the Ayurvedic Pharmacopoeia of India.	CK	MK	KH	L&G D,BS, W,PT, D_L	P-VIVA	F	II	
CO2,CO5	Identify the geological description of minerals: physical parameters.	CK	DK	K	L_VC ,W,D _L,FV	P-ID	F&S	II	
CO2	Describe ayurvedic perspectives of quality control parameters applying for solid, semisolid and liquid dosage forms.	CAP	MK	SH	L&G D,TU T,DA	P-VIVA,Log book	F&S	II	
CO2,CO5	Demonstrate the calibration techniques used for Weighing Balance (chemical and physical), pH Meter, Hot Air Oven and Electric Muffle Furnace to ensure the accuracy of the instrument what it is intended to measure.	CC	DK	KH	D_L	P-VIVA,PRN	F	II	
CO2		CAP	MK	SH	PT,D	P-EXAM,Log	F	II	



	Demonstrate bulk density, loss on drying, total ash, pH and water soluble extractives of Churna.				A	book			
CO2	Perform the analytical tests of tablets/ vati/ gutika for hardness, uniformity of weight and friability.	AFT-CHR	MK	SH	PT,D A	P-EXAM,Log book	F&S	II	
CO2	Estimate specific gravity, alcohol content and total solids of Asava & Arishta.	AFT-CHR	MK	SH	PT	P-EXAM,P- PRF	F	II	
CO2,CO5	Determine iodine value, acid value and saponification value of oils / ghee.	CAP	MK	KH	D_L	P-VIVA	F&S	II	
CO2,CO3	Calculate the dose of various dosage forms and their dispensing methods.	CE	MK	SH	L&G D,PrB L,BL, RLE, D_L	P-SUR,P- CASE	F&S	II	
CO4,CO5	Appraise quality control procedures done for Ayurvedic formulations	AFT-VAL	DK	K	DIS	CL-PR	F	III	



Table 4a: List of Practical

S.No	Name of practical	Term	Activity	Practical hrs
1	1.Paribhashaconcept basedPracticals	1	<p>A)DravyaParibhasha-Identificationof drugsandtheirrespectiveclass(varga)</p> <p>B)PrakriyaParibhasha-</p> <p>1.Swedana:GodantiShodhana (A.F.I.-1,18:4(Rasatarangini11/238) ShankhaShodhana (A.F.I.-1,18:18(Rasatarangini12/12/2) Kapardikashodhana(Rasatarangini12/89) GugguluShodhana(RasendraSara Sangraha1/386,Pg.117</p> <p>2.Mardana:ParadaSamanyaShodhana (AyurvedaPrakasha1/165)</p> <p>3.Dhalana:GandhakaShodhana(A.F.I. 2Parishishta-2,9Shodhana(Rasamrita2, 3)VangaShodhana(A.F.I.-1,18:15 (SharangadharaM.11/2)Yashadashodhana (Rasatarangini19/99)</p> <p>4.Nirvapa:AbhrakaShodhana (A.F.I.-1,18:1(Rasatarangini10/20)Tamra Shodhana(A.F.I.-1,18:5(Ayurveda Prakasha3/118)</p> <p>5.Nirjaleekarana:TankanaShodhana (A.F.I.2Parishishta-2,15Shodhana(AyurvedaPrakasha2/244)Kankshi shodhana(A.F.I.-2,14:3(Ayurveda Prakasha2/258)</p> <p>6.Bhavana:HingulaShodhana(A.F.I.2 Parishishta-2Shodhana(Rasamruta 1/54)</p> <p>7.Bharjana:GairikaShodhana(A.F.I.2 Parishishta-2,11Shodhana(Rasaratna Samuchchaya3/49)HinguShodhana (BhavprakashNighantu,Haritakyadi Varga,1/101,Pg.42)</p> <p>8.Nimajjana/Sthapana:Vatsanabha shodhana(A.F.I.2Parishishta-2,25 Shodhana(Rasamritaparishishta8:145)</p> <p>9.Jarana:VangaJaran (Ayurved Prakash3/159)VangaBhasma (A.F.I.-1,18:15(Rasamruta3/94)</p> <p>10.Murchana:MugdhaRasa (Rasatarangini6/9)Kajjali(A.F.I.-1 Parishishta-1,Paribhasha21(Rasatarangini 2/27)</p> <p>11.Druti-GandhakaDruti(RasaRatna Samuchchaya3/29)</p> <p>C)PramanikaranaParibhasha-</p>	20



			<p>1)BhasmaSamanyaPareeksha -Abhraka Bhasma (Ayurved Prakash 2/104) Shankha Bhasma (Rasaratnasamucchaya 8/26-30)</p> <p>2)BhasmaVisheshPareeksha: Tamra Bhasma (Dadhi/ Nimbu Pariksha)- (Bhaishajya Kalpana Vigyan, Vd. SiddhinandanMishra,Pg.78)</p> <p>D)NamburiPhasedSpotTest(NPST)</p>	
2	2.PanchavidhaKashaya Kalpana&their UpakalpanaPracticals	1	<p>1.SwarasaKalpana:Tulasiswarasa (SharangdharSamhitaMadhyamKhanda 1/2),ArdrakaSwarasa(Sharangdhar SamhitaMadhyamKhanda1/2), VasaputapakaSwarasa (Sharangdhar SamhitaMadhyamKhanda1/22-23&34)</p> <p>2.KalkaKalpana:Nimbakalka (SharangdharSamhitaMadhyamKhanda 5/1),RasonaKalka(SharangdharSamhita MadhyamKhanda5/1)</p> <p>3.KwathaKalpana:Punarnavashtaka kwatha (SharangdharSamhita MadhyamKhanda2/1-2,78-79),Rasna SaptakaKwatha (Sharangdhar SamhitaMadhyamKhanda2/1-2,88-89)</p> <p>4.HimaKalpana:Dhanyaka Hima(SharangdharSamhitaMadhyam Khanda4/1,7-8),SarijadiHima</p> <p>5.PhantaKalpana:Panchakolaphanta (SharangdharSamhitaMadhyamKhanda 3/1-2), Yashtimadhuphanta(AFI1 Parishishta-1,2/5Paribhasha)</p> <p>6.ChurnaKalpana:Sitopaladichurna (AFIPart1, Vol. 1A,Pg.348), HingwastakaChurna(AFIPart1, Vol. 1A, Pg.353)</p> <p>7.Pramathya:MustadiPramathya (SharangdharSamhitaMadhyamKhanda 2/152-153)</p> <p>8.PaneeeyaKalpana:ShadangaPaneeeya (SharangdharSamhitaMadhyamKhanda 2/159-160)</p> <p>9.ManthaKalpana:KharjuradiMantha (SharangdharSamhitaMadhyamKhanda 3/9-10)</p> <p>10.PanakaKalpana:Chincha Panaka(BhaishajyaRatnavaliArochaka 18/34-35),ChandanaPanaka</p> <p>11.KsheerapakaKalpana:(Sharangdhar</p>	24



			<p>Samhita Madhyam Khanda 2/175-176), Arjuna Ksheera Paka- Chakradatta, Lashuna Ksheerapaka - Charaka Chikitsasthana 5/95 12. Udaka Kalpana : Tandulodaka (Sharangdhar Samhita Madhyam Khanda1/28) Note: In each category if more than 1 practical are there any one or all may be performed.</p>	
3	3.Rasa Dravya Aushadhi Nirmana Practicals	1	<p>1. Marana :Vanga Bhasma (A.F.I. - I, Bhasma, 18:15, Rasatarangini Taranga) / Sankha Bhasma:A.F.I. - I, Bhasma, 18:18, Rasatarangini taranga 12/2) 2. Kharaliyarasayana :Ananda Bhairava Rasa(A.F.I. - I, Rasayoga, 20:3, Rasendrasarasangraha Jwaradhikara 2/103-105)/,TribhuvanaKeertirasa(A.F.I. -I,Rasayoga,20:20,rasamrita9/80-81) 3. Parpati : Rasa Parpati(A.F.I. - I, Parpati, 16:3, Bhaishajyaratnavali grahanirogadhikara 414-416&436-440), Sweta Parpati(A.F.I. - II, Parpati, 12:2, siddhyogsangraha ashmarimutrakruchhaadhikara) 4. Kupipakwarasayana : Rasasindhura(A.F.I. - I, Kupipakwa Rasayana, 15:6, rasatarangini taranga 6/162-176) 5. Pottalirasayana :Rasagarbhapottali (Rasayogsagar dwitiyabhaga pottali rahasya page 582) 6. Rasa : Laghusutsekhararasa (Rasatantrasara avum siddhaprayogsangraha part-1, kharaliya rasayana page 274) 7. Loha: Navayasa loha(A.F.I. - II, lauha, 17:2, Charaka samhita chi.16/70-71)/, Saptamrita loha(A.F.I. - I, lauha, 21:11, Bhaishajyaratnavali shoolrogadhikara 83-84)</p>	20
4	4.BheshajaKalpana Practicals -I	2	<p>1.ArkaKalpana: YavaniArka(API,Part2,Vol.3,Pg.24) Gulab Arka (API,Part 2, Vol. 3, Pg. 4) Misreya Arka (AFI,Part 1, Vol. 1 A, Pg. 106)</p>	24



2. VatiKalpana:

Agni Tundi Vati(AFI,Part 1, Vol. 1 A, Pg. 497)

Chitrakadi Vati(API,Part 2, Vol. 3, Pg. 107)

Lavangadi Vati(API,Part 2, Vol. 3, Pg. 116)

3. GugguluKalpana:

Triphala Guggulu (API,Part 2, Vol. 2, Pg. 134)

Kaishor Guggulu(API,Part 2, Vol. 1, Pg. 94)

4. SatvaKalpana:

Amruta Satva (AFI,Part 1, Vol. 1 A, Pg. 560)

ArdrakaSatwa

5. VartiKalpana:

Phala Varti - (BhaishajyaRatnavali 31/10)

Chandrodaya Varti (AFI,Part 1, Vol. 1 A, Pg. 553)

6. LavanaKalpana:

Arka Lavana(API,Part 2, Vol. 1, Pg. 103)

Narikela Lavana (AFI,Part 1, Vol. 1 A, Pg. 473)

7. KsharaKalpana:

Apamarga Kshara (AFI,Part 1, Vol. 1 A, Pg. 466)

Kshara Sutra Preparation (AFI Part 3, Pg 213)

8. MasiKalpana:

Triphala Masi (Rasendra Sara Sangraha Upadamsha Chikitsa)

Mayura Piccha Masi(Yogratnakar , Chhardiroga, Pg. 453)

9. Upanaha:

AtasiUpanaha

10. Manjana:

Dashanasamskara churna(Bhaishajya Ratnavali Mukharog, 61/97-98)

11. MalaharaKalpana:

Siktha Taila (Rasatarangini 4/59)

Sarjarasa Malahara (Rasatantrasar & Siddha Prayog Sangrah Part 1, Pg. 849)

Gandhaka Malahara (Rastarangini 8/63-85)

12. LepaKalpana:

DashangaLepa(AFI,Part1,Vol.1A,Pg.



			487) Shatadhouta Ghrita (Sushrut Samhita Uttartantra 39/283)	
5	5.BheshajaKalpana Practicals -II	2	<p>1. Sneha Kalpana: GhritaMurchana (Bhaishajya Ratnavali, Jwaradhikar, 1285), Taila Murchana (Bhaishajya Ratnavali, Jwaradhikar, 1286-1287)</p> <p>2. Ghrita Kalpana: Triphala Ghrita (API, Part 2, Vol. 1, Pg. 90), Amruta Ghrita (Bhaishajya Ratnavali Vatarakta 27/126)</p> <p>3. Taila Kalpana: Ksheera Bala Taila (API,Part 2, Vol. 1, Pg. 124), Arka Taila(Sharangdhar Samhita Madhyam Khanda 9/148)</p> <p>4. Taila Patana: Bhallataka Taila Patana (Sushrut Samhita Chikitsa Sthana 1/92)</p> <p>5. Avaleha Kalpana: Vasavaleha(API, Part 2, Vol. 1, Pg. 32), Kushmanda Avaleha(AFI,Part1,Vol.1A,Pg.35)</p> <p>6. Sharkara Kalpana: Nimbu Sharkara (Rasatantrasara & Siddhaprayog Sangraha I / Paka Avaleha)</p> <p>7. Ghana: Kutaja Ghana(AFI Part 2, Pg 175), Guduchi Ghana(Ayurved Prakash 3)</p> <p>8. Khanda Kalpana: Haridra Khanda (Bhaishajya Ratnavali Udarda, Shitapitta), Narikela Khanda (AFI,Part1,Vol.1A, Pg. 41)</p> <p>9. Asava : Lohasava (Sharangdhar Samhita, Madhyam Khanda 10/ 34-38), Drakshasava(AFI Part 2, 1:1)</p> <p>10. Arishta: Arjunarishta(Bhaishajya Ratnavali Hridrog). Takrarishta (Charak Samhita Chikitsa 15 / 120)</p> <p>11. Shukta Kalpana: Kanji(Sharangdhar Samhita, Madhyam Khanda 10/ 12), Madushukta(Bhaishajya Ratnavali Karnaroga 62 /23-24)</p>	22
6	6.Dosage Forms &Self-careProductsPracticals	2	<p>1.Soliddosageforms:</p> <ul style="list-style-type: none"> ♦ Granules/ Lozenges (Pharmaceutics by R.M. Mehta) 	22



2. Liquid Dosage forms:

- ♦ Syrup/Suspension/Emulsion/Liniment (Pharmaceutics by R.M.Mehta)

3. Semisolid Dosage:

- ♦ Cream/Gel/Ointment/Pain Balm (Pharmaceutics by R.M.Mehta)

4. Hair Care:

- ♦ Shampoo (A Handbook of Cosmetics by B M Mithal & R N Saha 8th chapter)

5. Body Care:

- ♦ Soap/Perfume (Pharmaceutics by R.M. Mehta)

6. Face Care:

- ♦ Face pack / Talcum Powder (A Handbook of Cosmetics by B M Mithal & R N Saha 3rd chapter)

7. Lip Care:

- ♦ Lip Balm, Lipstick (A Handbook of Cosmetics by B M Mithal & R N Saha 4th chapter)

8. Oral Care:

- ♦ Tooth Paste/ Mouth Wash (A Handbook of Cosmetics by B M Mithal & R N Saha 19th & 20th chapter)

9. Foot Care:



			<ul style="list-style-type: none"> ♦ Foot Cream (A Handbook of Cosmetics by B M Mithal & R N Saha 5thchapter) <p>10.HandDisinfectant:</p> <ul style="list-style-type: none"> ♦ Hand Sanitizer ((Pharmaceutics by R.M. Mehta) <p>11.SkinCare:</p> <ul style="list-style-type: none"> ♦ Moisturizer/Sunscreen Lotion (A Handbook of Cosmetics by B M Mithal&RNSaha6thchapter) <p>Note: In each category if more than 1 practical are there any one or all may be performed.</p>	
7	7.Field Visit/Study Tour	3	<p>GMPCertifiedPharmacyVisit X 2 Pharmacy (1 classical formulations and 1 Proprietary formulations/Having both Manufacturing facility) NABL Accredited drug Testing Laboratory/Research and Development Unit Combined out campus/ Field visit maybe planned wherever feasible</p>	24
8	8.Hospital IPD Practical	3	<p>Hospital IPD Practical: Formulation prescription, methodadministration, dose, time, duration, Pathya, Apathyaadvised - Minimum10 case sheet record of different dosage forms prescribed for particularcase/ disease</p>	10
9	9.Drug Dispensing Practical	3	<p>Drug Dispensingpractical for method of Dispensing different dosage forms, their packing for OPD and IPD patients</p>	6
10	10.Quality Control Practicals	2	<ul style="list-style-type: none"> ♦ 1Minerals&Metals MineralIdentification • Physicalform–Crystaland 	38



Amorphous

- Hardness on Moh's scale
- Brittleness test
- Fracture and Cleavage
- Streak Test
- Luster

2. Plant Material

- Estimation of Foreign matter
- Specific Gravity
- Refractive Index

3. Prepared Dosage Forms

A. Solid Dosage

Forms Rasaushadhi

- Bhasma and Pishti Pariksha
- Determination of Moisture content

4. Kashtoushadhi

a. Churna

- Particle Size
 - Bulk Density
 - Determination of Ash Value – Total Water Soluble/Acid Insoluble ash
- b. Tablets
- Uniformity in Weight and Size
 - Tablet Hardness

B. Semisolid Dosage Forms

- Moisture Content
- Microbial Load

C. Liquid Dosage Forms

- pH Value
- Refractive Index
- Specific Gravity
- Saponification Value
- Iodine Value
- Acid Value
- Viscosity

Note:

- All Practical should be performed in Accordance of Methods published in protocol for testing of ASU Medicines and



			Laboratory Guide for Analysis of Ayurveda & Siddha formulations published by Dept of AYUSH, GOI • Minimum 5 Analytical Practicals are to be written in Practical Record or In Journal
			Total Hr
			210

Activity

CO	Topic name	Activity Details	Hours#
CO1,CO2	Paper I -1. Chronological development of Ayurvediya Aushadhi Nirmana	<p>Objective - To orient the students regarding chronological development of Rasashastra & Bhaishajya Kalpana</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Describe the history of Rasashastra & Bhaishajya Kalpana. • Identify the different types of metal-based medicines. • Explain the benefits of metal-based medicines. • Discuss the safety of metal-based medicines. <p>Methodology</p> <p>1) All students are to be assigned to collect and compile information on chronological</p>	1



		<p>development of Rasashastra & Bhaishajya Kalpana from different books, including Indians are the first, who introduced metal based medicines.</p> <p>2) Ask to Submit the assignment for signature</p>	
CO1,CO2	Paper I - 2. a) Paribhasha(Terminology)	<p>Rasadravya</p> <p>Objective - To encourage the students to remember rasadravyas and their classification through games</p> <p>Activity</p> <p>Group I -In one big tray all Rasa - Dravyas are to be kept together.</p> <p>Time to be started.</p> <p>In a stipulated time, student has to collect drugs belonging to the particular class (rasadravya varga) allotted to him /her and create a heap in order This can be given in a group.</p> <p>Group2.-Wordpuzzle</p> <p>Various word puzzles can be created for making the students to remember names of rasadravyas along with their class.</p>	1
CO1,CO3	Paper I-2.b)Paribhasha	<p>Mana Paribhasha Objective-</p> <p>After completing this activity, students will be able to:</p>	2



		<ul style="list-style-type: none"> • weighdry & wet drugs • Understand the % of weight loss after drying different variety of the wet drugs • Enjoy (game based) learning about rasadravyas and their classification. <p>Methodology-</p> <p>whole batch need to be divided into various groups. (4-5 students in each group).</p> <p>Each group need to make a chart/ task as per the instructions written on the paper they pick up.</p> <p>1) Collect seeds mentioned in the classical mana paribhasha and prepare chart describing details of mana</p> <p>2) Measure by weight the given drug. (Guduchi Bharad, Amalaki Bharad, Haritaki Churna, Nimbapatra churna, whole maricha all will be kept having same weight) Now observe how much volume these drugs have.</p> <p>3) Collect fresh Guduchi. 500gm or any fresh drugs leaf, bark, flower etc. Keep on observing the reduction in the weight of the sample till it dries completely. Record weight every day. Discussion about observation will be done.</p> <p>Do this same for Vasa, Shatavari, Amalaki also. Compare and assess the results. Every year drugs need to be changed</p>	
CO1, CO2	Paper I -2. c) Paribhasha Terminology	Shodhana	1



Objective - To enhance ability of the students to recall their knowledge about rasadravyas and their procedures

At the end of Activity, the students should be able to

Recall the different shodhana methods that are used for rasadravyas.

- Identify the different yantras that are used for shodhana.
- Understand the different procedures that are used for shodhana.
- Correctly answer questions about shodhana methods, yantras, and procedures.
- Explain the different steps involved in the shodhana process.
- Discuss the benefits of shodhana for rasadravyas.

Activity-

RapidFirequizonline

Questions will be framed based on the knowledge of Yantra, Dravya, Method used for that drug etc and rapid fire round will be carried out. This can be done online

Questionsforexample-

- 1) VangaShodhanisdonebywhichmethod?
- 2) WhichyantraisusedforShankhaShodhan?



		3) LashunaSvarasa bhavana is used for shodhana of which drug?	
CO1,CO2	Paper I- 3.Adharabhuta Siddhanta(Fundamental Principles)	<p>Objective : To understand the concept with the help of classical shloka & application of fundamental principles of Ayurvediya aushadhi nirmana.</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> ◆ Identify the different fundamental principles of Ayurvediya Aushadhi Nirmana. ◆ Illustrate how these principles are applied in the preparation of Ayurvedic formulations. ◆ Interpret classical shlokas related to the application of fundamental principles using Panchavayavakya. ◆ Demonstrate the skill of interpreting classical shlokas using Panchavayavakya. ◆ Students are to be divided into 5 groups ◆ Each group need to be given 2 Shlokas from particular classical text book <p>MethodofActivity:</p> <ol style="list-style-type: none"> 1. The students are divided into groups & each group need to be allotted 1 to 2 shlokas from classics related to application of fundamental principles. 2. To develop skill of interpretation of shloka by applying Panchavayavakya i.e Pratignya, 	2



Hetu, Udhaharana, Upanaya and nigamana

3. They will understand application of basic fundamentals.
4. Every year different sets of shlokas are to be given. Repetition of shlokas is not acceptable

Discussion:

After completion of task, discussion need to be held with teacher and students.

Teacher in charge will finally conclude the discussion on application of fundamental principles and understanding the shloka by applying Panchavayavakya.

Optional Activity Activity - 1 Title : Search references from classical text

Group : Students should be divided in to 10 groups.

Reference Text : 1.Chakradatta 2.Yogaratnakara
3.Bhavaprakasha 4.Sarangadhara

1 GP: Dravya Samgraha method

2 GP: Collection Time

3 GP: Collection Part

4 GP: Examples of Samskara

5 GP: Collection Nakshatra

6 GP: Pranjadravya part collection

7 GP: Duplication Yoga

8 GP: Namakara on Mana/ Number of Dravya

9 GP: Saveeryata Avadhi

10 GP: Anupana in classical Yoga



CO1,CO5	PaperI -4.Yantropakaranani-I (Equipments and machineries)	Objectives:- After completing this activity, students will be able to: <ul style="list-style-type: none"> • Identify the different yantras that are used in the preparation of Ayurvedic formulations. • interpret the different procedures of drug preparation that use yantras. • Collect information on different yantras from classical text books. • Present their findings in a clear and concise way. Activity <ul style="list-style-type: none"> ♦ Students need to be divided into 4groups (15 to 25 students in each group) Each ♦ group need to be given one reference book ♦ They have to collect information on different yantras explained /used for different procedures of drug preparation from that book. ♦ Books like Ananda kanda, Rasa Tarangini, Rasa Ratna Samuchyaya, Rasendra Sara Sangraha, Parada Samhita etc can be given ♦ Every year digfferent books are to be given. ♦ Each Group has to present/ Submit assignment on total no of Yantras mentioned, their different uses, Structure/ Picture etc Discussion: In charge teacher will comment on particular group performance andstudy matter	4
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		collected.	
CO1,CO5	Paper I -5.Yantropakaranani-II (Equipments and machineries)	<p>Objective:-</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Prepare a video/ppt demonstration on Musha, Koshthi and Puta. • Model the preparation of Musha, Koshti and Puta. • Collect literature on Musha, Koshti and Puta from classical text books as per different authors. • Identify modern/presently available Yantras based on the classical concept of Musha, Koshti and Puta. <p>Activity</p> <p>Students are to be divided into 4 groups</p> <p>Group I- is allotted to prepare video/ppt demonstration</p> <p>Group II- Model preparation of Musha, Koshthi and Puta</p> <p>Group III- Literature collection from classical text books as per different authors on Musha, Koshthi and Puta</p> <p>Group IV - Modern / Presently available Yantras based on the classical concept of our yantra, Musha, Koshthi and Puta</p> <p>Note: Every year different yantras/ instruments need to be given</p>	4



		<p>Discussion and Conclusion: Each group has to present their activity followed by teacher's remark</p>	
CO1,CO2	<p>Paper I- 6. Kalpana Nirmana I(Primary & Secondary dosage forms)</p>	<p>Objective:-</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different dosage forms that are commonly used in Ayurveda. • Appraise the different methods that are used to prepare these dosage forms. • Document the different activities that are performed at home and in communities/societies related to the preparation of these dosage forms. • Prepare two dosage forms in the laboratory from their observation of home preparations. <p>Methodology:</p> <p>1. Every student will document different activities performed at home and in societies/communities related to the preparation of different dosage forms which come under Panchavidha kashayakalpana , Upakalpana and their household applications.(for example-fruit juices belong to svarasa kalpana, chutney to kalka etc.)</p> <p>Discussion:</p> <p>1.The students will be assessed based on their documentation</p> <p>2. A group containing 10 number of students will be asked to collect the raw materials and prepare</p>	4



		<p>minimum two numbers of dosage forms in the laboratory from their observation of home preparations.</p> <p>3. Finally an interactive session will be held to discuss the learning experiences and to clear doubts</p>	
CO5	Paper I- 7 & 11. Kalpana Nirmana II & III (Method of preparation of different dosage forms & dietary supplements)	<p>objective:-</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different dosage forms that are commonly used in Ayurveda. • Appraise the different methods that are used to prepare these dosage forms. • Document the different activities researches related to the preparation of these dosage forms. <p>Methodology:-</p> <ol style="list-style-type: none"> 1. Students need to be divided into 4 different groups. 2. Group 1 -Directed to collect information on different varieties of proprietary Ayurvedic and contemporary solid dosage forms available in the market through e-resources (e.g. tablets, capsules, lozenges etc) 3. Group 2- Directed to collect information on different varieties of proprietary Ayurvedic and contemporary Liquid dosage forms available in the market through e-resources (e.g. Oils, syrups, suspensions etc) 4. Group 3-Directed to collect information on 	10



		<p>different varieties of proprietary Ayurvedic and contemporary semisolid dosage forms available in the market through e-resources (e.g. ointments, gels, jellies etc)</p> <p>5.Group 4 - Directed to collect research articles published on modification of classical Ayurvedic dosage forms through e-resources on solid, liquid and semisolid dosage forms.</p> <p>Discussion: -Finally Students have to present the collected information in the form of power point presentation and submit the assignment.</p> <p>In charge teacher has to conclude by stressing upon scope for research and development in modification of classical dosage forms.</p> <p>The mentioned activity is an example.</p> <p>Note: Every year different formulations/ dosage forms/ activity need to be given.</p>	
CO1,CO2,CO3	Paper I-8.Rasa Dravya Parichaya - I MK	<p>Objecives:-</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Justify the importance of identifying genuine Rasa Dravyas. • Learn to interpret classical and mineralogical criteria for identifying Rasa Dravyas. • Communicate findings effectively <p>Method of Activity:</p> <ol style="list-style-type: none"> 1. Students are to be divided into 4 to 5 groups 2. Each group is to be given 5 Rasa dravyas (from 	4



		<p>musttoknowdravyalist).</p> <p>3. Students will be instructed to collect raw samples/ Pictures / Photos of assigned Rasa Dravya</p> <p>4. Students have to interpret classical as well as mineralogical criteria for identifying that Rasa Dravya.</p> <p>5. Encourage them to develop the skill of identification of various Rasa Dravyas and to understand its necessity.</p> <p>Discussion&Conclusion</p> <p>Each Group has to share the presentation.</p> <p>Finally, teacher has to give concluding remarks.</p> <p>Note:Thementionedactivityisanexample.</p> <p>Every year different sets of drugs/ activity need to be given.</p>	
CO1,CO2,CO3	PaperI-9.RasaDravya Parichaya II - DK	<p>Objectives:-</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Document the different rasa dravyas that are considered to be desirable to know. • Gather information about each rasa dravya, such as its Sanskrit name, English name, synonyms, botanical name, physical appearance, taste, and medicinal properties. • Presentthefindingsinaclearandconciseway. 	6



		<ul style="list-style-type: none"> • Debate and justify that their drug is more superior than other drugs in the same group. <p>Method of Activity:</p> <ol style="list-style-type: none"> 1. Students are to be divided into 4 groups 2. The students will be instructed to refer and collect photos, general information, medicinal uses from classical text books and other resources. 3. Each group is to be given 2 drugs. 4. The mentioned activity is an example. Every year different rasa dravya / activity need to be given. <p>Discussion:</p> <p>After the completion of compilation of desirable to know Rasa Dravya, each group will present short review of their work in front of the class and they have to debate and justify that their drug is more superior than other drugs in the same group. Finally, teacher have to give concluding remark on debate.</p>	
CO3	Paper I-10. Rasa Dravya Parichaya - III NK	<p>Objectives:-</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Document the different rasa dravyas that are considered to be desirable to know. • Gather information about each rasa dravya, such as its Sanskrit name, English name, synonyms, botanical name, physical appearance, 	6



taste, and medicinal properties.

- Present the findings in a clear and concise way.
- Debate and justify that their drug is more superior than other drugs in the same group. To compile, understand and document basic information about certain Rasa Dravyas. (this activity is for nice to know dravyas)

Methodology:

1. Students are to be divided into 4 groups
2. The students will be instructed to refer and collect photos, general information, medicinal uses of given dravyas from classical text books and e resources.
3. Each group is to be given 4 drugs.
4. The mentioned activity is an example. Every year different drugs/ activity need to be given.

Discussion:

After the completion of compilation of nice to know Rasa Dravya, each group will present short review of their findings, in front of class and they have to debate and justify that their drugs are more superior than other drugs. Finally, teacher have to give concluding remark on debate.

Note: Every year different drugs are to be given.



CO1,CO2,CO3,CO5	PaperI-12.Chaturvidha Rasayana -MK	<p>Objectives:- • Collect information on different Chaturvidha Rasa formulations.</p> <ul style="list-style-type: none"> • Identify the different manufacturing companies that produce Chaturvidha Rasa formulations. • appraise the different classical references that are used to manufacture Chaturvidha Rasa formulations. • Compare the MRP (prices) of different Chaturvidha Rasa formulations. • Identify the indications for different Chaturvidha Rasa formulations. • Analyze the different Chaturvidha Rasa formulations and develop critical thinking skills. • Communicate their findings effectively to the class. <p>MethodofActivity:(Survey)</p> <p>Studentsaretobedividedinto5groups</p> <p>1. Group 1-Need to be assigned to collect information on Swarna Bhasma manufacturing companies, classical references they follow to manufacture it, MRP (prices) and indications</p> <p>2. Group 2-Need to be assigned to collect varieties of parpati containing suvarna bhasma as one ingredient in it, their manufacturing companies, classical references they follow to manufacture it, MRP (prices) and indications</p> <p>3. Group 3- Need to be assigned to collect varieties of kupipakwa rasayanas containing suvarna bhasma as one ingredient in it,</p>	4
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		<p>manufacturing companies, classical references they follow to manufacture it, MRP (prices) and indications</p> <p>4. Group 4 - Need to be assigned to collect varieties of pottali rasayanas containing suvarna bhasma as one ingredient in it, manufacturing companies, classical references they follow to manufacture it, MRP (prices) and indications</p> <p>5. Group 5 -Need to be assigned to collect varieties of kharaliya rasayanas containing suvarna bhasma as one ingredient in it, manufacturing companies, classical references they follow to manufacture it, MRP (prices) and indications</p> <p>6. The mentioned activity is an example. Every year different formulations/ activity need to be given.</p> <p>Discussion: All groups have to present their assignment and finally in charge teacher has to give conclusion of importance of swarnakalpa. rationality behind following different references and probable variation in their cost.</p>	
CO1	Paper I- 13.Current and Emerging Trends in Ayurvedicpharmaceuticals	<p>Objectives:-</p> <ul style="list-style-type: none"> • Identify the current and emerging trends in Ayurvedic Pharmaceuticals. • Analyze the potential impact of these trends on the future of Ayurvedic Pharmaceuticals. • Review and record the commonly used modified dosage forms of Ayurvedic 	4



		<p>formulations.</p> <ul style="list-style-type: none"> • Evaluate the potential of these modified dosage forms to improve the efficacy and safety of Ayurvedic formulations. <p>Method of Activity</p> <p>Students need to be divided into 3 groups</p> <p>Group 1. List the current and emerging trends in Ayurvedic Pharmaceuticals viz. cosmetics, Nutraceuticals, Herbaceuticals</p> <p>Group 2. Review and record the commonly used modified dosage forms of Ayurvedic formulations</p> <p>Group 3. Generate a folder on computer about relevant research articles on modified Ayurvedic dosage forms</p> <p>Discussion : All the above groups will present their assignment with their team and Exchange of Knowledge will take place followed by conclusion by faculty in charge</p>	
CO4	Paper I - 14. GMP & Drug and Cosmetic Act 1940 and rules 1945	<p>Objective:</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify misleading advertisements under the Drug & Magic Remedies objectionable advertisements Act, 1954. • Analyze misleading advertisements and identify the specific provisions of the Act that are being violated. 	4



		<ul style="list-style-type: none"> • Communicate their findings in a clear and concise way. <p>Methodology:-</p> <p>Students are to be divided into 5 students in each group</p> <ol style="list-style-type: none"> 1. Each group need to report two misleading advertisements under Drug & Magic Remedies - objectionable advertisements Act, 1954 advertising through TV channels, print media or electronic media etc. 2. The students will ask to submit details of objectionable advertisements in the prescribed format. <p>Discussion:-</p> <p>After the submission of reports, the students will be asked to present and an interaction will beheldbetweenstudentsandtheconcernedteacher (s) to understand the act & rules of objectionable advertisements as a learning experience.</p>	
CO1	PaperII-1.Aushadhi Prayoga Vigyana	<p>Objective:</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of Prashasta Bheshaja lakshana. • Identify the different aspects of Prashasta Bheshaja lakshana, such as bahu kalpam, bahugunam, and sampannam. 	2



		<ul style="list-style-type: none"> • Gather information about a given drug/formulation and justify whether it is a Prashasta Bheshaja. • Communicate their findings in a clear and concise way. <p>Method of Activity</p> <p>Students will be divided in Groups consisting of 10 Students in each group</p> <p>each group will be given one drug/Formulation</p> <p>They have to search information about Prashasta bheshaja on following aspects-</p> <ol style="list-style-type: none"> 1. Bahu Kalpam 2. Bahugunam 3. Sampannam <p>justify that the drug which they are allotted drug/formulation</p> <p>Each team will present their Justification followed by conclusion by designated faculty.</p>	
CO1, CO3	Paper II- 2. Single drug (Herbal & Mineral)	<p>Objective:</p> <p>After completing this activity, students will be able to demonstrate their knowledge of herbal and mineral drugs by:</p> <ul style="list-style-type: none"> • Identifying and differentiating between 	2



different types of herbal and mineral drugs, with at least 5 examples of each.

- Understanding the different formulations of herbal and mineral drugs, with at least 3 examples of each formulation.
- Learning about the different indications for herbal and mineral drugs, with at least 3 examples of each indication.
- Learning about the different anupanas that can be used with herbal and mineral drugs, with at least 3 examples of each anupana.
- Understanding the importance of pathyaapatya, sevana kala, and saveeryatavadhi in the administration of herbal and mineral drugs.
- Communicating their findings in a clear and concise way, including a presentation to the class that is clear, concise, and answers questions about the drugs.

Method of Activity

1. Students need to be divided into groups as per convenience
2. Each group need to be assigned with one herbal or one mineral drug or from both categories
3. Advised to collect information on assigned single drug/drugs variety of formulations, different indications when given in different form, with different anupana, Pathyaapatya, sevana kala, saveeryatavadhi and research updates and clinical evidences for each of the formulations
4. Every year different drugs are to be allotted to avoid repetition.



CO1,CO2,CO3	PaperII-3.SingleDrug (Bhasma, Shuudha & Pishti)-Mk	<p>Objective</p> <p>After completing this activity, students will be able to demonstrate their knowledge of market research by:</p> <ul style="list-style-type: none"> • Conducting a market survey of one or two bhasmas in a particular city. • Collecting and documenting information about the market demand for the bhasma, such as the price, the dosage, and the frequency of use. • Analyzing the data collected to determine the market trends for the bhasma. • Communicating their findings in a clear and concise way, including a presentation to the class. <p>Method of Activity:</p> <ol style="list-style-type: none"> 1. The students instructed to visit Ayurvedic drug store and collect information as given in the format. 2. Students need to be divided into 4 to 5 groups. Each group need to be given 1 to 2 drugs. (Every year different drugs are to be allotted to avoid repetition.) 3. Each group has to visit one to two Ayurvedic drug stores. Number of stores can be increased based on number of drug stores in the city or around the city.(based on information of online survey) <p>After collecting information students have to submit survey forms to department</p>	6
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CO1,CO2	PaperII-4.Aushadhi Kalpa-I(Compound Formulations)	<p>Horizontal Integration Activity with Department of Agada Tantra Objective</p> <p>After completing this activity,</p> <ul style="list-style-type: none"> • Students will be able to demonstrate their knowledge of the preparation and uses of agadas by: • Preparing five different agadas under the guidance of Rasashastra & Bk Dept faculty.. • Presenting their findings on the ingredients, method of preparation, uses, dosage, anupana, and mode of action of the agadas. • Communicating the utility of the agadas in different conditions, research updates with case studies, and dosage, anupana, and duration of agada kalpa prayoga. <p>Method of Activity</p> <p>Students will be divided into 5 groups</p> <p>Each group will get hands on training to prepare one peculiar agada (mentioned in following list) and faculty from Agada Tantra department will give information about its utility in different Visha Laxana/or Stages of visha dushta. All details about agada kalpa prayoga viz. Dosage, Anupana, Duration will be discussed-2hrs</p> <p>Team 1: Bilavdi Agada</p> <p>Team 2: Dooshivishari Agada</p> <p>Team 3: Dashanga Agada</p> <p>Team 4: Murvadi Agada</p> <p>Team 5: PanchaShireesha Agada</p> <p>Presentation will be done by all Teamson</p>	4
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		<p>Ingredients, Method of Preparation, Video/ Photos of ingredients, preparation, uses, dosage, Anupana</p> <p>Every year different topics are to be selected for integrated activity. Repetitions should be avoided.</p> <p>Discussion will be done on mode of action, utility of above prepared Agadas in different conditions, Research updates with Case studies by Agada Tantra Faculty</p>	
CO3	Paper II-5. Aushadhi Kalpa-II (Compound drugs/ formulations)	<p>Objective</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different types of research updates and clinical evidences that are available for the formulations listed in the syllabus Aushadhi Kalpa - II (Compound drugs/ formulations). • Collect and compile research updates and clinical evidences for the formulations assigned to them. • Review the research updates and clinical evidences to determine their relevance and significance. • Communicate their findings in a clear and concise way. <p>Methodology of Activity:</p> <ol style="list-style-type: none"> 1. Students are to be divided into 5 to 6 groups 2. Each group is to be assigned 2 to 3 formulations in the syllabus. 	2



		<p>3. Groups are instructed to collect Research updates and clinical evidences for formulations assigned to them</p> <p>4. Every year different formulations are to be allotted to avoid repetition.</p> <p>Submission of Assignment:</p> <p>After the completion of compilation groups have to submit the assignment for correction.</p>	
CO4	Paper II - 6 Dosage forms & cosmetic products Paper II- 7. Nutraceuticals	<p>objective</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different types of cosmetic and nutraceutical products. • Understand the legal and regulatory requirements for these products. • Research the market for these products. • Analyze the quality control tests that are recommended for these products. • Prepare a report/assignment on the selected products. • Communicate their findings in a clear and concise way. • Answer questions about their findings. • Communicate the significance of various guidelines used for testing of food products and cosmetics in brief. 	3



Methodology:-

1. Students are to be divided into 5-6 groups
2. Each group need to be given one to two cosmetic or nutraceutical products for eg. Lipstick, lip balm, Energy drink, Nutritional supplement for children, working women, pregnant women etc.
3. The students will be asked to prepare a report/assignment on number of companies selling such products. Information should be compiled about their major ingredients, preservatives, price, market value, quality control tests recommended etc.
4. For that Nutritional Product, the students will be asked to go through the quality parameters and nutritional values displayed on packages of food products as per the guidelines of Food Safety and Standards Authority of India (FSSAI).
5. Every year different products are to be allotted to avoid repetition

Discussion: - After the submission of reports, a discussion will be held among the students and the teacher(s) to understand the significance of various guidelines used for testing of food products and cosmetics in brief.

Optional Activity**Objectives-**

after completion of the course students should be able to prepare dosage forms and self care products in the syllabus.

Short term course/Module

		<p>Online/offline mode in collaboration with Pharmacy college</p> <p>Dosage Forms & Self-care Products</p> <p>Assessment through MCQ's</p> <p>Duration of the course may be 22hrs including online assessment</p>	
CO1,CO3,CO6	<p>Paper II- 8 Anupana PrayogaforAushadhi KalpaPaper II- 9. AushadhiPrayogaMarga</p>	<p>Objective</p> <p>Afterthecompletionofthisactivity</p> <ul style="list-style-type: none"> • Students should be able to explain/present the probable pharmacokinetic and pharmacodynamic principles of assigned Ayurvedic drugs & Anupana in different condition or indication <p>MethodofActivity:-</p> <ol style="list-style-type: none"> 1. Studentswillbedividedinto5to6groups 2. Each group need to be allottedformulations/ single drug/Bhasma/Pishti etc 3. Students are asked to explain the therapeutic importance of five formulations with respect to different Anupana, Aushadhiprayoga marga and their utility in different disorders with the probable pharmacokinetic and pharmacodynamic principles involved in the use of assigned Ayurvedic drugs. 4. students have to submit assignment / sharing ppt presentation in the activity group <p>Discussion:-</p> <p>After the completion of this task, students should be able to explain/present the probable pharmacokinetic and pharmacodynamicprinciples of assigned Ayurvedic drugs. Incharge teacher has to conclude on collection of compiled matter and drugs action.</p>	2



CO3	Paper II 10. Rational prescription along with safe dispensing of Ayurvedic formulations.	<p>Objective</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different components of a prescription. • Analyse the prescriptions to determine whether they are rational. • Discuss the significance of ideal prescription and rationality of use of drugs in Ayurveda. <p>Methodology:-</p> <ol style="list-style-type: none"> 1. Students are to be divided into 4 to 5 groups 2. Each group is advised to collect 4 to 5 prescriptions from different departments of the hospital. 3. The students are asked to visit hospital to go through the randomly selected five prescriptions for promoting them to know the ideal prescription and rational use of drugs. 4. The students will be asked to present their review of this activity during the non-lecture hours. 5. Strictly instructions should be given to maintain confidentiality about patient's name and consultant's name. <p>Discussion:-</p> <p>After the completion of the task, an interaction will be held among the students and the concerned teacher (s) to understand the</p>	4



		significance of ideal prescription and rationality of use of drugs in Ayurvedic practices.	
CO1,CO5	Paper II 11. Traditional and local health practices	<p>Objective</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of traditional healers in their local area/region. • Interview traditional healers to understand their practices. • Document the practices of traditional healers in a way that is respectful and preserves their knowledge. • Communicate the findings of their research to others. <p>Methodology:</p> <ol style="list-style-type: none"> 1. To understand the practices of traditional healers/ Folklore healers- the students are instructed to visit and meet some of the folk healers / traditional healers who have been practicing since ages in their local area/region. During their holiday/vacation students can complete this survey in and around the institute or near their residential place. 2. The students may act as a bridge between Ayurveda and traditional/local healers by making them understand the beneficial effect of technology and how this can help the healers to expand their treatment to a larger mass. Because many a times it has been observed that the healers are reluctant or they don't entertain the students who come to meet them for fear of exploitation or theft of their knowledge. 	4



		<p>3. By doing this practice, the healers will develop confidence on students which helps in collecting /documenting practices, through which a new horizon may open in the field of medicinal research.</p> <p>Discussion: After the completion of the visit, an interaction need to be held among the concerned teachers and students to discuss the learning experiences, and try to find out difficulties so that in future those things can be managed or avoided to make things easier.</p>	
CO4	Paper II 12. Pharmacovigilance for Ayurveda drugs	<p>Objective</p> <p>After completing this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different types of adverse drug reactions (ADRs). • Describe the detection criteria for ADRs. • Explain the assessment techniques for ADRs. • Discuss the prevention criteria for ADRs. • Able to fill out an ADR reporting format <p>Methodology:-</p> <p>The students will be asked to visit hospital or go through the previously reported cases to discuss for detection criteria, assessment techniques, understanding and prevention criteria of ADRs.</p> <p>Every student is assigned to fill up the ADR reporting format by allotting imaginary situation/ real case</p>	4



		<p>Discussion:-</p> <p>After the visit, an interaction will be held among the concerned teacher(s) and the students to discuss the learning experiences, and the importance of ADRs, their assessment and reporting techniques.</p>	
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#Hours indicated are included in calculations of Table 3 and 4

Table 5- Teaching learning method

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	15
2	Lecture with Powerpoint presentation	82
3	Lecture & Group Discussion	25
4	Lecture with Videoclips	14
5	Discussions	46
6	Brainstorming	29
7	Inquiry-Based Learning	25
8	PBL	1
9	CBL	1
10	Project-Based Learning	15
11	Team project work	12
12	Blended Learning	1
13	Edutainment	1
14	Mobile learning	2
15	Self-directed learning	23
16	Problem solving method	2
17	Workshops	1
18	Game-Based Learning	2
19	Demoon Model	2
20	Library Session	7



21	Peerlearning	1
22	Reallifeexperience	5
23	Recitation	2
24	Symposium	1
25	Tutorial	2
26	Presentations	2
27	Practical	7
28	Druganalysis	1
29	Demonstration	2
30	DemonstrationLab	4
31	Fieldvisit	2

These are overall teaching learning methods listed in Table 3 and 4. Teachers can select the best possible method amongst the given methods as per objective, available time etc.

