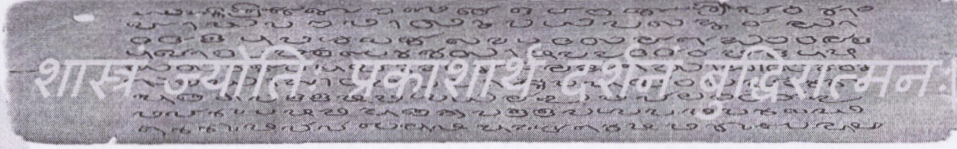


**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS  
(PRESCRIBED BY NCISM)**



**SAMSKRITAM EVAM AYURVED ITHIHAS  
(SUBJECT CODE-AyUG-SN & AI)  
SANSKRIT AND HISTORY OF AYURVEDA  
(Applicable from 2021-22 batch onwards for 5 years or until further  
notification by NCISM, whichever is earlier)**



प्राणाभिसरः प्राणायतनानाम्

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



Course Curriculum for Samskritam evam

28/6/23

28/6/23



<https://www.sanskritdictionary.com/>

[www.monierwilliams.com](http://www.monierwilliams.com)

- Sanskrit Computational tools Samsadhani-  
<https://sanskrit.uohyd.ac.in/scl/>
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- The Sanskrit Heritage Site  
<https://sanskrit.inria.fr/>
- Sanskrit Dictionary for Spoken Sanskrit  
[www.learnsanskrit.cc](http://www.learnsanskrit.cc)  
[https://spokensanskrit.org/index.php?mode=3&direct=es&script=hk&tran\\_input=name](https://spokensanskrit.org/index.php?mode=3&direct=es&script=hk&tran_input=name)

## Ayurved Itihas

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2. Upodghata of Rasa Yogasagar Vaidya Hariprapanna Sharma
3. Ayurveda Ka Itihas KaviraSuram Chand
4. Ayurveda Sutra Rajvaidya Ram Prasad Sharma
5. History of Indian Medicine (1-3 part) Dr. GirindrNath Mukhopadhyaya
6. A Short history of Aryan Medical Science Bhagwat Singh
7. History of Indian Medicine J. Jolly
8. Hindu Medicine Zimer
9. Classical Doctrine of Indian Medicine Filiyosa
10. Indian Medicine in the classical age AcharyaPriyavrata Sharma
11. Indian Medicine (Osteology) Dr. Harnley
12. Ancient Indian Medicine Dr. P. Kutumbia
13. Madhava Nidana and its Chief Commentaries (Chapters highlighting history) Dr. G.J. Mulenbelt
14. Ayurveda Ka BrihatItihasa Vaidya Atridev Vidyalankara
15. Ayurveda Ka VaigyanikaItihasa Acharya Priyavrata Sharma
16. Ayurveda Ka PramanikaItihasa Prof. Bhagwat Ram Gupta
17. History of Medicine in India Acharya Priyavrata Sharma
18. Vedome Ayurveda Vaidya Ram GopalS hastri
19. Vedomein Ayurveda Dr. Kapil Dev Dwivedi
20. Science and Philosophy of Indian Medicine Dr. K.N. Udupa
21. History of Indian Medicine from Pre-Mauryan to Kushana Period Dr. Jyotirmitra
22. An Appraisal of Ayurvedic Material in Buddhist literature Dr. Jyotirmitra
23. Mahayana Granthon mein nihita Ayurvediya Samagri Dr. RavindraNathTripathi
24. Jain Ayurveda Sahitya Ka Itihasa Dr. Rajendra Prakash Bhatnagar
25. Ayurveda- Prabhashaka Jainacharya Acharya Raj Kumar Jain
26. CharakaChintana Acharya Priyavrata Sharma
27. Vagbhata Vivechana Acharya Priyavrata Sharma
28. Atharvaveda and Ayurveda Dr. Karambelkara
29. Ayurvedic Medicine Past and Present Pt. Shiv Sharma
30. Ancient Scientist Dr. O.P. Jaggi
31. Luminaries of Indian Medicine Dr. K.R. Shrikanta Murthy
32. Ayurveda Ke Itihasa Ka Parichaya Dr. RaviduttaTripathi
33. Ayurveda Ke Pranacharya Ratnakara Shastri
34. Ayurveda Itihasa Parichaya Prof. Banwari Lal Gaur

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Sanskritam

**NCISM**  
**I professional Ayurvedacharya**  
**(BAMS)**

**SAMSKRITAM EVAM AYURVED ITIHAS**  
(SUBJECT CODE-AyUG-SN & AI)  
**SANSKRIT AND HISTORY OF AYURVEDA**  
(Applicable from 2021-22 batch onwards for 5 years or until further  
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Summary

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

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 examination 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 subject in First year BAMS curriculum. Similar to any language Listening, Reading, Writing and Speaking are the four pillars of a Sanskrit. Reading, writing and understanding samhitas will be emphasized and listening and speaking can give confidence to the student and enhance the study.

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

This changed curriculum involves many new teaching learning techniques and assessment methods. Based on the course outcomes, curriculum is 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 a chance of acquiring skills by practice of use of Sanskrit in Samhitadhyayan. Application of learned Sanskrit will be practically ensured by reading newly introduced Ashtang Hrudayam. Students can experience of application of Sanskrit 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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## Course Code and Name of Course

	Course code	Name of Course
	<b>AyUG SN &amp; AI</b>	<b>Sanskrit and Ayurved Itihas</b>

### AyUG SN & AI Course

**Table 1- Course learning outcomes and matched PO.**

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

**Table 2 : Contents of Course AyUG SN & AI**

Sr No	A2 List of Topics AyUG-SN & AI  Paper I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
<b>Paper I Sanskrit</b>					
1	संस्कृतवर्णानाम् परिचयः – माहेश्वरसूत्राणि, उच्चारणस्थानानि, बाह्यप्रयत्नानि, अभ्यन्तर प्रयत्नानि	I	05	3	10
2	संज्ञा- 2.1 - संयोगः, संहिता, ह्रस्वदीर्घप्लुतः, अनुनासिकः, पदम्, धातुः, उपसर्गः, गुणः, वृद्धिः [विस्तरेण पाठनम् - Detailed teaching] 2.2 - इत्, लोपः, प्रत्याहारः, उदात्तः, अनुदात्तः, स्वरितः, सवर्णः, निपातः, प्रगृह्यम्, [सङ्क्षिप्य पाठनम् – Brief teaching]	2.1 – I 2.2 – II	05	05	-
3.	उपसर्गाः- उपसर्गाः क्रियायोगे प्र, परा, अप, सम्, अनु, अव, निस, निर्, दुस्, दुर्, वि, आङ्, नि, अपि, अधि, अति, सु, उत्, अभि, प्रति, परि, उप	II	05	02	03
4.	अव्ययानि 4.1 - च अपि खलु हि तु किल ननु वा च एव 4.2- पुनः विना उच्चैः ऋते एवम् सह सार्धम् युगपत् यथा –तथा यावत्-तावत् इति यदा-तदा यदि-तर्हि साकम् न कुत्र कति कुतः किमर्थम्, कियत् इह अत्र तत्र सर्वत्र अन्यत्र कुत्र एकत्र सदा अन्यथा एकथा [विस्तरेण पाठनम् - detailed teaching] A) Identify अव्ययानि B) Explain the meaning with reference to the context C) Construct the sentences using अव्ययानि	I A II B III C	5	I -01 II-01	I-0 II-0 III-03
5.	कारकप्रकरणम् – कर्तृकारकम् , कर्मकारकम् , करणकारकम् , सम्प्रदानकारकम्, अपादान कारकम्, अधिकरणकारकम् , सम्बन्धः, उपपदविभक्तिः सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि   A) Discriminate the विभक्ति and their meaning. B) Identify the karakas from Ayurveda texts like करणम् कारणम् C) Construct sentences D) Translate sentences from English to Sanskrit & from Sanskrit to English.	I A II B III C, D	15	I- 05	II-05 III-05
6.	सन्धिः 6.1 - अच् सन्धिः/स्वरसन्धिः - यण् सन्धि -इको यणचि, गुण सन्धिः=आहुणः वृद्धिसन्धिः-वृद्धिरेचि, अयवायाव सन्धिः - एचोऽयवायावः/वान्तो यि	II	15	10	10