Table 6: Assessment Summary: Assessment is subdivided in A to H points

6 A-Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
			Practical	Viva	Elective	IA	Sub Total	
AyUG-RB	2	200	100	70	-	30	200	400

6 B - Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
	FirstTerm(1-6 Months)	SecondTerm(7-12 Months)	ThirdTerm(13-18 Months)
Second	3PA&FirstTT	3PA&SecondTT	3PA&UE**

PA:PeriodicalAssessment;**TT:**TermTest;**UE:**UniversityExaminations.

** University Examination shall be on entire syllabus



6 C - Calculation Method for Internal assessment Marks

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A 2	B	C	D	E	F	G	H
	1(15 Marks)	2(15 Marks)	3(15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	TermTest (Marks converted to 30)	SubTotal _/60 Marks	TermAssessment (.../30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
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
1	Activities Indicated in Table 3 - Column G 3 as per Indicated I, II or III term in column I 3

Evaluation Methods in MSE

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 etc.



6 E Question Paper Pattern

II PROFESSIONAL BAMS EXAMINATIONS

AyUG-RB

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

Similar for Paper II (If applicable).



6 F Distribution of theory examination

Paper1AyurvediyaAushadhiNirmanaVigyana						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	1.Chronological development of Ayurvediya Aushadhi Nirmana	1	05	No	Yes	No
2	2.Paribhasha(Terminology)	1	10	Yes	Yes	No
3	3.Adharbhuta Siddhanta (Application of fundamental principles)	1	05	Yes	Yes	No
4	4.Yantropakaranani- I (Equipments andmachineries)	1	05	Yes	Yes	No
5	5.Yantropakaranani -II (Equipments, fuel and Heating Devices)	1	05	Yes	Yes	No
6	6.Kalpana Nirmana I (Primary &Secondary dosage forms)	1	10	Yes	Yes	Yes
7	7.Kalpana Nirmana-II (Method of Preparation of different dosage forms& Dietary Supplements))	1	10	Yes	Yes	Yes
8	8.RasaDravyaParichaya-I	2	10	Yes	Yes	Yes
9	9.RasaDravyaParichayaII	2	5	Yes	Yes	No
10	10.RasadravyaParichayaIII	2	5	Yes	No	No
11	11.Kalpana Nirman -III (Method of Preparation of different dosage forms)	2	10	Yes	Yes	Yes
12	12.ChaturvidhaRasayana	2	10	Yes	Yes	Yes
13	13.Current and emerging trend in Ayurvedicpharmaceuticals	3	5	No	Yes	No



14	14.GMP(Schedule T) & Regulatory aspects of Ayurvedic drugs	3	5	Yes	Yes	No
Total Marks			100			

Paper2AyurvediyaAushadhiPrayogaVigyana						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
15	1.AushadhiPrayogaVigyana	1	5	Yes	Yes	No
16	2.Singledrug(Herbal&Mineral)	1	10	Yes	Yes	Yes
17	3.Singledrug(Bhasma,Shuddha&Pishti)	2	15	Yes	Yes	Yes
18	4.Aushadhi Kalpa -I (Compoundformulations)	2	15	Yes	Yes	Yes
19	5.Aushadhi Kalpa-II (CompoundDrugs/Formulations)	3	15	Yes	Yes	Yes
20	6.DosageForms&CosmeticProducts	3	5	Yes	Yes	No
21	7.Nutraceuticals	3	5	Yes	Yes	No
22	8.AnupanaPrayogaforAushadhiKalpa	3	5	Yes	Yes	No
23	9.AushadhiPrayogaMarga	3	10	Yes	Yes	Yes
24	10.Rational prescription along with safe dispensing of Ayurvedic formulations.	3	5	No	Yes	No
25	11.Traditional&LocalhealthPractices	3	5	No	Yes	No
26	12.PharmacovigilanceforAyurvedadrugs	3	5	Yes	Yes	No
Total Marks			100			



6 G Blue print of paper I &II (if applicable)

Paper No:1		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark eachAllcompul sory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nicetoknowpart-2MCQ</p>	<ol style="list-style-type: none"> 1. 2.Paribhasha(Terminology) 2. 2.Paribhasha(Terminology) 3. 2.Paribhasha(Terminology) 4. 4.Y antropakaranani- I (Equipments and machineries) 5. 5.Y antropakaranani-II(Equipments,fueland HeatingDevices) 6. 6.Kalpana Nirmana I (Primary &Secondary dosage forms) 7. 6.KalpanaNirmanaI(Primary&Secondary dosageforms) 8.6.KalpanaNirmanaI(Primary&Secondary dosageforms) 9.7.Kalpana Nirmana-II (Method of Preparation of different dosage forms& Dietary Supplements)) 10.7.Kalpana Nirmana-II (Method of Preparation of different dosage forms& Dietary Supplements)) 11. 8.RasaDravyaParichaya-I 12. 8.RasaDravyaParichaya-I 13. 8.RasaDravyaParichaya-I 14. 8.RasaDravyaParichaya-I 15. 9.RasaDravyaParichayaII 16. 10.RasadravyaParichayaIII 17. 11.KalpanaNirman-III(Methodof Preparationofdifferentdosageforms) 18. 12.ChaturvidhaRasayana 19. 12.ChaturvidhaRasayana 20. 14.GMP(ScheduleT)&Regulatoryaspectsof Ayurvedicdrugs
Q2	<p>Short answer Questions Eight Questions 5 Marks Each Allcompulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<ol style="list-style-type: none"> 1. 1.ChronologicaldevelopmentofAyurvediya AushadhiNirmana 2. 3.Adharbhuta Siddhanta (Application of fundamental principles) / 2.Paribhasha (Terminology) 3. 9.Rasa Dravya Parichaya II / 4.Y antropakaranani- I (Equipments and machineries) / 5.Y antropakaranani -II (Equipments, fuel and Heating Devices) 4. 6.Kalpana Nirmana I (Primary &Secondary dosage forms) 5. 7.KalpanaNirmana-II(MethodofPreparation



		<p>of different dosage forms&Dietary Supplements))</p> <p>6. 9.RasaDravyaParichayaII/8.RasaDravya Parichaya-I</p> <p>7. 12.ChaturvidhaRasayana</p> <p>8. 14.GMP(Schedule T) & Regulatory aspects of Ayurvedic drugs / 13.Current and emerging trend in Ayurvedic pharmaceuticals</p>
Q3	<p>Long answer Questions Four Questions 10 marks each All compulsory</p> <p>All questions on must know.No Questions on Nice to know and Desirable to know</p>	<p>1. 6.Kalpana Nirmana I (Primary &Secondary dosage forms)</p> <p>2. 7.Kalpana Nirmana-II (Method of Preparation of different dosage forms& Dietary Supplements))</p> <p>3. 8.RasaDravyaParichaya-I</p> <p>4. 11.Kalpana Nirman -III (Method of Preparation of different dosage forms) / 12.Chaturvidha Rasayana</p>
Paper No:2		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark each All compulsory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part-2MCQ</p>	<p>1. 1.AushadhiPrayogaVigyana</p> <p>2. 2.Singledrug(Herbal&Mineral)</p> <p>3. 2.Singledrug(Herbal&Mineral)</p> <p>4. 3.Singledrug(Bhasma,Shuddha&Pishti)</p> <p>5. 3.Singledrug(Bhasma,Shuddha&Pishti)</p> <p>6. 3.Singledrug(Bhasma,Shuddha&Pishti)</p> <p>7. 3.Singledrug(Bhasma,Shuddha&Pishti)</p> <p>8. 4.Aushadhi Kalpa -I (Compound formulations)</p> <p>9. 4.AushadhiKalpa-I(Compound formulations)</p> <p>10.4.AushadhiKalpa-I(Compound formulations)</p> <p>11.4.AushadhiKalpa-I(Compound formulations)</p> <p>12.5.AushadhiKalpa-II(Compound Drugs/Formulations)</p> <p>13.5.AushadhiKalpa-II(Compound Drugs/Formulations)</p> <p>14.5.AushadhiKalpa-II(Compound Drugs/Formulations)</p> <p>15.5.AushadhiKalpa-II(Compound Drugs/Formulations)</p> <p>16.6.DosageForms&CosmeticProducts</p>



		<p>17. 7.Nutraceuticals</p> <p>18. 8.AnupanaPrayogaforAushadhiKalpa</p> <p>19. 9.AushadhiPrayogaMarga</p> <p>20. 12.PharmacovigilanceforAyurvedadrugs</p>
Q2	<p>Short answer Questions Eight Questions 5 Marks Each All compulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<p>1. 8.AnupanaPrayogaforAushadhiKalpa/ 1. AushadhiPrayogaVigyana</p> <p>2. 2.Singledrug(Herbal&Mineral)</p> <p>3. 3.Singledrug(Bhasma,Shuddha&Pishti)</p> <p>4. 4.Aushadhi Kalpa -I (Compound formulations)</p> <p>5. 5.Aushadhi Kalpa-II (Compound Drugs/Formulations)</p> <p>6. 7.Nutraceuticals</p> <p>7. 9.AushadhiPrayogaMarga</p> <p>8. 12.Pharmacovigilance for Ayurveda drugs / 10.Rational prescription along with safe dispensing of Ayurvedic formulations. / 6.DosageForms&CosmeticProducts/ 11.Traditional&LocalhealthPractices</p>
Q3	<p>Long answer Questions Four Questions 10 marks each All compulsory</p> <p>All questions on mustknow.No Questions on Nice to know and Desirable to know</p>	<p>1. 2.Single drug (Herbal & Mineral) / 9.Aushadhi Prayoga Marga</p> <p>2. 3.Singledrug(Bhasma,Shuddha&Pishti)</p> <p>3. 4.Aushadhi Kalpa -I (Compound formulations)</p> <p>4. 5.Aushadhi Kalpa-II (Compound Drugs/Formulations)</p>



6 H Distribution of Practical Exam

S.No	Heads	Marks
1	<p>1. Spotting(10sample+5Instruments/equipments)</p> <p>Identification (1 mark) answering sub question related to spotter(1 mark) 15x2=30 marks Choose spotterfrombelowmentionedlist</p> <ol style="list-style-type: none"> 1. Parada(mercury), 2. Abhraka(BiotiteMica), 3. Makshika(Chalco-pyrite), 4. Shilajatu(AsphaltumPunjabianum) 5. Gandhaka(Sulfur) 6. Gairika(RedOchre) 7. Kankshi(Alum) 8. Haratala(Orpiment) 9. Manahshila(Realgar) 10. Kampillaka(MallotusPhilippinensis) 11. Navasadara(Ammoniumchloride) 12. Hingula(RedCinnabar) 13. Tamra(Copper) 14. Loha(iron) 15. Mandur(rustiron) 16. Vanga(Tin) 17. Naga(Lead) 18. Yashada(Zinc) 19. Pravala(Coral) 20. Kaparda(Cowries) 21. Shukti(OysterShell) 22. Shankh(ConchShell) 23. Godanti(Gypsum) 24. Samudraphena(CattleFishbone) 25. Kukkutandatwak(Hen'sEggShell), 26. Tankanakshara(Borax) 27. Sasyaka(Peacockore) 28. Kasisa(Green Vitriol), 29. Gauripashana(Arsenicoxide) 30. Akika(Agate), 31. Sudha(Limestone) 32. Khatika 33. Dugdhapashana(Talc) 34. Vimala 35. Rasaka 36. Yantra 	30



	<p>37. Dola Yantra 38. Damaru Yantra 39. Valuka Yantra 40. Puta Yantra 41. Khalwa Yantra 42. Patana Yantra 43. Darvika Yantra 44. Ulukhala Yantra 45. Patala Yantra 46. Kupa Yantra 47. Arkapatana Yantra 48. Pithara Yantra 49. Sharava Yantra 50. Palika Yantra 51. Sthali Yantra 52. Swedana Yantra 53. Moh's scale 54. Tablet Hardness Tester 55. pH Meter 56. Muffle Furnace 57. Electronic Weighing Machine 58. Pycnometer 59. Large scale manufacturing instruments & equipments in the syllabus Photos / Pictures may be used for spotting</p>	
2	<p>2. Long Practical</p> <ul style="list-style-type: none"> ◆ Selection of Ingredients with proportion (10 Marks) ◆ Preparation following SOP (15 marks) ◆ Demonstration of Siddhi Lakshana (05 Marks) ◆ Onsite viva (10 Marks) <p>List of Long Practicals</p> <ol style="list-style-type: none"> 1. Sitopaladi Churna 2. Hingwastaka Churn 3. Agni Tundi Vati 4. Chitrakadi Vati 5. Lavangadi Vati 6. Triphala Guggulu 7. Kaishor Guggulu 8. Phala Varti 9. Chandrodaya Varti 	40



	<p>10. ArkaLavana 11. NarikelaLavana 12. AtasiUpanaha 13. Dashanasamskarachurna 14. GandhakaMalahara 15. DashangaLepa 16. MustadiPramathya 17. ShadangaPaneeya 18. KharjuradiMantha 19. Chinchapanaka 20. ChandanaPanaka 21. GhritaMurchana 22. TailaMurchana 23. TriphalaGhrita 24. AmrutaGhrita 25. KsheeraBalaTaila 26. ArkaTaila 27. Vasavaleha 28. NimbuSharkara 29. KutajaGhana 30. GuduchiGhana 31. HaridraKhanda 32. NarikelaKhanda 33. AnandaBhairavaRasa 34. TribhuvanaKeertirasa 35. RasaParpati 36. SwetaParpati 37. Laghusutsekhararasa 38. Navayasalooha 39. Saptamritalooha</p> <p>Note: for preparationshuddha dravya, decoction,murchita gritha, murchita taila etc are to be provided for long practical</p>	
3	<p>3. ShortPractical</p> <ul style="list-style-type: none"> ♦ Selection of Ingredients with proportion(5Marks) ♦ Preparation following SOP (5 marks) ♦ Demonstration ofSiddhi lakshana(5Marks) ♦ on site viva (5 Marks) <p>List of Short Practicals</p> <p>1. GodantiShodhana 2. ShankhaShodhana</p>	20



	<ol style="list-style-type: none"> 3. Kapardikashodhana 4. GugguluShodhana 5. GandhakaShodhana 6. VangaShodhana 7. Yashadashodhana 8. AbhrakaShodhana 9. TamraShodhana 10. TankanaShodhana 11. Kankshishodhana 12. HingulaShodhana 13. GairikaShodhana 14. HinguShodhana 15. MugdhaRasa 16. TamraBhasma(Dadhi/NimbuPariksha) 17. TriphalaMasi 18. MayuraPicchaMasi 19. VasaputapakaSwarasa 20. AmrutaSatva 21. ArjunaKsheeraPaka 22. LashunaKsheerapaka 23. Punarnavashtakakwatha 24. RasnaSaptakaKwatha 25. SpecificGravity 26. RefractiveIndex 27. PH 	
4	<p>4. Practical Record</p> <p>Four Record books - for each record book 2.5 Marks</p>	10
5	<p>5. Viva-Voce</p> <p>Structure of Viva</p> <ol style="list-style-type: none"> 1. Paribhasha—(2 questions 3 marks each)-6 Marks 2. Shodhana, marana—(1 question from each 5 marks each)-10 Marks 3. Yantropakarana—(2 questions 3 marks each)-6 Marks 4. Chemical composition Raasadravya —(1 questions 2 marks each)-2 Marks 5. Therapeutic application of single drugs—(2 questions 3 marks each) -6 marks 6. Yoga-(Shloka-3 marks; ingredients-5 marks; indications-5 marks) 	70



	<p>dose & anupana-2Marks)-15Marks(Select the yoga having at least5 ingredients)</p> <p>7. Siddhilakshana&qualitycontroltests–(2questions5markseach)-10Marks</p> <p>8. D&Cact,GMP,FSSAI-2Marks</p> <p>9. VivaonNonLecturehouractivitybook-8Marks</p> <p>10. Communicationskills-5Marks</p>	
6	6.Internalassessment	30
Total Marks		200



References Books/ Resources

S.No	Book	Resources
1	1.AdyatanRasaShastra	R.K.GoyalChaukhambaSurbharatiPrakashan,Varanasi
2	2.Ayurvediya Aushadhi gunadharmashastra	Vol I, II, III, IV, V, Gune Gangadharashastri, Gune Bandhu Prakashan
3	3.AsavaArishtaVigyanam	Dr. Pakshdhar Jha, Chaukhambha Sanskrit Sansthan, Varanasi
4	4.AyurvediyaRasaShastra	(Sachitra) Chandrabhusan Jha byChaukhamba Surbharati Prakashan Varanasi, Reprint 2012
5	5.AyurvediyaRasaShastra	Prof. Siddhi Nandan Mishra, Chaukhamba Orientalia, Varanasi
6	6.AyurvedPrakash	Vaidya Gulraj Mishra. Chaukhambha Bharati Academy, Varanasi
7	7.DrugsandCosmeticAct-1940	VijayMalik,EasternBookCompanyDelhi
8	8.PratyakshaAushadhNirmanam	AcharyaVishwanathDwivedi
9	9.RasaTarangini	SadanandSharma,MotilalBanarasidas,Varanasi
10	10.RasaBhaishajyaKalpanaVigyan	Vaidya Santosh Kumar Khandal, Choukhamba Publishers, New Delhi
11	11.RasaRatnaSamuchchaya(Hindi)	Dattatreya Ananta Kulkarni, Meharchand Lachamdas Publications,New Delhi
12	12.RasendraSaraSangraha	Vaidya Gopal Krishna, Chaukhambha Sanskrit Series of Varanasi
13	13.AyurvediyaParibhasha	IndradevTripathiChaukhambaOrientalia,Varanasi
14	14.SarangadharaSamhita	RadhakrishnaParasharVaidyanathAyurvedBhavanPvt
15	15.Bharatiya Bhaishajya KalpanaVigyana	Gananath Vishwanath Dwivedi Krishnadas Academy, Varanasi
16	16.AyurvedicformularyofIndia	Govt. of India Ministry of Health & Family welfare New Delhi
17	17.AyurvedicPharmacopieaofIndia	CCRAS Govt. of India Ministry of Health & Family welfare New Delhi
18	18.AbhinavaBhaishajyaKalpana	Siddhi Nandan Mishra, Chaukhamba Surbharati Prakasha , Varanasi
19	19.BhaishjyaRatnawali	ProfSNMishraChoukhambaPublishers,Varanasi
20	20.Ayurvediya Rasashastra Ka Udbhava Evam Vikas	SatyendrakumarArya,KrishnadasAcademy,1984



21	21.YogaRatnakar	Shri Laxmipathi Shastri, Chaukhambha Prakashana Varanasi, Reprint 2018
22	22.ATextbookofRasashastra	Prof.ParimiSureshChaukhambhaPrakashak,Varanasi
23	23.SiddhoushadiSangraha	Vaidyaratna G. A. Phadke, Ayurvedacharya, Satara, N. H Kolhatkar, Maharashtra mitra Mudranalaya, Shukravara peth, Satara
24	24.Application on standardised Namburi phased spot test in identification of Bhasma and Sindura preparations of Ayurveda published	NamburiHanumanthaRao,CCRAS.,NewDelhi
25	25. Evidence based safety of Ayurvedic herbo-mineral formulations	KumarAnhimanyupublishedbyCCRAS,NewDelhi
26	26. Introduction to AyurvedicPharmaceutics	Dr Devendra Joshi & Dr Geeta JoshiChaukhambha Orientalia
27	27.AHandbookofCosmetics	B. M. Mithal & R.N. Saha Published by Delhi VallabhPrakashana
28	28.Sahasrayoga(SanskritandHindi)	ReprintbyCCRAS,NewDelhi
29	29. Manual on Quality Parameters for Ayurveda & Siddha drugs	CCRAS,NewDelhi
30	30.Safety and Prescription Trends ofRasaushadhis	Critical appraisal of Reported MedicalPractices of Ayurveda Herbomineral formulations from CCRAS experience.
31	31. General Guidelines for Drug Development of Ayurvedic Formulations	CCRASNewDelhi,VolumeI1 st Edn.2018
32	32. General Guidelines for Safety/Toxicity Evaluation of Ayurvedic Formulations	CCRASNewDelhi,VolumeII1 st Edn.2018
33	33.General Guidelines for Clinical Evaluation of Ayurvedic Interventions	CCRASNewDelhi,VolumeIII1 st Edn.2018
34	34. WHO internationalstandard terminologies on Ayurveda	WHO International Standard Terminology on Ayurveda, WHO 2022
35	35,Inorganic Pharmaceutical Chemistry	GunduRaoP,VallabhaPrakashana
36	36, Organic Pharmaceutical Chemistry	SinghHarkishan;KapoorVK,VallabhaPrakashana



37	37 Shlokavali of Rasashastra Bhaishajya Kalpana	Ninad Sathye; Shivaji Wavhal, Shantanu Prakashan Pune, 2009
38	38. Ansel's Pharmaceutical Dosage Forms and Drug Delivery Systems	Lloyd V Allen : Others, 9th volume, Lippincott Williams & Willkins Wolters Kluwer Co.2011
39	39. Laboratory Guide for the Analysis of Ayurveda and Siddha Formulations	Lavekar G S, Central Council For Research in Ayurveda & Siddha, 2010
40	40. Pharmaceutics I & II	Mehta RM, Vallabha Prakashana, 2014
41	41. Central Drugs Standard Control Organization Directorate General of Health Services Ministry of Health & Family Welfare Government of India	https://cdsco.gov.in/opencms/opencms/en/Home/
42	42. FSSAI official website	https://www.fssai.gov.in/
43	43. PHARMACOPOEIA COMMISSION FOR INDIAN MEDICINE & HOMOEOPATHY OFFICIAL WEBSITE	https://pcimh.gov.in/



Abbreviations

Assessment

S.No	Short form	Discription
1	T-EMI	Theoryextendedmatchingitem
2	T-EW	TheoryEssaywriting
3	T-MEQs	TheoryMEQs
4	T-CRQs	TheoryCRQs
5	T-CS	Theorycasestudy
6	T-OBT	Theoryopenbooktest
7	P-VIVA	PracticalViva
8	P-REC	PracticalRecitation
9	P-EXAM	Practicalexam
10	PRN	Presentation
11	P-PRF	PracticalPerformance
12	P-SUR	PracticalSurvey
13	P-EN	Practicalenact
14	P-RP	PracticalRoleplay
15	P-MOD	PracticalModel
16	P-POS	PracticalPoster
17	P-CASE	PracticalCasetaking
18	P-ID	Practicalidentification
19	P-PS	PracticalProblemsolving
20	QZ	Quiz
21	PUZ	Puzzles
22	CL-PR	ClassPresentation,
23	DEB	Debate
24	WP	Wordpuzzle
25	O-QZ	Onlinequiz



26	O-GAME	Onlinegame-basedassessment
27	M-MOD	MakingofModel
28	M-CHT	MakingofCharts
29	M-POS	MakingofPosters
30	C-INT	Conductinginterview
31	INT	Interactions
32	CR-RED	Criticalreadingpapers
33	CR-W	CreativityWriting
34	C-VC	Clinicalvideocases,
35	SP	Simulatedpatients
36	PM	Patientmanagementproblems
37	CHK	Checklists
38	OSCE	OSCE
39	OSPE	OSPE,
40	Mini-CEX	Mini-CEX
41	DOPS	DOPS
42	CWS	CWS
43	RS	Ratingscales
44	RK	Recordkeeping
45	COM	Compilations
46	Portfolios	Portfolios
47	Logbook	Logbook
48	TR	Trainersreport
49	SA	Self-assessment
50	PA	Peerassessment
51	360D	360-degreeevaluation
52	TT-Theory	Theory
53	PP-Practical	Practical
54	VV-Viva	Viva



Domain

S.No	Short form	Discription
1	CK	Cognitive/Knowledge
2	CC	Cognitive/Comprehension
3	CAP	Cognitive/Application
4	CAN	Cognitive/Analysis
5	CS	Cognitive/Synthesis
6	CE	Cognitive/Evaluation
7	PSY-SET	Psychomotor/Set
8	PSY-GUD	Psychomotor/Guided response
9	PSY-MEC	Psychomotor/Mechanism
10	PSY-ADT	Psychomotor Adaptation
11	PSY-ORG	Psychomotor/Origination
12	AFT-REC	Affective/ Receiving
13	AFT-RES	Affective/Responding
14	AFT-VAL	Affective/Valuing
15	AFT-SET	Affective/Organization
16	AFT-CHR	Affective/ characterization



T L method

S.No	Short form	Discription
1	L	Lecture
2	L&PPT	Lecture with Power point presentation
3	L&GD	Lecture & Group Discussion
4	L_VC	Lecture with Video clips
5	DIS	Discussions
6	BS	Brainstorming
7	IBL	Inquiry-Based Learning
8	PBL	PBL
9	CBL	CBL
10	PrBL	Project-Based Learning
11	TBL	TBL
12	TPW	Team project work
13	FC	Flipped classroom
14	BL	Blended Learning
15	EDU	Edutainment
16	ML	Mobile learning
17	ECE	ECE
18	SIM	Simulation
19	RP	Role plays
20	SDL	Self-directed learning
21	PSM	Problem solving method
22	KL	Kinesthetic Learning
23	W	Workshops
24	GBL	Game-Based Learning
25	D-M	Demo on Model



26	LS	Library Session
27	PL	Peer learning
28	RLE	Real life experience
29	REC	Recitation
30	SY	Symposium
31	TUT	Tutorial
32	PER	Presentations
33	PT	Practical
34	XRy	X ray identification
35	CD	Case diagnosis
36	LRI	Lab report interpretation
37	DA	Drug analysis
38	D	Demonstration
39	D_BED	Demonstration bedside
40	D_L	Demonstration Lab
41	DG	Demonstration Garden
42	FV	Field visit
43	PRA	Practical
44	VIVA	Viva
45	TH	Theory



Course curriculum for Second Professional BAMS

(PRESCRIBED BY NCISM)

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

Roga Nidan evam Vikriti Vigyan

(SUBJECT CODE : AyUG-RN)

(Applicable from 2021-22 batch, from the academic year 2023-24 onwards for 5 years or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥



BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058



II Professional Ayurvedacharya (BAMS)

Subject Code : AyUG-RN

Summary

Total number of Teaching hours: 450			
Lecture hours(LH)-Theory		150	150(LH)
PaperI	60		
PaperII	90		
Non Lecture hours(NLH)-Theory		300	300(NLH)
PaperI&II	90		
Non Lecture hours(NLH)-Practical			
PaperI&II	210		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
PaperI	100	100	70	-	30
PaperII	100				
Sub-Total	200	200			
Total marks	400				

Important Note:-The User Manual II BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual II before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic.

In case of difficulty and questions regarding curriculum, write to cur.imp@ncismindia.org



PREFACE

Roganidan Evum Vikriti Vigyan is a subject that gives emphasis on Ayurveda and contemporary Diagnostics and Pathology. It is a key subject that trains the students to apply knowledge of fundamental principles of Ayurveda to practice by understanding diseases, patient interaction, drawing diagnosis, and prognosis. This is a strong base to frame an appropriate treatment protocol.

The curriculum is framed with a vision for developing the diagnostic knowledge and skills of a student abiding by a patient-centric education. Activity-based training has been inculcated throughout the curriculum to improve the dexterity of a student in handling real-life scenarios in the journey of reaching a diagnosis. The anatomy and physiology learned in an apparently healthy individual from the first professional year is continued in the second professional year with knowledge regarding morbid reflections in the mind and body through this subject.

The sequence of knitting the points in theory and practical are carefully executed to maintain rationality and continuity in learning from a clinical perspective. The basic principles of Vikriti vigyan and their application in Roga nidana, Vyadhi vigyana and clinical diagnostics supported by contemporary diagnostics are the core areas of the curriculum. The essential areas from contemporary pathology and diagnostics are included with the objective to receive interdisciplinary integrated teaching. Some of the topics are defined for horizontal & vertical integration for better understanding.

Innovative teaching learning and assessment methods are introduced. These will develop an interest in students, making the curriculum student and patient-centric and will help to develop competencies, skills, attitudes, and communication as these are indispensable components of the learning process in Health care/ Medicine.

In addition to classroom teaching-learning, the dedicated time has been allotted to clinical activities, self-directed learning, group learning, survey to identify specific illnesses, CBL, and PBL, which are aligned with traditional and innovative formative assessments and scientific writings; ultimately expecting the improved performance of the students in summative assessments and as a successful practitioner in future by implementing Competency-Based Medical Education. The subject will be definitely helpful to the students to create a justifiable diagnosis for future treatment plans which is the basic need for successful practice.



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Course Code and Name of Course

Course code	Name of Course
AyUG-RN	RogaNidanevamVikritiVigyan

Table 1- Course learning outcomes and matched PO

SR1 CO No	A1 Course learning Outcomes (CO) AyUG-RN At the end of the course AyUG-RN, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Identify the morbidities in accordance with principles of Ayurveda pathology (vikriti vigyan siddhanta)	PO1
CO2	Describe the basic, general, and systemic pathological process thereby applying it in reaching a diagnosis	PO2, PO3
CO3	Perform appropriate clinical examination (pareeksha) utilizing Ayurveda and contemporary principles (samakalina siddhanta)	PO2, PO3, PO4
CO4	Order and interpret various diagnostic laboratory investigations and imaging	PO2, PO3
CO5	Diagnose and present the case with clinical reasoning (naidanika tarka)	PO5
CO6	Follow and advise advancements in diagnosis (vyadhi vinischaya) and prognosis (sadhya asadhyata) in clinical practice (naidanika adhyayana)	PO7
CO7	Communicate effectively with the patient (rugna), relatives (bandhujan) and other stakeholders (anya hita dhaaraka)	PO8
CO8	Demonstrate ethics (sadvritta), compassion (karuna) and possess qualities of a clinician (vaidya guna)	PO6, PO9



Table 3: Learning objectives (Theory) of Course

Paper I Fundamental Principles of Vikriti Vigyan									
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/ Show show/ Know show/ Know	F3 T-L method	G3 Assessment (Refer abbreviations)	H3 Formative/ summative	I3 Term	J3 Integration
Topic 11. Roga nidana – Pathophysiology and clinical diagnosis (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Explain the concept of Roganidana	CC	MK	KH	L&P T	INT	F&S	I	
CO1	Explain the concept of pathophysiology and clinical diagnosis	CC	MK	KH	L&P T	O-QZ	F&S	I	
Topic 22. Pareeksha (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Define and enlist types of pareeksha	CK	MK	K	L&P T	INT, TT- Theory	F&S	I	
CO1	Describe importance of pareeksha	CC	MK	KH	L&P T	DEB	F&S	I	
CO1	Explain the concept of rogipareeksha	CC	MK	KH	L&P T	INT	F&S	I	
CO1	Enlist rogipareeksha	CK	MK	K	L&P T	O-QZ, INT	F&S	I	



CO1	Describeimportanceofrogipareeksha	CC	MK	KH	L&G D	DEB	F&S	I	
CO1	Explaintheconceptofrogapareeksha	CC	MK	KH	L&PP T	INT,TT- Theory	F&S	I	
CO1	Enlistrogapareeksha	CK	MK	K	L&PP T	INT	F&S	I	
CO1	Describeimportanceofrogapareeksha	CC	MK	KH	L&G D	T-OBT,DEB	F&S	I	
CO1	Differentiatebetweenrogipareekshaandrogapareeksha	CC	MK	KH	L&G D	T-OBT,M- CHT	F&S	I	
Topic33. Methods of Rogi pareeksha (Lecture:4 hours, Non lecture: 3 hours)									
CO1,CO3,CO 7,CO8	Describe Prashna Pareeksha, Chakshu indriyataha Pareeksha, Srotendriyataha Pareeksha, Sparshanendriyataha Pareeksha, Ghranendriyataha Pareeksha, and Rasanendriyataha Pareeksha with its clinical interpretation	CC	MK	SH	L_VC	COM	F&S	I	
CO1,CO3	Describe the importance, clinical interpretation and methods of eliciting Nadi Pareeksha	CAN	MK	KH	L&G D,D_ BED	COM	F&S	I	
CO1	Describe the importance and clinical interpretation of Mutra Pareeksha	CC	MK	KH	L&G D	COM	F&S	I	
CO1	DescribethemethodsofperformingTailabinduPareeksha	CC	MK	KH	L_VC	WP,COM	F&S	I	
CO1,CO3	Describe the importance & clinical interpretation of Mala Pareeksha, Jihwa Pareeksha, Shabda Pareeksha, Sparsha Pareeksha, Druk Pareeksha, Akriti Pareeksha	CAN	MK	KH	L&G D,SD L,D_ BED	COM	F&S	I	



Topic 44. Sapeksha nidana - Vyavacchedaka nidana (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2,CO3,CO5	Describe the steps of Vyavacchedaka nidana of Ukta Vyadhi and Anukta vyadhi with suitable examples (Ayurveda and contemporary science incorporating clinical findings and investigations)	CE	MK	KH	L&G D,CB L	T-OBT,M- CHT	F&S	I	V-KC ,V-SH ,V-SH L,V- SP
CO5	Describe scope of developing screening, triage, confirmation, monitoring and prognostic tools in Ayurveda for Emerging diseases along with recent advancements	CC	DK	KH	L&PP T,IBL	INT	F&S	I	
Topic55. Upashaya/ Anupashaya (Lecture:1 hours, Non lecture: 0 hours)									
CO1	DefineUpashayaandenlistsynonymsofUpashaya	CK	MK	K	L&PP T	INT	F&S	I	
CO1	DefineAnupashayaandenlistsynonymsofAnupashaya	CK	MK	K	L&PP T	INT,TT- Theory	F&S	I	
CO1	Enumerate and explain the eighteen types of Upashaya with relevant examples	CC	MK	KH	L&PP T	WP,INT	F&S	I	
Topic66. Dosh Vikriti (Lecture:3 hours, Non lecture: 2 hours)									
CO1	DefineHetu	CK	MK	K	L&PP T	INT,TT- Theory	F&S	I	
CO1	EnlistanddefinesynonymsofHetu	CK	MK	K	L&PP T	QZ	F&S	I	
CO1	Enumerate and enlist classification of Nidana (Vyadhi janaka and Vyadhi bodhaka)	CK	MK	K	L&PP T	M-CHT	F&S	I	
CO1	EnumerateanddescribetypesofVyadhiJanakaHetu	CC	MK	KH	L&PP	INT	F&S	I	



					T,RE C				
CO1,CO5	CorrelateVyadhiJanakaHetuwithcontemporaryexamples	CE	MK	KH	CBL, PrBL	CL-PR	F&S	I	
CO1	DescribethetheNidanaofAgnidushti	CC	MK	KH	L&PP T,RE C	T-OBT	F&S	I	
CO1	EnumerateandexplainthetypesandfeaturesofAgnidushti	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	CorrelatetheNidanaofAgnidushtiwithcontemporaryexamples	CE	MK	KH	L&G D	P-SUR	F&S	I	
CO3,CO8	PerformassessmentofAgnidushtiinpatient	PSY- GUD	MK	SH	D_BE D	P-PRF	F&S	I	
CO1	ReciteetiologiesofVata,PittaandKaphadushtakarma	CK	MK	K	REC	P-REC	F&S	I	
CO1,CO5	Apply the knowledge of aetiologies of Vata, Pitta and Kapha dushta karma in correlating with contemporary etiologies	CAP	MK	KH	L&G D,PrB L,TP W	P-SUR	F&S	I	
CO1	Recite dushta karma, kshaya and vriddhi lakshana of Vata, Pitta and Kapha Dosha	CK	MK	K	REC	P-REC	F&S	I	
CO1	ExplainAshayapakarshaofDoshawithsuitableexamples	CC	MK	KH	L&G D	INT	F&S	I	
CO1	DefineAvarana	CK	MK	K	L&PP T	QZ	F&S	I	
CO1	EnlisttypesofAvarana	CK	MK	K	L&PP	O-GAME	F&S	I	



					T				
CO1	Enlistthe63combinationofDosha	CC	MK	KH	L&PP T	O-GAME	F&S	I	
CO1	DescribeSamsargajaDoshaDushti	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	DescribeSamaSannipataandVishamaSannipatadosha	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	EnlistthedifferentstagesofParidhavamanaDosha	CK	MK	K	L&PP T	INT	F&S	I	
CO1	ExplainParidhavamanadoshawithtypesandexamples	CC	MK	KH	L&PP T	COM	F&S	I	
CO1	Explain Nityasamshleshita (Leena) dosha and Paricchedita dosha with examples	CC	MK	KH	L&PP T	INT	F&S	I	
Topic 77. Doshagati and Rogamarga (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Enumerate and describe Doshagati and its utility in prognosis with relevant examples	CC	MK	KH	L&G D	INT	F&S	I	
CO1	Describe Urdhwa gati, Adho gati, Tiryaga gati, Vriddhi, Kshaya, Sthana, Koshta, Shakha, Sandhi asthi marma with illustrations and examples	CC	MK	KH	L&G D	COM	F&S	I	
CO1	Describe Koshta to Shakhagati of dosha and Shakha to Koshtagati of dosha with illustration	CC	MK	KH	L&G D	COM	F&S	I	
CO1	Enumerate and describe Rogamarga and its utility in prognosis with relevant examples	CC	MK	KH	L&G D	O-QZ	F&S	I	
Topic 88. Srotodushti (Lecture :1 hours, Non lecture: 0 hours)									



CO1	Define and enlist Srotas	CK	MK	K	L&PP T	O-QZ	F&S	I	
CO1	Describe the common aetiology for Srotodushti	CC	MK	KH	L&G D	INT	F&S	I	
CO1	Explain features of Samanya Srotodushti with examples	CC	MK	KH	L&PP T	CL-PR	F&S	I	
Topic99. Concept of Ama (Lecture:2 hours, Non lecture: 0 hours)									
CO1	Describe the different definitions of Ama	CC	MK	KH	L&PP T,RE C	P-REC,INT	F&S	I	
CO1	Enlist different types of Ama	CK	MK	K	L&PP T	INT	F&S	I	
CO1	Correlate the different types of Ama with the current science	CE	MK	KH	BS,IB L	COM	F&S	I	
CO1	Describe many lakshana of Ama	CC	MK	KH	L&PP T	O-QZ	F&S	I	
CO1	Explain the concept of Ama with reference to Anna rasa, Mala sanchaya and Dosha dushti	CC	MK	KH	L&PP T	T-OBT,COM	F&S	I	
Topic1010. Assessment of Ama (Lecture:0 hours, Non lecture: 1 hours)									
CO1	Explain concept of Sama	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	Describe specific features of Sama and Nirama Dosha and Pureesha	CC	MK	KH	L&PP T	O-GAME	F&S	I	
CO5	Identify specific features of Samadosha, Samapureesha, Nirama	PSY-	MK	SH	L,D_	P-PRF	F&S	I	



	doshaandNiramapureeshainpatient	GUD			BED				
Topic 1111. Sthana samshraya – Poorvaroopa (Lecture:1 hours, Non lecture: 0 hours)									
CO1	DefineSthansamshraya	CK	MK	K	L&PP T	INT	F&S	I	
CO1	DefinePoorvaroopaandenlistitstypes	CK	MK	K	L&PP T	QZ	F&S	I	
CO1	DescribetheimportanceofPoorvaroopa	CC	MK	KH	L&G D	DEB	F&S	I	
CO1	RelateSthanasamshrayawithPoorvaroopa	CAP	MK	KH	L&G D	INT	F&S	I	
Topic 1212. Dushya dushti (Lecture :9 hours, Non lecture: 9 hours)									
CO1	EnlistDushya	CK	MK	K	L&PP T	QZ	F&S	I	
CO1	Describe specific features of Dhatu and Mala Vriddhi and Kshaya	CC	MK	KH	DIS	T-OBT	F&S	I	
CO1	Describe the specific etiologies of Pranavaha Sroto dushti and identify contemporary etiologies	CS	MK	SH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Pranavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&PP T,RE C	P-REC,INT	F&S	I	
CO1	DescribePranavahaSrotoViddhaLakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	DescribethespecificetiologiesofUdakavahaSrotodushtiand	CC	MK	KH	L&G	P-SUR	F&S	I	



	identify contemporary etiologies				D,PrB L				
CO1	Describe features of Udakavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	Describe Udakavaha Sroto Vidha Lakshana	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	Describe the specific etiologies of Annavaaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Annavaaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe Annavaaha Sroto Vidha Lakshana	CC	MK	KH	L&PP T	WP	F&S	I	
CO1	Describe the specific etiologies of Rasavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Rasavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&PP T,RE C	P-REC,INT	F&S	I	
CO1	Describe Rasavaha Sroto Vidha Lakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe the specific etiologies of Raktavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE	P-REC,INT	F&S	I	



					C				
CO1	Describe features of Raktavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe Raktavaha Sroto Viddha Lakshana	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	Describe the specific etiologies of Mamsavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Mamsavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe Mamsavaha Sroto Viddha Lakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe the specific etiologies of Medovaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Medovaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe Medovaha Sroto Viddha Lakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe the specific etiologies of Asthivaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB	P-REC,P-SUR	F&S	I	



					L,RE C				
CO1	Describe features of Asthivaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe the specific etiologies of Majjavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Majjavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe the specific etiologies of Shukravaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,INT	F&S	I	
CO1	Describe features of Shukravaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&PP T,RE C	P-REC,INT	F&S	I	
CO1	Describe Shukravaha Sroto Viddha Lakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe the specific etiologies of Mutravaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,P-SUR	F&S	I	
CO1	Describe features of Mutravaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE	P-REC,INT	F&S	I	



					C				
CO1	DescribeMutravahaSrotoViddhaLakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe the specific etiologies of Pureeshavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,P-SUR	F&S	I	
CO1	Describe features of Pureeshavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	DescribePureeshavahaSrotoViddhaLakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe the specific etiologies of Swedavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,P-SUR	F&S	I	
CO1	Describe features of Swedavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&G D,RE C	P-REC,INT	F&S	I	
CO1	Describe the specific etiologies of Artavavaha Sroto dushti and identify contemporary etiologies	CC	MK	KH	L&G D,PrB L,RE C	P-REC,P-SUR	F&S	I	
CO1	Describe features of Artavavaha Sroto Dushti in relation to Dosha Kopa	CC	MK	KH	L&PP T,RE C	P-REC,INT	F&S	I	



CO1	Describe Artavavaha Sroto Viddha Lakshana	CC	MK	KH	L&PP T	QZ	F&S	I	
CO1	Describe features of Upadhatu dushti, Mala dushti, Indriya dushti, and Manas dushti	CC	MK	KH	L&G D	INT	F&S	I	
CO1	Describe features of Avayavadusti with relevant examples	CC	MK	KH	L&PP T	INT	F&S	I	
CO5	Identify and interpret the specific Sroto Dushti in the patients	PSY- GUD	MK	SH	SDL	T-CS	F&S	I	
Topic 1313. Samprapti (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Define Samprapti and enumerate synonyms	CK	MK	K	L&PP T	WP	F&S	I	
CO1	Enlist and describe types of Samprapti with examples	CK	MK	K	L&PP T	INT	F&S	I	
CO1	Describe Vyadhi Janma and Vyadhi Janya Samprapti with examples	CC	MK	KH	L&PP T	INT	F&S	I	
Topic 1414. Rupa (Lecture:1 hours, Non lecture: 0 hours)									
CO1	Define, enlist and describe different types of Roopa	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	Describe the importance of Roopa	CC	MK	KH	L&G D	DEB	F&S	I	
CO1	Define Pratyatma Lakshana with suitable examples	CK	MK	K	L&PP T	INT	F&S	I	
CO1	Differentiate between Vyadhi and Lakshana.	CC	MK	KH	L&G D	INT	F&S	I	



Topic1515. Vyadhinamakarana (Lecture:1 hours, Non lecture: 1 hours)									
CO1	Describe the basis of Vyadhi Namakaranawith suitable examples	CK	MK	K	L	QZ	F&S	I	
CO6	Describe the importance of ICD, DSM and NAMASTE (National AYUSH Morbidity and Standardized Terminologies Electronic Portal) portal classification and terminology of diseases	CC	DK	KH	L&G D,D	INT	F&S	I	
CO6	Operate NAMASTE (National AYUSH Morbidity and Standardized Terminologies Electronic Portal) portal	PSY- GUD	DK	SH	D	P-PRF	F&S	I	
Topic 1616. Vyadhi (Lecture :4 hours, Non lecture: 0 hours)									
CO1	Define & enlistsynonyms of Vyadhi	CK	MK	K	L&PP T	INT	F&S	I	
CO1	Enlist types of Vyadhi	CK	MK	K	L&PP T	INT	F&S	I	
CO1,CO2	Explain Adibala/ Sahaja and Hereditary disorders, Janmabala/ Garbhaja and Congenital disorders, Dosha bala/ Jataja and Acquired disorders, Sanghatabala/ Peedaja and Traumatic disorders, Daivabala/ Prabhavaja and Iatrogenic disorders, Kalabala/ Kalaja and Environmental and Geriatric disorders, Swabhava bhava vyadhi with suitable examples	CC	MK	KH	L&PP T	CL-PR	F&S	I	
Topic 1717. Ashtanindita (Endocrine disorders) (Lecture:1 hours, Non lecture: 0 hours)									
CO1	Enlist and explain the Ashtanindita	CC	DK	KH	L&PP T	INT	F&S	I	
CO1	Describe the importance of Ashtanindita	CC	DK	KH	L&G D	DEB	F&S	I	
CO1,CO2	Correlate and describe the features of Hormonal/Endocrinal	CE	DK	KH	L&G	COM	F&S	I	V-BL



	diseases (Pituitary disorders, Parathyroid disorders, Adrenal disorders etc.) with Ashtanindita				D,TP W				
Topic1818. Janapadodhwamsa vikara (Pandemic disorders)(Lecture:1 hours, Non lecture: 0 hours)									
CO1	Describe sadharana and asadharana hetu for Janapadodhwamsa Vikara and correlate with contemporary etiologies	CC	DK	KH	L&G D	DEB	F&S	I	V-KC ,H- SW
Topic 1919. Nidanarthakara Vyadhi, Vyadhisankara(Lecture:1 hours, Non lecture: 0 hours)									
CO1	Define and enlist types of Nidanarthakara Vyadhi with examples along with its concept	CC	DK	KH	L&G D	INT	F&S	I	
CO1	Explain the concept of Vyadhi Sankara with specific Nidana and relevant examples	CC	DK	KH	L&PP T	INT	F&S	I	
Topic 2020. Vyadhikshamatva(Lecture :2 hours, Non lecture: 0 hours)									
CO1	DefineVyadhikshamatva	CK	MK	K	L&PP T	INT	F&S	I	
CO1	Describe Trividha bala and relate to Balavruddhikara Bhava and Shareeravruddhikara Bhava	CC	MK	K	L&PP T	M-CHT	F&S	I	
CO1	Describe Vikara Vighata Bhava and Abhava along with its relation to Vyadhikshamatva	CC	MK	KH	DIS	INT	F&S	I	
CO1	AnalyzeSatmyainrelationwithhealthanddisease	CAN	MK	KH	L&G D	INT	F&S	I	
CO1	DefineandexplainDwividhaandChaturvidhaOjas	CK	MK	K	L&PP T	INT	F&S	I	
CO1	DescribeDoshaPakafeatureswithexamples	CC	MK	KH	L&PP T	INT	F&S	I	



CO2	Describe pathophysiology of Healing with primary and secondary intention and Repair mechanism.	CC	MK	KH	L_VC	CL-PR	F&S	I	
CO1	Define Satmya and explain its types	CC	MK	KH	L&PP T	INT	F&S	I	
CO2	Define Immunity and describe classification of Immunity	CC	MK	KH	SDL	CL-PR	F&S	I	
CO2	Explain different mechanisms involved in Immunity	CC	MK	KH	SDL	CL-PR	F&S	I	
Topic 2121. Rogi bala Pareeksha (Lecture :2 hours, Non lecture: 1 hours)									
CO1	Describe the importance of Rogi bala Pareeksha	CC	MK	KH	L&G D	DEB	F&S	I	
CO1,CO8	Describe the parameters of Rogi bala Pareeksha - Prakruti, Sara, Samhanana, Pramana, Satmya, Satwa, Aahara shakti, Vyayama shakti, Vaya and other factors such as Aushadha kshama dehatva, Yuvajatva, Pumjatvam, Vishayanasakti andriyajatva, Padasampad bhavatvam, and Anukoola grahatva, etc.	CC	MK	KH	L&PP T	INT	F&S	I	
Topic 2222. Dhatu Paka (Lecture :12 hours, Non lecture: 1 hours)									
CO1	Describe Dhatu pak features with examples	CC	MK	KH	L&PP T	INT	F&S	I	
CO1	Describe different stages of Ojodusti	CK	MK	K	L&PP T	INT	F&S	I	
CO2	Define Asatmya	CK	MK	K	L&PP T	O-QZ	F&S	I	
CO2	Define Hypersensitivity	CK	MK	K	L&PP T	QZ	F&S	I	
CO2	Describe four types of Hypersensitivity with suitable examples	CC	MK	KH	L_VC	CL-PR	F&S	I	



CO2	DefineAutoimmunity	CK	MK	K	L&PP T	O-QZ	F&S	I	
CO2	Describe mechanism and classification of Autoimmunity with suitable examples	CC	MK	KH	L_VC	CL-PR	F&S	I	
CO2	DefineImmunodeficiency.	CK	MK	K	L&PP T	CL-PR	F&S	I	
CO2	Describe classification of Immunodeficiency with suitable examples.	CC	MK	KH	L&PP T	M-CHT	F&S	I	
CO2	DefineCellInjury	CK	MK	K	L&PP T	QZ	F&S	I	
CO2	Describe causes and mechanism of Reversible and Irreversible Cell Injury with microscopic and macroscopic features.	CC	MK	KH	L_VC	CL-PR	F&S	I	
CO2	DefineCellularAdaptation	CK	MK	K	L&PP T	QZ	F&S	I	
CO2	Describe types and mechanisms of Cellular Adaptations with suitable examples.	CC	MK	KH	L_VC	CL-PR	F&S	I	
CO2	Describe and discuss types of Cell Death (including apoptosis) and the mechanism with suitable examples.	CC	MK	KH	L_VC	CL-PR	F&S	I	
CO2	Define, classify and describe mechanism of Inflammation, Septicaemia, Oedema, Shock, Haemorrhage, Thrombosis, Embolism, Ischemia and Infarction	CC	MK	KH	L_VC	CL-PR	F&S	I	
CO2	DefineanddescribeTumors	CC	MK	KH	L&PP T	CL-PR	F&S	I	
CO2	DescribenomenclatureofTumors	CC	MK	KH	L&PP T,SD	CL-PR	F&S	I	



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CO2	Differentiate Benign and Malignant Tumours	CC	MK	KH	L&G D	M-CHT	F&S	I	
CO2	Describe mechanism of Metastasis	CC	MK	KH	L&PP T	CL-PR	F&S	I	
Topic 2323. Infection and Nutritional disorders (Lecture:4 hours, Non lecture: 1 hours)									
CO2	Define and classify Viruses, Bacteria, and Fungi	CC	DK	KH	L&PP T,SD L	COM	F&S	I	
CO2	Describe components of Nutrition, and classify nutritional disorders	CC	DK	KH	PER	QZ	F&S	I	H-SW
CO2	Describe Macro nutritional disorders, Water soluble vitamins deficiency disorders and Fat soluble vitamins deficiency disorders	CC	DK	KH	PER	QZ	F&S	I	V-KC ,H- SW
CO2	Describe Protein Energy Malnutrition in adults and differentiate Kwashiorkor and Marasmus	CC	DK	KH	PER	QZ	F&S	I	V-KC ,V-BL
Topic 2424. Upadrava (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Define and explain the concept and importance of Upadrava	CC	MK	KH	L&G D	DEB	F&S	II	
Topic 2525. Arishta (Lecture:1 hours, Non lecture: 0 hours)									
CO1	Define Arishta and Ristaabhasa	CK	NK	K	L&PP T	INT	F&S	II	
CO1	Enumerate and describe types of Arishta with its importance	CC	NK	KH	L&G D	DEB	F&S	II	



Topic2626. Vyadhi bala pareeksha(Lecture:1 hours, Non lecture: 0 hours)									
CO1	DescribeVikrititahaPareekshawithitsimportance	CC	DK	KH	L&G D	DEB	F&S	II	
CO1	Describe the parameters to be assessed for Vyadhi bala - Exposure to Nidana, Samprapti, Poorvaroop, Roopa, Upadrava, Tulya dosha - dushyatvam, Atulya ritu, Number of dosha involved, Number of Rogamarga involved, Kala, Desha,Prakruti, Involvement of Marma and other factors	CC	DK	KH	L&G D	DEB	F&S	II	
Topic 2727. Sadhyasadhyatva – Prognosis(Lecture :1 hours, Non lecture: 0 hours)									
CO1	Enumerateanddescribethefeaturesofsadhyasadhyatva	CC	MK	KH	L&PP T	INT	F&S	II	
CO1	AnalysethecomponentsofVyadhifromSadhyasadhyatva	CAN	MK	KH	L&G D	INT	F&S	II	
Topic 2828. Digital health and Artificial intelligence in the context of Roganidana(Lecture :1 hours, Non lecture: 1 hours)									
CO6	Define and describe the scope of Digital health and Artificial intelligence in Ayurveda Diagnosis and Prognosis	CC	NK	KH	BL	COM	F&S	II	
CO6	Explain need of Instrumentation and Biosensors for diagnosis and prognosis in Ayurveda.	CC	NK	KH	BL	INT	F&S	II	
CO6	Justify scope of Diagnostic tool development in Ayurveda and their implementation.	CE	NK	KH	BL	INT	F&S	II	

Paper2VyadhiVigyan,contemporaryunderstandingandupdates									
A3 Course	B3 Learning Objective (At the end of the session, the students	C3 Doma	D3 Must to know	E3 Level	F3 T-L	G3 Assessment	H3 Form	I3 Term	J3 Integr



outcome	should be able to)	in/sub	/desirable to know / Nice to know	Does/ Show show/ Know show/ Know	meth od	(Refer abbreviations)	ative/ summative	ation	
Topic 11. Agnimandya – Ajeerna, Anaha, Adhmana, Atopa (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DefineAnaha	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	EnlisttypesofAnaha	CK	MK	K	L&PP T	QZ	F&S	II	
CO1,CO5	DescribeAdhmanaandAtopa	CC	MK	KH	L&PP T	INT	F&S	II	
Topic 22. Chhardi (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DefineChhardi	CK	DK	K	L&PP T	QZ	F&S	II	
CO1	DescribehetuandsampraptiofChhardi.	CC	DK	KH	L&G D	INT	F&S	II	
CO1	EnlistbhedaoofChhardi	CK	DK	K	L&PP T	QZ	F&S	II	
CO1	Describe purvaroop, samanya lakshana, vishishta lakshana, upadrava and sadhya asadhyata of Chhardi	CC	DK	KH	L&PP T	INT	F&S	II	
Topic 33. Amlapitta (Lecture :2 hours, Non lecture: 0 hours)									



CO1	DefineAmlapitta	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	DescribehetuandsampraptiofAmlapitta	CC	MK	KH	L&G D	M-CHT	F&S	II	
CO1	EnlistbhedaofAmlapitta	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	Describe purvaroop, samanya lakshana, vishishta lakshana, and sadhya asadhyata of Amlapitta	CC	MK	KH	L&PP T	INT	F&S	II	
Topic 44. Shoola (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DefineShoola	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	EnlistShoolabheda	CK	MK	K	L&PP T	QZ	F&S	II	
CO1,CO5	Describe and differentiate Parinama shoola and Annadrava shoola	CC	MK	KH	L&PP T	INT	F&S	II	
Topic 55. Atisara, and Pravahika (Lecture :3 hours, Non lecture: 1 hours)									
CO1	DescribepratyatmalakshanaofAtisara	CC	MK	KH	L&PP T	QZ	F&S	II	
CO1	DescribehetuandsampraptiofAtisara	CC	MK	KH	L&G D	INT	F&S	II	
CO1	EnlistbhedaofAtisara	CK	MK	KH	L&PP T	QZ	F&S	II	
CO1	DescribepurvaroopoofAtisara	CC	MK	KH	L&PP T,CB	INT	F&S	II	



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CO1	EnlistanddescribeupadravaofAtisara	CK	MK	K	L&PP T	INT	F&S	II	
CO1	DescribesadhyaasadyataofAtisara	CC	MK	KH	L&PP T	T-CS,INT	F&S	II	
CO1	DescribenivruttaAtisarakshanaorvigataAtisarakshana	CC	MK	KH	L&PP T	INT	F&S	II	
CO1	DescribesampraptiofPravahika	CC	MK	KH	L&G D	M-CHT	F&S	II	
CO1	EnlistbhedaofPravahika	CK	MK	KH	L&PP T	QZ	F&S	II	
CO1	DescribesamanyaandvishishtalakshanaofPravahika	CC	MK	KH	L&PP T,CB L	T-CS	F&S	II	
CO1	DifferentiatebetweenAtisaraandPravahika	CC	MK	KH	L&G D,PB L	CL-PR	F&S	II	
CO1	DifferentiateDoshajaAtisara	CC	MK	KH	L&G D,PB L	CL-PR	F&S	II	
CO1	Explain Bhayaja atisara, Shokaja atisara and Raktaja atisara lakshana	CC	MK	KH	L&G D,PB L	CL-PR	F&S	II	
Topic 66. Grahani (Lecture :2 hours, Non lecture: 1 hours)									
CO1	DescribepratyatmalakshanaofGrahani	CC	MK	KH	L&PP	PUZ	F&S	II	



					T				
CO1	DescribehetuandsampraptiofGrahani	CC	MK	KH	L&G D	M-CHT	F&S	II	
CO1	EnlistbhedaofGrahani	CK	MK	KH	L&PP T	QZ	F&S	II	
CO1	Describepurvarooapa,andsamanyalakshanaofGrahani	CC	MK	KH	L&PP T	T-CS,INT	F&S	II	
CO1	ExplainSangrahagrahaniandGhatiyantragrahani	CC	MK	KH	L&PP T,CB L	INT	F&S	II	
CO1	ExplainsadhyasadyataofGrahani	CC	MK	KH	L&PP T	T-CS,INT	F&S	II	
CO1	DifferentiateAtisaraandGrahaniRoga	CC	MK	KH	L&G D,PB L	T-CS	F&S	II	
CO1	DifferentiateGrahanidoshaandGrahaniroga	CC	MK	KH	L&G D,PB L	T-CS,CL-PR	F&S	II	
CO1	DifferentiateDoshajaGrahani	CC	MK	KH	L&G D,PB L	CL-PR	F&S	II	
Topic 77. Visuchika, Alasaka, Vilambika (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DefineVisuchika	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	Describelakshana,upadrava,andsadhyasadyataofVisuchika,	CC	MK	KH	L&PP	INT	F&S	II	



	AlasakaandVilambika				T				
Topic 88. Common GIT diseases (Lecture :1 hours, Non lecture: 4 hours)									
CO2	Describe the clinical features of Ulcerative dyspepsia and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, and Inflammatory Bowel Diseases	CC	DK	KH	RP,T UT	INT	F&S	II	
CO3	Perform relevant clinical examination of Ulcerative dyspepsia and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, and Inflammatory Bowel Diseases	PSY-GUD	DK	SH	L_VC	OSCE	F&S	II	
CO4	Order and interpret relevant investigations of Ulcerative dyspepsia and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, and Inflammatory Bowel Diseases	CAP	DK	SH	L&G D,LRI ,D_L	T-CS	F&S	II	
Topic 99. Mutrakrichhra (Lecture :2 hours, Non lecture: 1 hours)									
CO1	ExplainpratyatmalakshanaofMutrakrichhra	CC	MK	KH	L&PP T	PUZ	F&S	II	
CO1	DescribehetuandsampraptiofMutrakrichhra	CC	MK	KH	L&G D	INT	F&S	II	
CO1	EnlistbhedaofMutrakrichhra	CK	MK	KH	L&PP T	QZ	F&S	II	
CO1,CO5	DescribevishishtalakshanaofMutrakrichhra	CC	MK	KH	L&PP T,CB L	INT	F&S	II	
Topic 1010. Mutraghata (Lecture :3 hours, Non lecture: 1 hours)									
CO1	DefineMutraghata	CK	MK	K	L&PP T	QZ	F&S	II	



CO1	Enlist conditions of Mutra shoshana and Mutra pratihanyate among different types of Mutraghata	CK	MK	K	L&G D	INT	F&S	II	
CO1	Describe different types of Mutraghata	CC	MK	KH	L&PP T,PB L	INT	F&S	II	
CO1	Differentiate Mutrakrichra and Mutraghata	CC	MK	KH	L&G D,PB L	T-CS	F&S	II	
Topic 1111. Common Urinary diseases (Lecture :1 hours, Non lecture: 6 hours)									
CO2	Describe the clinical features of Urinary Tract Infection, Prostatomegaly, Nephrotic syndrome, Nephritic syndrome, Acute Kidney Injury and Chronic Kidney Disease	CC	DK	KH	L&G D,RP	T-CS	F&S	II	
CO3	Perform relevant clinical examination of Urinary Tract Infection, Prostatomegaly, Nephrotic syndrome, Nephritic syndrome, Acute Kidney Injury and Chronic Kidney Disease	PSY- GUD	DK	SH	L_VC	T-CS	F&S	II	
CO4	Order and interpret relevant investigations of Urinary Tract Infection, Prostatomegaly, Nephrotic syndrome, Nephritic syndrome, Acute Kidney Injury and Chronic Kidney Disease	CAP	DK	SH	L&G D,LRI	T-CS	F&S	II	
Topic 1212. Hikka (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Describe pratyatmalakshana, hetu, and samprapti of Hikka	CC	NK	KH	L&PP T	PUZ	F&S	II	
CO1	Describe cardinal features of Pancha Hikka	CC	NK	KH	L&PP T	INT	F&S	II	
Topic 1313. Shwasa (Lecture :2 hours, Non lecture: 1 hours)									



CO1	DefineShwasa	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	DescribehetuandsamanyasampraptiofShwasa	CC	MK	KH	L&G D	T-CS	F&S	II	
CO1	EnlistbhedaofShwasa	CK	MK	K	L&PP T	P-VIVA,QZ	F&S	II	
CO1	Describepurvaroop,andsadhyasadyataofShwasa	CC	MK	KH	L&PP T	T-CS	F&S	II	
CO1	Describe vishishta lakshana of Tamaka shwasa with its avastha bheda	CC	MK	KH	L&PP T	T-CS	F&S	II	
CO1	DescribedoshapredominanceinShwasa	CC	MK	KH	DIS	INT	F&S	II	
CO1	Identify cardinal features of Pancha shwasa and correlate with the current science	CAN	MK	KH	L&PP T	INT	F&S	II	
CO1	DifferentiatePanchashwasa	CC	MK	KH	PBL	CL-PR	F&S	II	

Topic 1414. Kasa(Lecture :2 hours, Non lecture: 0 hours)

CO1	DefineKasa	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	DescribehetuandsampraptiofKasa	CC	MK	KH	L&G D	INT	F&S	II	
CO1	EnlistbhedaofKasa	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	Describepurvaroop,andsadhyasadyataofKasa	CC	MK	KH	L&PP T	T-CS	F&S	II	
CO1	DescribethedifferentialdiagnosisofKasabasedonkapha	CC	MK	KH	L&PP	T-CS	F&S	II	



	lakshana				T				
CO1	Describe the differential diagnosis of Kshayaja kasa and Rajayakshma	CC	MK	KH	L&G D	T-CS	F&S	II	
CO1	Describe the differential diagnosis of Kshataja kasa and kshata ksheena	CC	MK	KH	L&G D	T-CS	F&S	II	
CO1	DifferentiateDoshajakasa	CC	MK	KH	DIS	INT	F&S	II	
Topic 1515. Rajayakshma & Shosha (Lecture :3 hours, Non lecture: 0 hours)									
CO1	DescribeRajayakshmayadhiswabhaba	CC	DK	KH	L&PP T	INT	F&S	II	
CO1	DescribehetuandsampraptiofRajayakshma	CC	DK	KH	L&G D	M-CHT	F&S	II	
CO1	EnlistbhedaofRajayakshma	CK	DK	K	L&PP T	QZ	F&S	II	
CO1	Explain tri roopa, shad roopa, ekadasha roopa, and sadhyasadyata of Rajayakshma	CC	DK	KH	L&PP T	INT	F&S	II	
CO1	ClassifyanddescribeAshtashosha	CC	DK	KH	L&PP T	INT	F&S	II	
Topic1616. Common lung disorders (Lecture:1 hours, Non lecture: 4 hours)									
CO2	Describe the clinical features of Pneumonia, Chronic Obstructive Pulmonary Disease, Pleural effusion, and Bronchiectasis	CC	DK	KH	L_VC ,RP,D _BED	INT	F&S	II	
CO3	Perform relevant clinical examination of Pneumonia, Chronic Obstructive Pulmonary Disease, Pleural effusion, and Bronchiectasis	PSY- GUD	DK	SH	L_VC	OSCE	F&S	II	



CO4	Order and interpret relevant investigations of Pneumonia, Chronic Obstructive Pulmonary Disease, Pleural effusion, and Bronchiectasis	CAP	DK	KH	XRy, LRI	T-CS	F&S	II	
Topic 1717. Jwara (Lecture :4 hours, Non lecture: 1 hours)									
CO1	Define and enlist types of Jwara based on vidhisamprapti	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	Describe nidana, samprapti, samanya poorvaroopo, vishishta poorvaroopo, pratyatma lakshana and samprapti of Doshaja jwara	CC	MK	KH	L&G D	PUZ,INT	F&S	II	
CO1	Describe Doshaja jwara along with sannipataja jwara according to Charaka	CC	MK	KH	L&G D	PUZ,INT	F&S	II	
CO1	Describe Abhishanga jwara, Vishama jwara, and Punaravartaka jwara	CC	MK	KH	L&PP T	T-CS	F&S	II	
CO1	Explain Antarvega, Bhahirvega jwara, Vata balasaka and Pralepaka jwara	CC	MK	KH	L&PP T	INT	F&S	II	
CO1	Differentiate Ama, Pachyamana and Niramajwaralashana	CC	MK	KH	L&G D	CL-PR	F&S	II	
CO1	Analyze Agantu and Doshaja jawara with reference to Jwara samprapti	CAN	MK	KH	DIS	INT	F&S	II	
CO1	Describe adhyasadyata of Jwara	CC	MK	KH	L&PP T	INT	F&S	II	
CO1	Enlist Jwara mukta lakshana	CK	MK	K	L&PP T	QZ	F&S	II	
Topic 1818. Masurika – Romantika (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Enlist nidana of Masurika	CK	NK	K	L&PP	QZ	F&S	II	



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CO1	DescribesampraptiofMasurika	CC	NK	KH	L&G D	INT	F&S	II	
CO1	EnlistbhedaoofMasurika	CC	NK	KH	L&PP T	QZ	F&S	II	
CO1	ExplaintheavasthikalakshanaofMasurika	CC	NK	KH	L&PP T	INT	F&S	II	
CO1	EnlistfeaturesofRomantika	CK	NK	K	L&PP T	QZ	F&S	II	
Topic 1919. Fever (Lecture :1 hours, Non lecture: 6 hours)									
CO2	Describe the organism, incubation period, and mode of transmission of Measles virus, Varicella-zoster virus and Herpes zoster, Coxsackie virus, Rubella virus, various Malaria parasites, Influenza virus, Dengue virus, Leptospira, Chikungunya virus, Salmonella and causative agents of other common regional disorders presenting with fever	CC	DK	KH	L_VC ,FC	WP,INT	F&S	II	
CO2	Describe the clinical features of Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, and Typhoid	CC	DK	KH	L_VC ,RP	T-CS	F&S	II	
CO2	Describe the common regional disorders presenting with fever	CC	DK	KH	L&G D	T-CS	F&S	II	
CO2	Describe the complications of Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, Typhoid, and other common regional disorders presenting with fever	CC	DK	KH	TUT	INT	F&S	II	



CO3	Perform relevant clinical examination related to Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, Typhoid, and other common regional disorders presenting with fever	PSY-GUD	DK	SH	L_VC	OSCE	F&S	II	
CO4	Order and interpret relevant investigations related to Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, Typhoid, and other common regional disorders presenting with fever	CAP	DK	SH	LRI	T-CS	F&S	II	
Topic 2020. Pandu (Lecture :2 hours, Non lecture: 0 hours)									
CO1	DescribepratyatmalakshanaofPandua	CC	MK	KH	L&PPT	PUZ	F&S	II	
CO1	DescribehetuandsampraptiofPandua	CC	MK	KH	L&PPT	INT	F&S	II	
CO1	EnlistbhedaoofPandua	CC	MK	KH	L&PPT	QZ	F&S	II	
CO1	DescribepurvaroopaoofPandua	CC	MK	KH	L&PPT	INT	F&S	II	
CO1	EnlistupadravaofPandua	CK	MK	K	L&PPT	QZ	F&S	II	
CO1	DescribesadhyasadyataofPandua	CC	MK	KH	L&PPT	INT	F&S	II	
CO1	ExplainPanchapandua	CC	MK	KH	L&PPT	T-CS	F&S	II	



CO1	DifferentiateDoshajapandu	CC	MK	KH	L&G D	CL-PR	F&S	II	
Topic 2121. Raktapitta (Lecture :1 hours, Non lecture: 1 hours)									
CO1	DefineRaktapittaandmentiontheraktapravruttimarga	CK	MK	K	L&PP T	QZ	F&S	II	
CO1	ExplaintheswabhavaofRaktapitta	CC	MK	KH	DIS	INT	F&S	II	
CO1	EnlistbhedaofRaktapitta	CK	MK	KH	L&PP T	QZ	F&S	II	
CO1	Describe nidana, samprapti, purvaroop, vishishta lakshana of Raktapitta	CC	MK	KH	L&G D	T-CS	F&S	II	
CO1	EnlistupadravaofRaktapitta	CK	MK	KH	L&PP T	PUZ	F&S	II	
CO1	DescribesadhyaasadhyataofRaktapitta	CC	MK	KH	DIS	INT	F&S	II	
Topic 2222. Hematopoietic diseases (Lecture :1 hours, Non lecture: 6 hours)									
CO2	Describe the clinical features of anaemia, nutritional anaemia, thalassemia, sickle cell anaemia, leukaemia, and thrombocytopenia	CC	DK	KH	L_VC ,RP	WP	F&S	II	
CO4	Order and interpret relevant investigations of anaemia, nutritional anaemia, thalassemia, sickle cell anaemia, leukaemia, and thrombocytopenia	CAP	DK	KH	L&G D,LRI	T-CS	F&S	II	
CO2	Describe the differential diagnosis of anaemia, nutritional anaemia, thalassemia, sickle cell anaemia, leukaemia, and thrombocytopenia	CC	DK	KH	L&G D,PB L	PRN	F&S	II	
Topic 2323. Hridroga (Lecture :1 hours, Non lecture: 1 hours)									



CO1	DescribehetuandsampraptiofHridroga	CC	DK	KH	L&G D	QZ	F&S	II	
CO1	EnlistbhedaofHridroga	CK	DK	KH	L&PP T	PUZ	F&S	II	
CO1	AnalyzesamanyalakshanaofHridroga	CAN	DK	KH	DIS	T-CS	F&S	II	
CO1	DescribevishishtalakshanaofHridroga	CC	DK	KH	L&PP T	INT	F&S	II	
CO1	EnlistupadravaofHridroga	CK	DK	KH	L&PP T	WP	F&S	II	
Topic 2424. Shotha (Lecture :2 hours, Non lecture: 0 hours)									
CO1	DescribehetuofShotha	CC	MK	KH	L&G D	O-QZ	F&S	II	
CO1	EnlistbhedaofShotha	CK	MK	KH	L&PP T	O-QZ	F&S	II	
CO1	Describevidhisampraptiofshotha	CC	MK	KH	DIS	O-GAME	F&S	II	
CO1	Describe purvarooapa, vishishta lakshana, samprapti and sadhya asadhyata of Nija shotha	CC	MK	KH	L&G D	INT	F&S	II	
CO1	DifferentiateDoshajashotha	CC	MK	KH	L&G D	INT	F&S	II	
Topic 2525. Cardiovascular disorders (Lecture :1 hours, Non lecture: 5 hours)									
CO2	Describe the clinical features of Coronary Artery Disease (Ischemic Heart Disease, and Myocardial Infarction) and Congestive cardiac failure	CC	DK	KH	L_VC ,RP	C-VC	F&S	II	V-KC



CO3	Perform relevant clinical examination of Coronary Artery Disease (Ischemic Heart Disease, and Myocardial Infarction) and Congestive cardiac failure	PSY-GUD	DK	SH	L_VC, SIM	OSCE	F&S	I	
CO4	Order and interpret relevant investigations of Coronary Artery Disease (Ischemic Heart Disease, and Myocardial Infarction) and Congestive cardiac failure	CAP	DK	KH	L&G D, LRI	O-QZ	F&S	II	
Topic 2626. Kamala (Lecture :2 hours, Non lecture: 0 hours)									
CO1	Define Kamala	CK	MK	K	L&PPT	QZ	F&S	II	
CO1	Describe hetu and samprapti of Kamala	CC	MK	KH	L&G D	INT	F&S	II	
CO1	Classify Kamala on the basis of vidhi samprapti of Kamala	CC	MK	KH	L&PPT	INT	F&S	II	
CO1	Differentiate Koshtashakhashrita and Shakhashrita Kamala	CC	MK	KH	DIS	PRN	F&S	II	
CO1	Enlist upadrava of Kamala	CK	MK	KH	L&PPT	QZ	F&S	II	
CO1	Describe adhyaasadyata of Kamala	CC	MK	KH	TUT	M-CHT	F&S	II	
CO1, CO5	Describe Swatantra-Paratantra Kamala, Alpapitta-Bahupitta Kamala	CC	MK	KH	L&PPT	INT	F&S	II	
Topic 2727. Udara Roga (Lecture :2 hours, Non lecture: 1 hours)									
CO1	Explain pratyatmalakshana of Udara	CC	MK	KH	L&PPT	PUZ	F&S	II	
CO1	Describe hetu and samprapti of Udara	CC	MK	KH	L&G D	WP	F&S	II	



CO1	EnlistbhedaofUdara	CK	MK	K	L&PP T	QZ	F&S	II	
CO1,CO5	Describe purvaroop, samanya lakshana and sadhya asadhyata of Udara	CC	MK	KH	L&PP T	T-CS	F&S	II	
CO1	ExplainavasthabhedaofUdara	CC	MK	KH	DIS	PRN	F&S	II	
CO1,CO5	DifferentiateDoshajaudara	CC	MK	KH	L&G D	M-CHT	F&S	II	
CO1,CO5	Explain Vishishta lakshana of Baddha gudodara, Pleehodara, Jalodara and Chidrodara	CC	MK	KH	L&PP T	M-CHT	F&S	II	
Topic 2828. Hepatobiliary diseases (Lecture :1 hours, Non lecture: 2 hours)									
CO2,CO5	Describe the clinical features of Liver cirrhosis, Alcoholic and Non-AlcoholicLiverDisease,Hepatitis,JaundiceandAscites	CC	DK	KH	L_V ,RP	C-VC	F&S	II	
CO3	Perform relevant clinical examination of Liver cirrhosis,Alcoholic and Non - Alcoholic Liver Disease, Hepatitis, Jaundice and Ascites	PSY- GUD	DK	SH	L_V ,D_B ED	OSCE	F&S	II	
CO4	Order and interpret relevant investigations of Liver cirrhosis, Alcoholic and Non - Alcoholic Liver Disease, Hepatitis, Jaundice and Ascites	CAP	DK	SH	L&G D,LRI	PRN	F&S	II	
CO2,CO5	Describe the differential diagnosis of Liver cirrhosis, Alcoholic and Non - Alcoholic Liver Disease, Hepatitis, Jaundice and Ascites	CC	DK	KH	L&G D,PB L	M-CHT	F&S	II	
Topic 2929. Kushtha - Maha Kushtha & Kshudra Kushtha (According to Charaka) (Lecture :3 hours, Non lecture: 1 hours)									
CO1	DefineKushtha	CK	MK	K	L&PP T	O-QZ	F&S	III	



CO1	DescribehetuandsampraptiofKushtha	CC	MK	KH	L&G D	COM	F&S	III	
CO1	EnlistbhedaoofMahaKushtha&KshudraKushtha	CK	MK	K	L&PP T	O-QZ	F&S	III	
CO1	DescribepurvaroopaoofKushtha	CC	MK	KH	L&G D	INT	F&S	III	
CO1,CO5	Describe vishishta lakshana of Maha Kushtha &Kshudra Kushtha	CC	MK	KH	L&PP T,CD	O-GAME	F&S	III	
CO1,CO5	DescribedoshaanusaraKushthalakshana	CC	MK	KH	L&G D	M-POS	F&S	III	
CO1	Describe sadhya asadhyata of Maha Kushtha &Kshudra Kushtha	CC	MK	KH	L&PP T	O-QZ	F&S	III	
CO1,CO5	DifferentiateMahakushtha&Kshudrakushtha	CC	MK	KH	DIS	CL-PR	F&S	III	
Topic 3030. Sheetapitta (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribeSheetapittasamprapti	CC	MK	KH	L&PP T	M-CHT	F&S	III	
CO1,CO5	DescribeSheetapittaandUdardalakshana	CC	MK	KH	L&PP T	QZ	F&S	III	
CO1	DescribeKothalakshana	CC	MK	KH	L&PP T	QZ	F&S	III	
CO1,CO5	DifferentiateSheetapittaandUdarda	CC	MK	KH	DIS	QZ	F&S	III	
Topic 3131. Shwitra (Lecture :1 hours, Non lecture: 0 hours)									
CO1	EnlisttypesofShwitra	CK	MK	K	L&PP	O-QZ	F&S	III	



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CO1,CO5	Describe lakshana and sadhya asadhyata of Shwitra	CC	MK	KH	L&PP T	INT	F&S	III	
Topic 3232. Visarpa (Lecture :2 hours, Non lecture: 0 hours)									
CO1	Define Visarpa	CK	MK	K	L&PP T	O-QZ	F&S	III	
CO1	Describe hetu and samprapti of Visarpa	CC	MK	KH	L&G D	M-CHT	F&S	III	
CO1	Enlist bheda of Visarpa	CK	MK	K	L&PP T	QZ	F&S	III	
CO1,CO5	Describe purvarupa of visarpa, features of Bahya and Abhyantara visarpa and sadhya asadhyata of Visarpa	CC	MK	KH	L&PP T	PRN	F&S	III	
CO1,CO5	Differentiate Doshaja Visarpa	CC	MK	KH	DIS	INT	F&S	III	
CO1,CO5	Explain Agni, Kardama and Granthi visarpa	CC	MK	KH	L&PP T	T-CS	F&S	III	
Topic 3333. Skin diseases (Lecture :1 hours, Non lecture: 6 hours)									
CO2,CO5	Describe the clinical features of Allergic disorders - Eczema, Urticaria; Squamous lesions - Psoriasis, Lichen planus; Bullous lesion – Pemphigus and Pemphigoid; Mycotic skin diseases; Leprosy; Vitiligo; Cellulitis	CC	DK	KH	L_VC	C-VC	F&S	III	
CO3	Perform relevant clinical examination of Allergic disorders - Eczema, Urticaria; Squamous lesions - Psoriasis, Lichen planus; Bullous lesion – Pemphigus and Pemphigoid; Mycotic skin diseases; Leprosy; Vitiligo; Cellulitis	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	



CO4	Order and interpret relevant investigations of Allergic disorders - Eczema, Urticaria; Squamous lesions - Psoriasis, Lichen planus; Bullous lesion – Pemphigus and Pemphigoid; Mycotic skin diseases; Leprosy; Vitiligo; Cellulitis	CAP	DK	SH	L&G D,LRI	INT	F&S	III	
Topic 3434. Galaganda (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribepratyatmalakshanaandsampraptiofGalaganda	CC	NK	KH	L&PP T	PUZ	F&S	III	
Topic 3535. Thyroid disorders (Lecture :1 hours, Non lecture: 1 hours)									
CO2,CO5	Describe the clinical features of Hypothyroidism and hyperthyroidism	CC	DK	KH	L_VC ,RP	M-POS	F&S	III	
CO3	Perform relevant clinical examination of Hypothyroidism and hyperthyroidism	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	
CO4	Order and interpret relevant investigations of Hypothyroidism and hyperthyroidism	CAP	DK	SH	L&G D,LRI	SP	F&S	III	
Topic 3636. Sthoulya – Karshya (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribenidanaofSthoulyaandKarshya	CC	MK	KH	L&PP T	T-OBT	F&S	III	
CO1	DescribesampraptiofSthoulya	CC	MK	KH	L&G D	M-CHT	F&S	III	
CO1,CO5	DescribesamanyaandvishistalakshanaofSthoulya	CC	MK	KH	L&PP T	QZ	F&S	III	
CO1,CO5	DescribesamanyalakshanaofKarshya	CC	MK	KH	L&PP T	O-QZ	F&S	III	



CO1	DescribeupadravaofSthoulya	CC	MK	KH	L&PP T	O-QZ	F&S	III	
CO1,CO5	DifferentialdiagnosisofKarshya	CC	MK	KH	DIS	CL-PR	F&S	III	
Topic 3737. Obesity (Lecture :1 hours, Non lecture: 1 hours)									
CO2,CO5	DescribetheclinicalfeaturesofObesity	CC	DK	KH	FC	WP	F&S	III	H-SW
CO3	PerformrelevantclinicalexaminationofObesity	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	
CO4	OrderandinterpretrelevantinvestigationsofObesity	CAP	DK	SH	PBL, LRI	INT	F&S	III	
CO2,CO5	DescribethedifferentialdiagnosisofObesity	CC	DK	KH	L&G D,PB L	INT	F&S	III	
Topic 3838. Prameha (Lecture :2 hours, Non lecture: 1 hours)									
CO1	DescribepratyatmalakshanaofPrameha	CC	MK	KH	L&PP T	PUZ	F&S	III	
CO1	DescribehetuandsampraptiofPrameha	CC	MK	KH	L&G D	M-CHT	F&S	III	
CO1	EnlistbhedaofPrameha	CK	MK	K	L&PP T	QZ	F&S	III	
CO1,CO5	Describe purvaroop, vishishta lakshana, upadrava and sadhya asadhya of Prameha	CC	MK	KH	L&PP T	PRN	F&S	III	
Topic 3939. Diabetes Mellitus and Pancreatitis (Lecture :1 hours, Non lecture: 1 hours)									



CO2,CO5	Describe the clinical features of Diabetes Mellitus and Pancreatitis	CC	DK	KH	L&G D,CB L	INT	F&S	III	
CO2	Describe the complications of Diabetes Mellitus and Pancreatitis	CC	DK	KH	L_VC	T-CS	F&S	III	
CO3	Perform relevant clinical examination of Diabetes Mellitus and Pancreatitis	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	
CO4	Order and interpret relevant investigations of Diabetes Mellitus and Pancreatitis	CAP	DK	SH	L&G D,LRI	SP	F&S	III	
CO2,CO5	Describe Pancreatitis induced Diabetes mellitus (Fibrocalculous pancreatic Diabetes)	CC	DK	KH	L&G D	INT	F&S	III	
Topic 4040. Vatavyadhi (Lecture: 1 hours, Non lecture: 0 hours)									
CO1,CO5	Describe nidana, samanya purvarooapa, and samanya lakshana of Vatavyadhi	CC	MK	KH	L&PP T	QZ	F&S	III	
Topic 4141. Snayugata vata (Lecture : 4 hours, Non lecture: 2 hours)									
CO1	Define Akshepaka	CK	MK	K	L&PP T	QZ	F&S	III	
CO1	Enlist Snayugata vata	CK	MK	K	L&PP T	QZ	F&S	III	
CO1,CO5	Describe Akshepaka	CC	MK	KH	L_VC	C-VC	F&S	III	
CO1	Enlist Akshepakabheda	CK	MK	K	L&PP T	QZ	F&S	III	
CO1	Explain Akshepaka Samprapti	CC	MK	KH	L&G D	M-CHT	F&S	III	



CO1,CO5	DescribeApatanaka	CC	MK	KH	L&PP T	INT	F&S	III	
CO1	EnlistApatanakabheda	CK	MK	K	L&PP T	QZ	F&S	III	
CO1,CO5	DescribeDandapatanaka,AntarayamaandBahirayama	CC	MK	KH	L&PP T,CB L	C-VC	F&S	III	
CO1	DefineArdita	CK	MK	K	L&PP T	O-QZ	F&S	III	
CO1,CO5	DescribeArdita,sampraptiofArditaandlakshanaofArdita	CC	MK	KH	L_VC	INT,C-VC	F&S	III	
CO1	CompareArditaaccordingtoCharakaandSushruta	CC	MK	KH	DIS	C-VC	F&S	III	
CO1	EnlistSadyasadyataofArdita	CK	MK	K	L&PP T	INT	F&S	III	
CO1	DefinePakshaghata	CK	MK	K	L&PP T	QZ	F&S	III	
CO1,CO5	DescribePakshaghatasamprapti,andPakshaghatalakshana	CC	MK	KH	L&G D,CD	C-VC	F&S	III	
CO1,CO5	DescribeKampavata	CC	MK	KH	L_VC	C-VC	F&S	III	
CO1,CO5	DescribeGridhrasiandVishwachiwithitslakshana	CC	MK	KH	CBL	T-CS	F&S	III	
CO1,CO5	DescribedifferentialdiagnosisofGridhrasiandViswachi	CC	MK	KH	L&G D	INT	F&S	III	
CO1,CO5	DescribePangutwa	CC	MK	KH	L_VC	C-VC	F&S	III	
CO1,CO5	DifferentiateKhanjawithGridhrasi	CC	MK	KH	L&G	C-VC	F&S	III	



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Topic 4242. Common neurologic and spine disorders (Lecture :2 hours, Non lecture: 4 hours)									
CO2,CO5	Describe the clinical features of Common neurologic diseases: Parkinson's disease, Stroke, Bell's Palsy, Motor Neuron Disease, Transverse myelitis, Epilepsy (Organic) and Common Spine disorders: Lumbago- Sciatica syndrome, Brachial neuralgia, Cervical and Lumber Spondylosis	CC	DK	KH	L_VC ,RP	C-VC	F&S	III	
CO3	Perform relevant clinical examination of Common neurologic diseases: Parkinson's disease, Stroke, Bell's Palsy, Motor Neuron Disease, Transverse myelitis, Epilepsy (Organic) and Common Spine disorders: Lumbago- Sciatica syndrome, Brachial neuralgia, Cervical and Lumber Spondylosis	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	
CO4	Order and interpret relevant investigations of Common neurologic diseases: Parkinson's disease, Stroke, Bell's Palsy, Motor Neuron Disease, Transverse myelitis, Epilepsy (Organic) and Common Spine disorders: Lumbago- Sciatica syndrome, Brachial neuralgia, Cervical and Lumber Spondylosis	CAP	DK	SH	L&G D,LRI	INT	F&S	III	
Topic 4343. Sandhigatavata and Asthi majja gata vata (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO5	DescribeSandhigatavata	CC	MK	KH	L_VC	C-VC	F&S	III	
CO1,CO5	DescribeKatigrahaandManyastambha	CC	MK	KH	L&PP T	INT	F&S	III	
CO1,CO5	ExplainVatakantaka	CC	MK	KH	L&PP T	T-CS	F&S	III	
CO1,CO5	DescribeAvabahukaandAmsashosha	CC	MK	KH	L&PP T	INT	F&S	III	



CO1,CO5	Describe the differential diagnosis of Avabahuka with Vishwachi	CC	MK	KH	L&G D	QZ	F&S	III	
CO1,CO5	Describe Asthi-majjagatavata	CC	MK	KH	L&PP T	INT	F&S	III	
Topic 4444. Diseases of bone, joints, and muscles (Lecture :1 hours, Non lecture: 2 hours)									
CO2,CO5	Describe the clinical features of Diseases of bone and Joints - Osteoarthritis, Osteoporosis, Frozen Shoulder, Calcaneal spur/ Plantar fasciitis, Tennis elbow, Carpel tunnel syndrome; Muscular diseases - Muscular Dystrophy	CC	DK	KH	L_VC	C-VC	F&S	III	
CO3	Perform relevant clinical examination of Diseases of bone and Joints - Osteoarthritis, Osteoporosis. Frozen Shoulder, Calcaneal spur/ Plantar fasciitis, Tennis elbow, Carpel tunnel syndrome; Muscular diseases - Muscular Dystrophy	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	
CO4	Order and interpret relevant investigations of Diseases of bone and Joints - Osteoarthritis, Osteoporosis. Frozen Shoulder, Calcaneal spur/ Plantar fasciitis, Tennis elbow, Carpel tunnel syndrome; Muscular diseases - Muscular Dystrophy	CAP	DK	SH	L&G D,XR ay,LR I	INT	F&S	III	
Topic 4545. Amavata (Lecture :2 hours, Non lecture: 0 hours)									
CO1	Describe hetu and samprapti of Amavata	CC	MK	KH	L&PP T	M-CHT	F&S	III	
CO1	Enlist bheda of Amavata	CK	MK	K	L&PP T	QZ	F&S	III	
CO1,CO5	Describe samanya lakshana, vishishta lakshana, upadrava and sadhya asadhyata of Amavata	CC	MK	KH	L_VC	C-VC	F&S	III	
Topic 4646. Vatarakta (Lecture :2 hours, Non lecture: 1 hours)									



CO1	Define Vatarakta with its synonyms	CK	MK	K	L&P T	O-QZ	F&S	III	
CO1	Describe hetu and samprapti of Vatarakta	CC	MK	KH	L&G D	M-CHT	F&S	III	
CO1	Explain Samprapti of Avasthika Vatarakta	CC	MK	KH	L&G D	INT	F&S	III	
CO1,CO5	Enlist and explain vidhi samprapti of Vatarakta	CC	MK	KH	L&G D	INT	F&S	III	
CO1,CO5	Enlist and explain bheda of dosha ja Vatarakta	CC	MK	KH	L&G D	T-CS	F&S	III	
CO1,CO5	Describe purvarooपा, upadrava, and sadhya asadhyata of Vatarakta	CC	MK	KH	L&P T	INT	F&S	III	
CO1,CO5	Describe the differential diagnosis of Sandhigata vata, Amavata and Vata rakta	CC	MK	KH	L&G D	T-CS,INT	F&S	III	
Topic 4747. Immunological & Metabolic disorders (Lecture :1 hours, Non lecture: 2 hours)									
CO2,CO5	Describe the clinical features of Rheumatic fever, Rheumatoid arthritis, SLE, Ankylosing spondylitis, Gout	CC	DK	KH	L_VC ,RP	C-VC	F&S	III	
CO3	Perform relevant clinical examination of Rheumatic fever, Rheumatoid arthritis, SLE, Ankylosing spondylitis, Gout	PSY- GUD	DK	SH	L_VC ,D_B ED	OSCE	F&S	III	
CO4	Order and interpret relevant investigations of Rheumatic fever, Rheumatoid arthritis, SLE, Ankylosing spondylitis, Gout	CAP	DK	SH	L&G D,LRI	T-CS	F&S	III	
CO2,CO5	Describe the differential diagnosis of Arthritis	CC	DK	KH	L&G D,PB L	T-CS	F&S	III	



Topic 4848. Klaibya & Vandhyatva (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribeKlaibyaandvandhyatva	CC	NK	KH	L&PP T	QZ	F&S	III	
CO1	EnlisttypesofKlaibyaandVandhyatva	CK	NK	K	L&PP T	QZ	F&S	III	
Topic 4949. Sexual dysfunction and Infertility (Lecture :1 hours, Non lecture: 1 hours)									
CO2	Order and interpret relevant investigations of Sexual dysfunction and Infertility	CAP	NK	SH	L&G D,LRI	T-CS	F&S	III	
CO2	Describe differential diagnosis of Sexual dysfunction and Infertility	CC	NK	KH	L&G D	INT	F&S	III	V-SP
Topic 5050. Unmada & Apasmara (Lecture :3 hours, Non lecture: 0 hours)									
CO1	ExplainniruktiofUnmadaandApasmara	CC	NK	KH	L&PP T	O-QZ	F&S	III	
CO1	ExplainpratyatmalakshanaofUnmadaandApasmara	CC	NK	KH	L&PP T	PUZ	F&S	III	
CO1	DescribehetuandsampraptiofUnmadaandApasmara	CC	NK	KH	L&G D	M-CHT	F&S	III	
CO1	EnlistbhedaofUnmadaandApasmara	CK	NK	K	L&PP T	QZ	F&S	III	
CO1	DescribesamanyalakshanaofUnmadaandApasmara	CC	NK	KH	L&G D,L_ VC	QZ,C-VC	F&S	III	
Topic 5151. Vishada (Lecture :1 hours, Non lecture: 0 hours)									



CO1	DefineVishada	CK	NK	K	L&PP T	QZ	F&S	III	
Topic 5252. Murchha, and Sanyasa (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribetheUtpadakahetuofMurchha,andSanyasa	CC	NK	KH	L&PP T	INT	F&S	III	
CO1	DescribesampraptiofMurchha,andSanyasa	CC	NK	KH	L&G D	M-CHT	F&S	III	
Topic 5353. Common Psychiatric diseases (Lecture :1 hours, Non lecture: 0 hours)									
CO2,CO5	Describe clinical manifestation of Depression, Anxiety neurosis and Epilepsy (Non-organic)	CC	NK	KH	L&PP T	QZ	F&S	III	
CO2,CO5	Differentiate Depression, Anxiety neurosis, and Epilepsy (Non-organic)	CC	NK	KH	L&G D	CL-PR	F&S	III	
CO3	Perform mental status examination for Depression, Anxiety neurosis, and Epilepsy (Non-organic)	PSY- GUD	NK	SH	L_VC ,D_B ED	INT	F&S	III	
Topic 5454. Phiranga and Upadamsha (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribenidanaofPhirangaandUpadamsha	CC	NK	KH	L&PP T	QZ	F&S	III	
CO1	ExplaintheUpadamshasamprapti	CC	NK	KH	L&PP T	M-CHT	F&S	III	
CO1	EnlistthetypesofPhiranga	CK	NK	K	L&PP T	QZ	F&S	III	
Topic 5555. Syphilis & Gonorrhoea (Lecture :1 hours, Non lecture: 1 hours)									



CO2	Describe causative factors, and clinical features of Syphilis and Gonorrhoea	CC	NK	KH	L&G D	T-CS	F&S	III	
CO2	Describe differential diagnosis of Syphilis and Gonorrhoea	CC	NK	KH	FC	T-CS	F&S	III	
CO4	Order and interpret relevant investigation of Syphilis and Gonorrhoea	CAP	NK	SH	L&G D,LRI	INT	F&S	III	
Topic 5656. Krimiroga (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Describe the etiology of Krimiroga	CC	NK	KH	L&PP T	O-QZ	F&S	III	
CO1	Enlist the signs and symptoms of Krimiroga	CK	NK	K	L&PP T	O-QZ	F&S	III	
CO1	Describe the many clinical features of Krimiroga	CC	NK	KH	L&PP T	O-GAME	F&S	III	
Topic 5757. Clinical presentation of common parasitic disorders (Lecture :1 hours, Non lecture: 2 hours)									
CO2,CO5	Describe the clinical presentation of Hook worm, Round worm, Thread worm, and Pin worm	CC	DK	KH	L_VC	C-VC	F&S	III	
CO3	Perform relevant examination of clinical presentation of Hook worm, Round worm, Thread worm, and Pin worm	PSY- GUD	DK	SH	L&PP T	INT	F&S	III	
CO4	Order and interpret relevant investigations of clinical presentation of Hook worm, Round worm, Thread worm, and Pin worm	CAP	DK	SH	L&G D,LRI	T-CS	F&S	III	
Topic 5858. Khalitya & Palitya (Lecture :1 hours, Non lecture: 0 hours)									
CO1	Describe Khalitya and Palitya	CC	NK	KH	L&PP T	O-QZ	F&S	III	



Topic 5959. Shleepada (Lecture :1 hours, Non lecture: 0 hours)									
CO1	DescribenidanaandsampraptiofShleepada	CC	NK	KH	L&PP T	M-CHT	F&S	III	
CO1	EnlistbhedaoofShleepada	CK	NK	K	L&PP T	QZ	F&S	III	
CO1	EnlistfeaturesofShleepada	CK	NK	K	L&PP T	O-QZ	F&S	III	
Topic 6060. Tuberculosis (Lecture :1 hours, Non lecture: 2 hours)									
CO2,CO5	DescribetheclinicalpresentationofTuberculosis	CC	DK	KH	L_VC	INT,C-VC	F&S	III	H-SW
CO3	PerformrelevantclinicalexaminationofTuberculosis	PSY- GUD	DK	SH	L&PP T	INT	F&S	III	
CO4	Order and interpret relevant investigations of clinical presentation of Tuberculosis	CAP	DK	SH	L&G D,LRI	INT	F&S	III	



List of Practicals (Term and Hours)

PRACTICALS(Marks-100)			
S.No	List of Topics	Term	Hours
1	1.AptopadeshaPareeksha/PrashnaPareeksha	1	10
2	2.Introductiontocasesheet.PratyakshaandAnumanaPareeksha.	1	10
3	3.GeneralclinicalandSystemicexamination-A	1	20
4	4.GeneralclinicalandSystemicexamination-B	1	20
5	5.CommonSymptomatologyofdifferentsystems	2	20
6	6.Vyavachedakanidana/Differentialdiagnosis	2	4
7	7.Casepresentation	2	40
8	8. Introduction to Diagnostic procedures - Hematology, Biochemistry, Microbiology, Urine, Stool	2	26
9	9.IntroductiontoElectroCardioGram(ECG),Differentimagingtechniques	2	10
10	10.IntroductiontoHistopathology	2	4
11	11.StudyofHistopathologySpecimens	3	4
12	12.Retaspareeksha	3	2
13	13.Pathologypractical(Perform/Observation/Interpretation)	3	40



Table 4: Learning objectives (Practical)

A4 Course outcome	B4 LearningObjective(Attheendofthesession,thestudents should be able to)	C4 Doma in/sub	D4 Must to know /desirableto know / Nice to know	E4 Level Does/ Show show/ Know show/ Know	F4 T-L meth od	G4 Assessment (Refer abbreviations)	H4 Form ative/ summ ative	I4 Term	K4 Integr ation
Topic 11. Aptopadesha Pareeksha/Prashna Pareeksha									
CO3,CO5	Perform Aptopadesha pareeksha, Prashna pareeksha or History taking mentioned in Ayurveda and contemporary medical literature for drawing clinical diagnosis and prognosis	PSY-GUD	MK	KH	D_BE D	CHK,RK	F&S	I	
CO7,CO8	Adopt and reflect ward ethics and communication skills while engaging in the process of examination	AFT-RES	MK	SH	SIM	SP,RK	F&S	I	
Topic 22. Introduction to case sheet. Pratyaksha and Anumana Pareeksha.									
CO3,CO5	Perform Darshanendriya, Sparshanedriya, Srotrendriya pareeksha mentioned in Ayurveda and contemporary medical literature for drawing clinical diagnosis and prognosis	PSY-GUD	MK	SH	D_BE D	P-CASE	F&S	I	
CO5	Perform Ghranendriya, & infer Rasanendriyataha pareeksha mentioned in Ayurveda and contemporary medical literature for drawing clinical diagnosis and prognosis	CAN	MK	KH	SIM	P-CASE,RK	F&S	I	
CO5,CO7	Reportthefindingsofpatientthroughstructuredcasesheet	CC	MK	KH	CD	P-CASE,RK	F&S	I	
CO3,CO5	Perform Nadi pareeksha as per Ayurveda classics for identifying predominance of dosha.	PSY-GUD	MK	SH	D_BE D	P-PRF	F&S	I	



Topic 33. General clinical and Systemic examination -A									
CO3,CO5	Perform general examination and various systemic examination - General physical examination, Nervous system, Musculo skeletal system, Gastro intestinal system, Respiratory system, Integumentary system, Uro-genital system, Cardiovascularsystem, etc. (Inspection, Palpation, Percussion, Auscultation)	PSY-GUD	MK	SH	SIM, D_BE D	CL-PR,OSCE ,RK	F&S	I	
Topic 44. General clinical and Systemic examination - B									
CO3,CO5	Interpret the findings of general examination and various systemic examination - General physical examination, Nervous system, Musculo skeletal system, Gastro intestinal system, Respiratory system, Integumentary system, Uro-genital system, Cardiovascular system, etc. (Inspection, Palpation, Percussion, Auscultation)	CAP	MK	SH	SIM	SP,RK	F&S	I	
Topic55. Common Symptomatology of different systems									
CO2,CO5	Describe the causes and mechanism of manifestation of Pain abdomen, Edema, Diarrhea, Dysentery, Dehydration and Constipation, Hiccough, Breathlessness, Cough, Vomiting, Joint pain with or without swelling Differential Diagnosis, Neck and Low back pain radiating to corresponding limb, Hematuria, Stroke in various case scenarios	CC	DK	KH	L_VC	COM	F&S	II	
CO2,CO5	Investigate the causes and mechanism of manifestation of Pain abdomen, Edema, Diarrhea, Dysentery, Dehydration and Constipation, Hiccough, Breathlessness, Cough, Vomiting, Joint pain with or without swelling, Neck and Low back pain radiating to corresponding limb, Hematuria, Stroke in various casescenarios	AFT-RES	DK	SH	IBL,P BL	INT	F&S	II	
Topic 66. Vyavachedaka nidana/ Differential diagnosis									



CO5	Inferdiagnosisandprognosisbasedonagivenclinicalscenario	CAN	MK	KH	PBL, CD	SP	F&S	II	
CO5	Apply hypothetic-deductive model of clinical reasoning, Pattern recognition model, dual process diagnostic reasoning model, pathway for clinical reasoning model, integrative model of clinical reasoning model, model of diagnostic reasoning strategies in primary care for clinical diagnosis	CAP	DK	SH	SIM, CD	INT,SP	F&S	II	
CO5	Apply intuitive and analytical approach in clinical decision making	CAP	DK	SH	PBL,S IM,C D	SP	F&S	II	
CO5	Performclinicaldiagnosisusingtheseclinicalreasoningmodels	PSY-GUD	DK	SH	SIM, CD	SP	F&S	II	
Topic 77. Case presentation									
CO5,CO7	Demonstratecasepresentationskills	PSY-GUD	MK	SH	L_VC ,D_B ED	P-CASE,CL-PR	F&S	II	
Topic 88. Introduction to Diagnostic procedures - Hematology, Biochemistry, Microbiology, Urine, Stool									
CO4,CO5,CO6	Order and interpret Diagnostic procedures - Haematology, Biochemistry, Microbiology, Urine, and Stool.	CAP	MK	SH	PBL, LRI	T-CS	F&S	II	
CO3	Suggest patient's preparation for Diagnostic procedures - Haematology, Biochemistry, Microbiology, Urine, and Stool	AFT-RES	MK	SH	L&PP T	SP	F&S	II	
CO3	Perform sample collection for Diagnostic procedures - Haematology, Biochemistry, Microbiology, Urine, and Stool	PSY-GUD	MK	SH	SIM	SP,RK	F&S	II	
Topic 99. Introduction to Electro Cardio Gram (ECG), Different imaging techniques									
CO4,CO5,CO6	OrderandinterpretgivenreportforElectroCardioGram(ECG)	CAP	DK	SH	L&PP	P-ID,CL-PR	F&S	II	



6	and different imaging techniques				T, X-ray				
CO3	Suggest patient's preparation for Electro Cardio Gram (ECG) and different imaging techniques	AFT-RES	DK	SH	L&PPT	INT, SP	F&S	II	
Topic 1010. Introduction to Histopathology									
CO4, CO5, CO6	Order and interpret tests for Histopathology specimens	CAP	NK	SH	LRI	INT	F&S	III	
Topic 1111. Study of Histopathology Specimens									
CO4, CO5	Distinguish and describe prepared histopathology specimens of Lung and trachea/ Blood, Spleen and lymph/ Heart and vessels/ Glands/ Liver (Provide normal and abnormal slides to distinguish while demonstration and spotting)	AFT-RES	NK	SH	D_L	P-ID	F&S	III	
Topic 1212. Retas pareeksha									
CO1, CO5	Describe and interpret retas pareeksha	CC	DK	KH	D_L	INT	F&S	III	
Topic 1313. Pathology practical (Perform/ Observation/ Interpretation)									
CO4, CO5, CO6	Order and interpret Hb, RBC Count, WBC count, Haematocrit, Platelet count, Differential count, RBC indices and ESR* - Haematology Analyser through Flow cytometry technique	CAP	MK	SH	CBL	INT, RK	F&S	III	
CO3	Perform Hb, RBC Count, WBC count, Haematocrit, Platelet count, Differential count, RBC indices procedure through - Haematology Analyser or Cell counter through Flow cytometry technique	PSY-GUD	MK	SH	PT	P-PRF	F&S	III	
CO4, CO5, CO6	Order and interpret Urine physical examination (Appearance, colour, odour)	CAP	MK	SH	LRI	INT	F&S	III	



CO3	Perform Urine physical examination (<u>Appearance, colour, odour</u>) through <u>Visual method</u>	PSY-GUD	MK	SH	CBL, PT	P-PRF	F&S	III	
CO4,CO5,CO6	Order and interpret Urine physical and chemical examination (Urine specific gravity, Urine-ph, Sugar, Albumin, Bile pigment, Bile salt, Occult blood, Ketone, Urobilinogen) - Multistix (Urine test strips)	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	
CO3	Perform Urine physical and chemical examination (Urine specific gravity, Urine-ph, Sugar, Albumin, Bile pigment, Bile salt, Occult blood, Ketone, Urobilinogen) - Multistix (Urine test strips)(Create or simulate abnormal samples to demonstrate positive results)	PSY-GUD	MK	SH	PRA	P-PRF	F&S	III	
CO4,CO5,CO6	Order and interpret Urine Microscopic Examination (Epithelial cells, RBCs, Leukocytes, Casts, Crystals) - Light microscopy on centrifuged sediment	CAP	MK	SH	CBL, LRI	INT	F&S	III	
CO3	Perform Urine Microscopic Examination (Epithelial cells, RBCs, Leukocytes, Casts, Crystals by Light microscopy on centrifuged sediment)	PSY-GUD	MK	SH	PRA	P-PRF	F&S	III	
CO4,CO5,CO6	Order and interpret Liver Function Test (LFT) (Total Bilirubin, Direct – indirect bilirubin, SGOT, SGPT, ALK Phosphates, T Protein, Albumin, Globulin, A/G Ratio) -Semi-automated/ fully automated biochemical analyser through Photometry	CAP	NK	SH	CBL, LRI	INT	F&S	III	
CO2	Describe Liver Function Test (LFT) (Total Bilirubin, Direct – indirect bilirubin, SGOT, SGPT, ALK Phosphates, T Protein, Albumin, Globulin, A/G Ratio) procedure through demonstration	CC	DK	KH	D_L	INT	F&S	III	



	- Semi-automated/ fully automated biochemical analyser through Photometry								
CO2	Explain the principle and mechanism of functioning of biochemical analyzer	CC	DK	KH	D_L	QZ	F&S	III	
CO4,CO5,CO6	Order and interpret Renal Function Test (RFT) (Urea, Creatinine, Uric acid) - Semi-automated/ fully automated biochemical analyser through Photometry	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	
CO4,CO5,CO6	Order and interpret Diabetic profile (Blood Glucose-FBS, PPBS, RBS. HbA1C, Insulin, C-peptide) - Semi-automated/ fully automated biochemistry analyser/ ELISA reader through Photometry/ immunoturbidometry/ELISA Technique	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	
CO4,CO5,CO6	Order and interpret Thyroid profile (TSH, T3, T4, F T3, F T4) - ELISA Reader/ CLIA through ELISA/ CLIA Technique	CAP	MK	KH	CBL, LRI	INT	F&S	III	
CO2	Describe Thyroid profile (TSH, T3, T4, F T3, F T4) procedure through demonstration - ELISA Reader/ CLIA through ELISA/ CLIA Technique	CAP	DK	KH	D_L	QZ	F&S	III	
CO4,CO5,CO6	Order and interpret Lipid profile (Cholesterol, HDL, LDL, TG) - Semi-automated/ fully automated biochemical analyser through Photometry	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	
CO4,CO5,CO6	Order and interpret Peripheral smear (Malaria, Microfilaria) - Microscopy through Leishmans staining	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	
CO2	Describe Peripheral smear (Malaria, Microfilaria) procedure through demonstration - Microscopy through Leishmans staining	CC	DK	KH	D_L	QZ	F&S	III	
CO4,CO5,CO6	Order and interpret RA factor (qualitative), WIDAL (qualitative), VDRL (qualitative), ASO (qualitative) and CRP (qualitative) - Microscopy (if required) through Latex agglutination/	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	



	Turbidometry								
CO3	Perform RA factor (qualitative), WIDAL (qualitative), VDRL (qualitative), ASO (qualitative) and CRP (qualitative) - Microscopy (if required) through Latex agglutination/ Turbidometry	PSY-GUD	MK	SH	PRA	P-PRF	F&S	III	
CO4,CO5,CO6	Order and interpret Stool examination (Colour, Consistency) - Visual method	CAP	NK	SH	CBL, LRI	INT,RK	F&S	III	
CO2	Describe Stool examination (Colour, Consistency) - Visual method	CC	DK	KH	D_L	INT	F&S	III	
CO4,CO5,CO6	Order and interpret Stool examination (Ova , Cyst, Pus cells) - Microscopy through Wet smear (saline and iodine)	CAP	NK	SH	CBL, LRI	INT,RK	F&S	III	
CO2	Describe Stool examination (Ova , Cyst, Pus cells) - Microscopy through Wet smear (saline and iodine)	CC	DK	KH	D_L	INT	F&S	III	
CO4,CO5,CO6	Order and interpret Semen examination (Colour, Liquefaction, Viscosity) - Visual method	CAP	DK	SH	CBL, LRI	INT,RK	F&S	III	
CO2	Describe Semen examination (Colour, Liquefaction, Viscosity) procedure through demonstration - Visual method	CC	DK	KH	D_L	INT	F&S	III	
CO4,CO5,CO6	Order and interpret Semen examination (Sperm count, Motility, Morphology) - Microscopy through Cytometry/ Wet smear/ stained smear	CAP	DK	SH	CBL, LRI	INT,RK	F&S	III	
CO2	Describe Semen examination (Sperm count, Motility, Morphology) procedure through demonstration - Microscopy through Cytometry/ Wet smear/ stained smear	CC	DK	KH	D_L	INT,COM	F&S	III	
CO4,CO5,CO6	OrderandinterpretBT,CT,ProthrombinTime-Coagulometer	CAP	MK	SH	CBL, LRI	INT,RK	F&S	III	



Table 4a: List of Practical

S.No	Name of practical	Term	Activity	Practical hrs
1	1. Aptopadesha Pareeksha/Prashna Pareeksha	1	History taking/ Ward ethics/ Communication skills	10
2	2.Introductiontocase sheet. Pratyaksha and Anumana Pareeksha.	1	Darshanendriya, Sparshanedriya, Srotrendriya & Ghranendriya & Rasanendriyataha pareeksha. General principle of systemic examination – Inspection, Palpation, Percussion, Auscultation	10
3	3. General clinical and Systemic examination -A	1	Demonstration on patients and using simulators, software or applications	20
4	4. General clinical and Systemic examination - B	1	GeneralandSystemicexamination	20
5	5. Common Symptomatologyof different systems	2	Pain abdomen, Edema, Diarrhea, Dysentery, Dehydration and constipation, Hiccough, Breathlessness, Cough, Vomiting, Joint pain with or without swelling Differential Diagnosis, Neck and Low back pain radiating to corresponding limb, Hematuria, Stroke Differential Diagnosis	20
6	6. Vyavachedaka nidana/ Differential diagnosis	2	Clinicalreasoningmodels	4
7	7.Casepresentation	2	Demonstrating and presenting steps of clinical diagnosis	40
8	8. Introduction to Diagnostic procedures - Hematology, Biochemistry, Microbiology, Urine, Stool	2	A. Order an investigation B. Patient's preparation C. Sample collection	26
9	9. Introduction to Electro Cardio Gram (ECG), Different imaging techniques	2	Order and interpret reports related to ECG and Diagnostic imaging	10
10	10.IntroductiontoHistopath ology	2	OrderandInterpret	4



11	11. Study of Histopathology Specimens	3	Prepared histopathology specimens to be demonstrated, observed and studied (Lung and trachea/ Blood, Spleen and lymph/ Heart and vessels/ Glands/ Liver)	4
12	12.Retaspareeksha	3	Interpret observations derived from reto pareeksha	2
13	13. Pathology practical (Perform/ Observation/ Interpretation)	3	<p>Hematology (Discipline) - Hemogram (Profile)</p> <p>Clinical pathology (Discipline) - Urine Physical Examination (Profile)</p> <p>Clinical pathology (Discipline) - Urine Physical and Chemical Examination (Profile)</p> <p>Clinical pathology (Discipline) - Urine Microscopic Examination (Profile)</p> <p>Clinical biochemistry (Discipline) - Liver Function Test (LFT) (Profile)</p> <p>Clinical biochemistry (Discipline) - Renal Function Test (RFT) (Profile)</p> <p>Clinical biochemistry (Discipline) - Diabetic profile (Profile)</p> <p>Clinical biochemistry (Discipline) - Thyroid profile (Profile)</p> <p>Clinical biochemistry (Discipline) - Lipid profile (Profile)</p> <p>Clinical Pathology/ Haematology (Discipline)-Peripheral Smear (Profile)</p> <p>Serology (Discipline) - RA Factor/ WIDAL (Profile)</p> <p>Clinical Pathology (Discipline) - Stool examination (Profile)</p> <p>Clinical Pathology (Discipline) - Stool examination (Profile)</p> <p>Clinical Pathology (Discipline) - Semen examination (Profile)</p> <p>Serology (Discipline) - Coagulation test (Profile)</p>	40
Total Hr				210

Activity



CO	Topic name	Activity Details	Hours [#]
CO1,CO2,CO3,CO4,CO6,CO7,CO8	<p>1. Assessment of DoshaVikriti:</p> <p>A. Nidana (Vyadhi janaka hetu)</p> <p>B. AgnibhedaandVikriti</p> <p>C. Dosha Vriddhi, Kshaya and Dushta Karma, Samsargaja, Sannipataja.</p> <p>D. Doshaswabhaba-Nityasamshleshita (Leena) dosha and Parichedita dosha</p> <p>E. Paridhavanadosha</p>	<p>Survey : After the completion of the topic the students are instructed to identify:</p> <p>The contemporary etiologies for the nidana or hetu are mentioned in various contexts as a part of case diagnosis.</p> <p>Identify Dosha Vriddhi, Kshaya and Dushta Karma, Samsargaja, Sannipataja features as a part of Case diagnosis.</p> <p>Minimum-5cases</p>	6
CO1,CO2	<p>2. Dhatu PakaA. Ojodustilakshana</p> <p>B. Asatmya-Immune pathology,</p> <p>C. Cell Injury and CellularAdaptations</p> <p>D. Inflammation</p> <p>E. Hemodynamic disorders</p> <p>F. Neoplasia</p>	<p>Creatingvideopresentations(5to7minutes):</p> <p>Afterunderstandingthebasicconcepts:</p> <p>Group of 5 students together are instructed to prepare one quality educational video with current research updates in the field in a structured format and submit the same to the instructor.</p> <p>Topics of Ayurveda and various contemporary learning objectives defined can be provided for the same.</p> <p>The topics for video presentations should be selected from the subtopics, it can be regarding a specific point or research update or collection</p>	5



		<p>and summary of scientific articles, etc. which will be assisting in clinical practice.</p> <p>The video presentations should be submitted to create a repository and presented to the department.</p>	
CO2	3. Infection and Nutritional disorders	<p>Class presentations:</p> <p>Group activity with self-directed learning:</p> <p>Students are instructed to compile the subtopics given to the group.</p> <p>Prepare a PPT presentation and present it in class with the groups.</p> <p>10 min. for presentation and 5 min for question answers for each group.</p> <p>Topics to be covered in the presentation:</p> <p>A) The detailed knowledge of specific organisms, infectious disease symptomatology, and diagnostic procedures with recent advancements and challenges in diagnosis. B) Nutritional disorders with the thought of understanding the spectrum of signs and symptoms with Ayurveda literature, methods to diagnose in contemporary science, complications, etc.</p> <p>Monitored by instructors or mentors assigned for each group.</p>	2
CO6	4. Digital health and Artificial intelligence in the context of Roganidana	<p>Postermaking:</p> <p>After a basic understanding of the topic, the students are instructed to prepare Posters regarding the use of Information and Communication Technology and other recent digital developments in understanding diagnosis, prognosis, and developing repositories related to morbidities or Roganidana Evum Vikriti Vigyan in the current era aiding for academics and</p>	1



		clinical practice. Similarly, the implementation of artificial intelligence in diagnosis and prognosis also can be prepared.	
CO1,CO2,CO3,CO4,CO6,CO7,CO8	5.MethodsofRogipareeksha	<p>Demonstrationbedside:</p> <p>After understanding the core concepts of pareeksha the student will be Demonstrated regarding various pareekshas before performing the same in practical session.</p> <p>The students are supposed to observe the same, receive, understand and imitate the methods demonstrated.</p> <p>Students will be assigned with the mentioned topics as a part of the activity by the instructor in minimum 5 simulated patients or patients.</p>	5
CO6	6.Vyadhinamakarana	<p>Demonstration:</p> <p>The instructor will be demonstrating the operations of the NAMASTE (National AYUSH Morbidity and Standardized Terminologies Electronic Portal) portal.</p> <p>The student should observe and implement the same for reporting terminologies ordiagnosis.The instructor can give modified data indicating the disease diagnosis with masked patient details for mentioning the allotted codesof diseases or conditions from NAMASTE portal and WHO international standard terminologieson Ayurveda or A list of common diseases prevailingintheareacanbegiventothe students to search the portal and mention the codes by themselves.</p> <p>Students can be assigned with any of the mentioned topics as a part of the activity by the instructor.</p>	1



<p>CO2,CO3,CO6,CO7,CO8</p>	<p>7. Perform relevant clinical examinations in the following disorders:</p> <p>Gastrointestinal disorders: Ulcerative and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, Inflammatory Bowel Diseases.</p> <p>Urinary disorders: Urinary Tract Infection, Prostatomegaly, Nephrotic syndrome, Nephritic syndrome, Acute Kidney Injury and Chronic Kidney Disease.</p> <p>Respiratory disorders: Pneumonia, Chronic Obstructive Pulmonary Disease, Pleural effusion and Bronchiectasis.</p> <p>Measles, Chickenpox and herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, Typhoid, and other common regional disorders presenting with fever.</p> <p>Coronary Artery Disease (Ischemic Heart Disease, and Myocardial Infarction) and Congestive cardiac failure.</p> <p>Hepatobiliary diseases - Liver cirrhosis, Alcoholic and Non - Alcoholic Liver Diseases, Hepatitis, Jaundice, and Ascites.</p>	<p>Demonstration bedside (Simulated patients):</p> <p>The students will be instructed to observe the bedside demonstration activity by the instructor, followed by students imitating or performing the same activity relevant to the condition associated.</p> <p>The case study will be written in the activity book.</p>	<p>8</p>
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Allergic disorders -
Eczema, Urticaria;
Squamous lesions -
Psoriasis, Lichen planus;
Bullous lesion –
Pemphigus and
Pemphigoid. Mycotic skin
diseases. Leprosy.
Vitiligo. Cellulitis.

Hypothyroidism and
hyperthyroidism.

Obesity.

Diabetes Mellitus and
Pancreatitis.

Common neurologic
diseases: Parkinson's
disease, Stroke, Bell's
Palsy, Motor Neuron
Disease, Transverse
myelitis, Epilepsy
(Organic)

Common Spine disorders:
Lumbago- Sciatica
syndrome, Brachial
neuralgia, Cervical and
Lumber Spondylosis.

Diseases of bone and
Joints - Osteoarthritis,
Osteoporosis. Frozen
Shoulder, Calcaneal spur/
Plantar fasciitis, Tennis
elbow, Carpal tunnel
syndrome.

Muscular diseases -
Muscular Dystrophy.
Rheumatic fever,
Rheumatoid arthritis,
SLE, Ankylosing
spondylitis, Gout.

Mental status examination
for Depression, Anxiety
neurosis and Epilepsy



	(Non-organic). Common parasitic infestations: Hookworm, Roundworm, Threadworm, and Pinworm.		
CO4,CO6,CO7,CO8	<p>8. Order and interpret relevant investigations with the clinical correlation of the following disorders:</p> <p>Gastrointestinal disorders: Ulcerative and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, Inflammatory Bowel Diseases.</p> <p>Urinary Tract Infection, Prostatomegaly, Nephrotic syndrome, Nephritic syndrome, Acute Kidney Injury, and Chronic Kidney Disease.</p> <p>Pneumonia, Chronic Obstructive Pulmonary Disease, Pleural effusion, and Bronchiectasis.</p> <p>Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, Typhoid, and other common regional disorders presenting with fever.</p> <p>Anaemia, Nutritional anaemia, Thalassemia, Sickle cell anaemia, Leukaemia, and</p>	<p>Lab report interpretation:</p> <p>Students will be given a clinical scenario or a case or report in the respective training hour.</p> <p>Based on the training given the students are expected to draw a provisional diagnosis based on the Lab report interpretation.</p> <p>This same has to be recorded in the activity book</p>	8



Thrombocytopenia.

Coronary Artery Disease
(Ischemic Heart Disease,
and Myocardial
Infarction) and
Congestive cardiac
failure.

Hepatobiliary diseases -
Liver cirrhosis, Alcoholic
and Non - Alcoholic Liver
Diseases, Hepatitis,
Jaundice, and Ascites.

Allergic disorders -
Eczema, Urticaria;
Squamous lesions -
Psoriasis, Lichen planus;
Bullous lesion –
Pemphigus and
Pemphigoid. Mycotic skin
diseases. Leprosy.
Vitiligo. Cellulitis.

Hypothyroidism and
hyperthyroidism.
Obesity. Diabetes
Mellitus and Pancreatitis.
Common neurologic
diseases: Parkinson's
disease, Stroke, Bell's
Palsy, Motor Neuron
Disease, Transverse
myelitis, Epilepsy
(Organic).

Common Spine disorders:
Lumbago - Sciatica
syndrome, Brachial
neuralgia, Cervical and
Lumber Spondylosis.

Diseases of bone and
Joints - Osteoarthritis,
Osteoporosis. Frozen
Shoulder, Calcaneal spur/
Plantar fasciitis, Tennis
elbow, Carpel tunnel
syndrome.



	<p>Muscular diseases - Muscular Dystrophy.</p> <p>Rheumatic fever, Rheumatoid arthritis, SLE, Ankylosing spondylitis, Gout.</p> <p>Sexual dysfunction and Infertility. Syphilis and Gonorrhoea.</p> <p>Parasitic infestations: Hookworm, Roundworm, Threadworm, and Pinworm.</p> <p>Tuberculosis</p>		
CO1,CO2	<p>9. Differential diagnosis:</p> <p>Differentiate between Atisara and Pravahika.</p> <p>Differentiate Atisara and Grahani Roga.</p> <p>Differentiate Grahani dosha and Grahani Roga.</p> <p>Describe the differential diagnosis of Ulcerative and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, and Inflammatory Bowel Diseases.</p> <p>Enlist conditions of Mutra shoshana (Kshaya and Aukasada) and Mutra pratihanyate (Avarodha) among different types of Mutraghata.</p> <p>Describe different types of Mutraghata.</p>	<p>Problem-Based Learning:</p> <p>The students will be grouped for PBL sessions with a specific topic from the topic list given.</p> <p>At the end of the session, the groups will present in class.</p> <p>Peer learning will also be achieved with this activity.</p>	10



Differentiate
Mootrakrichraand
Mootraghata.

Describe the differential
diagnosis of Pneumonia,
Chronic Obstructive
Pulmonary Disease,
Pleural effusion, and
Bronchiectasis.

Describe the differential
diagnosis of Measles,
Chicken pox and Herpes
zoster, Hand foot mouth
disease, Rubella, Malaria,
Filariasis, Influenza,
Dengue, Leptospirosis,
Chikungunya, Typhoid
and other common
regional disorders
presenting with fever.

Describe the differential
diagnosis of Anaemia,
Nutritional anemia,
Thalassemia, Sickle cell
anemia, Leukaemia, and
Thrombocytopenia.

Describe the differential
diagnosis of Coronary
Artery Disease (Ischemic
Heart Disease, and
Myocardial Infarction)
and Congestive cardiac
failure.

Describe the differential
diagnosis of Hepatobiliary
diseases - Liver cirrhosis,
Alcoholic and Non -
Alcoholic Liver Diseases,
Hepatitis, Jaundice, and
Ascites.

Describe the differential
diagnosis of
Hypothyroidism and
hyperthyroidism.



Describe the differential diagnosis of Obesity.

Describe the differential diagnosis of Diabetes Mellitus and Pancreatitis.

Describe the differential diagnosis of Common neurologic diseases: Parkinson's disease, Stroke, Bell's Palsy, Motor Neuron Disease, Transverse myelitis, Epilepsy (Organic), and Common Spine disorders: Lumbago- Sciatica syndrome, Brachial neuralgia, Cervical, and Lumber Spondylosis.

Describe the differential diagnosis of Diseases of bone and Joints - Osteoarthritis, Osteoporosis. Frozen Shoulder, Calcaneal spur/ Plantar fasciitis, Tennis elbow, Carpel tunnel syndrome, and Muscular diseases - Muscular Dystrophy.

Describe the differential diagnosis of Rheumatic fever, Rheumatoid arthritis, SLE, Ankylosing spondylitis, and Gout.

Describe differential diagnosis of Sexual dysfunction and Infertility.

Describe differential diagnosis of Syphilis and Gonorrhoea.

Describe the differential



	<p>diagnosis of clinical presentation of Hookworm, Roundworm, Threadworm, and Pinworm.</p> <p>Describe the differential diagnosis of the clinical presentation of Tuberculosis.</p>		
CO2,CO5	<p>10. Clinical features - Roleplaysinlearning:</p> <p>Describe the clinical features of Ulcerative and Non-ulcerative dyspepsia, Irritable Bowel Syndrome, and Inflammatory Bowel Diseases.</p> <p>Describe the clinical features of Urinary Tract Infection, Prostatomegaly, Nephrotic syndrome, Nephritic syndrome, Acute Kidney Injury, and Chronic Kidney Disease.</p> <p>Describe the clinical features of Pneumonia, Chronic Obstructive Pulmonary Disease, Pleural effusion, and Bronchiectasis.</p> <p>Describe the clinical features of Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, typhoid, and other common regional disorders presenting with fever.</p>	<p>Roleplays:</p> <p>Role plays are an effective method of teaching to create a real-world scenario in a controlled manner.</p> <p>In this certain group of students will be trained for pre-class preparation regarding a disease or condition to be presented in the class in front of small cluster groups of students.</p> <p>Further, the groups are asked to interact with the performing student to understand more about a condition and use their clinical acumen to diagnose the condition moderated by an instructor.</p>	10



Describe the complications of Measles, Chicken pox and Herpes zoster, Hand foot mouth disease, Rubella, Malaria, Filariasis, Influenza, Dengue, Leptospirosis, Chikungunya, Typhoid, and other common regional disorders presenting with fever.

Describe the clinical features of Anaemia, Nutritional anemia, Thalassemia, Sickle cell anemia, Leukaemia, and Thrombocytopenia.

Describe the clinical features of Coronary Artery Disease (Ischemic Heart Disease, and Myocardial Infarction) and Congestive cardiac failure.

Describe the clinical features of Hepatobiliary diseases - Liver cirrhosis, Alcoholic and Non - Alcoholic Liver Diseases, Hepatitis, Jaundice, and Ascites.

Describe the clinical features of Hypothyroidism and hyperthyroidism.

Describe the clinical features of Diabetes Mellitus and Pancreatitis.

Describe the clinical features of Common neurologic diseases: Parkinson's disease, Stroke, Bell's Palsy,



	<p>Motor Neuron Disease, Transverse myelitis, Epilepsy (Organic), and Common Spine disorders: Lumbago- Sciatica syndrome, Brachial neuralgia, Cervical, and Lumber Spondylosis.</p> <p>Describe the clinical features of Diseases of bone and Joints - Osteoarthritis, Osteoporosis. Frozen Shoulder, Calcaneal spur/ Plantar fasciitis, Tennis elbow, Carpel tunnel syndrome, and Muscular diseases - Muscular Dystrophy.</p> <p>Describe the clinical features of Rheumatic fever, Rheumatoid arthritis, SLE, Ankylosing spondylitis, and Gout.</p>		
CO4,CO6,CO8	<p>11.Fieldvisits:</p> <p>Visit to Pathology laboratory and Diagnostic imaging center.</p>	<p>Visit: Students are instructed to visit at least one pathology laboratory and one imaging center; observe the procedures followed.Record the observations and submit the report to the instructor.</p>	10

#HoursindicatedareincludedincalculationsofTable3and4

Table 5- Teaching learning method

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	2
2	LecturewithPowerpointpresentation	222
3	Lecture&GroupDiscussion	133



4	LecturewithVideoclips	45
5	Discussions	16
6	Brainstorming	3
7	Inquiry-BasedLearning	4
8	PBL	14
9	CBL	9
10	Project-BasedLearning	16
11	Teamprojectwork	2
12	Flippedclassroom	4
13	BlendedLearning	3
14	Edutainment	2
15	Simulation	1
16	Roleplays	10
17	Self-directedlearning	6
18	Problemsolvingmethod	1
19	Recitation	31
20	Tutorial	3
21	Presentations	3
22	Xrayidentification	2
23	Casediagnosis	3
24	Labreportinterpretation	18
25	Demonstration	2
26	Demonstrationbedside	15
27	DemonstrationLab	1

These are overall teaching learning methods listed in Table 3 and 4. Teachers can select the best possible method amongst the given methods as per objective, available time etc.

Table 6: Assessment Summary: Assessment is subdivided in A to H points

6 A-Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand
			Practical	Viva	Elective	IA	Sub	



							Total	Total
AyUG-RN	2	200	100	70	-	30	200	400

6 B - Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
	FirstTerm(1-6 Months)	SecondTerm(7-12 Months)	ThirdTerm(13-18 Months)
Second	3PA&FirstTT	3PA&SecondTT	3PA&UE**

PA:PeriodicalAssessment;**TT:**TermTest;**UE:**UniversityExaminations.

** University Examination shall be on entire syllabus



6 C - Calculation Method for Internal assessment Marks

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A 3	B	C	D	E	F	G	H
	1(15 Marks)	2(15 Marks)	3(15 Marks)	Average (A+B+C/3)	Converted to 30 Marks (D/15*30)	TermTest (Marks converted to 30)	SubTotal _/60 Marks	TermAssessment (.../30)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
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
1	Activities Indicated in Table 3 - Column G 3 as per Indicated I, II or III term in column I 3

Evaluation Methods in MSE

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 etc.



6 E Question Paper Pattern

II PROFESSIONAL BAMS EXAMINATIONS

AyUG-RN

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

Similar for Paper II (If applicable).



6 F Distribution of theory examination

Paper1FundamentalPrinciplesofVikritiVigyan						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	1. Roga nidana – Pathophysiology and clinical diagnosis	1	43	No	Yes	No
2	2.Pareeksha	1		Yes	Yes	Yes
3	3.MethodsofRogipareeksha	1		No	Yes	Yes
4	4.Sapekshanidana-Vyavacchedakanidana	1		No	Yes	Yes
5	5.Upashaya/Anupashaya	1		Yes	Yes	No
6	6.Dosha Vikriti	1		Yes	Yes	Yes
7	7.DoshagatiandRogamarga	1		Yes	Yes	Yes
8	8.Srotodushti	1		Yes	Yes	Yes
9	9.ConceptofAma	1		Yes	Yes	Yes
10	10.AssessmentofAma	1		Yes	Yes	No
11	11.Sthanasamshraya–Poorvaroop	1	49	No	Yes	Yes
12	12.Dushyadushti	1		Yes	Yes	Yes
13	13.Samprapti	1		No	Yes	Yes
14	14.Rupa	1		Yes	Yes	Yes
15	15.Vyadhinamakarana	1		Yes	Yes	No
16	16.Vyadhi	1		Yes	Yes	Yes



17	17.Ashthanindita(Endocrinedisorders)	1		Yes	Yes	No
18	18. Janapadodhwamsa vikara (Pandemicdisorders)	1		Yes	Yes	No
19	19.NidanarthakaraVyadhi,Vyadhisankara	1		Yes	Yes	No
20	20.Vyadhikshamatva	1		Yes	Yes	Yes
21	21.RogibalaPareeksha	1		Yes	Yes	No
22	22.DhatuPaka	1		Yes	Yes	Yes
23	23.InfectionandNutritionaldisorders	1	8	Yes	Yes	No
24	24.Upadrava	2		Yes	Yes	No
25	25.Arishta	2		Yes	No	No
26	26.Vyadhibalapareeksha	2		Yes	Yes	No
27	27.Sadhyasadhyatva–Prognosis	2		Yes	Yes	No
28	28. Digital health and Artificial intelligence in the context of Roganidana	2		Yes	No	No
Total Marks			100			

Paper2VyadhiVigyan,contemporaryunderstandingandupdates						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
29	1. Agnimandya – Ajeerna, Anaha, Adhmana,Atopa	2	43	Yes	Yes	Yes
30	2.Chhardi	2		Yes	Yes	No



31	3.Amlapitta	2
32	4.Shoola	2
33	5.Atisara,andPravahika	2
34	6.Grahani	2
35	7.Visuchika,Alasaka,Vilambika	2
36	8.CommonGITdiseases	2
37	9.Mutrakrichhra	2
38	10.Mutraghata	2
39	11.CommonUrinarydiseases	2
40	12.Hikka	2
41	13.Shwasa	2
42	14.Kasa	2
43	15.Rajayakshma&Shosha	2
44	16.Commonlungdisorders	2
45	17.Jwara	2
46	18.Masurika–Romantika	2
47	19.Fever	2
48	20.Pandu	2
49	21.Raktapitta	2

Yes	Yes	No
Yes	Yes	Yes
Yes	Yes	Yes
No	Yes	Yes
Yes	Yes	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	No
Yes	Yes	Yes
Yes	Yes	Yes
Yes	Yes	No
Yes	Yes	No
Yes	Yes	Yes
Yes	No	No
Yes	Yes	No
No	Yes	Yes
Yes	Yes	Yes

25



50	22.Hematopoieticdiseases	2
51	23.Hridroga	2
52	24.Shotha	2
53	25.Cardiovasculardisorders	2
54	26.Kamala	2
55	27.UdaraRoga	2
56	28.Hepatobiliarydiseases	2
57	29. Kushtha - Maha Kushtha &Kshudra Kushtha (According to Charaka)	3
58	30.Sheetapitta	3
59	31.Shwitra	3
60	32.Visarpa	3
61	33.Skindiseases	3
62	34.Galaganda	3
63	35.Thyroiddisorders	3
64	36.Sthoulya–Karshya	3
65	37.Obesity	3
66	38.Prameha	3
67	39.DiabetesMellitusandPancreatitis	3

Yes	Yes	No
Yes	Yes	No
No	Yes	Yes
Yes	Yes	No
No	Yes	Yes
No	Yes	Yes
Yes	Yes	No
No	Yes	Yes
No	Yes	Yes
No	Yes	Yes
Yes	Yes	No
Yes	No	No
Yes	Yes	No
No	Yes	Yes
Yes	Yes	No
No	Yes	Yes
Yes	Yes	No

32



68	40. Vatavyadhi	3
69	41. Snayugataavata	3
70	42. Commonneurologicandspinedisorders	3
71	43. SandhigataavataandAsthimajjagataavata	3
72	44. Diseasesofbone,joints,andmuscles	3
73	45. Amavata	3
74	46. Vatarakta	3
75	47. Immunological&Metabolicdisorders	3
76	48. Klaibya&Vandhyatva	3
77	49. SexualdysfunctionandInfertility	3
78	50. Unmada&Apasmara	3
79	51. Vishada	3
80	52. Murchha,andSanyasa	3
81	53. CommonPsychiatricdiseases	3
82	54. PhirangaandUpadamsha	3
83	55. Syphilis&Gonorrhoea	3
84	56. Krimiroga	3
85	57. Clinical presentation of common parasitic disorders	3

No	Yes	Yes
No	Yes	Yes
Yes	Yes	No
No	Yes	Yes
Yes	Yes	No
No	Yes	Yes
No	Yes	Yes
Yes	Yes	No
Yes	No	No
Yes	No	No
Yes	No	No
Yes	No	No
Yes	No	No
Yes	No	No
Yes	Yes	No



86	58.Khalitya&Palitya	3		Yes	No	No
87	59.Shleepada	3		Yes	No	No
88	60.Tuberculosis	3				
Total Marks			100			



6 G Blue print of paper I &II (if applicable)

Paper No:1		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark eachAllcompulsory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nicetoknowpart-2MCQ</p>	<ol style="list-style-type: none"> 1. 2.Pareeksha 2. 5.Upashaya/Anupashaya 3. 7.DoshagatiandRogamarga 4. 6.DoshaVikriti 5. 8.Srotodushti 6. 9.ConceptofAma 7. 12.Dushyadushti 8. 15.Vyadhinamakarana 9. 16.Vyadhi 10. 17.Ashtanindita(Endocrinedisorders) 11. 18.Janapadodhwamsavikara(Pandemic disorders) 12. 19.NidanarthakaraVyadhi,Vyadhisankara 13. 20.Vyadhikshamatva 14. 21.RogibalaPareeksha 15. 22.DhatuPaka 16. 23.InfectionandNutritionaldisorders 17. 27.Sadhyasadhyatva–Prognosis/24. Upadrava 18. 25.Arishta 19. 26.Vyadhibalapareeksha 20. 28.DigitalhealthandArtificialintelligencein thecontextofRoganidana
Q2	<p>Short answer Questions Eight Questions 5 Marks Each Allcompulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<ol style="list-style-type: none"> 1. 1.Roganidana–Pathophysiologyandclinical diagnosis/2.Pareeksha 2. 11. Sthana samshraya – Poorvaroop / 8. Srotodushti / 12. Dushya dushti / 7. Doshagati and Rogamarga / 6. Dosha Vikriti 3. 13. Samprapti / 16. Vyadhi / 19. Nidanarthakara Vyadhi, Vyadhisankara / 17. Ashtanindita(Endocrinedisorders)/14.Rupa 4. 20. Vyadhikshamatva / 21. Rogi bala Pareeksha / 18. Janapadodhwamsa vikara (Pandemic disorders) / 19. Nidanarthakara Vyadhi,Vyadhisankara/22.DhatuPaka 5.26.Vyadhibalapareeksha/27. Sadhyasadhyatva–Prognosis/24.Upadrava 6. 23.InfectionandNutritionaldisorders 7. 10.AssessmentofAma/9.ConceptofAma 8. 5.Upashaya/Anupashaya



<p>Q3</p>	<p>Long answer Questions Four Questions 10 marks each All compulsory</p> <p>All questions on must know. No Questions on Nice to know and Desirable to know</p>	<p>1. 4. Sapekshanidana-Vyavacchedakanidana/ 3. Methods of Rogi pareeksha / 12. Dushya dushti / 6. Dosha Vikriti / 2. Pareeksha</p> <p>2. 11. Sthanasamshraya-Poorvaroop/14. Rupa</p> <p>3. 9. Concept of Ama / 22. Dhatu Paka / 8. Srotodushti / 7. Doshagati and Rogamarga</p> <p>4. 20. Vyadhikshamatva/22. DhatuPaka</p>
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Paper No:2

Question No	Type of Question	Question Paper Format
<p>Q1</p>	<p>Multiple choice Questions 20 Questions 1 mark each All compulsory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ</p>	<p>1. 1. Agnimandya-Ajeerna, Anaha, Adhmana, Atopa/2. Chhardi</p> <p>2. 3. Amlapitta / 4. Shoola / 7. Visuchika, Alasaka, Vilambika</p> <p>3. 5. Atisara, and Pravahika / 8. Common GIT diseases</p> <p>4. 13. Shwasa / 15. Rajayakshma & Shosha / 12. Hikka / 14. Kasa</p> <p>5. 16. Common lung disorders</p> <p>6. 11. Common Urinary diseases</p> <p>7. 17. Jwara/19. Fever/18. Masurika-Romantika</p> <p>8. 25. Cardiovascular disorders/22. Hematopoietic diseases</p> <p>9. 28. Hepatobiliary diseases</p> <p>10. 33. Skin diseases</p> <p>11. 35. Thyroid disorders/34. Galaganda</p> <p>12. 37. Obesity</p> <p>13. 39. Diabetes Mellitus and Pancreatitis</p> <p>14. 42. Common neurological and spine disorders</p> <p>15. 44. Diseases of bone, joints, and muscles/47. Immunological & Metabolic disorders</p> <p>16. 48. Klaihya & Vandhyatva/49. Sexual dysfunction and Infertility</p> <p>17. 51. Vishada/50. Unmada & Apasmara</p> <p>18. 57. Clinical presentation of common parasitic disorders/52. Murchha, and Sanyasa</p> <p>19. 54. Phiranga and Upadamsha/55. Syphilis & Gonorrhoea</p> <p>20. 57. Clinical presentation of common parasitic disorders/59. Shleepada/56. Krimiroga/60. Tuberculosis</p>



<p>Q2</p>	<p>Short answer Questions Eight Questions 5 Marks Each All compulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<ol style="list-style-type: none"> 1. 5. Atisara, and Pravahika / 1. Agnimandya – Ajeerna, Anaha, Adhmana, Atopa / 2. Chhardi / 8. Common GIT diseases / 6. Grahani / 3. Amlapitta / 4. Shoola / 7. Visuchika, Alasaka, Vilambika 2. 11. Common Urinary diseases / 9. Mutrakrichhra / 10. Mutraghata 3. 25. Cardiovascular disorders / 23. Hridroga / 20. Pandu / 17. Jwara / 26. Kamala / 28. Hepatobiliary diseases / 19. Fever / 21. Raktapitta / 22. Hematopoietic diseases / 24. Shotha 4. 32. Visarpa / 31. Shwitra / 27. Udara Roga / 29. Kushtha - Maha Kushtha & Kshudra Kushtha (According to Charaka) / 33. Skin diseases / 26. Kamala / 28. Hepatobiliary diseases / 30. Sheetapitta 5. 40. Vatavyadhi / 44. Diseases of bone, joints, and muscles / 43. Sandhigatavata and Asthi majja gata vata / 46. Vatarakta / 42. Common neurologic and spine disorders / 45. Amavata / 41. Snayugatavata / 47. Immunological & Metabolic disorders 6. 57. Clinical presentation of common parasitic disorders / 60. Tuberculosis 7. 13. Shwasa / 15. Rajyakshma & Shosha / 12. Hikka / 16. Common lung disorders / 14. Kasa 8. 39. Diabetes Mellitus and Pancreatitis / 37. Obesity / 38. Prameha
<p>Q3</p>	<p>Long answer Questions Four Questions 10 marks each All compulsory</p> <p>All questions on must know. No Questions on Nice to know and Desirable to know</p>	<ol style="list-style-type: none"> 1. 13. Shwasa / 5. Atisara, and Pravahika / 1. Agnimandya – Ajeerna, Anaha, Adhmana, Atopa / 6. Grahani / 4. Shoola / 14. Kasa 2. 20. Pandu / 17. Jwara / 38. Prameha / 21. Raktapitta / 36. Sthoulya – Karshya / 24. Shotha 3. 32. Visarpa / 31. Shwitra / 27. Udara Roga / 29. Kushtha - Maha Kushtha & Kshudra Kushtha (According to Charaka) / 26. Kamala / 30. Sheetapitta 4. 40. Vatavyadhi / 43. Sandhigatavata and Asthi majja gata vata / 46. Vatarakta / 41. Snayugatavata



6 H Distribution of Practical Exam

S.No	Heads	Marks
1	<p>Spotting/ Identification: (10 Questions X 3 Marks = 30 Marks): (Note: Minimum of one spotting should be kept mandatorily from all the different heads mentioned below)</p> <p>X-Ray/ECG/ Clinical sign picture/ Slide/ Diagnostic report/ Causative factors</p> <p>X-Ray(Assessmentformat):</p> <p>OnagivenX-Rayfilm(Anyofthebelow):</p> <ul style="list-style-type: none"> • Comment on inspiration and rotation (chest), position, penetration or exposure, and artifacts in a given X-Ray film • Find out the abnormal findings or sign that indicates a specific condition (By assessing size, shape, density, and location of structures) – Airway/ Bones and soft tissue/ Cardiac/ Diaphragm/ Effusion/ Gastric bubble/ Hila and mediastinum) <p>ECG(Assessmentformat):</p> <p>OnagivenElectroCardioGram(Anyofthebelow):</p> <ul style="list-style-type: none"> • Determine and comment on rhythm and rate (Paper and pencil method/ Caliper method/ 10-times method/ 1500 method) • P wave interpretation (Location/ Amplitude/ Duration/ Configuration/ Deflection) • PR interval interpretation (Location and duration) • QRS complex interpretation (Location/ Amplitude/ Duration/ Configuration/ Deflection) • ST segment interpretation (Location and deflection) • T wave interpretation (Location/ Amplitude/ Configuration/ Deflection) <p>Clinical sign/image or picture(Assessmentformat):</p> <p>Onagivenimageofapatientwithsign(Anyofthebelow):</p> <ul style="list-style-type: none"> • Identify the sign • Possible aetiologies behind the case • Possible investigations for further confirmation of a case • Differential diagnosis • Diagnose the condition or disease associated with the sign <p>Slide(Assessmentformat):</p> <p>Identify and mention the provisional diagnosis of (Any of the below):</p> <ul style="list-style-type: none"> • Haematology (Peripheral blood smear) • Histopathology (Lung and trachea/ Blood, Spleen and lymph/ Heart and vessels/ Glands/ Liver) • Stool microscopy (Ova, Cyst, Pus cells) 	30



	<ul style="list-style-type: none"> • Urinemicroscopy(Epithelialcells,RBCs,Leukocytes,Casts,Crystals) • Microbiology(Bacterialidentification–Shape,Gram+ve/Gram–ve) • Parasitology(Slide/Specimen) <p>Diagnosticreport(Assessmentformat): Interpret the report and mention the provisional diagnosis (Any of the below):</p> <ul style="list-style-type: none"> • Hemogram • LiverFunctionTest(LFT) • RenalFunctionTest(RFT) • Diabeticprofile • Thyroidprofile • Lipidprofile <p>Causativefactors/Hetu(Assessmentformat): Mention the disease or diseases that are associated with the cause or hetu (Shown as an object/ model/ specimen/ picture) with brief justification (Any of the below):</p> <ul style="list-style-type: none"> • Anyspecificdiet • Anyspecificregimen • Anyspecificfactormentionedforcausingadisease 	
2	<p>Long Case: History taking, Examination, Investigation (Order and interpretation), Differential Diagnosis, Provisional Diagnosis (1 Case X40 Marks = 40 Marks)</p> <p>a. Historytaking(Includingcommunicationskills)-10Marks</p> <p>Historytakingshouldcoverthefollowingpoints:</p> <ul style="list-style-type: none"> • AturaVivara(Basicpatientdetails) • PradhanaVedanawithKalaprakarsha(Chiefcomplaintswithduration) • Vartamanavyadhivruttant(Historyofpresentillness) • PoorvavyadhiVrittanta(Pastillness) • Kulavrutanta(Familyhistory) • ChikitsaVrutanta(Treatmenthistory) • Vayaktika Vrutanta (Personal history) – Ahara, Vihara, Vyasana, Vyayama shakti, Mala pravritti, Mutra pravritti, Raja pravritti, Koshtha, Nature of work and duration of work, Emotional makeup, and Social Relation. <p>b. Examination & Order and interpretation of investigations – 20 Marks</p> <p>Theexaminationshouldincludethefollowingpoints:</p> <ul style="list-style-type: none"> • GeneralexaminationincludingAshtasthanapareeksha • Systemic examination -Pratyaksha and Anumana Pariksha/ Panchajnanendriyataha Pareeksha (Affected system/ systems), Sroto pareeksha and Mana pareeksha 	40



	<p>Investigations should include the following points: • Ordered investigation to patient</p> <ul style="list-style-type: none"> • Any further comment on the previously ordered investigations and any further suggestions • Interpretation of ordered investigation to the relevant case <p>c. Differential Diagnosis, Provisional Diagnosis, and Final diagnosis.– 10 Marks</p> <p>Differential diagnosis and diagnosis (Vyavachedaka nidana and vyadhi vinischaya) should include the following:</p> <ul style="list-style-type: none"> • Group of suspicious diseases based on your knowledge on Ayurveda and contemporary science against your observation on patient • Justification for inclusion and exclusion of diseases based on pratyatma lakshana • Arriving at a final diagnosis based on the clinical acumen • Drafting the samprapti ghataka (Involvement of dosha, dushya, indriya, manas, agni, koshta, srotas, srotodushti prakara, udbhava sthana, sanchara sthana vyakta sthana, rogamarga, upadrava, arishta, sadhyasadyata) 	
3	<p>Demonstration: Clinical examination on the simulator or a patient or Simulated patient (SP) (1 Demonstration X 30 Marks = 30 Marks):</p> <p>The student will be given a specific case or a scenario (other than the case given for long case taking) and asked to perform the examination of a particular system as a whole or a part of the examination such as inspection or palpation or percussion or auscultation or any specific tests or group of tests or elicit any particular sign for any of the following system (Only steps of examination to be written with observation and interpretation after demonstration):</p> <ul style="list-style-type: none"> • Respiratory system examination • Cardiovascular System examination • Oral cavity and per abdominal examination • Nervous system examination • Locomotor system examination • Integumentary system examination 	30
4	<p>Viva mark distribution and basic instructions</p> <p>Conceptual and theoretical questions:</p> <p>MK:</p>	70



Pareeksha, Dosha Vikruti, Dhatu and Sroto vaigunya, Ama, Nidana Panchaka, Kriyakala, Vyadhi, Vyadhikshamatwa, Dhatu Paka etc. Annavaha, Pureeshavaha, Pranavaha, Mutravaha, Rasavaha, Raktavaha, Medovaha, Vatavyadhi, Snayugata, Sandhigata vikara etc. **(20 Marks)**

DK:

Rogi and Roga Bala pareeksha, Doshagata and Rogamarga, Nidanarthakara roga, Vyadhi namakarana, Sadyasadyata, Upadrava etc. Common GIT diseases, Common Urinary diseases, Common lung disorders, Fever, Hematopoietic diseases, Cardiovascular disorders, Hepato-biliary disorders, Skin diseases, Thyroid disorders, Obesity, Metabolic diseases, Common neurologic and spine disorders, Diseases of bone, joints, and muscles, Immunological & Metabolic disorders, Common parasitic disorders, Tuberculosis etc. **(10 Marks)**

Linktoexistingliteratureandcriticalthinking:

MK:

Pareeksha, Dosha Vikruti, Dhatu and Sroto vaigunya, Ama, Nidana Panchaka, Kriyakala, Vyadhi, Vyadhikshamatwa, Dhatu Paka etc. Annavaha, Pureeshavaha, Pranavaha, Mutravaha, Rasavaha, Raktavaha, Medovaha, Vatavyadhi, Snayugata, Sandhigata vikara etc. **(20 Marks)**

DK:

Rogi and Roga Bala pareeksha, Doshagata and Rogamarga, Nidanarthakara roga, Vyadhi namakarana, Sadyasadyata, Upadrava etc. **(10 Marks)**

Vivaonactivitybook:

Questions to be asked as per the heads provided in the activity book (10 Marks)

Basicinstructions:

Number of questions: There must be a total minimum of 10 questions and a maximum of 15 questions from both examiners.

1. The questions asked during a viva should be relevant, thought-provoking, and designed to assess the candidate's understanding, knowledge, and critical thinking skills.
2. Breadth and depth: The questions should cover a wide range of topics related to both the papers as well as activity and practical with equal importance, ensuring that they have a comprehensive understanding, critical thinking, and analysis.
3. Open-ended: Questions should be open-ended rather than requiring simple yes/no answers. This allows the candidate to demonstrate their understanding and ability to provide detailed explanations and justifications.



	<p>4. Conceptual and theoretical: Some questions should focus on the candidate's understanding of key concepts, theories, and methodologies within their syllabus. This helps evaluate their grasp of foundational knowledge and their ability to apply it.</p> <p>5. Critical thinking: The questions should encourage the candidate to think critically, analyze the subject, and findings, and identify limitations or alternative perspectives.</p> <p>6. Link to existing literature: Some questions can explore the candidate's knowledge and understanding of relevant literature in contemporary science.</p> <p>7. Follow-up questions: It can be effective to ask follow-up questions to probe deeper into the candidate's responses. This helps assess their ability to defend, respond to challenges, and think on their feet.</p> <p>8. Avoid leading questions: It is important to avoid leading questions that provide the candidate with clues or guide them towards a specific answer. The goal is to assess their independent thinking and understanding.</p> <p>9. Balance: The questions should strike a balance between being challenging and fair. It should push the candidate's limits without being excessively difficult or intimidating.</p> <p>10. No questions will be asked from Nice to know category. However, 70% of the questions are to be asked from Must Know category and 30% from the Desirable to Know category by the examiner.</p>	
5	Internalassessments	30
Total Marks		200



References Books/ Resources

S.No	Book	Resources
1	1.MadhavaNidana	Srikanta Murthy KR. Madhava Nidanam (Rogaviniscaya) of Madhavakara. Varanasi: Chaukhambha Orientalia; 2013
2	2.CharakaSamhita	Agnivesh, Charaka, Dridhbala . Reprint. Varanasi: Chowkhamba Sanskrit Series Office; 2009. Charaka Samhita
3	3.SusrutaSamhita	Acharya YT, editor. Sushruta Samhita of Sushruta. Reprint ed. Varanasi: Chaukhambha Orientalia; 2017
4	4.AshtangaHrudaya	Sadashiva HS, editor. 1st ed. Varanasi: Chaukhambha Sanskrit Sansthan; 2011. Astanga Hrudaya of Vagbhata
5	5.AshtangaSangraha	Vagbhata. Ashtanga Sangraha. Edited by Shivprasad Sharma. Chowkhambha Sanskrit series office, Varanasi
6	6.Rogavigyanevumvikrutivigyan	YashwantGovindJoshi
7	7.Roganidanevumvikrutivigyan	Prof.AjayKumarSharma;ChaukhambhaBharatiAcademy
8	8. Textbook of Ayurvediya vikrti- vijnana & Roga Vijnana	Dr. Parameswarappa S. Byadgi; Chaukhambha publications, New Delhi
9	9. Textbook of Pathology with Pathology Quick Review and MCQs	2018;JaypeeBrothersMedicalPublishers;HarshMohan
10	10.Aguidetopathology	Jaypee Brothers Medical Publishers; Eighth edition (2005); K Chaudhary
11	11. Robbins & Cotran Pathologic Basis of Disease	10th Edition - May 11, 2020; Kumar, Abbas, Aster; Elsevier publishers
12	12. Davidson's Principles and Practice of Medicine	24 th Edition 2022 by Ian Penman (Editor), Stuart H. Ralston (Editor), Mark Strachan (Editor), Richard Hobson (Editor); Elsevier publishers
13	13.Atextbookofpathology	N.CDey&T.KDey;NCBAPublisher2009
14	14.Boyd'sTextbookofPathology	10th Editionby J R Bhardwaj, Prabal Deb (Author), Wolters Kluwer India (Publisher)
15	15. Kundu's Bedside Clinics inMedicine	2020;KSPUdyogPublisher;ArupKumarKundu
16	16.P.J.Mehta'sPracticalMedicine	21st Edition – 2021; The National Book Depot; Nihar P Mehta, SP Mehta, SR Joshi
17	17.Macleod'sClinicalExamination	13 th Edition, 2013 by J. Alastair Innes, Anna R. Dover, Karen Fairhurst
18	18. Clinical Methods in Medicine : Clinical Skills and Practices	2015; Jaypee Brothers Medical Publishers; S. N. Chugh, Eshan Gupta



19	19. Chamberlain's Symptoms and Signs in Clinical Medicine	2010;CRCPress;AndrewR.Houghton&DavidGray
20	20. Hutchison's Clinical Methods: An Integrated Approach to Clinical Practice	2012; Elsevier publishers Michael Glynn, William M. Drake
21	21. Bates' Guide to Physical Examination and History Taking	Lippincott Williams & Wilkins; 2016 by M.D. Bickley, Lynn S. (Author), M.D. Szilagy, Peter G. (Author), M.D. Hoffman, Richard M. (Editor)
22	22. French's Index of Differential Diagnosis An A-Z 1	2016;CRCPress;byMarkT.Kinirons(Editor)
23	23. Savills System Of ClinicalMedicine	14 th Edition2005;CBSPublishers;byECWarner(Author)
24	24. Todd-Sanford-Davidsohn clinical diagnosis and management by laboratory methods	2016; Saunders publishers;by Campbell James Todd (Author)
25	25.ClinicalMethodsInAyurveda	2013; Chaukhamba Orientalia; by Prof. K.R. Srikantha Murthy (Author)
26	26. Clinical Diagnosis in Ayurveda (A Practical book of Ayurvedic Diagnosis in the Light of Modern Medical Science)	2015; Chaukhamba Sanskrit Pratishtan; by M. Srinivasulu (Author)
27	27.MedicalLaboratoryTechnology	2009; Jaypee Brothers Medical Publishers; by Ramnik Sood (Author)
28	28. Textbook of Medical LaboratoryTechnology	Revised Reprint 2021; B. Godkar,Darshan P. Godkar; Bhalani publishing house
29	29. Practical biochemistry for medical, dental and allied courses	3 rd Edition;byBdTooraGRajagopal(Author)
30	30.Essentialofclinicalpathology	2010; First edition; Jaypee Brothers Medical Publishers; by Shirish M Kawthalkar (Author)
31	31. Textbook of human parasitology protozoology and helminthology	2020;CBSPublishersbySoodR.(Author)
32	32. Clinical Pathology & Clinical Bacteriology (For Medical Students and Practitioners)	Jaypee Brothers Medical Publishers; 9 th Edition; 2000 by Sachdev (Author)
33	33.PracticalPathology	Arya Publications; by K. Uma Chaturvedi (Author), Tejindar Singh (Author)
34	34. Text book on clinical biochemistry and hematology	NaveenChandra,AnmolPublisher;Firstedition,2015



35	35. Medical Laboratory Technology	Third Edition, 2019; NCBA publishers by CRMaiti
36	36. Diagnosis and Treatment of Common Skin Diseases	2016; Jaypee Brothers Medical Publishers; by Virendra N Sehgal (Author)
37	37. Ananthanarayan and Paniker's Textbook of Microbiology	Eleventh Edition; 2020; Universities Press (India) Pvt. Ltd; by R Ananthanarayan and CK Jayaram Paniker (Author), Reba Kanungo (Editor)
38	38. Learning Radiology: Recognizing the Basics	2015; Saunders publishers; by William Herring MD FACR (Author)
39	39. Radiology in Medical Practice	2015; Elsevier India; by ABM Abdullah (Author)
40	40. Clark's Positioning in Radiography	13 th Edition; 2015; CRC Press; by A. Stewart Whitley (Author), Gail Jefferson (Author), Ken Holmes (Author), Charles Sloane (Author), Craig Anderson (Author), Graham Hoadley (Author)
41	41. Textbook Of Radiology For Residents And Technicians	2018; CBS Publishers; by Bhargava S.K (Author)
42	42. Essentials Of ECG	2017; Avichal Publishing Company; by Vipin Gupta (Author)
43	43. Nidanachikitsa hastamalaka	2016; Baidyanath Ayurved publication; by Vaidya Ranjit Rai Desai
44	44. Rasavaisheshikam	Kottakal Ayurveda Series: 120; 3 rd Edition; 2014; by K. Raghavan Tirumulpad
45	45. Taber's Cyclopedic Medical Dictionary	23 rd Edition; 2017; F.A. Davis Company; by Venes (Author)
46	46. Doshakaranatwa Mimamsa	Chowkhamba Bharati Academy ; 2013; by Acharya P.V. Sharma
47	47. Nadi Darshan	Motilal Banarsidass publishers; by Vaidya Tara Shankar Mishra
48	48. Ayurvediyashabdakosha	Laxmanshastri Joshi, Maharashtra Rajya Sahitya Mandal; 1968; by Veni Madhava Shastri
49	49. Kayachikitsa	Indrayani Sahitya Prakashan; 2015; by Vd Yashwant Govind Joshi
50	50. Dermatological Diseases A Practical Approach	3 rd Edition – 2023; TreeLife Media (A division of Kothari Medical); by - (Author), Venkataram Mysore, K H Satyanarayana Rao, Sacchidanand S, M Deepthi, (Editor)
51	51. Introduction to Kayachikitsa	Chaukhamba Orientalia Varanasi; 3 rd Edition; 1996; C. Dwarakanath



52	52. Digestion and metabolism in Ayurveda	ChowkhambhaKrishnadasAcademy;1997;2 nd Edition;by C.Dwarakanath
53	53.AyurvedicNadiParikshaVijnana	Chaukhamba Surbharati Prakashan; 2015; by Dr. Govind Prasad Upadhyay
54	54.NAMASTEportal	http://namstp.ayush.gov.in/#/index
55	55. AYUR PRAKRITI WEBPORTAL	http://www.ccras.res.in/ccras_pas/
56	56.AYUSHresearchportal	https://ayushportal.nic.in/
57	57.Dharaonline	http://www.dharaonline.org/Forms/Home.aspx
58	58.StanfordMedicine25	https://stanfordmedicine25.stanford.edu/
59	59.MedscapeClinicalReference	www.medscape.com
60	60.UpToDate	www.uptodate.com
61	61. Merck Manual ProfessionalEdition	www.merckmanuals.com/professional
62	62.DynaMed	www.dynamed.com
63	63.ClinicalKey	www.clinicalkey.com
64	64.Taber'sMedicalDictionary	www.tabers.com/tabersonline
65	65.MedlinePlusMedicalDictionary	https://medlineplus.gov/
66	66.WebMDSymptomChecker	https://symptoms.webmd.com/ .
67	67.MayoClinicSymptomChecker	https://www.mayoclinic.org/symptom-checker/select-symptom/itt-20009075 .
68	68.SimulatedcasesEMSIMCASES	https://emsimcases.com/
69	69.Dailyrounds	https://dailyrounds.org/
70	70.Prognosis	https://play.google.com/store/apps/details?id=com.medicaljoyworks.prognosis&hl=en&gl=US&pli=1
71	71.PubMedCentral	https://www.ncbi.nlm.nih.gov/pmc/
72	72.Radiopaedia	https://radiopaedia.org/



Abbreviations

Assessment

S.No	Short form	Discription
1	T-EMI	Theoryextendedmatchingitem
2	T-EW	TheoryEssaywriting
3	T-MEQs	TheoryMEQs
4	T-CRQs	TheoryCRQs
5	T-CS	Theorycasestudy
6	T-OBT	Theoryopenbooktest
7	P-VIVA	PracticalViva
8	P-REC	PracticalRecitation
9	P-EXAM	Practicalexam
10	PRN	Presentation
11	P-PRF	PracticalPerformance
12	P-SUR	PracticalSurvey
13	P-EN	Practicalenact
14	P-RP	PracticalRoleplay
15	P-MOD	PracticalModel
16	P-POS	PracticalPoster
17	P-CASE	PracticalCasetaking
18	P-ID	Practicalidentification
19	P-PS	PracticalProblemsolving
20	QZ	Quiz
21	PUZ	Puzzles
22	CL-PR	ClassPresentation,
23	DEB	Debate
24	WP	Wordpuzzle
25	O-QZ	Onlinequiz



26	O-GAME	Onlinegame-basedassessment
27	M-MOD	MakingofModel
28	M-CHT	MakingofCharts
29	M-POS	MakingofPosters
30	C-INT	Conductinginterview
31	INT	Interactions
32	CR-RED	Criticalreadingpapers
33	CR-W	CreativityWriting
34	C-VC	Clinicalvideocases,
35	SP	Simulatedpatients
36	PM	Patientmanagementproblems
37	CHK	Checklists
38	OSCE	OSCE
39	OSPE	OSPE,
40	Mini-CEX	Mini-CEX
41	DOPS	DOPS
42	CWS	CWS
43	RS	Ratingscales
44	RK	Recordkeeping
45	COM	Compilations
46	Portfolios	Portfolios
47	Logbook	Logbook
48	TR	Trainersreport
49	SA	Self-assessment
50	PA	Peerassessment
51	360D	360-degreeevaluation
52	TT-Theory	Theory
53	PP-Practical	Practical
54	VV-Viva	Viva



Domain

S.No	Short form	Discription
1	CK	Cognitive/Knowledge
2	CC	Cognitive/Comprehension
3	CAP	Cognitive/Application
4	CAN	Cognitive/Analysis
5	CS	Cognitive/Synthesis
6	CE	Cognitive/Evaluation
7	PSY-SET	Psychomotor/Set
8	PSY-GUD	Psychomotor/Guided response
9	PSY-MEC	Psychomotor/Mechanism
10	PSY-ADT	Psychomotor Adaptation
11	PSY-ORG	Psychomotor/Origination
12	AFT-REC	Affective/ Receiving
13	AFT-RES	Affective/Responding
14	AFT-VAL	Affective/Valuing
15	AFT-SET	Affective/Organization
16	AFT-CHR	Affective/ characterization



T L method

S.No	Short form	Discription
1	L	Lecture
2	L&PPT	Lecture with Power point presentation
3	L&GD	Lecture & Group Discussion
4	L_VC	Lecture with Video clips
5	DIS	Discussions
6	BS	Brainstorming
7	IBL	Inquiry-Based Learning
8	PBL	PBL
9	CBL	CBL
10	PrBL	Project-Based Learning
11	TBL	TBL
12	TPW	Team project work
13	FC	Flipped classroom
14	BL	Blended Learning
15	EDU	Edutainment
16	ML	Mobile learning
17	ECE	ECE
18	SIM	Simulation
19	RP	Role plays
20	SDL	Self-directed learning
21	PSM	Problem solving method
22	KL	Kinesthetic Learning
23	W	Workshops
24	GBL	Game-Based Learning
25	D-M	Demo on Model



26	LS	Library Session
27	PL	Peer learning
28	RLE	Real life experience
29	REC	Recitation
30	SY	Symposium
31	TUT	Tutorial
32	PER	Presentations
33	PT	Practical
34	XRy	X ray identification
35	CD	Case diagnosis
36	LRI	Lab report interpretation
37	DA	Drug analysis
38	D	Demonstration
39	D_BED	Demonstration bedside
40	D_L	Demonstration Lab
41	DG	Demonstration Garden
42	FV	Field visit
43	PRA	Practical
44	VIVA	Viva
45	TH	Theory



Course curriculum for Second Professional BAMS

(PRESCRIBED BY NCISM)

शास्त्रं ज्योतिः प्रकाशार्थं दर्शनं बुद्धिरात्मनः।

Samhita Adhyayan-2

(SUBJECT CODE : AyUG-SA2)

(Applicable from 2021-22 batch, from the academic year 2023-24 onwards for 5 years or until further notification by NCISM, whichever is earlier)



॥ आयुषे सर्वलोकानाम् ॥



BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE NEW
DELHI-110058



II Professional Ayurvedacharya (BAMS)

Subject Code : AyUG-SA2

Summary

Total number of Teaching hours: 240			
Lecture hours(LH)-Theory		100	100(LH)
PaperI	100		
Non Lecture hours(NLH)-Theory		140	140(NLH)
PaperI	(40) 140		
Non Lecture hours(NLH)-Practical ##			
PaperI	(100) NA		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
PaperI	100	-	75	(Set SB) 10	15
Sub-Total	100	100			
Total marks	200				

Important Note:-The User Manual II BAMS is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual II before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic.

In case of difficulty and questions regarding curriculum write to cur.imp@ncismindia.org

##Details in Practicallist, Table4 and Table4a



PREFACE

In continuation with the curriculum reforms started previous year, **Samhita Adhyayan-2** focuses on learning Samhita with due significance to the methodology of textual structuring and interpretation. Charakasamhita is taken as a model text here considering its vast contributions to Ayurveda. Students who learn Ayurveda will benefit by Samhita Adhyayan to comprehend sense of importance of its traditional classical literature. SA2 tries to justify the methodology of structuring samhita and appraise the importance of tools of decodingsamhita such as tantrayukti and vyakhyana. Relating and interpreting the various references, explaining and interpreting important sidhantas, applying sidhantas in clinical practice, making use of specific diagnostic and assessment guidelines mentioned in Carakasamhita, demonstrating principles of management of various clinical conditions etc. are some of the thrust areas addressed. Importance of by hearing important slokas also highlighted. The content of SA2 belongs to 54 chapters of Carakasamhitaviz. Sutrasthana (18 chapters 13-30, initial 12 chapters already dealt in SA1), Nidanasthana (8 chapters), Vimanasthana (8 chapters), Shareerasthana (8 chapters) and Indriyasthana (12 chapters). Each chapter is taken as a unit in the syllabus. A chapter starts with short introduction (**adhyaya parichaya**) through justifying the position of the chapter and introducing key terms in the chapter. This is followed by explaining important sidhantas (**sidhanta-vivarana**) in the chapter. At the end summary of the chapter (**adhyayasangraha**) is done with the help of summarizing slokas at the end of the chapter. This will help students to map the whole content of the chapter, even though some of them are not dealt in detail during sidhanta-vivarana. **Sloka sangraha** (compilation of sloka) compiles the most important slokas in the chapter. Application of **Tantrayukti** and **Vyakhyana** in proper understanding of Samhita also is envisaged as a separate section while planning practicals. Efforts have been taken to design some interesting and innovative activities and practical as a part of developing this syllabus. They have been added to respective tables here. It does not restrict our teachers from designing and implementing more attractive and effective activities or customizing those ones which are enlisted, as and when needed, without losing spirit of the new outlook.



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Course Code and Name of Course

Course code	Name of Course
AyUG-SA2	SamhitaAdhyayan-2

Table 1- Course learning outcomes and matched PO

SR1 CO No	A1 Course learning Outcomes (CO) AyUG-SA2 At the end of the course AyUG-SA2, the students should be able to-	B1 Course learning Outcomes matched with program learning outcomes.
CO1	Justify the Methodology of structuring samhitas and appraise the importance of tools of decoding Charakasamhita (Tantrayukti and vyakhyana)	PO1
CO2	Relate and interpret various references of concepts in Charakasamhita	PO1
CO3	Explain and interpret biological factors and their measurements in the manifestation of diseases.	PO1, PO3
CO4	Explain and utilize various siddhantas in different dimensions of clinical practice.	PO1, PO3, PO5
CO5	Demonstrate the knowledge of dravya and dravya based therapeutics.	PO1, PO3, PO5
CO6	Apply diagnostic guidelines regarding diseases including arishta lakshan based on the principles mentioned in Charakasamhita	PO1, PO3, PO7
CO7	Explore the determinants of health in the background of Charakasamhita.	PO1
CO8	Develop ethical professional and moral codes and conducts as a physician.	PO6, PO8, PO9



Table 3: Learning objectives (Theory) of Course

Paper1									
A3 Course outcome	B3 LearningObjective(Attheendofthesession,thestudents should be able to)	C3 Doma in/sub	D3 Must to know /desirableto know / Nice to know	E3 Level Does/ Show show/ Know show/ Know	F3 T-L meth od	G3 Assessment (Refer abbreviations)	H3 Form ative/ summ ative	I3 Term	J3 Integr ation
Topic 1Cha.Su.13- Sneha Adhyaya(Lecture :3 hours, Non lecture: 1 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as sneha, snehayoni, caturvidhasneha, acchasnehapaana, sadyasneha and pravicharana.	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO5	EnliststhavaraandjangamsnehayoniChSu13/9-11	CK	MK	K	L&G D,ML	M-POS,TT- Theory	F&S	I	
CO4,CO5	Justifywhytilatailaishebestamongtailavarga.ChSu13/12	CK	MK	KH	L,L& PPT, DA	T-EMI	F&S	I	
CO4,CO5	ExplainqualitiesandmodeofactionoferandatailaCh.Su13/12	CK	DK	KH	L,L_ VC,D A	T-EMI	F&S	I	
CO4,CO5	Enlistfourtypesofsnehaandjustifysarpiasthebest(shreshta).	CC	MK	KH	L,DIS	PRN,TT-Theo	F&S	I	



	Ch.Su13/13				,DA	ry,VV-Viva			
CO4,CO5	ExplainsnehapaankaalaandanupaanCh.Su18-22	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Define and enlist 24 types of pravicharana sneha and other types of sneha pravicharana. Ch Su 13/23, 24, 25, 27, 28	CC	MK	KH	L&G D	CL-PR,TT-Th eory,VV-Viva	F&S	I	
CO4,CO5	ExplainacchasnehapaanaanditsimportanceChSu13/26	CK	DK	KH	L&G D,RP, PL	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	EnlisttypesofsnehamatraCh.Su13/29-30	CC	MK	KH	L&G D,RE C	QZ,TT-Theor y,VV-Viva	F&S	I	
CO4,CO5	MentionrulefordurationofsnehapaanaCh.Su13/51	CC	MK	KH	L&G D,BS	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO4,CO5	MentionyogyaandayogyaaforsnehanaCaSu13/52-56.	CC	DK	KH	L,L&P PT,L &GD, CBL	TT-Theory,V V-Viva	F&S	I	V-PC
CO4,CO5	Summarize samyak snigdha lakshana, asnigdha lakshana and atisnigdha lakshana. Ch Su 13/57-59	CC	DK	KH	L&G D,D	P-ID,TT-Theo ry,VV-Viva	F&S	I	
CO2,CO4,CO5	Summarise snehavyapat karana, lakshana and chikitsa Ch Su 75-79	CAP	NK	KH	L&G D,PL	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Figure out importance of pathya and apathya in snehapaan.Ch Su 13/60-61-64	CK	DK	KH	L&G D,SD L	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO4,CO5	Explainpathyaapathyatobefollowedduringandafter	CC	MK	KH	L&G	CHK,TT-Theo	F&S	I	



	snehapana.ChSu62-64				D,ED U	ry,VV-Viva			
CO4,CO5	Explains criteria's for assessing koshta.ChSu13/65-69.	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO4,CO5,CO 6	Illustrates types of koshta in patients undergoing snehapana	PSY- SET	NK	SH	CBL, CD,D _BED	P-ID,VV-Viva	F&S	I	
CO4,CO5	Mention some examples for recipes of vicharanasneha.Ch Su 13/82-94	CK	DK	K	L,L& PPT	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Interpret the role of agni in sadyasneha CaSu13/96-97	CK	DK	K	L,L& GD,I BL	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	Recites sutra no.ChSu13/13-17,22,57-59.	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	Summarizes the chapter as per ChSu13/100.	CK	NK	K	SDL	P-VIVA	F&S	I	
CO4,CO5	Relate dravya classification mentioned in Ch Su 1 (trividha) with snehayoni	CAP	MK	KH	DIS	PRN	F	I	
Topic 2 Cha.Su.14- Sveda Adhyaya (Lecture :2 hours, Non lecture: 1 hours)									
CO1,CO2	Justify the position of the chapter in the samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as agnisweda, niragnisweda, snigdhapurva, ruskhapurva and trayodasasweda	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO5	Explain the benefits of swedana.ChSu14/3-5	CC	MK	KH	L&G	TT-Theory,V	F&S	I	



					D,RL E	V-Viva			
CO4,CO5	Explain samyak swedana and ati swedana lakshanaCh Su 14/13-15	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Summarize the indications and contraindications for swedana Ch Su 14/ 16-24.	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Differentiate pinda sweda, nadi sweda, avagah sweda and upanaha sweda with respect to the drugs used and procedure. Ch Su 14/25-37.	CC	DK	KH	L&G D,L_ VC,C BL	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlist13typesofagnisweda.ChSu14/39-63	CC	MK	KH	L&PP T,L_ VC	QZ,TT-Theor y,VV-Viva	F&S	I	
CO4,CO5	Enlist10typesofniragniswedaCh.Su14/64.	CC	MK	KH	L,L&G D	O-QZ,TT-The ory,VV-Viva	F&S	I	
CO4,CO5	Enlistthreeclassificationsofdvividhasweda.ChSu14/66	CK	MK	KH	L&G D	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO1,CO2	RecitesutrasChSu14/4,5,39,40,64.	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	SummarizethechapteraspersutraChSu14/68-71	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 3Cha.Su.15- Upakalpaneeya Adhyaya(Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	



CO1,CO2	Explain basic meaning and importance of key terms in the chapter such as sambharan, aturaalaya, samsarjan krama.	CK	MK	K	L&G D,BS	QZ,COM,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Summarize the guidelines for Vaidyas before commencing chikitsa Ch Su 15/3-5.	CK	DK	KH	L&G D	M-CHT,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	EnlistsamshodhanaupayogidravysangrahaChSu15/6	CK	MK	KH	L&G D	QZ,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Figureouttheprocedureofvamanakarma.ChSu15/9-15	CC	DK	KH	L&G D,RP	CHK,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	ExplainsamsarjanakramaChSu15/16	CC	MK	KH	L,L&G D	CL-PR,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Identifymeritsofsamsarjanakramainpatients	PSY-SET	NK	SH	BS,IB L,D_ BED	P-CASE,SP	F&S	I	
CO4,CO5	OutlineprocedureforvirechanakarmaChSu15/17-18	CC	DK	KH	L&G D,RP	CHK,TT-Theory,VV-Viva	F&S	I	
CO4,CO5	Explainbenefitsofsamshodhana.ChSu15/22.	CC	MK	KH	L,L&G D	TT-Theory,VV-Viva	F&S	I	
CO5,CO7	Relate the structure of aturalaya (hospital) with the present scenario	CAP	DK	KH	DIS,B S,PrB L	DEB,M-MOD,INT	F	I	
CO1	RecitesutraChSu15/22	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	SummarizethechapteraspersutraChSu15/2-25	CK	NK	K	SDL	P-VIVA	F&S	I	



Topic 4Cha.Su.16- Chikitsaprabhritiya Adhyaya(Lecture:2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance.	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as bahudosha lakshana, swabhaavoparamvaada, chikitsaprabhirta.	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO5	Summarize samyak virikta –avirikta – atviriktalakshana. Ch Su 16/6-10	CC	DK	KH	L&G D,D	RS,TT-Theory ,VV-Viva	F&S	I	
CO4,CO5	ExplainbahudoshalakshanaChSu16/13-16	CC	MK	KH	L&G D	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO3,CO6	Identifybahudoshalakahanainpatients	PSY- SET	DK	SH	CBL, D_BE D	P-VIVA	F&S	I	
CO4,CO5	Explain benefits and importance of samshodhana. Ch .Su 16/16-21	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	ExplainswabhavoparamavadaChSu16/27-32	CC	MK	KH	L&G D,BS	DEB,TT-Theo ry,VV-Viva	F&S	I	
CO2,CO5	Outlinechikitsaofayoga,atiyogaofsamsodhana	CAP	DK	KH	L_VC ,CBL, D	SP,TT-Theory ,VV-Viva	F&S	I	
CO4,CO5	DefinechikitsaChSu16/34-36	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO8	Appreciate benefits of chikitsa prabhrita bhishak. Ch Su. 16/37-38	CK	DK	KH	L&G D,D	TT-Theory,V V-Viva	F&S	I	
CO1	RecitesutrasChSu16/13-21,27,28,34-36	CK	MK	K	SDL,	P-REC	F&S	I	



					REC				
CO4,CO6,CO7	Relateswabhavoparamawithconceptofnidanaparivarjana	CAP	MK	KH	DIS	PRN	F	I	
CO1	SummarizethechapteraspersutraChSu16/39-41	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 5Cha.Su.17- Kiyantashiraseeya Adhyaya (Lecture :3 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as doshagati, doshavikalpa, trayodasasannipata	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO3	Explainimportanceofshiras.ChSu17/12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4	Enlisttypesofsiroroda,hridrodaandvidradhi	CC	MK	KH	L&G D	SP,TT-Theory	F&S	I	
CO3,CO4	Figure out62 types of permutation and combination of doshas Ch Su 17/41-44	CK	DK	K	L&G D,GB L	PUZ,TT-Theo ry,VV-Viva	F&S	I	
CO3,CO4	Figureout12typesofvishamasannipataChSu17/45-61	CK	DK	K	L&G D	M-POS	F&S	I	
CO3,CO4,CO6	Complement knowledge about kshayalaskhana of dosha-dhatu- mala to the existing understanding (additional important features mentioned in CS)	CK	DK	KH	DIS,F C	TT-Theory,V V-Viva	F&S	I	
CO3,CO4	Interpret dosha-vikalpa (combinations of doshas) in different conditions. Ch.Su. 17/45-61	CAP	MK	KH	IBL,C BL	P-PS,TT-Theo ry,VV-Viva	F&S	I	



CO3,CO7	Complement knowledge of Ojus to the existing understanding (additional important features mentioned in CS) Ch Su 17/73-77	CC	MK	K	DIS,F C	TT-Theory	F&S	I	H-RN
CO3,CO4,CO 6	Outline the samprapti of madhumeha and importance of ojus. Ch Su 17/78-81	CAP	MK	KH	L&G D	TT-Theory	F&S	I	
CO2,CO3,CO 4,CO7	Define the term “gati” and Classify and explain various kinds of gati. Ch.Su 17/112 - 118 Cakrapani	CK	MK	K	L&G D,RP	TT-Theory,V V-Viva	F&S	I	
CO2,CO4,CO 6	Interpret asaya apakarsha-gati in relationship with dosha-gati. Ch.Su. 17/45-46	CC	DK	KH	L&G D	TT-Theory	F&S	I	
CO3,CO4,CO 7	Explains kshaya hetu Ch.Su.17/76-77	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO 6	Illustrates dosha-gati in clinical conditions	CAP	MK	KH	CBL, D	P-RP,P-CASE	F&S	I	
CO3,CO4	Explain identification of dosha vriddhi, kshaya, samya Ch.Su. 17/ 62	CC	MK	KH	L	CL-PR,TT-Theory,VV-Viva	F&S	I	
CO1	Recites sutras Ch Su 17/12,41-44,62,112-118	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	Summarizes the chapter as per sutra Ch Su 17/120-121	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 6 Ch.Su.18-Trisotheeya Adhyaya (Lecture :1 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theory,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in the chapter such as trisotha, trividhabodhya sangraha and anukta roga	CC	MK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO5	Name and explain trividha-bodhya-sangraha (three-fold method)	CC	MK	K	L&G	TT-Theory,V	F&S	I	



	for understanding disease – vikara prakriti, samuthana and adhithana)Ca.Su. 18/55, 46-47				D	V-Viva			
CO3,CO6	Illustrate use of trividha-bodhya-sangraha in anuktavyadhi Ch Su 18/44-45	CAP	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO3,CO5	Outlinepradesikasotha(localedema)ChSu18/19-36	CC	DK	K	L&G D,L_ VC	P-ID,TT-Theo ry,VV-Viva	F&S	I	
CO3,CO6	Explain aparisankhyeyatwa of diseases (innumerability) Ch Su 18/42	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3	Complement tridosha-samanyakarma with additional details mentioned in CS	CC	MK	K	BS,IB L,FC	PRN,TT-Theo ry,VV-Viva	F&S	I	
CO1	RecitesutrasChSu42,43,44-47	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	SummarizethechapteraspersutraChSu18/54-56	CK	NK	K	SDL	P-VIVA	F&S	I	
Topic 7Cha.Su.19-Ashtodareeya Adhyaya(Lecture :1 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms in thechapter such as nijavyadhi (intrinsic diseases), samanyaja-vyadhi (general diseases) and sankhyasamprapti (enumeration of typesof diseases)	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO3	Outline the types of diseases (sankhyasamprapti) mentioned in the chapter	CK	DK	K	L&G D,GB L	QZ,PUZ,TT- Theory,VV- Viva	F&S	I	



CO3,CO4	Illustrate the importance of tridosha in occurrence of diseases Ch Su 19/5	CC	MK	KH	DIS,S DL	TT-Theory,V V-Viva	F&S	I	
CO3,CO4	Explain the relationship between Nija and Agatu rogas (intrinsic and extrinsic diseases) Ch Su 19/6,7	CK	MK	K	L&G D,PL	TT-Theory,V V-Viva	F&S	I	
CO6,CO8	Classify diseases in Ayurveda using available online resources (Activity, ref: activity table)	CAP	DK	KH	DIS,B L	SA,TT-Theory ,VV-Viva	F	I	
CO1,CO2	RecitesutrasChSu19/5,6	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	SummarizethechapteraspersutraChSu19/8,9	CK	NK	K	SDL	P-VIVA	F&S	I	
CO3,CO6,CO 7	Summarize different classifications of diseases mentioned in deerghanjeeviteeya, tisraishaneeya, ashtodareeya, maharoga and roganeeka	CC	MK	KH	DIS, W	P-POS	F	I	
Topic 8Ch.Su.20- Maharoga adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as agantumukha, trividhaperana, samanyaja-vikara, nanatmajavikara and atmarupa	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO3,CO5	Explainthebasisfortheclassificationofdiseases.Ch.Su.20/3	CK	MK	K	L&G D,ML	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO5	Definenijaandagantujavyadhi.Ch.Su.20/7	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO5	Describekaaranaforanjaandagantujavyadhi.Ch.Su.20/4-5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	



CO3,CO5	Enlist nanatmajavyadhi of vata and relate guna, atmarupa, vikritakarma of vata and its upakrama. Ch.Su. 20/12,13	CAP	MK	K	L&G D	M-CHT,VV- Viva	F&S	I	
CO3,CO5	Enlist nanatmajavyadhi of pitta and relate guna, atmarupa, vikritakarmaof pitta,and its upakrama Ch.Su. 20/14-16	CAP	MK	K	L&G D	M-CHT,VV- Viva	F&S	I	
CO3,CO5	Enlistnanatmajavyadhi of Kapha and Relate guna, atmarupa, vikritakarma of Kapha and its Upakrama. Ch.Su. 20/17-19	CAP	MK	K	L&G D	M-CHT,VV- Viva	F&S	I	
CO4,CO6,CO 8	Make monographs of nanatamaja-vikaras (Activity, see activity list)	CAP	DK	KH	TPW, BL	M-CHT,CR- W	F	I	
CO3,CO6,CO 7	Relate paribhasha of different terms in nanatamajavyadhi with descriptions available in Ashatanga sangraha Su 20/18	CC	DK	KH	DIS	T-OBT	F	I	
CO1,CO2	RecitesutrasCh.Su.20/3,4,5,11,14,17,20-22	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	SummarizethechapteraspersutraChSu20/23-25	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 9Ch.Su.21- Ashtauninditeeya adhyaya (Lecture :3 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as ashtaninditapurusha, ashtadosha of atisthaulya, prasastapurushalakshana	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO2	EnlistashtaninditapurushaChSu21/3	CK	MK	K	L&G D,RP	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlist ashtadosha of atisthoola purusha and justify its ashtadosha Ch.Su. 21/4	CAP	MK	K	L&G D,RP	P-SUR,CL- PR,VV-Viva	F&S	I	
CO4,CO5,CO	Outlinethediagnosticfeaturesofatisthula.Ch.Su.21/9	CC	MK	K	L&G	TT-Theory,V	F&S	I	



7					D	V-Viva			
CO5,CO6,CO7	OutlinehetuandsampraptiofatisthaulyaCh.Su.21/4-8	CAP	DK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Describe chikistasutra for atisthula purusha and mention different formulations. Ch.Su. 21/20- 28	CAP	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO5,CO6	Describe hetu, dosha and lakshana for atikrusha purusha. Ch.Su. 21/11-15	CC	MK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Describe chikistasutra for atikrusha purusha and mention different formulations Ch.Su. 21/20, 29-34	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO6	Interpret why atisthula purusha is difficult to treat compared to krushapurusha Ch.Su. 21/16-17	CAP	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO5	Enlist the features of ideal physique in individuals (prashasta purusha lakshana) Ch.Su. 21/18-19	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO7	DefinenidraandenlististypesChSu21/35&58	CK	MK	K	L&PP T	TT-Theory,V V-Viva	F&S	I	
CO3,CO7	Determine significance of nidra as an etiological factor of sthaulya and karsya and its role in management of the same Ca.Su. 21/51	CAP	MK	KH	DIS,C BL,F C	CL-PR	F&S	I	
CO1,CO2	RecitesutrasChSu21/3,4,16,18,19,35,50,58	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	SummarizethechapteraspersutraChSu21/60-62	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 10Cha.Su.22- Langhanabrimhaneeya Adhyaya(Lecture :3 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	



CO2	Explain basic meaning and importance of key terms such as shadupakrama and dasavidhalanghana	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO4,CO 5	Enlistanddefineshadupakrama.Ch.Su.22/4,9-12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO2,CO5,CO 7	Explain properties of dravyas used in shadupakrama with examples. Ch.Su. 22/12-17	CK	MK	K	L&PP T,PB L	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Enlistdasavidha-langhanaandtheirindicationsCh.Su.22/19-23	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO2,CO4,CO 5	Relate gurvadi guna and samanya visesha sidhanta with shadupakrama Ch Su 22/12-17	CK	DK	KH	DIS,F C	T-EMI,VV- Viva	F&S	I	
CO4,CO5	Identify dasavidhalanghana in treatment guidelines mentioned for different diseases	CAP	NK	KH	IBL,C BL	T-OBT,VV- Viva	F&S	I	
CO4,CO5	Explain samyaklakshana of langhana, brimhana and sthambhana Ch Su 22/34,35,38,40	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Outline atiyoga and ayogalakshana of brimhana, langhana and sthambhana Ch Su 22/36-38	CK	DK	K	L&G D,CB L	M-CHT,TT-T heory,VV- Viva	F&S	I	
CO1,CO2	RecitesutrasChSu21/9-24	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	SummarizechapteraspersutraChSu22/44	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 11Cha.Su.23- Santarpaneeya Adhyaya (Lecture :2 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	



CO2	Explain basic meaning and importance of key terms such as santarpana and apatarpana	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO3,CO5	EnlistsantarpanadravyaChSu23/3-5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3	EnlistsantarpanajanyavyadhisChSu23/5-7	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO6	Explainchikitsa-sutraforsantarpana-janya-roga.Ch.Su.23/8	CAP	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3	ExplainapatarpanajanyavyadhisChSu23/26-29	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO3,CO6	Outline the management approach to apatarpana janya vyadhi Ch Su 23/30-32	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	RecitesutrasChSu23/5-7,26-29	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO2	SummarizechapteraspersutraChSu23/40	CC	NK	K	SDL	P-VIVA	F&S	I	
Topic 12Cha.Su.24- Vidhishoniteeya Adhyaya (Lecture :3 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explain basic meaning and importance of key terms such as sonitadushti and visuddharakta	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO3,CO4,CO 7	ExplaincausativefactorsforraktadushtiCh.Su.24/5-10	CK	MK	K	L&G D	CHK	F&S	I	



CO4,CO6	Explain diagnostic criteria of raktadushti. Ca.Su.24/17	CC	MK	K	L&G D	TT-Theory, V V-Viva	F&S	I	
CO4,CO6,CO 7	Enlist rakta-dushti janya-roga. Ch.Su.24/11-16,28/11-13	CC	MK	K	L&G D	TT-Theory, V V-Viva	F&S	I	
CO4,CO5	Explain treatment principles of rakta-dushti. Ch.Su.24/18.	CC	MK	K	L&G D	INT, VV-Viva	F&S	I	
CO3,CO4,CO 7	Explain visudha-raktalakshana ChSu23/22	CK	MK	K	L&G D	TT-Theory, V V-Viva	F&S	I	
CO3,CO4,CO 5	Explain visuddha-rakta-purushalakshana ChSu23/24	CK	MK	K	L&G D	TT-Theory, V V-Viva	F&S	I	
CO3,CO6,CO 7	Relate the concept of raktadushti with similar references such as Ch.vi. 5/26	CC	MK	KH	DIS	T-OBT	F	I	
CO4,CO5,CO 7	Explain pathyain raktamoksha ChSu24/23	CK	MK	K	L&G D	TT-Theory, V V-Viva	F&S	I	
CO4,CO5,CO 6	Summarize the samprapti of mada, murchaya and sanyasa Ch Su 24/25-29	CAP	DK	KH	L&G D, IBL , RP	PUZ, TT-Theo ry, VV-Viva	F&S	I	
CO1,CO2	Recite sutras ChSu24/14,18,20,21,22,24	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO2	Summarise the chapters as per sutra ChSu24/59-60	CC	NK	K	SDL	TT-Theory, V V-Viva	F&S	I	
Topic 13 Cha.Su.25- Yajjapurusheeya Adhyaya (Lecture: 2 hours, Non lecture: 4 hours)									
CO1	Justify the position of the Yajjapurusheeya chapter in the Samhita and its importance	CC	MK	K	L&G D	INT, TT-Theor y, VV-Viva	F&S	I	



CO2	Explain basic meaning and importance of key terms in the chapter such as Hita, Ahita, Pathya and Apathya	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO4,CO7	Justify the role of different factors responsible for formation of purusha Ch Su 25/3-29	CC	DK	KH	L&G D,ML	TT-Theory,V V-Viva	F&S	I	
CO1,CO8	Appreciate importance of sambhasha in bringing out scientific conclusions	AFT- REC	NK	KH	L&G D,RP, PL	SA,TT-Theory ,VV-Viva	F&S	I	
CO2,CO3	Differentiate factors related with ahara like Aharayoni, Prabhava, udarka, Upayoga, Rasa, Gurvadi Guna etc Ch Su 25/36	CK	MK	KH	L&G D,LS	T-OBT,TT-Th eory,VV-Viva	F&S	I	
CO3,CO4,CO 5	Enlist important agryas related with aushadha, anna and vihara Ch Su 25/38-40	CK	DK	K	L&G D,FC, GBL	T-OBT,TT-Th eory,VV-Viva	F&S	I	H-DG ,H- RN
CO4,CO5,CO 7	DefinepathyaandexplainitsimportanceChSu25/45-47	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO7,CO 8	Justifyimportanceofhitaharaandahitahara(Seeactivitylist)	CAP	DK	KH	DIS,F C	INT,TT-Theor y,VV-Viva	F&S	I	
CO5	MentionasavayonisChSu25/49	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	RecitesutrasChSu25/29,31,33,45,46,47,50	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1	SummarizethechapterwithshlokanumberChSu25/51	CK	NK	K	SDL	TT-Theory,V V-Viva	F&S	I	
Topic 14Cha.Su.26- Atreyabhadraakaapeeya Adhyaya(Lecture :3 hours, Non lecture: 3 hours)									
CO1,CO2	JustifythepositionofthechapterintheSamhitaandits	CC	MK	K	L&G	INT,TT-Theor	F&S	I	



	importance				D	y,VV-Viva			
CO2	Explain basic meaning and importance of key terms such as dravyaprabhava,gunaprabhava,rasapanchakaandviruddha	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	I	
CO2,CO3,CO 5	EnlistgunasofparthivadidravysChSu26/11	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Differentiate dravyaprabhava and gunaprabhava with examples Ch Su 26/13	CK	MK	KH	L&G D	PUZ,TT-Theo ry,VV-Viva	F&S	I	H-DG
CO4,CO5	ExplainedravyakarmukatasiddhantwithexamplesChSu26/13	CK	MK	KH	L&G D,DA	TT-Theory,V V-Viva	F&S	I	H-DG
CO4,CO5,CO 6	Explain the importance of paradi gunas as chikitsopayogi gunas (in diagnosis and treatment). Ch Su 26/29-35 (see activity list, activity no.5)	CK	DK	KH	L&G D,FC, SDL	TT-Theory,V V-Viva	F&S	I	
CO2,CO5	Complement the existing knowledge of ‘rasadi panchaka’ with additions from Charakasamhita.	CK	DK	K	FC,S DL	T-OBT,TT-Th eory,VV-Viva	F&S	I	
CO2,CO5	Differentiate the properties of three types of ‘Vipakas’ Ch Su 26/58-63	CK	MK	K	DIS,F C	TT-Theory,V V-Viva	F&S	I	
CO4,CO5	Explain method of perception of rasa,veerya and vipaka of dravyas Ch Su 26/66	CC	MK	KH	L&G D,D	DEB,TT-Theo ry,VV-Viva	F&S	I	H-DG
CO2,CO4,CO 5	EnlisttheexamplesofprabhavaChSu26/68-70	CK	MK	K	L&G D,ED U,SD L	TT-Theory,V V-Viva	F&S	I	H-DG
CO4,CO5,CO 7	Enlist the types of viruddhaahara and principles of management of diseases caused by viruddhaahara. Ch Su 26/86, 104-105	CK	MK	K	L&G D,BL,	P-PS,TT-Theo ry,VV-Viva	F&S	II	



					RLE				
CO4,CO5	Illustratevichitra-pratyayarabdhawithexamplesChSu26/48-52	CAP	MK	KH	DIS,I BL	P-ID,TT-Theo ry,VV-Viva	F&S	II	
CO1,CO2	RecitetheshlokasChSu26/13,36,37,61,62,66,81,85	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO4,CO5	Relate different sidhantas on dravya mentioned in Ch.Su1, Ch Su 4, Ch Su 27 and Ch Vi 1	CC	MK	KH	DIS,F C	CL-PR	F	I	
CO1,CO2	SummarizethechapteraspersutraChSu26/107-113	CK	NK	K	SDL	TT-Theory,V V-Viva	F&S	II	
Topic 15Cha.Su.27- Annapaana vidhi Adhyaya (Lecture :4 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2,CO5,CO 7	Enlist the characteristics of hitahara and examples of hitaahara and ahitaahara. Ch Vi 27/3	CK	MK	K	SDL	P-VIVA	F&S	I	
CO2,CO5,CO 7	ClassifyaharaintodifferentvargasChSu27/26	CK	MK	K	FC,S DL	P-VIVA	F&S	I	
CO4,CO5,CO 7	Illustrate ahara-dravya through exhibition (See activity list, activity no.7)	CS	DK	SH	PrBL, RLE	Logbook,TR	F	I	
CO1,CO2	SummarisethechapterasperChSu27/351-352	CC	NK	K	SDL	TT-Theory,V V-Viva	F&S	I	
Topic 16Cha.Su.28- Vividhashitapeeteeya Adhyaya (Lecture :4 hours, Non lecture: 14 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	I	
CO2	Explainbasicmeaningofkeytermsinthechaptersuchas	CK	MK	K	L&G	QZ,COM,TT-	F&S	I	



	chaturvidha ahara, vyadhisaha sareera, dhatu-upadhatu-mala-indriya-pradoshajavyadhi				D,BS	Theory,VV-Viva			
CO2,CO7	EnlistthefourtypesofaaharaChSu28/3	CK	MK	K	L&G D,ML	M-CHT,VV-Viva	F&S	I	
CO2,CO7	Explain factors influencing susceptibility to diseases which modify the effects of pathya and apathyaCh Su 27/7	CK	MK	KH	L&G D,SD L	TT-Theory,V V-Viva	F&S	I	
CO3,CO7	Enlistthevyadhi-asahashareeraChSu27/7	CK	MK	KH	L&G D,IBL	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO5,CO7	Outline dhatu-upadhatu-mala-indriya pradoshaja vyadhi(diseases caused by doshas situated in different dhatus,upadhatus, malas and indriyas) explain their treatment principles Ch Su 27/9-30	CC	MK	KH	L&G D,IBL ,LS	T-OBT,M-CH T,TT-Theory, VV-Viva	F&S	I	
CO3,CO4,CO7	ExplainmechanismkoshtagatiandsakhagatiChSu27/31-33	CC	MK	KH	L&G D,FC	TT-Theory,V V-Viva	F&S	I	
CO3,CO7	Emphasize the role of Prajnaparadha in causation of diseases Ch Su 27/39-40	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	I	
CO1,CO2	RecitesutrasChSu27/9-19,35-39,45	CK	MK	K	SDL, REC	P-REC	F&S	I	
CO1,CO2	SummarizethechapterasperChSu28/45-48	CK	NK	K	SDL	T-OBT,TT-Theory,VV-Viva	F&S	I	
CO3,CO6	Relate dhatupradoshaja vyadhi with explanations in other contexts such as Ch.vi. 5/ 10-22, Ch.Su. 28/ 09- 19, Ch.Vi.5/8 and dhatugatha avastha described in Ashtangasangraha Sutasthana	CC	DK	KH	DIS,B S	CL-PR	F	I	



Topic 17Cha.Su.29- Dashapraanaayataneeya Adhyaya(Lecture:2 hours, Non lecture: 2 hours)

CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as pranaayatan,praanabhisara, rogaabhisara, chadmachara, yogya chikitsak, karma kovidah.	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO3,CO 7	Enlistdashapraanayatanas.ChSu29/3,4	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Enlisttwotypesofbhishak.ChSu29/5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Explain the qualities ofpranaabhisar, rogabhisara and bhishakchadmacahara Ch Su 29/7	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Appreciatethesocialhazardscausedduetoquackery	AFT- REC	DK	KH	BS,S DL	CR-W,VV- Viva	F&S	II	
CO8	EnlistqualitiesofyogyachikitsakChSu29/13.	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO8	Illustrate characteristics of different types of vaidya through skit (see activity no.8)	PSY- SET	DK	SH	RP,F V	PRN	F	II	
CO1,CO2	RecitesutrasChSu29/3,4,13.	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	SummarizethechapteraspersutraCh.Su29/14	CK	MK	K	SDL	T-OBT,TT-Th eory,VV-Viva	F&S	II	
CO8	Relate different references related to good qualities of Vaidya from different chapters Ch Su 11/50-53	CC	MK	KH	FC	CL-PR,DEB	F	II	



Topic 18Cha.Su.30- Arthedashamahamooleeya Adhyaya (Lecture :2 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as artha, mahamula, mahaphala, shashwatatva	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Explaintheimportanceofhrudaya.ChSu30/3,4,5,6,7	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Relate concept of hridaya with details given in trimarmeeya, sareerasthana etc.	CK	MK	KH	L&G D,FC	T-OBT	F	II	
CO3,CO4,CO 7	ExplaintheimportanceofojasanditssthanaChSu30/8-12.	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Definetermsdhamani,srotas,sira.ChSu30/12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	ExplainshresthatamabhavaChSu30/15	CK	NK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO5,CO 8	Explain Ayurvedavid lakshana and their method of understanding in the formofvakyashah, vakyarthashah, arthavayavashah Ch Su 30/16	CK	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 7	Outline lakshana of sukhayu, asukhayu, hitayu and ahitayu Ch Su 30/24, 25	CK	DK	KH	L&G D,IBL	PUZ,TT-Theo ry,VV-Viva	F&S	II	
CO3,CO4	Defineobjective(prayojana)ofAyurvedaChSu30/26	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO5,CO 8	AppreciateeternityofAyurvedaChSu30/27	CC	MK	KH	L&G D,BS	TT-Theory,V V-Viva	F&S	II	



CO3,CO4,CO7,CO8	Explain qualities of learner of Ayurveda and their objectives. Ch Su 30/29	CC	DK	K	L&G D	TT-Theory, V V-Viva	F&S	II	
CO3,CO4,CO7	Enlistdashaprakaranof tantraartha.ChSu30/32.	CK	MK	KH	L,L&G D	P-VIVA,TT-T heory,VV- Viva	F&S	II	
CO3,CO4	OutlinetheashtasthanasofCharakaSamhitaChSu30/32	CK	MK	K	L&G D	TT-Theory,PP -Practical,VV- Viva	F&S	II	
CO3,CO4,CO6	EnlistparyayasofAyurveda.ChSu30/31	CK	MK	K	L&G D	TT-Theory,PP -Practical,VV- Viva	F&S	II	
CO4,CO5	Explain characteristicsof pallavagrahi bhishakor consequences ofincomplete knowledge with examples Ch Su 30/72-81.	CK	DK	K	L&G D	TT-Theory,PP -Practical,VV- Viva	F&S	II	
CO3,CO5,CO8	AppreciateimportanceofShastraajnanaChSu30/84-85	AFT- VAL	DK	KH	L&G D,BS	VV-Viva	F&S	II	
CO1,CO2	Explainimportanceofsangrahaadhyayas	CC	DK	K	BL,S DL	VV-Viva	F&S	II	
CO1,CO2	RecitesutrasChSu30/3,410,11,12.	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarizethechapteras persutrasChSu30/86-87	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	
Topic 19Cha.Ni.01-Jwara nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1	Describe the sthana adhikarana (objectives) of Nidanasthana Ch.Ni.1/15	CK	MK	K	L	P-VIVA,TT- Theory	F	II	



CO1	Justify the position of the chapter in the samhita and its importance	CK	MK	K	L	T-EMI	F	II	
CO2	Explain basic meaning and importance of key terms such as nidanapanchaka and jwara	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO4,CO6,CO 7	Explainnidanapanchakawithsuitableexamples.Ch.Ni.1/6-13	CK	MK	KH	L&G D,FC	P-VIVA,TT- Theory	F&S	II	
CO4,CO6	Differentiate vyadhibodhaka nidana and vyadhi janaka nidana Ch Ni 1/1 Cakrapani commentary	CAN	DK	KH	L&G D,TB L	VV-Viva	F	II	
CO2,CO4,CO 6	Enlist synonyms of nidana (causative factors) and roga (disease) Ch Ni 1/3,5	CK	MK	KH	L	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	ExplaintheimportanceofnidanapanchakaCh.Ni1/13	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO6	Explain nidanapanchaka and elaborate nidana (causative factor), purvarupa (premonitory symptoms) lakshana/rupa (symptoms)	CK	MK	KH	L&G D	T-EW	F	II	
CO4,CO6,CO 7	DescribeupashayaalongwithitstypesindetailChNi1/10	CC	MK	SH	L&G D,BS	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Interpret the classification of samprapti (pathogenesis) Ch Ni 1/12	CK	MK	KH	L&PP T,CB L	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Diffrentiatethesamanyaandvisheshasampraptiofdisease	CAP	MK	SH	L_VC ,DIS	TT-Theory,V V-Viva	F&S	II	
CO3,CO4	Describe the vishesha nidana (specific factors of diseases) prakopa karana (causes of aggravation),samprapti (pathogenesis)	CAP	MK	KH	L&G D	TT-Theory,V V-Viva	F	II	



	andlakshana(symptoms)ofjwara(fever)								
CO3,CO6	Outline vataja, pittaja, kaphaja, samsarga and sannipataja jwara Ch Ni 1/19-30	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 6	Describe agantuja jwara nidana (causes factor of exogenous fever) Ch Ni 1/30,31	CK	MK	KH	L	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 5	Differentiate nava and jeerna jwara chikitsa sutra (line of treatment) Ch Ni 1/36	CK	MK	K	L,L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	RecitesutrasChNi/3,5,7-11,38-40	CK	MK	K	SDL, REC	P-REC	F	II	
CO1,CO2	Summarize the chapter as per sutras given at the end of the chapter Ch Ni 1/42-44	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 20Cha.Ni.02-Raktapitta nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justifythe positionofthechapterintheSamhita	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as pratimargaharana, sadhyasadhyata, raktapitta	CK	MK	KH	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4,CO 6	JustifyraktapittaparyayaandniruktiChNi2/5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Outline raktapitta nidana and samprapti (etiology and pathogenesis of raktapitta)	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO4,CO 6	Define raktapitta and outline raktapitta purvarupa (premonitory features of raktapitta) upadrava (complication of raktapitta) Ch Ni 2/6,7	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	



CO4,CO6	Relate concept of trividha gati (adha, urdhwa, tiryag) with samprapti of raktapitta Ch Ni 2/8	CAP	DK	KH	L&G D	T-EMI,TT-Theory,VV-Viva	F&S	II	
CO4,CO5,CO7	Explain concept of pratimargaharana in the context of raktapitta Ch Ni 2/9	CAP	MK	KH	L&G D,LS	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	IllustratesadhyasadyataofraktapittaChNi2/9,12-20	CAP	MK	KH	L&G D,PL	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	Outline asadhya lakshana of raktapitta (features of incurable disease) Ch Ni 2/23-26	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	RecitesutrasChNi/19,27	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO2	SummarizethechapteraspersutraChNi2/28,29	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 21Cha.Ni.03-Gulma nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	JustifythepositionofthechapterintheSamhita	CC	MK	K	L&G D	INT,TT-Theory,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as gulma, panchagulma and raktagulma	CK	MK	K	L&G D,BS	QZ,COM,TT-Theory,VV-Viva	F&S	II	
CO2,CO4,CO6	Demonstrate the prakruti samasamveta and vikruti vishama samaveta siddhanta in the context of gunma Ch.Ni 3/6	CAP	DK	KH	L&G D,IBL	INT,TT-Theory,VV-Viva	F	II	
CO3,CO6	MentiontheimportanceofgulmasthanainsampraptiChNi3/7	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO6	Outline the features of vataja-pittaja-kaphaja and raktaja gulma along with samprapti lakshana (pathogenesis and clinical features) Ch Ni 3/6-11	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	



CO3,CO6	Describe raktaja gulma samprapti, lakshana (pathogenesis and clinical features) Ch Ni 3/13-14	CC	MK	K	L&G D	TT-Theory, V V-Viva	F&S	II	
CO4,CO6	OutlinepoorvarupaofgulmaChNi3/15	CC	DK	KH	L&G D	TT-Theory, V V-Viva	F&S	II	
CO4,CO5	OutlinetreatmentprincipleofgulmaChNi2/16,17	CAP	MK	KH	L&G D	TT-Theory, V V-Viva	F&S	II	
CO1,CO2	SummarisethechapteraspersutraChNi3/18	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 22Cha.Ni.04-Prameha nidana adhyaya (Lecture:2 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as kleda, vikaravighatakara bhava	CK	MK	KH	L&G D,BS	TT-Theory, V V-Viva	F&S	II	
CO3,CO4,CO 6	Describe the concept of kleda and its role in samprapti of prameha Ch Ni 4/6-8	CC	DK	KH	L&G D,CB L	TT-Theory, V V-Viva	F&S	II	H-RN
CO4,CO6,CO 7	SummarisethesankhyasampraptiofpramehaChNi4/11,25,39	CK	MK	K	L	TT-Theory, V V-Viva	F&S	II	
CO2,CO3,CO 6	Enlist causative factors and samprapi ghatkas in prameha Ch Ni 4/7	CK	MK	K	L&G D,CB L	TT-Theory, V V-Viva	F&S	II	
CO2,CO3,CO 6	Explore the sootra ‘eha khalu nidana-dosha-dooshya vishesaebhyo.....’ in the manifestation of diseases Ch Ni 4/4	CAP	MK	KH	L&G D,BS, CBL	TT-Theory, V V-Viva	F&S	II	
CO2,CO3,CO 6	Relate nidana, dosha, dushya and samprapti of vataja, pittaja and kaphaja prameha Ch Ni 4/5,8,24,36,37	CC	MK	KH	L&G D,CB	TT-Theory, V V-Viva	F&S	II	



					L				
CO2,CO3,CO 6	Justify the role of samprapti ghatakas in diagnosed cases of prameha	PSY- SET	NK	SH	L&G D,CB L,D_ BED	P-PS,TT-Theo ry,VV-Viva	F&S	II	H-RN
CO2,CO4,CO 5	OutlinethechikitsassutraofpramehaChNi4/49	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO4,CO6	ExplainsadhyasadyataofpramehaChNi4/11,27,38	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	DescribepurvarupaandupadravaofpramehaChNi4/47,48	CC	MK	K	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	H-RN
CO3,CO7	Relatepredisopsingfactorsofpramehawithpresentdaylifestyle	CAP	DK	KH	DIS,F C	VV-Viva	F&S	II	
CO1,CO2	RecitesutrasChNi4/3,4,48,49	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	SummarisethechapteraspersutraChNi4/53-55	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 23Cha.Ni.05-Kushta nidana Adhyaya (Lecture :2 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as saptadravya, saptakushta	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO4,CO6,CO 7	EnlistandexplainsaptadravyaofkushtaChNi5/3	CC	MK	KH	L&G D,CB	TT-Theory,V V-Viva	F&S	II	



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CO2,CO3,CO6	Explain the role of 'kleda' in the manifestation of kushta Ch Ni 5/3	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO3,CO6	Outline anekarupa of kushta (multiplicity) based on vedana, varna, samsthana and prabhava Ch Ni 5/4	CC	DK	KH	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO3,CO6	Enlistsaptakushtawiththeir doshapredominanceChNi5/5	CK	MK	K	L&G D,BL	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO6	OutlinesamanyanidanaofkushtaChNi5/6	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO4,CO6	EnlistpurvarupaofkushtaChNi5/7	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	H-RN
CO4,CO6	OutlineupadravaofkushtaChNi5/11	CC	DK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO6	ExplainsadhyasadyataofkushtaChNi5/9	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	RecitesutrasChNi5/3,5	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	SummarisethechapteraspersutraChNi5/16	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 24Cha.Ni.06-Shosha nidana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	



CO2	Explain basic meaning and importance of key terms such as chaturvidha ayatana and ekadasarupa	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO3,CO 6	Explain role of four aetiological factors (chaturvidha-ayatana) in samprapti of shosha. Ch Ni 6/4,6,7(1),8,10	CC	MK	KH	L&PP T,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	EnlistekadasarupaofshoshaChNi6/14	CK	MK	K	L&G D,ML	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	OutlinethepurvarupaofshoshaChNi6/13	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 6	ExplainsadhyasadyataofshoshaChNi6/15,16	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6,CO 7	Relate concept of dharaneeya adharaneeya vega to the context of shosha nidana	CAP	MK	KH	DIS	CL-PR	F	II	
CO3,CO4,CO 7	Justify the importance of ashtaahara vidhi visesha ayatana in the context of prevention of shosha	CAP	MK	KH	DIS,F C	CL-PR	F	II	
CO1,CO2	RecitesutrasChNi6/3,5,7,9,11,14	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	SummarisethechapteraspersutraCh6/17	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 25Cha.Ni.07-Unmada nidana Adhyaya (Lecture :2 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance`	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as ashtavibhrama, doshonmada and bhutonmada	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	



CO2,CO3,CO6	DefineunmadaandenlistashtavibhramaChN7/5	CK	MK	K	L&G D	QZ,TT-Theor y,VV-Viva	F&S	II	
CO2,CO3,CO6	Illustrateashtavibhramaindifferenttypesofunmada	CAP	NK	KH	L_VC ,CBL	TT-Theory,V V-Viva	F	II	
CO4,CO6,CO7	ExplainsankhyasampraptiofunmadaChNi7/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO6,CO7	Interpret unmada abhimukha karana (predisposing factors for unmada) in the contemporary scenario Ch Ni 7/3-4	CC	DK	KH	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO6	Interpret the role of prajnaparadha as an important etiological factor in the background of unmada Ca.Ni. 7/19-22	CC	DK	KH	L&G D,L_ VC	CR-RED,TT- Theory,VV- Viva	F&S	II	
CO4,CO6,CO7	Summarise different descriptions of concept of prajnaparadha as aetiological factor Ch Su 8, 11, Ch Vi Ch Sa 1, Ch Vi 3	CC	MK	KH	DIS,F C	PRN	F	II	
CO2,CO3,CO6	OutlinethepurvarupaofunmadaChNi7/6	CC	DK	K	L_VC ,CBL	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO5	ExplainchikitsasutraofunmadaChNi7/8,9	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO4,CO6	DifferentiatedoshonamdaandbhtonmadaChNi7/10-11	CC	DK	KH	L&PP T	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO6	Summarize causes, features purpose (prayojana) and treatment of agantu unmada Ch Ni 7/12-17	CK	DK	K	L&PP T	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	RecitesutrasChNi7/3,5,19-22	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	SummarisethechapterbasedonSutraChNi7/24	CK	NK	K	SDL	T-OBT	F&S	II	



Topic 26Cha.Ni.08-Apasmara nidana adhyaya(Lecture :2 hours, Non lecture: 4 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as nidanarthakara roga, vyadhisankara, tiryaggata dosha	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4,CO 6	DefineapasmaraChNi8/5	CK	MK	K	L,L& PPT	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Explain apasmaraabhimukhakarana (predisposing factors of apasmara) Ch Ni 8/4	CK	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	Outlinevishesha-lakshanaofapasmaraChVi8/8	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	ExplaincikitsasutraofapasmaraChNi8/10	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	ExplainnidanarthakararogaChNi8/16-19	CC	MK	KH	L&G D,L_ VC,C BL	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 6	ExplainvyadhisankaraChNi8/21-22	CC	MK	KH	L&PP T,L_ VC,C BL	TT-Theory,V V-Viva	F&S	II	H-RN
CO2,CO4,CO 5	DifferentiatesudhaandasuddhachikitsaChNi8/23	CC	MK	KH	L&G D,BS, CBL	TT-Theory,V V-Viva	F&S	II	



CO2,CO4,CO 6	Define and relate different types of sadhyasadhyata Ch Ni 8/33-35	CC	MK	KH	DIS,P BL,C BL,P ER	TT-Theory, V V-Viva	F&S	II	H-RN
CO2,CO4,CO 5	Describetiryaggatadosha-cikitsasutraChNi8/36-39	CK	MK	K	L&G D	TT-Theory	F&S	II	
CO6,CO8	Document experiences of physicians on nidanarthakara roga (Activity no.9)	PSY- SET	DK	KH	DIS,T PW	C-INT	F	II	
CO4,CO6,CO 7	Summarise the information gathered from Nidanasthana through Quiz (activity no.10)	CAP	DK	KH	FC,D	QZ	F	II	
CO1,CO2	RecitesutrasChNi8/3,5,16-22,33-35,36-39	CK	MK	K	SDL, REC	P-REC	F&S	II	
CO1,CO2	Summarisethechapterbasedonsutra42-44	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 27Cha.Vi.01- Rasa vimana Adhyayam (Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Explain sthana adhikarana of (objectives) of Vimanasthana Ch Vi 1/3	CK	MK	K	L&G D,LS	CR-W,TT-The ory,VV-Viva	F&S	III	
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO4	Explain basic meaning and importance of key terms such as prakritisama samaveta, vikirti vishama samaveta, ahara vidhi visesha ayatana, satmya	CK	MK	K	DIS,P rBL	TT-Theory, V V-Viva	F&S	III	
CO2,CO4	Explain the prakrutisamasamavet and vikrutivishamasamavet siddhanta with suitable examples. Ch Vi 1/9,10	CK	MK	KH	L&G D	TT-Theory, V V-Viva	F&S	III	H-DG
CO2,CO4,CO 5	Explain chaturvidha prabhava(rasa-dravya-dosh-vikara prabhava) with examples Ch Vi 1/12	CK	MK	KH	L&G D	TT-Theory, V V-Viva	F&S	III	H-DG



CO2,CO4	Describe the dravyaprabhava in taila,ghrita and madhu with the help of 'samanya vishesha siddhanta' Ch Vi 1/14	CC	MK	KH	L&G D,BL	DEB,TT-Theo ry,VV-Viva	F&S	III	
CO2,CO5,CO 7	Explain the dravyas which should be avoided for regular consumption Ch Vi 1/15-19	CC	MK	KH	L&G D,RL E	M-CHT,TT-T heory,VV- Viva	F&S	III	
CO2,CO4,CO 7	ExplainsatmyaanditstypesChVi1/20 7	CC	MK	KH	L&G D,BS	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Summarize ashta aharavidhivisheshayatana and its role in preservation of health. Ch Vi 1/20-23	CK	MK	K	L&G D,PS M	DEB,TT-Theo ry,VV-Viva	F&S	III	H-SW
CO2,CO4,CO 7	RelateconceptofsatmyawithsatmyapareekshaCh.Vi8 7	CC	MK	KH	DIS	CL-PR	F	III	
CO2,CO7	ExplainaharavidhidhanaandbhojyasadgunyaChVi1/24,25	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	H-SW
CO3,CO7	Appreciate the importance of popularizing importance of dietary rules (see activity list)	CAP	DK	KH	PrBL	Logbook	F	III	
CO4,CO5	Differentiate and apply samanagunadravya and samanagunabhuyishtadravya Ca Vi 1/7	CAP	NK	KH	DIS	CL-PR	F	III	
CO1,CO2	RecitesutrasChVi1/9,10,20,24	CK	MK	K	SDL, REC	P-VIVA,TT- Theory	F&S	III	
CO1,CO2	SummarizethechapterbasedonsutraChVi1/27,28	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 28Cha.Vi.02-Trividha kuksheeya Adhyayam (Lecture :2 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	



CO2	Explain basic meaning of key terms such as trividha kukshi, matra-amatra ahara, amadosha, amavisha	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	III	
CO2,CO4,CO 7	ExplainaharamatrabasedontrividhakukshiChVi2/3	CC	MK	KH	L&G D,IBL	C-INT,TT-The ory,VV-Viva	F&S	III	
CO2,CO7	Explain the matrvat ahara (ideal quantity of food) and amatrvatwa of ahara with its types Ch Vi 2/6	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO4,CO7	JustifyeffectsofheenamatraandatimatraaharaChVi2/7	CAP	MK	KH	L&G D,PB L,FC	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Enlist and explain the mental factors affecting digestion of food Ch Vi 2/8	CC	MK	KH	L_VC ,EDU	TT-Theory,V V-Viva	F&S	III	
CO4,CO5	Outline hetu, linga and aushadha of two types of amadosha Ch Vi 2/10-13	CC	MK	KH	L&PP T,CB L,PE R	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	ExplaintheconceptofamavishaChVi2/12	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 4	DefineamasayawithreferencetoitspositionChVi2/17	CK	MK	K	L&G D,D- M	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	RecitesutrasChVi2/9	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO2	SummarizethechapterbasedonsutraChVi2/19	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	



Topic 29Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya(Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms like janapadodhwamsa, daiva and purushakara	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	III	
CO2,CO5	Justify the importance of timely collection of medicines Ch Vi 3/4	CAP	DK	K	L&G D,BS	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	EnlistthecommoncausesofjanapadodhwamsaChVi3/6	CC	MK	KH	L&G D,BS, FC	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Describe the lakshanas of dushti ofvayu, jala, desha and kala. Ch Vi 3/7	CC	MK	KH	L_VC ,PBL, RP	TT-Theory,V V-Viva	F&S	III	
CO4,CO7	Interpret janapadodhwamsa in contemporary epidemiology (see also activity list)	CAP	NK	KH	DIS,B S,PBL ,FV	Logbook,VV- Viva	F&S	III	
CO2,CO5	Summarize the treatment principles of janapadodhwamsakara vikaras Ch Vi 3/12-18	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	ExplaintheroleofadharmainjanapadodhwamsaChVi3/20	CC	MK	KH	DIS,B S	DEB,TT- Theory	F&S	III	
CO2,CO7	OutlinetheconceptofNiyatandAniyatAyu.ChVi3/28-35	CC	DK	KH	L&G D,PB L	DEB,TT-Theo ry,VV-Viva	F&S	III	
CO3,CO4,CO	RelateconceptofdaivaandpurushakarawithreferencesCaSha	CC	MK	KH	DIS,F	CL-PR	F	III	



7	2/44.CaSh6/27.				C				
CO2,CO4,CO7	DifferentiatedaivaandpurushakaraChVi3/29-30	CC	MK	K	L&G D,BS	CR-W,TT-The ory,VV-Viva	F&S	III	
CO4,CO5	ExplainhetuviparitchikitsainjwaraChVi3/39-40	CC	MK	KH	L&G D,CB L	INT,TT-Theor y,VV-Viva	F&S	III	
CO4,CO5	Explainapatarpanaanditstypes.ChVi42-44	CC	MK	KH	L&G D,CB L	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	ExplainconceptofdeshaChVi3/47-48	CC	MK	K	L_VC ,DIS, FV	PA,TT-Theory ,VV-Viva	F&S	III	
CO2,CO4,CO7	Summarisethetermkarmawithreferencetodifferentcontexts	CC	MK	KH	DIS,F C	PRN	F	III	
CO1,CO2	RecitesutrasChVi3/6,10	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	SummarizethechapterbasedonsutraChVi3/49-52	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic30Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya(Lecture:2 hours, Non lecture: 3 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as trividha roga visesha vijnana	CK	MK	K	L&G D	QZ,COM,TT- Theory,VV- Viva	F&S	III	
CO2,CO6	Explaintheapplicationofaptopadesha,pratyakshaandanumana	CC	MK	KH	L,CB	P-PS,TT-Theo	F&S	III	H-RN



	inclinical examination.ChVi4/3-8				L	ry,VV-Viva			
CO2	RecitesutraChVi4/4,12	CK	MK	K	SDL, REC	P-VIVA,P- REC	F&S	III	
CO1,CO2	Summarisethechapteraspersutrano.ChVi.4/13-14	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 31Ch.Vi. 05- Sroto vimana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as srotas, srotodushti	CK	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	ExplainimportanceofsrotasChVi5/3-4	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	III	
CO2	EnlistthetypesofsrotasChVi5/7	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3	Explain types and general causative factors of srotodushti Ch Vi 5/23,24	CK	MK	K	L&G D	T-OBT,TT-Th eory,VV-Viva	F&S	III	H-RN
CO4,CO5	Explain hetu, lakshan and chikitsa of specific srotodushti Ch Vi 5/8, 10-22, 26-28	CK	MK	K	L&G D,CB L	TT-Theory,V V-Viva	F&S	III	H-RN
CO1,CO2	RecitesutrasChVi5/3,4,7,9-27	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	SummarizethechapterbasedonChVi5/28-30	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	



Topic 32 Cha. Vi. 06- Roganika vimana adhyaya (Lecture :2 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as rogameeka, anubandhya, anubandhy	CK	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO1,CO3	Enlist the types of diseases based on prabhav, bala, adhishtana, nimmita, ashay. Ch Vi 6/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	H-RN
CO2	Explain the rationale behind classification of diseases. Ch Vi 6/4	CC	MK	KH	L&G D,BS	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO3	Enlist the diseases caused by shareera and manas doshas. Explain the relation between shareera and manasa doshas. Ch Vi 6/6-9	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3	Explain anubandhya and anubandhadoshas Ch. Vi 6/11	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 7	Explain four types of agni. Ch Vi 6/12	CK	MK	K	L&G D,PL	TT-Theory,V V-Viva	F&S	III	
CO2,CO7	Enlist types of shareera prakruti Ch Vi 6/13	CK	MK	K	L&G D	P-ID,TT-Theo ry,VV-Viva	F&S	III	
CO2,CO7	Summarize the treatment principles of Prakruti kadoshas (Vatala, Pittal, Shlema Prakruti) Ch Vi 6/14-18	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Enlist qualities of Rajavaidya Ch Vi 6/19	CK	MK	K	L,RP	P-RP,VV- Viva	F&S	III	
CO1	Summarize the chapter based on sutras Ch Vi 6/42-44	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 33 Cha. Vi. 07- Vyadhita rupeeya vimana Adhyaya (Lecture :2 hours, Non lecture: 2 hours)									



CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as dvididah vyadhita prurusha	CK	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO2,CO3	Explain two types of vyadhita purusha (guru vyadhita and laghu vyadhita) Ch Vi 7/3,4	CC	MK	KH	L,RP	TT-Theory,V V-Viva	F&S	III	H-RN
CO2,CO8	Explain two types of vaidya (jnani and ajnani) Ch Vi 7/4	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 4,CO5	Enlist the types of krimis (see activity list also) Ch Vi 7/9	CC	MK	KH	L&G D,FC, EDU	QZ,PUZ,TT- Theory,VV- Viva	F&S	III	H-RN
CO4,CO5	Explain the trividha chikitsa Ch Vi 7/14	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2	Recite sutra Ch Vi 7/28	CK	MK	K	REC	VV-Viva	F&S	III	
CO1,CO2	Summarize the chapter with the help of Slokas 31 and 32	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 34 Cha. Vi. 08-Rogabhishagjiteeyam Adhyaayam. (Lecture :5 hours, Non lecture: 11 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO1,CO2,CO 4	Explain the basic meaning and importance of sastrapareeksha, trividha upaya, tadvidyasambhasha, karya abhiivritti ghataka, dasavidha pareekshyabhava, dasavidha atura pareeksha	CC	MK	K	L	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Explain shashtrapareeksha. Ch Vi 8/3	CC	MK	K	L&G D,BL	DEB,TT-Theo ry,VV-Viva	F&S	III	



CO2	Enlistthethreemeansofknowledge(trividhaupaya).ChVi8/6	CK	MK	K	L&G D	TT-Theory, V V-Viva	F&S	III	
CO2	Explain the adhyayan and adhyapana vidhi. (also see activity list) Ch Vi 8/7,8	CK	MK	K	L,W	SA,VV-Viva	F&S	III	
CO1,CO2	OutlinesambhashavidhiCVi8/16-18	CK	DK	KH	L&G D,ED U	DEB,TT-Theo ry,VV-Viva	F&S	III	
CO1	DescribethreetypesofparishatChVi8/19,20	CK	DK	K	L,RP, SDL	P-RP,VV- Viva	F&S	III	
CO1,CO2	EnlistvadamargapadaniChVi8/27	CK	DK	K	L,FC	TT-Theory, V V-Viva	F&S	III	
CO1,CO2	Explainsdashavidhapareekshyabhas.ChVi8/68-77,84	CK	MK	K	L&G D,BL	QZ,TT-Theor y,VV-Viva	F&S	III	
CO3,CO4,CO 6,CO7	ExplainsdhatuamyapareekshaChVi8/89	CC	MK	KH	L,DIS	CHK,TT-Theo ry,VV-Viva	F&S	III	
CO1,CO2,CO 6	Explainsdashavidhaaturapareeksha.ChVi8/94-123	CC	MK	KH	L&G D,CB L	PUZ,TT-Theo ry,VV-Viva	F&S	III	H-RN
CO1,CO2	RecitethesutrasChVi.8/3,668-78.	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	Summarizethechapterwiththehelpofshlokas52-56	CC	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 35Cha.Sha.01-Katithapurushheeya Adhyaya(Lecture :2 hours, Non lecture: 3 hours)									
CO1,CO2	Describe the sthana adhikarana (objectives) of sharirasthana Cha.Sha 8/69	CC	MK	K	L&G D	TT-Theory, V V-Viva	F&S	II	



CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms purusha, mana, atma, yoga and moksha	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4	Define ekadhatupurusha, shaddhatvatmak purush, chaturvimashataika purusha and rashi purusha, Ca Sh 1/16, 17, 35	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 4	Explain lakshana, guna, vishaya and karma of manas and its role in jnanotpatti krama Ca Sha 1/ 18-24	CC	MK	K	L&G D,FC	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Enlistashtaprakrutiandshodashavikara.CaSha1/63-64	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	ExplainsrusthiutpattikramaandpralayaCaSha1/66-69	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO 7	Identify atmalinga as basic features of living organism Ca Sha 1/70-74	CC	MK	K	DIS,F C	TT-Theory,V V-Viva	F&S	II	
CO2,CO5	ExplainnaishtikichikitsaCaSha1/86-94	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Explaindukhahetavah(causesofmisery)CaSha1/98	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO3,CO 4,CO7	Outline asatmyendriyarthasamyoga as a cause of diseases Ca Sha 1/118-128.	CC	MK	KH	L&G D,FC	DEB,TT-Theo ry,VV-Viva	F&S	II	
CO2,CO4,CO	Defineandexplainprajnaaparadha,withtermsdhi vibhramsha,	CC	MK	KH	L&G	TT-Theory,V	F&S	II	



7	dhrutivibhramsha,smritivibhramsha.CaSha1/99-102.				D	V-Viva			
CO2,CO4,CO7	Describe vedana, vedana adhishtana and vedana nivrutti Ca Sha 1/134-137.	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO7	DefinestateofYogaCaSha1/138-141	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4,CO7	Outlinemokshapraptiupaya.CaSha1/142-146	CC	DK	KH	L&G D,BS	P-VIVA,TT- Theory	F&S	II	
CO1,CO4,CO7	ExplainlakshanaofPrashaantaBhutaatma.CaSha1/155-156	CK	DK	K	L&G D	VV-Viva	F&S	II	
CO2,CO3,CO4,CO7	EnlistandexplainsmritihetuChSha1/148-149	CC	MK	KH	L&PP T	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Relatesmritihetuswithprocessoflearning	CAP	NK	KH	L_VC ,BS	VV-Viva	F	II	
CO3,CO8	Illustratesmritihetusthroughgame(activityno.11)	PSY- SET	DK	SH	EDU, SDL, PSM, GBL	O-GAME	F	II	
CO1,CO2	RecitesutrasCha.Sha.16-23,28-30,36,63,64,70-74, 98,102,109,137-139,148,149	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO2	SummarizethechapterbasedonsutraCa.Sha1/156	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	
Topic 36Cha.Sha.02-Atulyagothreeyam Adhyaaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in theShareerasthanaand its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	



CO2	Explain basic meaning and importance of key terms in the chapter atulya-gotra, beeja, dwireta, kliba, prajnaparadha, pratikarma, daiva	CK	DK	K	L&G D,BS	QZ,COM,TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Enlist prerequisites for conception Ch Sha 2/4	CK	MK	K	L&G D	QZ,TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Summarize the factors affecting conception, foetus Cha Sha 2/6-12	CK	DK	K	L&G D	QZ,TT-Theory,VV-Viva	F&S	II	
CO2,CO7	Enlist shodasa dhatu (16 factors) in the formation of fetus Ch Sha 2/32,33	CK	MK	K	L&G D	TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Outline features of multiple pregnancies, dwireta (hermaphroditism) and other types of sexual abnormalities Ca sh 2/12-14, 18-21	CK	DK	K	L&G D	TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Explain lakshanas of sadyogruhit garbhini lakshana. Ca Sha 2/23-27	CK	DK	K	L&G D	TT-Theory,VV-Viva	F&S	II	
CO3,CO7	Explain ativahika purusha (factors carrying from previous birth to next birth). Ca Sha 2/31-32	CK	MK	K	L&G D,IBL	CR-W,TT-Theory,VV-Viva	F&S	II	
CO3,CO7	DifferentiatedaivakaraandpurushaakaraCaSha2/44.	CK	MK	K	L&G D	TT-Theory,VV-Viva	F&S	II	
CO3,CO7,CO8	Explain nirogalakshana. Ca Sha 1/46-47	CK	DK	K	L&G D,CBL	CHK,TT-Theory,VV-Viva	F	II	
CO1,CO2	Recites utras Cha. Sha. 2/26,27,35,44,45-47	CK	MK	K	SDL, REC	P-REC,TT-Theory	F&S	II	
CO1,CO2	Summarize the chapter based on Ca Sha 2/48	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	II	



Topic 37 Cha.Sha.03-Khuddika garbhavakranti Adhyaya (Lecture:1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Shareerasthana and its importance	CK	MK	K	L&G D	INT,TT-Theory, VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as matrija, pitrija, sattvaja, satmyaja, rasaja, atmaja bhavas, beeja and beejabhaga	CK	MK	K	L&G D,BS	QZ,COM,TT-Theory, VV-Viva	F&S	II	
CO3,CO7	Enlist factors responsible for the formation, growth of the embryo Cha Sha 3/3	CK	MK	K	L&G D	TT-Theory, V-Viva	F&S	II	
CO1,CO3,CO7	Outline the sambhasha parishat on garbha utpatti (formation of embryo) and factors contributed from different agents like satva, satmya etc. Ch Sha 3/4	CK	DK	K	L&G D	PRN,DEB	F&S	II	
CO3,CO7	Explain matruja, pitruja, atmaja, satmyaja, rasaja, satvaja bhavas of garbha Ch Sha 3/6-14	CK	DK	KH	L&G D	TT-Theory, V-Viva	F&S	II	
CO2,CO3,CO7	Explain role of beeja-beejabhaga dushti in congenital abnormalities Ch Sha 3/17	CAP	MK	KH	L&G D	TT-Theory, V-Viva	F&S	II	
CO2	Recites utrasno Ch Sha 3/17	CK	MK	K	SDL, REC	P-REC,TT-Theory	F&S	II	
CO1	Summarize the chapter based on sutra Ch Sha 3/26-27.	CK	NK	K	SDL	T-OBT, VV-Viva	F&S	II	
Topic 38 Cha.Sha.04-Mahatee garbhavakranti Adhyaya (Lecture:1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Shareerasthana and its importance	CC	MK	K	L&G D	INT,TT-Theory, VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms such as garbhopaghatakar bhava, manas prakriti.	CK	MK	K	L&G D,BS	QZ,COM,TT-Theory, VV-Viva	F&S	II	



CO3,CO7	DefinegarbhaCh.Sha4/5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	EnlistcomponentsofshaddhatvaatmakpurushCaSh4/6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Explainfunctionsofatmaintheformationofgarbha.Chsha4/8	CK	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	OutlinemaasanumasikgarbhaphoshanaChSha4/9-11,20-24	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Explaingarbhopaghatakarabhavas.ChSh4/18	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO3,CO7	Summarize the causes of congenital abnormalities Ch Sha 4/30-32	CK	MK	K	L&G D	P-POS,TT- Theory	F&S	II	
CO3,CO7	Explainqualitiesofsatva-raja-tama.ChaSh4/36	CK	MK	KH	L&G D	QZ,TT-Theor y,VV-Viva	F&S	II	
CO3,CO7	Outline features of shodash manasa prakritis (sixteen types of mental constitution). Ch Sha 4/36-40	CK	DK	KH	L&G D,L_ VC,C BL	PM,TT-Theor y,VV-Viva	F&S	II	
CO3,CO6	Identify some important features of manasaprakriti in individuals (also see activity list)	PSY- SET	NK	SH	CBL, RP,D	P-RP,VV- Viva	F	II	
CO1,CO2	RecitesutrasChSha4/6,36	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	Summarize the chapter as per sutras given at the end of the chapter Ca Sha 4/42-45.	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	



Topic 39 Cha.Sha.05-Purushavichaya Shareera Adhyaya(Lecture :1 hours, Non lecture: 4 hours)

CO1,CO2	Justify the position of the chapter in the Samhita	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain the basic meaning and importance of key terms in the chapter such as lokapurushasamyata, hetwadi panchaka and satya buddhi	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO4,CO 7	Define lokapurushasamyasiddhanta ChSh.4/13;5/3	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Illustrate loka -purusha samya siddhanta with examples Ch Sha 5/5	CAP	DK	KH	DIS,B S,PER	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Define and describe satya buddhi ChSh.5/7,16-19	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	Enlist and describe hetvadipanchaka ChSh.5/8	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO4,CO7	Illustrate pravritti-nivrittiupaya (see activity list)	CAP	DK	KH	D	P-PS,TT-Theo ry,VV-Viva	F	II	
CO1,CO2	Recite sutras ChSha 5/3,5,8,16	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	Summarize the chapter as per sutra ChSh 5/25,26	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	

Topic 40 Cha.Sha.06-Sareeravichaya adhyaya(Lecture :1 hours, Non lecture: 2 hours)

CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain the basic meaning and importance of key terms in the	CK	MK	K	L&G	QZ,COM,TT-	F&S	II	



	chapter such as vriddhikara bhava, kala kaala mrityu and param ayu				D,BS	Theory,VV-Viva			
CO2	DefineshareeraCh.Sh.6/4	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO4	ApplysamanyavisheshasiddhantainshareeraCh.Sh.6/11	CAP	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	DescribeshareeravruddhikarabhavaCh.Sh.6/12	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	DescribebalavruddhikarabhavaCh.Sh.6/13	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	ExplainaharaparinamakarabhavaCh.Sh.6/14,15	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	Classify shareera-gunas into malarupa and prasadarupa Ch.Sh..6/16,17	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	ExplaintheconceptofkalaandAkalaMrithyuCh.Sh6/28	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2,CO7	DefineparamaayukaranamCh.Sh6/30	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO7	Analysedatarelatedtoakala-mrityu(seeactivitylist)	CAP	DK	KH	DIS,I BL,E DU	M-CHT	F	II	
CO1,CO2	RecitethesutraChSha6/4,5-11,12,13,17,28,30	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	SummarizethechapteraspersutraChSh6/31-34	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	II	



Topic 41 Cha.Sha.07- Sareerasankhya sareera Adhyaya (Lecture :1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain the basic meaning and importance of key terms in the chapter such as chetanaadishtana, pranayathana, koshtanga, pratyanga, anjali pramana etc.	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2,CO3,CO 7	ExplainparamanubhedashariramChSha7/17	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO1,CO2	RecitesutraChSha7/17	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	II	
CO1,CO2	SummarizethechapteraspersutraChSha7/19,20	CK	NK	K	SDL	T-OBT	F&S	II	
Topic 42 Cha.Sha.08-Jathisutreeya Adhyaya (Lecture :1 hours, Non lecture: 12 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	II	
CO2	Explain basic meaning and importance of key terms in the chapter such as jathi, pumsavana, sutikagara etc	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	II	
CO2	EnlistgarbhaupaghatakarabhavaCh.Su8/21	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	II	
CO2	DescribetheinfrastructureofasutikagaramCh.Su8/33	CK	NK	K	PrBL, SDL	M-MOD,TT- Theory	F&S	II	V-BL
CO3,CO8	Demonstrate garbhopghatakarabhava through skit (see activity list)	PSY- SET	DK	KH	ML,R P	QZ,CHK,VV- Viva	F	II	
CO1,CO2	SummarizethechapterasperthesutraChSha8/68,69	CK	NK	K	SDL	T-OBT,VV-	F&S	II	



						Viva			
Topic 43Cha.In.1-Varnasvariya Indriya Adhyaya (Lecture :1 hours, Non lecture: 1 hours)									
CO1,CO2	Describesthanaadhikarana(objectives)ofIndriyasthana	CK	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	KH	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as arishta, vikritibheda, varna, swara etc. related to rishta	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	III	
CO2,CO6	EnlistfactorsforassessingrishtaRef:Ch.In1/3	CK	MK	K	L&G D,BL	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enlistsixtypesofprakrutibheda.ChIn1/5	CK	MK	K	L&G D,ED U	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enist vikritibheda (types of vikriti) in the context of rishta Ch In 1/6,7, 17-23	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	ExplainprakrutaandvaikarikavarnaChIn1/8,9	CK	MK	K	L&G D,ML	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Summarize varnavishayak arishta (rishta related to varna) Ch In 1/9-13	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain prakruta and vaikarika swara (normal and abnormal voices) Ch In 1/14	CK	MK	K	L&G D,ED U	QZ,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Summarize swara vishayakarishtha (arishta related to voice) Ch In 1/15,24,25	CC	DK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	



CO1,CO2	SummarizethechapterChIn1/26	CC	NK	KH	SDL	T-OBT,VV-Viva	F&S	III	
Topic 44Cha.In.2-Pushpitakam Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justifythepositionofthechapterinthesequence	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as niyatarishta, aniyatarishta	CK	MK	K	L&G D,BS	QZ,COM,TT- Theory,VV- Viva	F&S	III	
CO6	Outline gandhavishayak arishta (prognostic signs identified through smell) Ch In 2/7-16	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 6	Summarize rasavishayak arishta (prognostic signs related to taste) Ch In 2/17-22	CK	DK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	SummarisethechapterChIn3/23	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 45Cha.In.3-Parimarshaneeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	EnlistSparshagamyabhava(palpablesigns)inarishtaChIn3/4	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explain SparshavishayakArishta lakshna (based\on palpation)) Ch In 3/5,6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per the sutras given at the end of the chapter Ch In 3/7	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 46Cha.In.4-Indriyaneekam Indriya adhyaya (Lecture :1 hours, Non lecture: 0 hours)									



CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F	III	
CO2,CO6	Explain indriya vishayaka arishta samanya niyama (general rule regarding involvement of indriya) Ch In 4/3-6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per the sutras given at the end of the chapter Ch In 4/27	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 47 Cha.In.5-Purvarupeeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 2 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and its importance	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	Enlist jvara rupavishayaka poorvaroopiya rishta (rishta based on purvarupa of jvara) Ch In 5/3-5	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 4	DefineswapnaChIn5/41-42	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Enlistandexplainswapnabheda(typesofswapna)ChIn5/43	CC	MK	KH	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	RecitesutraChIn5/41-43	CK	MK	K	SDL, REC	P-REC,TT- Theory	F&S	III	
CO1,CO2	SummarisethechapteraspersutraChIn5/47	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	
Topic 48 Cha.In.6-Katamanisharireeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justify the position of the chapter in the Samhita and explain basic meaning and importance of key terms in the chapter	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO3,CO 6	Outline arishta related to pureesha, mutra and swayathu Ch In 6/11-19	CC	DK	K	L&G D	TT-Theory,V V-Viva	F&S	III	



CO1,CO2	Summarise the chapter as per sutras given at the end of the chapter Ch In 6/25	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 49Cha.In.7-Pannarupiyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	Justifythe positionofthechapterintheSamhita	CK	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO3,CO 6	Explain basic meaning and importance of chaya, pratichaya and prabha	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explainpratichayavishayakaarishta.ChIn7/4-6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Explainchayavikrutiarishtas.ChIn7/4-6	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	EnlistfivetypeschayaChIn7/10-13	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	EnlistseventypesofprabhaChIn7/14-15	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO3,CO 6	DifferentiatechayaandprabhaChIn7/16-17	CC	MK	K	L_VC	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	SummarisethechapterChIn7/32	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	
Topic 50Cha.In.8-Avakshiraseeyam Indriyam Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1,CO2	JustifypositionofthechapterinSamhita	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per sutra given at the end of the chapter	CK	NK	K	SDL	T-OBT,VV-Viva	F&S	III	



Topic 51 Cha.In.9-Yasya shyavanimittiya Indriya Adhyaya (Lecture:1 hours, Non lecture: 0 hours)									
CO1	Justify position of the chapter in Samhita	CK	MK	K	L&G D	INT, TT-Theory, VV-Viva	F&S	III	
CO2	Explain basic meaning and importance of key terms such as ashtamaharoga	CC	MK	K	L	TT-Theory, VV-Viva	F&S	III	
CO2, CO4, CO6	Enlist ashtamaharogas Ch In 9/8-9	CC	MK	K	L&G D	TT-Theory, VV-Viva	F&S	III	
CO1, CO2	Summarise the chapter as per the sutra given at the end of the chapter Ch In 9/23,24	CK	NK	K	SDL	T-OBT, VV-Viva	F&S	III	
Topic 52 Cha.In.10-Sadyomaraneeyam Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1, CO2	Justify position of the chapter and key terms in the chapter	CC	MK	K	L&G D	INT, TT-Theory, VV-Viva	F&S	III	
CO2, CO6	Explain sadyomaraneeya arishtas Ch In 10/3-20	CK	MK	K	L&G D	TT-Theory, VV-Viva	F&S	III	
CO1, CO2	Summarise the chapter as per the sutras given at the end of the chapter Ch In 10/21	CK	NK	K	SDL	T-OBT, VV-Viva	F&S	III	
Topic 53 Cha.In.11-Anujyotiyam Indriya Adhyaya (Lecture :1 hours, Non lecture: 0 hours)									
CO1, CO2	Justify the position of the chapter and explain key terms such as arishta Ch In 11/29	CC	MK	K	L&G D	INT, TT-Theory, VV-Viva	F&S	III	
CO2, CO6	Define arishta Ch In 11/29	CK	MK	K	L&G D	TT-Theory, VV-Viva	F&S	III	
CO1, CO2	Recite sutra Ch In 11/29	CK	MK	K	SDL	P-VIVA, TT-Theory	F&S	III	



Topic 54Cha.In.12-Gomayachurniyam Indriya Adhyaya(Lecture :1 hours, Non lecture: 17 hours)									
CO1,CO2	Justify the position of the chapter and explain key terms such as mumurshu, prasasta duta and mangalika dravya	CC	MK	K	L&G D	INT,TT-Theor y,VV-Viva	F&S	III	
CO2,CO6	SummarizemumurshulakshanaChIn12/9-25	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO6	Outline prashasta doota lakshana and mangalika dravya Ch In 12/71-80	CK	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO2,CO4	DefinearogyainthecontextofarishtaChIn12/87	CC	MK	K	L&G D	TT-Theory,V V-Viva	F&S	III	
CO1,CO2	Summarise the chapter as per sutra given at the end of the chapter Ch In 12/89	CK	NK	K	SDL	T-OBT,VV- Viva	F&S	III	



List of Practicals (Term and Hours)

PRACTICALS (M.A.S. 100) of NLH			
S.No	List of Topics	Term	Hours
1	SHLOKAPATHANA-1	1	10
2	LEARNING THROUGH VYAKHYANA-1	1	3
3	OBSERVING THE PRACTICAL UTILITY OF SNEHANA AND SWEDANA	1	2
4	IDENTIFICATION OF BAHUDOSHALAKSHANAIN PATIENTS	1	2
5	ASSESSMENT OF DISEASES BASED ON TRIVIDHA BODHYA SANGRAHA	1	2
6	IDENTIFICATION OF ASHTADOSHAINSTHOULYA	1	2
7	CLINICAL OBSERVATION ON NIJAAGANTUJARELATIONSHIP	1	2
8	CLINICAL OBSERVATION ON SHADUPAKRAMA	1	2
9	ASSESSMENT OF RAKTA DUSHTI KARANA IN SPECIFIC CLINICAL CONDITIONS	1	2
10	OBSERVATIONS ON USE OF AGRYA AUSHADHA IN CLINICAL PRACTICE	1	2
11	ASSESSMENT OF DHATU-UPADHATU-MALA PRADOSHAJA VIKARAS IN PATIENTS	1	3
12	SHLOKAPATHANA-2	2	10
13	LEARNING THROUGH VYAKHYANA-2	2	3
14	CASE TAKING IN RELATION TO NIDANAPANCHAKA	2	12
15	DIFFERENTIAL DIAGNOSIS OF SKIN DISEASES BASED ON GUIDELINES ON KUSHTA	2	2
16	PRAMANAPARIKSHA	2	2
17	IDENTIFICATION OF VIKARAVIGHATA BHAVA ABHAVA IN PATIENTS	2	2
18	EXPLORATION OF LOKA PURUSHA SAMYA VADA IN THE BACKGROUND OF ONE HEALTH	2	2
19	SHLOKAPATHANA-3	3	10
20	LEARNING THROUGH VYAKHYANA-3	3	3
21	LEARNING THROUGH SAMHASHA PARISHAD	3	6
22	SROTAS PROFORMA	3	2



23	LEARNINGTHROUGHTANTRAYUKTI	3	5
24	ASSESSMENT OF HEALTH THROUGH DHATU SAMYA PAREEKSHA	3	2
25	AGNIASSESSMENTBASEDONAPACHARA	3	2
26	TRIVIDHAROGAVISHESHAVIJNANAINDIAGNOSIS	3	3
27	ASSESSMENTOFUPASAYAANDANUPASAYAINPATIENTS	3	2



Table 4: Learning objectives (Practical)

A4 Course outcome	B4 LearningObjective(Attheendofthesession,thestudents should be able to)	C4 Doma in/sub	D4 Must to know /desirableto know / Nice to know	E4 Level Does/ Show show/ Know show/ Know	F4 T-L meth od	G4 Assessment (Refer abbreviations)	H4 Form ative/ summ ative	I4 Term	K4 Integr ation
Topic 1SHLOKA PATHANA- 1									
CO1,CO2	Recitetheselectedslokasineachchapter	CK	MK	K	REC	PP-Practical,V V-Viva	F&S	I	
CO1,CO2	Compileslokasselectedforrecitation	CK	MK	K	SDL	PP-Practical,V V-Viva	F&S	I	
Topic 2LEARNING THROUGH VYAKHYANA-1									
CO1,CO2	Interpret selected sutras with the help of Ayurveda Deepika Vyakhyana of Carakasamhita	CC	MK	KH	L&G D,DIS ,TBL	PP-Practical,V V-Viva	F&S	I	
CO1,CO2	Preparenarrativesummaryofvyakhyanaforthespecifiedsutras	CAP	MK	KH	SDL	PP-Practical,V V-Viva	F&S	I	
CO1,CO2	AppreciateimportanceofVyakhyanaainlearningSamhita	AFT- REC	MK	KH	D	P-VIVA	F&S	I	
Topic 3OBSERVING THE PRACTICAL UTILITY OF SNEHANA AND SWEDANA									
CO4,CO5	Identifyandcompileexperiencesofpeopleundergoingsneha-	CAP	MK	KH	SDL,	PP-Practical	F&S	I	V-PC



	sweda				RLE				
Topic 4 IDENTIFICATION OF BAHUDOSHA LAKSHANA IN PATIENTS									
CO3,CO4,CO6,CO7	Assess Bahudoshalakshanainpatients	PSY-SET	MK	SH	CBL,PT	PP-Practical,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Appreciate the role and importance of assessing bahudosha lakshana in clinical practice	AFT-REC	MK	SH	CBL,PRA	PP-Practical,V V-Viva	F&S	I	
Topic 5 ASSESSMENT OF DISEASES BASED ON TRIVIDHA BODHYA SANGRAHA									
CO3,CO4,CO6,CO7	Assess diseases based on trividha-bodhya-sangraha ie. vikaraprakriti(nature of disease), samuthana (causative factors) and adhishtana (site of disease)	PSY-SET	MK	SH	CBL,PRA	PP-Practical,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Appreciate role and importance of trividhabodhyasangraha in clinical practice	AFT-REC	MK	SH	CBL,PRA	PP-Practical,V V-Viva	F&S	I	
Topic 6 IDENTIFICATION OF ASHTA DOSHA IN STHOULYA									
CO3,CO4,CO6,CO7	Assess ashtadoshaofatisthoulyainsubjects	PSY-SET	MK	SH	CBL,D	TT-Theory,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Maintain good communication skills with patients	AFT-RES	MK	SH	CBL,D,PR A	TT-Theory,V V-Viva	F&S	I	
Topic 7 CLINICAL OBSERVATIONS ON NIJA AGANTUJA RELATIONSHIP									
CO3,CO4,CO6,CO8	Identify relationship between nija and agantu in clinical conditions	PSY-SET	MK	SH	CBL,PT,D	PP-Practical,V V-Viva	F&S	I	
CO4,CO8	Develop good rapport with patients	AFT-VAL	MK	SH	CBL,PT,D	P-VIVA,VV-Viva	F&S	I	



Topic 8 CLINICAL OBSERVATION ON SHADUPAKRAMA									
CO3,CO4,CO5,CO8	Identify shadupakramaintreatmentplansofdifferentdiseases	PSY-SET	MK	SH	CBL,PT,D	PP-Practical,V V-Viva	F&S	I	
CO5,CO8	Developgoodcommunicationsskillsinclinics	AFT-REC	MK	SH	CBL,PT,D	PP-Practical,V V-Viva	F&S	I	
Topic 9 ASSESSMENT OF RAKTA DUSHTI KARANA IN SPECIFIC CLINICAL CONDITIONS									
CO3,CO4,CO6,CO7	Identify raktadushti karanas in patients affected by raktadushti, especially, skin diseases	PSY-SET	MK	SH	CBL,D,PR A	PP-Practical,V V-Viva	F&S	I	
CO3,CO4,CO6,CO7	Developgoodcommunicationsskillswithpatients	AFT-REC	MK	SH	CBL,D,PR A	PP-Practical,V V-Viva	F&S	I	
Topic 10 OBSERVATIONS ON USE OF AGRYA AUSHADHA IN CLINICAL PRACTICE									
CO1,CO4,CO5	Justifyuseofagraushadhasincommonclinicalconditions	PSY-MEC	MK	SH	PER	P-VIVA	F&S	I	
CO8	Developgoodcommunicationsskills	AFT-REC	MK	SH	DIS,PER	P-VIVA	F&S	I	
Topic 11 ASSESSMENT OF DHATU-UPADHATU-MALA PRADOSHAJA VIKARAS IN PATIENTS									
CO3,CO4,CO6,CO7	Identifydhatu-mala-upadahtupradoshajavikarasinpatients	PSY-SET	MK	SH	CBL,PT,D, BED	P-EXAM,VV- Viva	F&S	I	
CO3,CO4,CO8	Developrapportwithpatients	AFT-REC	MK	SH	CBL,D, BED	P-VIVA,VV- Viva	F&S	I	



Topic 12 SHLOKA PATHANA- 2									
CO2	Recite the selected slokas in each chapter	CK	MK	K	REC	P-VIVA	F&S	II	
CO2	Compile slokas selected for recitation	CK	MK	K	TBL, SDL	P-VIVA	F&S	II	
Topic 13 LEARNING THROUGH VYAKHYANA-2									
CO2	Interpret selected sutras with the help of Ayurveda Deepika Vyakhyana of Carakasamhita	CAP	MK	KH	L&G D,DIS ,TBL	P-VIVA	F&S	II	
CO2	Prepare narrative summary of vyakhyana for the specified sutras	CAP	MK	KH	DIS,S DL	P-VIVA	F&S	II	
CO1,CO2	Appreciate importance of Vyakhyana in learning Samhita	AFT- REC	MK	KH	D	P-VIVA	F&S	II	
Topic 14 CASE TAKING IN RELATION TO NIDANA PANCHAKA									
CO3,CO4,CO 6,CO7	Perform case taking based on nidana-panchaka	PSY- SET	MK	SH	CBL, D_BE D	P-VIVA	F&S	II	
CO8	Develop rapport with patients	AFT- REC	MK	SH	CBL, D_BE D	T-EMI,P- VIVA	F&S	II	
CO6,CO8	Develop clinical skills based on Ayurvedic clinical methods	PSY- SET	MK	SH	CBL, D_BE	PP-Practical	F&S	III	



						D				
Topic 15 DIFFERENTIAL DIAGNOSIS OF SKIN DISEASES BASED ON GUIDELINES ON KUSHTA										
CO4,CO6,CO8	Assess skin diseases based on Ayurvedic parameters	PSY-SET	MK	SH	CBL, D_BE D	PP-Practical	F&S	II		
CO6,CO8	Develop skills based on Ayurvedic clinical methods	AFT-REC	MK	SH	D_BE D	PP-Practical	F&S	II		
Topic 16 PRAMANA PARIKSHA										
CO3,CO4,CO6,CO7	Assess physiometry based on pramana-pareeksha mentioned in Ayurveda	PSY-SET	MK	SH	D	VV-Viva	F&S	II		
CO8	Appreciate importance of Ayurvedic methods of measurements	AFT-REC	MK	SH	D	VV-Viva	F&S	II		
Topic 17 IDENTIFICATION OF VIKARAVIGHATA BHAVA ABHAVA IN PATIENTS										
CO2,CO3,CO4,CO6,CO7	Apply the concept of "vikaravisatabhavabhavapractivishesha" in understanding diseases	CAP	MK	KH	CBL, CD	P-VIVA	F&S	II		
CO6	Perform case taking based on the concept of vikaravighata bhava abhava	PSY-SET	MK	SH	CD,D	P-VIVA	F&S	II		
Topic 18 EXPLORATION OF LOKA PURUSHA SAMYA VADA IN THE BACK GROUND OF ONE HEALTH										
CO4,CO7,CO8	Apply lokapurusha-samya-sidhantain contemporary life	CAP	MK	KH	DIS, B S, PrB L	VV-Viva	F&S	II		
Topic 19 SHLOKA PATHANA-3										
CO1,CO2	Recite the selected shlokas in each chapter	CK	MK	K	REC	VV-Viva	F&S	III		



CO1,CO2	Compileslokasselectedforrecitation	CK	MK	K	SDL	VV-Viva	F&S	III	
Topic 20 LEARNING THROUGH VYAKHYANA-3									
CO1,CO2	Interpret selected sutras with the help of Ayurveda Deepika Vyakhyana of Carakasamhita	CAP	MK	KH	L,LS	VV-Viva	F&S	III	
CO1,CO2	Prepare narrative summary of vyakhyana for the specified sutras	CC	MK	KH	SDL	VV-Viva	F&S	III	
CO1,CO2	AppreciateimportanceofVyakhyanalearningSamhita	AFT-REC	MK	KH	D	P-VIVA	F&S	III	
Topic 21 LEARNING THROUGH SAMHASHA PARISHAD									
CO1,CO2	DemonstrateSambhashaparishattodiscussdifferenttopics	PSY-ADT	MK	SH	D	P-VIVA	F&S	III	
CO8	Appreciate the importance of collective thinking in learning Ayurveda	AFT-VAL	MK	SH	DIS,D	P-VIVA	F&S	III	
Topic 22 SROTAS PROFORMA									
CO4,CO6,CO8	Assessinvolvementofsrotasinclinicalconditions	PSY-SET	MK	SH	D_BE D	VV-Viva	F&S	III	
CO8	DevelopclinicalskillsbasedonAyurvedicclinicalmethods	AFT-REC	MK	SH	D_BE D	VV-Viva	F&S	III	
Topic 23 LEARNING THROUGH TANTRA YUKTI									
CO1,CO2,CO4	Applytantrayuktiandinterpretthesutras	CAP	MK	KH	TBL, D	P-VIVA	F&S	III	
CO1	AppreciatetheimportanceofTantrayuktiininterpretingSamhita	CAP	MK	KH	DIS,T BL	P-VIVA,VV-Viva	F&S	III	



Topic 24 ASSESSMENT OF HEALTH THROUGH DHATU SAMYA PAREEKSHA									
CO3,CO4,CO 6	Assess health of a person based through dhatu-samya-pareeksha	PSY- SET	MK	SH	CBL, D_BE D	P-VIVA	F&S	III	
CO8	Appreciate health of a person through interaction	AFT- RES	MK	SH	D_BE D	P-VIVA, VV- Viva	F&S	III	
Topic 25 AGNI ASSESSMENT BASED ON APACHARA									
CO3,CO4,CO 7	Assess agni based on apachara-visesha	PSY- SET	MK	SH	DIS,D _BED	P-VIVA	F&S	III	
CO8	Develop good rapport with patients	AFT- REC	MK	SH	CBL, D_BE D	P-VIVA	F&S	III	
Topic 26 TRIVIDHA ROGA VISHESHAVIJNANA IN DIAGNOSIS									
CO4,CO6,CO 7	Demonstrate trividha rogavisheshavijnana in clinical methods	PSY- SET	MK	SH	DIS,C BL,D	P-VIVA	F&S	III	
CO8	Appreciate the importance of Ayurvedic parameters in clinical methods	AFT- VAL	DK	SH	DIS,C BL,D	P-VIVA	F&S	III	
Topic 27 ASSESSMENT OF UPASAYA AND ANUPASAYA IN PATIENTS									
CO3,CO5,CO 6	Identify upasaya-anupasaya in patients	PSY- SET	MK	SH	CBL, D_BE D	P-VIVA	F&S	III	
CO8	Appreciate wellness of patients	AFT- REC	DK	SH	D_BE D	P-VIVA	F&S	III	



Table 4a: List of Practical (AsapartofNHL)

S.No	Name of practical	Term	Activity	Practical hrs
1	SHLOKAPATHANA-1	1	<p>Purpose: Toby heartsutrassselectedfrom Charakasamhita</p> <p>Teacher'srole: Teachersshouldinstruct thestudentstobyhearttheslokaswhenthe respectiveportionsareover. Alogbook maybekeptbytheteachertomarkthedata andsignaturetonotethesatisfactory recitationoftheslokasbythestudents. The performanceofstudentscanbeconsidered forformativeassessment. During summativeassessment,slokarecitation willbeapartofpracticalexamination.</p> <p>Studentsrole: Tobyhearttheselected slokasgivenbelowandtocompile minimum100sutras(threeterms)</p> <p>Sutrassuggested:</p> <ol style="list-style-type: none"> 1. Cha.Su.13-SnehaAdhyaya-13-17, 22,57-59 2. Cha.Su.14-SvedaAdhyaya-4,5,39,40,64 3. Cha.Su.15-UpakalpaneeyaAdhyaya -22 4. Cha.Su.16-Chikitsaprabhritiya Adhyaya-13-21,27,28,34-36 5. Cha.Su.17-Kiyantashiraseeya Adhyaya-12,41-44,62,112-118 6. Cha.Su.18-TrisotheeyaAdhyaya-42-43,44-47 7. Cha.Su.19-AshtodareeyaAdhyaya-5,6 8. Cha.Su.20-Maharogaadhyaya-3,4, 5,11,14,17,20-22 9. Cha.Su.21-Ashtauninditeeya adhyaya-3,4,16,18,19,35,50,58 10. Cha.Su.22-Langhanabrimhaneeya Adhyaya-9-24 11. Cha.Su.23-SantarpaneeyaAdhyaya-5-7,26-29 12. Cha.Su.24-VidhisoniteeyaAdhyaya-14,18,20,21,22,24 13. Cha.Su.25-Yajjapurusheeya Adhyaya-29,,31,33,45,46,47,50 14. Cha.Su.26-Atreyabhadraakaapyeeya Adhyaya-13,36,37,61,62,66,81,85,86 15. Cha.Su.27-AnnapaanvidhiAdhyaya-351-352 16. Cha.Su.28-Vividhaasheetapeetiya Adhyaya-9-19,35-39,45 	10



2	LEARNING THROUGH VYAKHYANA-1	1	<p>Purpose: To familiarize and expose the students to the relevant vyakhyana of Charaka Samhita. The following specific portions in the Vyakhyana are selected for this purpose.</p> <ol style="list-style-type: none"> 1. Cha.Su.20- Maharoga adhyaya - 11,16,19 2. Cha.Su.26-Atreyabhadraakaapyeeya Adhyaya-13,29 3. Cha.Su.28-Vividhaasheetapeetiya Adhyaya-7 <p>Teacher's role: Teachers will teach those sutras along with the commentary and explain the importance of vyakhyana in better understanding of sutras.</p> <p>Students' role: Students will prepare a narrative summary of all the proposed vyakhyanas to highlight their importance in interpreting the sutras. During vivastudents are asked to interpret therespective sutras along with its vyakhyana.</p>	3
3	OBSERVING THE PRACTICAL UTILITY OF SNEHANA AND SWEDANA	1	<p>Purpose: To familiarize commonly available snehayogas and commonly undertaken swedaprayogas.(Ref: Ch Su 13,14)</p> <p>Teacher's role: Make five or six groups and instruct them to enlist available ghruta and taila yoga in hospital pharmacy. Enlist the types of swedana followed in panchakarma theatre in the hospital.</p> <p>Student's role: Student in groups should document the assigned work in a prescribed format and present to all in the class.</p>	2
4	IDENTIFICATION OF BAHUDOSHA LAKSHANA IN PATIENTS	1	<p>Purpose: To assess bahudosha lakshana with the help of proforma in patients posted in hospital wards. (Ref: Ch Su 16/13-16)</p> <p>Teacher's role: Teacher should introduce the proforma in the class and guide the students how to furnish the proforma. Teacher may identify patients exhibiting bahudosha lakshana from the ward, those whoarepostedforShodhana.Collectthe</p>	2



			<p>proformas duly filled by students and analyze the data and discuss with students.</p> <p>Students' role: Student should interact with given patient and identify the Bahudosha lakshanas available in the patient and document in the proforma (minimum three cases).</p>	
5	ASSESSMENT OF DISEASES BASED ON TRIVIDHA BODHYA SANGRAHA	1	<p>Purpose: To orient students on the use of trividha-bodhya-sangraha (i.e, vikaraprakriti, adhishtana, samuthana) in understanding diseases and thereby enabling them using the unique assessment protocol mentioned in Caraka samhita. (Ref: Ch Su 18/44-47 along with Chakrapani commentary)</p> <p>Teacher's role: Introduce the concept of trividha bodhya sangraha, Introduce the case proforma in the class, demonstrate case taking based on trividha-bodhya-sangraha</p> <p>Students role: Fill up the observations in the proforma during their routine clinical posting (minimum 3 cases).</p>	2
6	IDENTIFICATION OF ASHTA DOSHA IN STHOULYA	1	<p>Purpose: To identify prevalence of ashtadosha of sthauilya in individuals (Ref: Ch Su 21/4)</p> <p>Teacher's role: Explain ashtadosha in the class; Introduce the questionnaire to document ashtadosha in individuals; Demonstrate the questionnaire in obese individuals</p> <p>Students role: Students will furnish the questionnaire among five people of different age groups and prepare a report based on the findings of the questionnaire survey.</p>	2
7	CLINICAL OBSERVATIONS ON NIJA AGANTUJA RELATIONSHIP	1	<p>Purpose: To explore relationship between nija and agantu diseases (Ref: Ch Su 19/7)</p> <p>Teacher's role: Teacher explains nija-agantu relationship with examples in the class; Demonstrate some cases where disease starts as agantu and advance to nija and vice versa.</p> <p>Students' role: Observe minimum three</p>	2



			cases in OP/IP and make reports to establish the relationship between nija and agantu.	
8	CLINICAL OBSERVATION ON SHADUPAKRAMA	1	<p>Purpose: To explore application of shadupakrama in therapeutics (Ref Ch Su 22)</p> <p>Teacher's role: After teaching shadupakrama, teachers shall identify some cases in the hospital to demonstrate anyone or more upakramas; Try to include cases with varieties of upakrama; Train students to see patients, explore the case sheets and hospital records to find out upakramas adopted to a particular patient. Students' role: Observe minimum three cases from hospital and go through case sheets to identify types of upakrama adopted; Interact with interns, teachers to map the upakramas adopted in each patient; Make reports on type of upakrama, nature of medicines used and effects of upakramas based on the above observations; Document observations in three cases</p>	2
9	ASSESSMENT OF RAKTA DUSHTI KARANA IN SPECIFIC CLINICAL CONDITIONS	1	<p>Purpose: To identify raktadushtikaranas in cases where raktadushti is suspected (Ref: Ch Su 24/5-10)</p> <p>Teacher's role: Teach raktadushti karana; Select some cases where raktadushti is suspected; Demonstrate presence of raktadushti karanas in one or two cases; Assign cases to students to identify presence of raktadushtikarana</p> <p>Student's role: Identify presence of raktadushti karanas in three cases with the help of questionnaire provided; Document the observations</p>	2
10	OBSERVATIONS ON USE OF AGRYA AUSHADHA IN CLINICAL PRACTICE	1	<p>Purpose: To justify the importance of agryoushadha in clinical practice (Ref: Ch Su 25/38-40)</p> <p>Teacher's role: Identify some important agryoushadhas from the list given in Annapanachatushka; Divide the whole class into five or six groups and assign</p>	2



			each group with two or three agrya aushadhas Students role: Make monographs of agryoushadha; Interact with practitioners and collect details of use of these aushadhas in routine practice; Document the observations in the record book.	
11	ASSESSMENT OF DHATU-UPADHATU-MALA PRADOSHAJA VIKARAS INPATIENTS	1	Purpose: To identify dhatu-upadhatu-mala pradoshaja vikaras in selected cases. (Ref Ch Su 27/9-22) Teacher's role: Demonstrate the proforma in a few cases. Students' role: Make five case sheets reporting the findings of the assessment.	3
12	SHLOKAPATHANA-2	2	See Practical.1 for instructions Sutra suggested: 1. Cha.Su.30- Arthedashamahamooleeyam Adhyaya - 3,4,10,11,12 2. Cha.Ni.01-Jwara nidana Adhyaya- 3,5,7,8,9,10,11,38-40 3. Cha.Ni.02-Raktapittanidana Adhyaya-19,27 4. Cha.Ni.04-Prameha nidana adhyaya- 3, 4, 48-49 5. Cha.Ni.05- Kushta nidana Adhyaya- 3,4,5,8 6. Cha.Ni.06-Shosha nidana Adhyaya- 3, 5,7,9,11,14 7. Cha.Ni.07- Unmada nidana Adhyaya- 5,19-22 8. Cha.Ni.08- Apasmara nidana adhyaya- 3,5,17-22, 33-35,37-39 9. Cha.Sha.1-Katithapurushheeya Adhyaya-16-23,28-30,36,63,64,70-74, 98,102,109,137-139,148,149 10. Cha.Sha.02-Atulyagothreeyam Adhyaaya-26,27,35,44,45-47 11. Cha.Sha.03-Khuddikagarbhavakranti Adhyaya-17 12. Cha.Sha.04-Mahateegarbhavakranti Adhyaya-6,36 13. Cha.Sha.05-PurushavichayaShareera Adhyaya-3,5,8,16	10



			14. Cha.Sha.06-Sareeravichayaadhyaya-4,5-11,12,13,17,28,30 15. Cha.Sha.07- Sareerasankhya sareera Adhyaya	
13	LEARNING THROUGH VYAKHYANA-2	2	See Practical No.2 for instructions Suggested sutras: 1. Cha.Ni.4-Pramehanidanaadhyaya-4 2. Cha.Sha.1-Katithapurushheeya Adhyaya-21 3. Cha.Sha.6-Sareeravichayaadhyaya-9-11	3
14	CASE TAKING IN RELATION TO NIDANA PANCHAKA	2	Purpose: To map the disease process through nidana-panchaka (Ref: Ch Ni 1) Teacher's role: Demonstrate the case proforma in patients; Assign five patients to students for documenting nidana-panchaka Students role: Furnish the case proforma in five patients	12
15	DIFFERENTIAL DIAGNOSIS OF SKIN DISEASES BASED ON GUIDELINES ON KUSHTA	2	Purpose: To familiarize differential diagnosis of kushta through Ayurvedic parameters (Ref: Ch Ni 5) Teacher's role: Demonstrate case taking in a few cases Students role: Furnish the case proforma for minimum three cases of skin diseases	2
16	PRAMANAPARIKSHA	2	Purpose: To familiarize Ayurvedic methods of physiometry (Ref: Ch Sha 7) Teacher's role: Preparing measurement methods based on anguleprmana and anjalepramana as explained in Ayurveda; Demonstrating such methods in healthy individuals Students role: Assessing physiometry based on the guidelines given by the teacher in three individuals/peers and document the observations	2
17	IDENTIFICATION OF VIKARAVIGHATA BHAVA ABHAVA IN PATIENTS	2	Purpose: To explore concept of vikaravighata-bhava-abhava in clinical scenario. (Ref: Ch Ni 4/3 along with Chakrapani commentary)	2



			<p>Teachers role: Divide class into four or five groups and assign most commonly seen diseases to each group (Eg. Prameha); Conduct group discussions to identify risk factors / protective factors of respective diseases through literature review, interaction with peers and teachers; Sum up findings of group discussions and prepare check list for each disease</p> <p>Student's role: Conduct group discussions to identify risk/protective factors of disease assigned to them; Prepare check list for each disease regarding probable risk/protective factors; Identify presence/absence of items in the check list in minimum of three cases of the respective disease</p>	
18	EXPLORATION OF LOKA PURUSHA SAMYA VADA IN THE BACK GROUND OF ONE HEALTH	2	<p>Purpose: To explore loka-purusha-samyā in the background of one health movement (Ref: Ch Sha 5)</p> <p>Teacher's role: Conduct discussions in the class to identify how nature is related to human being; Explore this relationship in the background of concept of one health; conduct discussions</p> <p>Students role: Conduct the discussions and prepare a summary report</p>	2
19	SHLOKAPATHANA-3	3	<p>Refer Practical No. 1 for instructions</p> <p>Sutra suggested:</p> <ol style="list-style-type: none"> 1. Cha.Vi. 01- Rasa vimaana Adhyayam-10,24 2. Cha.Vi. 02-Trividha kaksheeya Adhyayam-15-18 3. Cha.Vi. 04-Trividha roga vishesha vijnyaneeya adhyaya-4,12 4. Cha.Vi. 05- Sroto vimana Adhyaya-3,4,7,9-27 5. Cha.Vi. 06-Roganika vimana adhyaya -19 6. Cha.Vi. 07- Vyadhitarupeeya vimana Adhyaya-28 7. Cha.Vi. 08-Rogabhisagjiteeyam Adhyayam-3,6,68-78 8. Cha.In.5-Purvarupeeyam Indriyam Adhyaya-43 9. Cha.In.11-Anujyotiyam Indriya 	10



			Adhyaya-29	
20	LEARNING THROUGH VYAKHYANA-3	3	Refer Practical No.2 for instructions Sutrassuggested: 1. Cha.Vi.01-Rasavimaana Adhyayam -10 2. Cha.Vi.08-Rogabhishagjiteeyam Adhyaayam-68-80	3
21	LEARNING THROUGH SAMHASHA PARISHAD	3	Purpose: To familiarize the method of Sambhasha parishad in bringing out scientific discussions. (Ref: Ch Vi 8) Teacher's role: Prepare guidelines for conducting Sambhasha parishat as per descriptions in Vadamarga; Demonstrate parishat in the class either through a video demonstration or otherwise; Divide the class into four or five groups and assign one topic each for them; Evaluate the group presentations based on the guidelines Student's role: Each group will prepare and demonstrate a parishat in the subject concerned; Prepare summary of the parishat Suggested topics: 1. Relevance of Daivavyapasrayacikitsa 2. Raktaasfourthdosha 3. Relevance of food classification 4. Specific agrya related to vihara (Eg: vishado rogavardhananam) 5. Importance of naming of disease 6. Relevance of viruddhaahara	6
22	SROTAS PROFORMA	3	Purpose: To assess status of srotodushti in different clinical conditions (Ref: Ch Vi 5) Teacher's role: Demonstrate the proforma for assessment of srotas in clinical conditions Students role: Furnish the srotas proforma in at least three cases	2
23	LEARNING THROUGH TANTRA YUKTI	3	Purpose: Demonstrate use of tantrayukti in different sutras Teachers role: Identify and demonstrate application of tantrayukti in different sutras	5



Student's role: Identify tantrayukti and prepare summary on justifying importance of tantrayukti in selected sutras
Suggested Tantrayuktis:

1. Adhikaran - commonly seen in many sutras
2. Yoga-commonly seen in many sutras
3. Padartha - commonly seen in many sutras
4. Vakyasesha - commonly seen in many sutras
5. Upadesha - Ca. Su. 13/18-19, Ca. Su. 13/94
6. Niyoga-Ca.Su.13/34,Ca.Ni.3/17
7. Apadesha - Ca. Su. 13/13, Ca. Su. 18/44-46, Ca. Su. 26/41, Ca. Ni. 2/12-17
8. Samuchaya - Ca. Su. 13/23-25, Ca. Su. 20/8, Ca. Su. 23/5-7, Ca. Su. 23/27-30, Ca. Ni.3/7
9. Nidarshana - Ca. Su. 13/96-97, Ca. Su. 17/75(1), Ca. Su. 14/5, Ca. Su. 19/5, Ca. Su. 30/5
10. Nirvachana - Ca. Su. 16/31-32, Ca. Su. 16/34, Ca.Su. 17/95, Ca. Su. 21/9, Ca. Su. 25/4, 11. Ca. Su. 29/4, Ca. Su. 30/5, Ca. Su. 30/12, Ca. Su. 30/24
12. Vidhana - Ca. Su. 15/11, Ca. Su. 15/16, Ca. Su. 16/27
13. Prasanga - Ca. Su. 17/113, Ca. Su. 20/8, Ca. Su. 25/4, Ca. Ni. 1/3, Ca. Sa. 1/118-126
14. Viparyaya - Ca. Su. 25/31, Ca. Sa. 6/6, Ca. Sa. 6/9, Ca. Ni. 3/7, Ca. Ni. 3/9, Ca.Ni. 3/11
15. Ekantika - Ca. Su 15/5, Ca. Su. 20/22, Ca. Su. 21/20, Ca. Su. 25/31, Ca. Su. 30/25, Ca. Ni. 1/32
16. Atitaveksha - Ca. Su. 22/31, Ca. Su. 28/25-30
17. Anagataveksha - Ca. Su. 15/5, Ca. Su. 28/30, Ca. Vi. 8/93, Ca. Vi. 8/135, Ca. Vi. 8/136
18. Swasangya-Ca.Su.30/3
19. Prayojana-Ca.Su.30/26,Ca.Sa.5/5
20. Anumata - Ca. Su. 26/64-65, Ca. Su. 16/28, Ca. Sa. 1/16
21. Vikalpa-Ca.Su.26/105
22. Pradesha - Ca. Su. 27/329, Ca. Vi. 8/137



			<p>23. Sambhava-Ca.Su.28/45 24. Hetwartha - Ca. Ni. 2/21, Ca. Ni. 4/4, Ca. Ni. 7/28, Ca. Vi. 3/40 25. Atidesha-Ca.Sa.6/11 26. Apavarga-Ca.Su.26/106 27. Uddhara-Ca.Su.25/29 28. Anaikantika-Ca.Su.15/4 29. Pratyutsara and Uddhara - Ca. Su. 25/10-28 30. Nirnaya-Ca.Su.25/29 31. Apavarga-Ca.Vi.1/10</p>	
24	ASSESSMENT OF HEALTH THROUGH DHATU SAMYA PAREEKSHA	3	<p>Purpose: To assess health status of a person based on dhatusamya pareeksha. (Ref: Ch Vi 8/89) Teacher's role: Demonstrate use of proforma in healthy subjects Students role: Assess dhatusamya in ten individuals using the proforma</p>	2
25	AGNIASSESSMENT BASED ON APACHARA	3	<p>Purpose: To familiarise the assessment of agni based on apacara-visesha (Ref: Ch Vi 6/12) Teacher's role: Explain the concept of agnipareeksha based on apacharavishesha; Demonstrate the questionnaire in a few subjects Students role: Assess agni of ten individuals using the proforma</p>	2
26	TRIVIDHA ROGA VISHESHAVIJNANA IN DIAGNOSIS	3	<p>Purpose: To justify the role of trividha-rogavishesha vijnana (pratyaksha, anumana and aptopadesa) in clinical methods. (Ref: Ch Vi 4) Teacher's role: Demonstrate the use of pratyaksha, anumana and aptopadesa in case taking, stressing on use of sense organs (smell, touch, vision and sound), methods of inference and importance of aptopadesa (writing respective references relevant in a particular case); Assigning cases to demonstrate the above methods Students role: Prepare reports on application of trividha visesha vijnana in three cases</p>	3



27	ASSESSMENT OF UPASAYA AND ANUPASAYA IN PATIENTS	3	<p>Purpose: To justify importance of upasaya and anupasaya clinical examination (Ref: Ch Ni 1 with Chakrapani commentary)</p> <p>Teacher's role: Demonstrate identification of upasaya and anupasaya in selected cases</p> <p>Students role: Identify upasaya and anupasaya in a minimum of three cases and document it</p>	2
Total Hr				100

Activity

CO	Topic name	Activity Details	Hours #
CO5,CO7	Cha.Su.15-Upakalpaneeya Adhyaya	Expert Lecture on Aturalaya: This activity will evoke an interest among students about planning for construction of Hospitals and Nursing homes. Topic: Standard guidelines to setup Ayurveda Clinics, Nursing Homes and Hospitals.	1
CO6,CO7,CO8	Cha.Su.19-Ashtodareeya Adhyaya	Activity on Disease classification: Teacher should give an insight to NAMASTE portal published by Ministry of AYUSH. Students should go through with every standardised Ayurveda terminologies related to disease classification and also National Ayurveda Morbidity codes.	2
CO4,CO6,CO8	Cha.Su.20-Maharoga adhyaya	Compilation/ Making monograph on Nanatmaja vikara: Steps (1) Teacher should make teams of 3-5 students.(2) An Editorial team for making monograph has to be made including experts of Roga Nidana. (3) Divide the 140 diseases into available number of teams. (4) Teacher should provide a format to collect data on each diseases which must include pictorial representation of disease and cross references. (5) The Editorial team will collect the data from all teams and edit in the form of a	3



		book. (6) The content should be reviewed by Experts and made as E-Monograph (PDF)/ Book.	
CO4,CO7	Cha.Su.21- Ashtauninditeeya adhyaya	Video making on concept of Nidra: Steps (1) Teacher should explain the content on which students should make video (2) The Minimum duration of Video should be 3 minutes. (3) Video can be in regional languages. (4) Teacher should select the best videos and can publish in social media after rectifying the content of the video.	1
CO4,CO5,CO7	Cha.Su.25- Yajjapurushheeya Adhyaya	Justifying concept of Hita and Ahita ahara: Steps (1) Students should be divided in to groups and assign some of the Hita and Ahita ahara dravya (2) Student should find and discuss the logical explanations on justifying the given dravya as Hita or Ahita	2
CO4,CO5,CO7	Cha.Su.26- Atreyabhadra kaapyeeya Adhyaya	Application of paradi guna: Steps (1) Any probable drug or treatment plan to be selected and assign to various groups (2) Students should view them through paradi guna and document it.	2
CO5,CO8	Cha.Su.27- Annapaanvidhi Adhyaya	Collection of different dravya's: Steps (1) Student should collect different dravya's available in their locality. (2) Student should exhibit the same and discuss with experts. (3) Document opinion given by experts.	2
CO4,CO8	Cha.Su.29- Dashpraanaayataneeya Adhyaya	Skit on different types of vaidya in relation to medical ethics: Steps (1) The class has to be divided into teams and they should be assigned to write a story for skit, considering different qualities of vaidya (2) They should perform the skit after Screening done by concerned teachers	2
CO4,CO6	Cha.Ni.08- Apasmara nidana adhyaya	Documentation of Nidanarthakara roga: Student should discuss and document the experiences of practising physicians of their	2



		HospitaloroutsideaboutNidanarthakararoga.	
CO3,CO4,CO6,CO7	Cha.Ni.08-Apasmara nidana adhyaya	Quiz on Nidana sthana: Steps (1) Teacher should give a written test including important multiple choice questions of nidana sthana. (2) The highest scoring students should be selected and made into different teams as per the convenience. (3) The selected students should be conducted quiz with different rounds considering the content of the Nidana sthana.	2
CO3,CO4,CO7	Cha.Sha.1-Katithapurush eya Adhyaya.	Game on Ashta smruti karana: Steps (1) Plan the Memory check games by using Different materials such as Drugs, Books and instruments.(2) Students should be subjected for memory check sessions. (3) Later their experiences should be interpreted through Ashta smruti karana.	2
CO4,CO6,CO7	Cha.Sha. 04-Mahatee garbhavakranti Adhyaya	Identify film/Tv serial characters having different qualities of Trividha satwa and their varieties: Steps (1) Students has to be divided into teams and each team should be assigned some of the satwa. (2) The team should collect the video clips of those characters and has to present to all after getting scrutinized byteachers.	2
CO4,CO8	Cha.Sha. 05- PurushavichayaAdhyaya	Adopting pravrutti and nivrutti upayas in present era: Steps (1) Teacher should make teams and assign different pravrutti and nivrutti upayas.(2) Team should present the pravrutti and nivrutti upayas considering relevance in present era.	2
CO4,CO7,CO8	Cha.Sha. 06- Sareeravichaya adhyaya	AnalysingDataoncausesofakala mrutyu: Students should search and collect data from online sources published by Govt or Private Authorities about the causes of Akala mrutyu. Analyse and present the data and discuss on Akala mrutyu in the class.	2



CO4,CO7	Cha.Sha.08- Jathisutreeya Adhyaya	Street play on awareness of garbhopaghatakara bhava: Steps (1) Teacher should make teams and explain about the structure of street play (2) Student should create anarrativestorytopresenttheconceptinpublic (3)Minimumdurationoftheplayis15minutes	2
CO7,CO8	Cha.Vi.01- Rasa vimaana Adhyayam	Digital Posters for public awareness on Ahara vidhi: Steps (1) Teacher should assign the topic to the students individually or in group. (2) Student should make a digital posters or infographics with the help of various online tools such as CANVA etc.	2
CO4,CO7,CO8	Cha.Vi. 03- Janapadodwansaneeya Vimanam Adhyaya	Short Documentary on any of the Janapadodhwamsakara bhava: Steps (1) Teacher should guide the students on Janapadodhwamsakarabhava (2) Students should be taught on what is documentaries and should fix the duration of video. (3) Teams should be made and they have to shoot and edit the videos on any of the janapadodhwamsakara bhava. (4) Present the documentaries and share experience.	2
CO4,CO8	Cha.Vi. 8-Rogabhishagjiteeyam Adhyaayam.	Identifying Adhyayana vidhi: Steps (1)Teacher should guide the students to identify and document different individual and group learning techniques. (2) Students should present and share experience on their learning techniques	2
CO3,CO4,CO7	Cha.In.5-Purvarupeeyam Indriyam Adhyaya	Identifying types of swapna: Steps (1) Teacher should assist to make a Proforma for different types of Swapna. (2) Student should assess the proforma with Healthy individuals or diseased and analyse the Data.	2
CO3,CO4,CO7,CO8	Cha.In.12-Gomayachurni yam Indriya Adhyaya	Discussion on death signs: Steps (1) Teacher should assign set of students to interact with	1



		concerned ICU Doctors/Nurses or assistants. (2) Students should interact with them based on arishta lakshanas and document it.	
CO3,CO6,CO7	Cha.In.01-Varnaswareeya Adhyaya	Use of various standard tools for assessing factors related to arishta : Students are assigned with some of the standard tools to assess various factors relevant in arishta-vijnana available in the following source: https://www.carakasamhitaonline.com/mediawiki-1.32.1/index.php?title=Varnasvariyaam_Indriyam_Adhyaya#Assessment_of_complexion	2

Hours indicated are included in calculations of Table 3 and 4

Table 5- Teaching learning method

Sr No	Teaching learning methods in the course	No of Activities
1	Lecture	30
2	Lecture with Powerpoint presentation	17
3	Lecture & Group Discussion	364
4	Lecture with Video clips	20
5	Discussions	37
6	Brainstorming	58
7	Inquiry-Based Learning	14
8	PBL	6
9	CBL	48
10	Project-Based Learning	5
11	TBL	1
12	Team project work	2
13	Flipped classroom	29
14	Blended Learning	9
15	Edutainment	9
16	Mobile learning	7



17	Roleplays	15
18	Self-directed learning	105
19	Problemsolving method	2
20	Workshops	2
21	Game-Based Learning	4
22	Demoon Model	1
23	Library Session	4
24	Peer learning	6
25	Reallife experience	4
26	Recitation	40
27	Presentations	3
28	Casediagnosis	1
29	Drug analysis	4
30	Demonstration	9
31	Demonstration bedside	4
32	Field visit	3

These are overall teaching learning methods listed in Table 3 and 4. Teachers can select the best possible method amongst the given methods as per objective, available time etc.

Table 6: Assessment Summary: Assessment is subdivided in A to H points

6 A-Number of Papers and Marks Distribution

Subject Code	Papers	Theory	Practical/Clinical Assessment				Sub Total	Grand Total
			Practical	Viva	Elective	IA		
AyUG-SA2	1	100	-	75	10 (SetSB)	15	100	200

6 B - Scheme of Assessment (formative and Summative)

PROFESSIONAL COURSE	DURATION OF PROFESSIONAL COURSE		
	First Term(1-6 Months)	Second Term(7-12 Months)	Third Term(13-18 Months)
Second	3PA&First TT	3PA&Second TT	3PA&UE**



PA:PeriodicalAssessment;**TT:**TermTest;**UE:**UniversityExaminations.

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6 C - Calculation Method for Internal assessment Marks

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	B	C	D	E	F	G	H
	1 (15 Marks)	2 (15 Marks)	3 (15 Marks)	Average (A+B+C/ 3)	Converted to 15 Marks (D/15*15)	TermTest (Marks converted to15)(15 Marks)	SubTotal _/30 Marks	TermAss essment (.../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
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 total to 15 marks.							

6 D - Evaluation Methods for Periodical Assessment

S. No	Evaluation Methods
1	Activities Indicated in Table 3-Column G 3 as per Indicated I, II or III term in column I 3

Evaluation Methods in MSE

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; Workbook 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 etc.



6 E Question Paper Pattern

II PROFESSIONAL BAMS EXAMINATIONS

AyUG-SA2

PAPER-1

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

Similar for Paper II (If applicable).



6 F Distribution of theory examination

Paper1						
Sr. No	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Cha.Su.13-SnehaAdhyaya	1	37	Yes	Yes	Yes
2	Cha.Su.14-SvedaAdhyaya	1		Yes	Yes	Yes
3	Cha.Su.15-UpakalpaneeyaAdhyaya	1		Yes	Yes	Yes
4	Cha.Su.16-ChikitsaprabhritiyaAdhyaya	1		Yes	Yes	Yes
5	Cha.Su.17-KiyantashiraseeyaAdhyaya	1		Yes	Yes	Yes
6	Cha.Su.18-TrisotheeyaAdhyaya	1		Yes	Yes	Yes
7	Cha.Su.19-AshtodareeyaAdhyaya	1		Yes	Yes	No
8	Cha.Su.20-Maharogaadhyaya	1		Yes	Yes	No
9	Cha.Su.21-Ashtauninditeeyaadhyaya	1		Yes	Yes	Yes
10	Cha.Su.22-LanghanabrimhaneeyaAdhyaya	1		Yes	Yes	Yes
11	Cha.Su.23-SantarpaneeyaAdhyaya	1		Yes	Yes	Yes
12	Cha.Su.24-VidhishoniteeyaAdhyaya	1		Yes	Yes	Yes
13	Cha.Su.25-YajjapurushheeyaAdhyaya	1		Yes	Yes	Yes
14	Cha.Su.26-AtreyabhadrakaapeeyaAdhyaya	1		Yes	Yes	Yes
15	Cha.Su.27-AnnapaanavidhiAdhyaya	1		Yes	Yes	No
16	Cha.Su.28-VividhashitapeeteeyaAdhyaya	1		Yes	Yes	Yes



17	Cha.Su.29- Dashapraanaayataneeya Adhyaya	2		Yes	Yes	No
18	Cha.Su.30- Arthedashamahamooleeya Adhyaya	2		Yes	Yes	Yes
19	Cha.Ni.01-JwaranidanaAdhyaya	2	19	Yes	Yes	Yes
20	Cha.Ni.02-RaktapittanidanaAdhyaya	2		Yes	Yes	Yes
21	Cha.Ni.03-GulmanidanaAdhyaya	2		Yes	Yes	No
22	Cha.Ni.04-Pramehanidanaadhyaya	2		Yes	Yes	Yes
23	Cha.Ni.05-KushtanidanaAdhyaya	2		Yes	Yes	Yes
24	Cha.Ni.06-ShoshanidanaAdhyaya	2		Yes	Yes	Yes
25	Cha.Ni.07-UnmadanidanaAdhyaya	2		Yes	Yes	Yes
26	Cha.Ni.08-Apasmaranidanaadhyaya	2		Yes	Yes	Yes
27	Cha.Vi.01-RasavimanaAdhyayam	3		24	Yes	Yes
28	Cha.Vi.02-TrividhakuksheeyaAdhyayam	3	Yes		Yes	Yes
29	Cha.Vi.03-Janapadodhwansaneeya Vimanam Adhyaya	3	Yes		Yes	Yes
30	Cha.Vi.04-Trividha roga vishesha vijnyaneeya adhyaya	3	Yes		Yes	Yes
31	Cha.Vi.05-SrotovimanaAdhyaya	3	Yes		Yes	Yes
32	Cha.Vi.06-Roganikavimanaadhyaya	3	Yes		Yes	Yes
33	Cha.Vi. 07- Vyadhita rupeeya vimana Adhyaya	3	Yes		Yes	Yes



34	Cha.Vi.08-RogabhashagjiteeyamAdhyaayam.	3		Yes	Yes	Yes
35	Cha.Sha.01-KatithapurushheeyaAdhyaya	2	13	Yes	Yes	No
36	Cha.Sha.02-AtulyagothreeyamAdhyaaya	2		Yes	Yes	No
37	Cha.Sha.03-Khuddika garbhavakranti Adhyaya	2		Yes	Yes	No
38	Cha.Sha.04-Mahatee garbhavakranti Adhyaya	2		Yes	Yes	Yes
39	Cha.Sha.05-Purushavichaya Shareera Adhyaya	2		Yes	Yes	No
40	Cha.Sha.06-Sareeravichayaadhyaya	2		Yes	Yes	No
41	Cha.Sha.07- Sareerasankhya sareera Adhyaya	2		Yes	Yes	No
42	Cha.Sha.08-JathisutreeyaAdhyaya	2		Yes	Yes	No
43	Cha.In.1-VarnasvariyaIndriyaAdhyaya	3	7	Yes	Yes	No
44	Cha.In.2-PushpitakamIndriyaAdhyaya	3		Yes	No	No
45	Cha.In.3-Parimarshaneeyam Indriyam Adhyaya	3		Yes	No	No
46	Cha.In.4-IndriyaneekamIndriyaadhyaya	3		Yes	No	No
47	Cha.In.5-PurvarupeeyamIndriyamAdhyaya	3		Yes	Yes	No
48	Cha.In.6-Katamanisharireeyam Indriyam Adhyaya	3		Yes	No	No
49	Cha.In.7-PannarupiyamIndriyamAdhyaya	3		Yes	Yes	No
50	Cha.In.8-AvakshiraseeyamIndriyam	3		Yes	No	No



	Adhyaya				
51	Cha.In.9-Yasya shyavanimittiya Indriya Adhyaya	3		Yes	No
52	Cha.In.10-Sadyomaraneeyam Indriya Adhyaya	3		Yes	No
53	Cha.In.11-AnujyotiyamIndriyaAdhyaya	3		Yes	No
54	Cha.In.12-Gomayachurniyam Indriya Adhyaya	3		Yes	No
Total Marks		100			



6 G Blue print of paper I & II (if applicable)

Paper No:1		
Question No	Type of Question	Question Paper Format
Q1	<p>Multiple choice Questions 20 Questions 1 mark eachAllcompul sory</p> <p>Must know part - 15 MCQ Desirable to know - 3 MCQ Nicetoknowpart-2MCQ</p>	<ol style="list-style-type: none"> 1.Cha.Su.13-SnehaAdhyaya/Cha.Su.14-SvedaAdhyaya 2. Cha.Su.17-KiyantashiraseeyaAdhyaya/Cha.Su.15-UpakalpaneeyaAdhyaya 3. Cha.Su.20-Maharogaadhyaya/Cha.Su.18-TrisotheeyaAdhyaya/Cha.Su.19-AshtodareeyaAdhyaya 4. Cha.Su.22-LanghanabrimhaneeyaAdhyaya/Cha.Su.21-Ashtauninditeeyaadhyaya 5. Cha.Su.23-SantarpaneeyaAdhyaya/Cha.Su.24-VidhishoniteeyaAdhyaya 6.Cha.Su.28-VividhashitapeeteeyaAdhyaya/Cha.Su.26-AtreyabhadraakaapeeyaAdhyaya/Cha.Su.25-YajjapurushheeyaAdhyaya 7. Cha.Su.30- Arthedashamahamooleeya Adhyaya / Cha.Su.29- Dashapraanaayataneeya Adhyaya 8.Cha.Ni.02-RaktapittanidanaAdhyaya/Cha.Ni.01-JwaranidanaAdhyaya 9.Cha.Ni.04-Pramehanidanaadhyaya/Cha.Ni.03-GulmanidanaAdhyaya 10.Cha.Ni.05-KushtanidanaAdhyaya/Cha.Ni.06-ShoshanidanaAdhyaya 11.Cha.Ni.08-Apasmaranidanaadhyaya/Cha.Ni.07-UnmadanidanaAdhyaya 12.Cha. Vi.02-TrividhakuksheeyaAdhyayam/Cha. Vi.03-Janapadodhwansaneeya Vimanam Adhyaya / Cha. Vi.01- Rasa vimana Adhyayam 13.Cha. Vi.04-Trividharogavisheshavijnyaneeya adhyaya/Cha. Vi.05-SrotovimanaAdhyaya 14.Cha. Vi.06-Roganikavimanaadhyaya/Cha. Vi.07-Vyadhitarupeeya vimana Adhyaya 15.Cha. Vi.08-Rogabhisagjiteeyam Adhyaayam. 16.Cha.Sha.02-AtulyagothreeyamAdhyaaya/Cha.Sha.01-KatithapurushheeyaAdhyaya 17.Cha.Sha.04-MahateegarbhavakrantiAdhyaya / Cha.Sha.03-Khuddika garbhavakranti Adhyaya/Cha.Sha.05-Purushavichaya ShareeraAdhyaya 18.Cha.Sha.07-SareerasankhyasareeraAdhyaya



		<p>/Cha.Sha.06-Sareeravichayaadhyaya/ Cha.Sha.08-JathisutreeyaAdhyaya</p> <p>19. Cha.In.1-Varnasvariya Indriya Adhyaya / Cha.In.2-Pushpitakam Indriya Adhyaya / Cha.In.4-Indriyaneekam Indriya adhyaya / Cha.In.5-Purvarupeeyam Indriyam Adhyaya</p> <p>20. Cha.In.9-Yasya shyavanimitiya Indriya Adhyaya / Cha.In.11-Anujyotiyam Indriya Adhyaya / Cha.In.8-Avakshiraseeyam Indriyam Adhyaya / Cha.In.12-Gomayachurniyam Indriya Adhyaya</p>
Q2	<p>Short answer Questions Eight Questions 5MarksEach Allcompulsory</p> <p>Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Nice to know</p>	<p>1. Cha.Su.13- Sneha Adhyaya / Cha.Su.14- Sveda Adhyaya / Cha.Su.16- Chikitsaprabhritiya Adhyaya / Cha.Su.20- Maharoga adhyaya / Cha.Su.18-Trisotheeya Adhyaya / Cha.Su.17- Kiyantashiraseeya Adhyaya / Cha.Su.15- Upakalpaneeya Adhyaya/Cha.Su.19-AshtodareeyaAdhyaya</p> <p>2.Cha.Su.28-VividhashitapeeteeyaAdhyaya/ Cha.Su.26-AtreyabhadraakapeeyaAdhyaya / Cha.Su.25- Yajjapurusheeya Adhyaya / Cha.Su.22- Langhanabrimhaneeya Adhyaya / Cha.Su.23- Santarpaneeya Adhyaya / Cha.Su.24- Vidhishoniteeya Adhyaya / Cha.Su.21- Ashtauninditeeya adhyaya / Cha.Su.30- ArthedashamahamooleeyaAdhyaya / Cha.Su.29- Dashapraanaayataneeya Adhyaya/Cha.Su.27-Annapaanavidhi Adhyaya</p> <p>3. Cha.Ni.04-Prameha nidana adhyaya / Cha.Ni.05-Kushta nidana Adhyaya / Cha.Ni.03-Gulma nidana Adhyaya / Cha.Ni.08-Apasmara nidana adhyaya / Cha.Ni.02-Raktapitta nidana Adhyaya /Cha.Ni.06-Shosha nidana Adhyaya / Cha.Ni.01-Jwara nidana Adhyaya / Cha.Ni.07-UnmadanidanaAdhyaya</p> <p>4.Cha. Vi.04-Trividha roga vishesha vijnyaneeya adhyaya / Cha. Vi.02-Trividha kuksheeya Adhyayam / Cha. Vi.03-JanapadodhwansaneeyaVimanam Adhyaya/Cha. Vi.01-Rasavimana Adhyayam</p> <p>5.Cha. Vi.08-RogabhisagjiteeyamAdhyaayam. /Cha. Vi.06-Roganikavimanaadhyaya/ Cha. Vi.05-SrotovimanaAdhyaya/Cha. Vi. 07-VyadhitarupeeyavimanaAdhyaya</p>

Q3

**Long answer Questions
Four Questions
10 marks each
All compulsory**

**All questions on
must know. No Questions on
Nice to know and Desirable
to know**

6. Cha.Sha.02-Atulyagothreeyam Adhyaaya /
Cha.Sha.01-Katithapurushheeya Adhyaya /
Cha.Sha.04-Mahatee garbhavakranti Adhyaya
/ Cha.Sha.03-Khuddika garbhavakranti
Adhyaya
7. Cha.Sha.07-SareerasankhyasareeraAdhyaya
/ Cha.Sha.06-Sareeravichaya adhyaya /
Cha.Sha.08-Jathisutreeya Adhyaya /
Cha.Sha.05-Purushavichaya Shareera
Adhyaya
8. Cha.In.11-Anujyotiyam Indriya Adhyaya /
Cha.In.1-Varnasvariyaam Indriya Adhyaya /
Cha.In.7-Pannarupiyam Indriyam Adhyaya /
Cha.In.10-Sadyomaraneeyam Indriya
Adhyaya / Cha.In.12-Gomayachurniyam
Indriya Adhyaya / Cha.In.5-Purvarupeeyam
Indriyam Adhyaya
1. Cha.Su.13- Sneha Adhyaya / Cha.Su.14-
Sveda Adhyaya / Cha.Su.16-
Chikitsaprabhritiya Adhyaya /
Cha.Su.18-Trisotheeya Adhyaya / Cha.Su.17-
Kiyantashiraseeya Adhyaya / Cha.Su.15-
Upakalpaneeya Adhyaya
2. Cha.Su.28-VividhashitapeeteeyaAdhyaya/
Cha.Su.26-AtreyabhadraakaapeeeyaAdhyaya
/ Cha.Su.25- Yajjapurushheeya Adhyaya /
Cha.Su.22- Langhanabrimhaneeya Adhyaya /
Cha.Su.23- Santarpaneeya Adhyaya /
Cha.Su.24- Vidhishoniteeya Adhyaya /
Cha.Su.21- Ashtauninditeeya adhyaya /
Cha.Su.30-Arthedashamahamooleeya
Adhyaya
3. Cha.Ni.04-Prameha nidana adhyaya /
Cha.Ni.05-Kushta nidana Adhyaya /
Cha.Ni.08-Apasmara nidana adhyaya /
Cha.Ni.02-Raktapitta nidana Adhyaya
/Cha.Ni.06-Shosha nidana Adhyaya /
Cha.Ni.01-Jwara nidana Adhyaya /
Cha.Ni.07-UnmadanidanaAdhyaya
4. Cha.Vi.04-Trividha roga vishesha vijnyaneeya
adhyaya / Cha.Vi.02-Trividha kuksheeya
Adhyayam / Cha.Vi. 08-Rogabhishagjiteeyam
Adhyaayam. / Cha.Vi. 06-Roganika vimana
adhyaya / Cha.Vi.03-Janapadodhwansaneeya
Vimanam Adhyaya / Cha.Vi. 05- Srotovimana
Adhyaya / Cha.Vi. 07- Vyadhita rupeeya
vimana Adhyaya / Cha.Vi.01- Rasa
vimanaAdhyayam



6 H Distribution of Practical Exam

S.No	Heads	Marks
1	VivaonPracticalrecord	10
2	Shlokarecitation	10
3	Vivaonvyakhyana	5
4	VivaonSutrasthana	20
5	VivaonNidanasthana	10
6	VivaonVimanasthana	10
7	VivaonShareerasthana	5
8	VivaonIndriyasthana	5
9	Electives(SetSB)	10
10	IA	15
Total Marks		100



References Books/ Resources

S.No	Book	Resources
1	Charakasamhita with Cakrapani Commentary	Yadavji Trikamji, editor. Agnivesha. Charaka Samhita. Ayurveda Dipika. Chakrapanidatta (comm)(Sanskrit) Varanasi: Chaukambha Sanskrit Sansthan
2	Charak Samhita (English Commentary)	Ram Karan Sharma and Bhagawan Dash, editor. Charak Samhita (English Commentary): Varanasi: Chowkambha Sanskrit Series
3	CharakSamhita(Hindicommentary)	Harishchandra Singh Kushvaha, editor and translator. Charak Samhita (Hindi Commentary): Varanasi: Chaukambha Orientalia
4	CharakSamhita(Hindicommentary)	Jayadev Vidyalkar, editor. Charak Samhita (Hindi commentary): Motilal Banarsi Dass Publishers Pvt. Ltd
5	Charak Samhita (Hindi commentary): Vaidya Atridev Vidyalkar	Charak Samhita (Hindi commentary): Vaidya Atridev Vidyalkar
6	CharakSamhita(Hindicommentary)	Gorakhanath Chaturvedi andKashinath Pandeya Shastri, editor. Charak Samhita (Hindi commentary): Varanasi: Chaukhambha Bharati Academy
7	CharakSamhita(Hindicommentary)	Brahmanand Tripathi, editor. Charak Samhita (Hindi commentary):Varanasi: Chaukhamba Surbharati Prakashan
8	Charak Samhita (Hindi commentary): Dr. Ravidatta Tripathi	Vidyadhar Shukla and Ravidatta Tripathi Charak Samhita (Hindi commentary): Varanasi: Chaukhamba Sanskrit Pratishtan
9	Charaka Samhita (Hindi commentary)	Banwari Lal Gaur, editor. Charaka Samhita (Hindi commentary):RashtriyaAyurvedVishwavidyalaya
10	LegacyofCaraka	M S Valiathan, Legacy of Caraka (English): Hyderabad: Orient Longman
11	Charakasamhita	Charak e-Samhita –National Institute of Indian Medical Heritage – http://niimh.nic.in/ebooks/ecaraka
12	Charakasamhita	Charakasamhitaonline.com - www.charakasamhitaonline.com
13	Illustrated Carakasamhita, Dr. R Vidyath	R Vidyath, editor. Illustrated Carakasamhita (English Commentary): Varanasi Chaukhambha Prakashak
14	NamastePortal	NAMASTE-Portal(ayush.gov.in)
15	CCRASPrakrititool	CCRASPrakritiTool http://www.ccras.res.in/
16	SanskritEnglishDictionary	Monnier Williams. A Sanskrit English Dictionary. Delhi. Motilal Banarsidasspublishers Pvt Ltd.



17	Shabdakalpadruma	Raja Radha Kanta Deva, Shabda Kalpa Drum: Varanasi: Chowkhamba Sanskrit Series Office
18	VaidyakShabdaSindhu	Kaviraj Shri Nagendra Nath Sen Vaidya Shastri, Vaidyak Shabda Sindhu: Varanasi: Chowkhamba Orientalia



Abbreviations

Assessment

S.No	Short form	Discription
1	T-EMI	Theoryextendedmatchingitem
2	T-EW	TheoryEssaywriting
3	T-MEQs	TheoryMEQs
4	T-CRQs	TheoryCRQs
5	T-CS	Theorycasestudy
6	T-OBT	Theoryopenbooktest
7	P-VIVA	PracticalViva
8	P-REC	PracticalRecitation
9	P-EXAM	Practicalexam
10	PRN	Presentation
11	P-PRF	PracticalPerformance
12	P-SUR	PracticalSurvey
13	P-EN	Practicalenact
14	P-RP	PracticalRoleplay
15	P-MOD	PracticalModel
16	P-POS	PracticalPoster
17	P-CASE	PracticalCasetaking
18	P-ID	Practicalidentification
19	P-PS	PracticalProblemsolving
20	QZ	Quiz
21	PUZ	Puzzles
22	CL-PR	ClassPresentation,
23	DEB	Debate
24	WP	Wordpuzzle
25	O-QZ	Onlinequiz



26	O-GAME	Onlinegame-basedassessment
27	M-MOD	MakingofModel
28	M-CHT	MakingofCharts
29	M-POS	MakingofPosters
30	C-INT	Conductinginterview
31	INT	Interactions
32	CR-RED	Criticalreadingpapers
33	CR-W	CreativityWriting
34	C-VC	Clinicalvideocases,
35	SP	Simulatedpatients
36	PM	Patientmanagementproblems
37	CHK	Checklists
38	OSCE	OSCE
39	OSPE	OSPE,
40	Mini-CEX	Mini-CEX
41	DOPS	DOPS
42	CWS	CWS
43	RS	Ratingscales
44	RK	Recordkeeping
45	COM	Compilations
46	Portfolios	Portfolios
47	Logbook	Logbook
48	TR	Trainersreport
49	SA	Self-assessment
50	PA	Peerassessment
51	360D	360-degreeevaluation
52	TT-Theory	Theory
53	PP-Practical	Practical
54	VV-Viva	Viva



Domain

S.No	Short form	Discription
1	CK	Cognitive/Knowledge
2	CC	Cognitive/Comprehension
3	CAP	Cognitive/Application
4	CAN	Cognitive/Analysis
5	CS	Cognitive/Synthesis
6	CE	Cognitive/Evaluation
7	PSY-SET	Psychomotor/Set
8	PSY-GUD	Psychomotor/Guided response
9	PSY-MEC	Psychomotor/Mechanism
10	PSY-ADT	Psychomotor Adaptation
11	PSY-ORG	Psychomotor/Origination
12	AFT-REC	Affective/ Receiving
13	AFT-RES	Affective/Responding
14	AFT-VAL	Affective/Valuing
15	AFT-SET	Affective/Organization
16	AFT-CHR	Affective/ characterization



T L method

S.No	Short form	Discription
1	L	Lecture
2	L&PPT	Lecture with Power point presentation
3	L&GD	Lecture & Group Discussion
4	L_VC	Lecture with Video clips
5	DIS	Discussions
6	BS	Brainstorming
7	IBL	Inquiry-Based Learning
8	PBL	PBL
9	CBL	CBL
10	PrBL	Project-Based Learning
11	TBL	TBL
12	TPW	Team project work
13	FC	Flipped classroom
14	BL	Blended Learning
15	EDU	Edutainment
16	ML	Mobile learning
17	ECE	ECE
18	SIM	Simulation
19	RP	Role plays
20	SDL	Self-directed learning
21	PSM	Problem solving method
22	KL	Kinesthetic Learning
23	W	Workshops
24	GBL	Game-Based Learning
25	D-M	Demo on Model



26	LS	Library Session
27	PL	Peer learning
28	RLE	Real life experience
29	REC	Recitation
30	SY	Symposium
31	TUT	Tutorial
32	PER	Presentations
33	PT	Practical
34	XRay	X ray identification
35	CD	Case diagnosis
36	LRI	Lab report interpretation
37	DA	Drug analysis
38	D	Demonstration
39	D_BED	Demonstration bedside
40	D_L	Demonstration Lab
41	DG	Demonstration Garden
42	FV	Field visit
43	PRA	Practical
44	VIVA	Viva
45	TH	Theory