	<p>प्रत्यये, लोप सन्धि:-लोपः शाकल्यस्य, पररूपसन्धि:-एङि पररूपम्, पूर्वरूपसन्धि- एङः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः , प्लुत प्रगृह्य अचि नित्यम्  </p> <p><b>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </b></p> <p><b>6.2 -</b> हल्सन्धिः /व्यञ्जनसन्धिः - श्रुत्वसन्धि:- स्तोः श्रुना श्रुः, ष्रुत्वसन्धि:- ष्रुना ष्रुः, जश्त्व सन्धि:-झलां जशो/न्ते, अनुनासिकसन्धि:- यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धि:-तोर्लिः/वा पदान्तस्य, चर्त्वसन्धिः</p> <p>खरि च, पूर्वसवर्णसन्धि:-झयोऽहोऽन्यतरस्याम्, छुत्वसन्धिः</p> <p>शश्छोऽटि/ छत्वममीति वाच्यम्, अनुस्वारसन्धि:- मोऽनुस्वारः, तुगागमसन्धि:- शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धि:-नश्छव्यप्रशान्</p> <p><b>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </b></p> <p><b>6.3 -</b> विसर्गसन्धिः - रुत्वसन्धि:-ससजुषो रुः, उत्त्वसन्धि:-अतो रोरप्लुदादप्लुते/हशि च, रो रि, भो भागो अघो अपूर्वस्य योऽशि , रोऽसुपि , एतत्तदोः सुलोपोऽकोरनञ् समासे हलि, सोऽचि लोपे चेत् पादपूरणम्  </p> <p><b>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </b></p> <p><b>6.4.-</b> रुत्वप्रकरणसन्धि:- [ सङ्क्षिप्य पाठनम् – Brief teaching]</p> <p>समः सुटि, कानाम्प्रेडिते च, अत्रानुनासिको पूर्वस्य तु वा, अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः, सम्पुङ्कानां सो वक्तव्यः  </p>				
7.	<p><b>समास</b></p> <p><b>7.1 -</b> अव्ययीभावसमासः - <b>7.1.1 -</b> अव्ययम्</p> <p>विभक्तिसमीपसमृद्धिव्यर्थार्थाभावात्ययसम्प्रतिशब्दप्रादुर्भावावपश्चाद्यथानुपूर्व्ययौगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु   <b>7.1.2. -</b> प्रथमा निर्दिष्टम् उपसर्जनम्, / उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्याः/ तृतीयासप्तम्योर्बहुलम्/अव्ययीभावे चाकाले  </p> <p><b>7.2. -</b> तत्पुरुष समासः - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डैः, विशेषणं विशेष्येणबहुलम्, उपमानानि सामान्यवचनैः, नञ्, कर्मधारय, द्विगुः, उपपद तत्पुरुष</p> <p><b>7.3 -</b> बहुव्रीहि समासः - अनेकमन्यपदार्थे</p> <p><b>7.4 -</b> द्वन्त्वसमासः - चार्थे द्वन्द्वः</p> <p><b>सूत्रसहितपाठनं परं परीक्षायां सूत्रव्याख्यानादि प्रश्नानि न प्रष्टव्यानि  </b></p>	II	15	09	10
8.	<p><b>शब्दरूपाणि</b></p> <p><b>8.1 -</b> पुल्लिङ्गः शब्दरूपाणि</p> <p>अकारान्तः - वात, वैद्य, रुग्ण, राम आदि</p> <p>इकारान्तः - अग्नि, मुनि आदि</p> <p>उकारान्तः - ऋतु, भानु गुरु आदि</p> <p>ऋकारान्तः - नृ, धातृ, पितृ आदि</p>	I	10	02	14

	<p>ओकारान्तः - गो आदि  नकारान्त - श्लेश्मन्, रोगिन्, ज्ञानिन् आदि  सकारान्त - चन्द्रमस् आदि  तकारान्त - मरुत् आदि  दकारान्त - सुहृद् आदि  जकारान्त - भिषज्, आदि  शकारान्तः - कीदृश्, एतादृश् आदि</p> <p><b>8.2 - स्त्रीलिङ्गः शब्दरूपाणि</b>  आकारान्तः - बला, कला, स्थिरा, माला आदि  इकारान्तः - सम्प्राप्ति, प्रकृति, मति आदि  ईकारान्तः - धमनी, नदी आदि  उकारान्तः - रज्जु, धेनु आदि  ऊकारान्तः - वर्षाभू, वधू आदि  ऋकारान्तः - मातृ आदि  चकारान्तः - वाच् आदि  तकारान्तः - योषित्, सरित् आदि  दकारान्तः - परिषद् आदि  जकारान्तः - स्रज् आदि  सकारान्तः - जलौकस्, सुमनस् आदि  षकारान्तः - प्रावृष् आदि</p> <p><b>8.3 - नपुंसकलिङ्गः शब्दरूपाणि</b>  अकारान्तः - पित्त, वन आदि  उकारान्तः - अश्रु, मधु आदि  इकारान्तः - अक्षि, अस्थि, वारि, दधि आदि  ऋकारान्तः - ज्ञातृ, धातृ आदि  नकारान्तः - वर्त्मन्, दण्डिन् आदि  सकारान्तः - स्रोतस्, मनस् आदि  षकारान्तः - सर्पिष्, आयुष् आदि  तकारान्तः - शकृत्, जगत् आदि</p> <p>अष्टाङ्गहृदयसंहितायाम् विद्यमानानाम् अन्यानामपि समानानामरूपाणाम्  परिचयकरणम् अभिलषणीयम्   प्रश्नपत्रे न प्रष्टव्यम्  </p> <p><b>8.4 - सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि</b></p>				
9.	<p>धातुरूपाणि - [विस्तरेण पाठनम्-detailed teaching]</p> <p><b>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट्</b>  भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गमू(गम्) गतौ, पा पाने, जीव्, पच्, त्यज्, दृश् (पश्य)  अदादि गण - अद् भक्षणे, हन् हिंसागत्योः, वा गतिगन्धनयोः पा रक्षणे, अस्, श्वस्, स्वप्, ब्रू  जुहोत्यादि गण- धा धारणपोषणयोः, पृ - पलनपूरणयोः, हा त्यागे, दा (दाज्)  दिवादि गण- दिवु क्रीडादौ, त्रसी उद्वेगे, पुष् पुष्टौ, कुप्, नश्, तुष्, स्निह्, जृ  स्वादि गण- चिञ् चयने, शक्, श्रु  तुदादि गण- तुद् व्यथने, कृष् विलेखने, लिख् लेखने, दिश्, कृन्त्, क्षिप्, स्पृश्</p>	I	10	05	05



	<p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुज् तनादि गण- तनु विस्तारे, कृज् करणे क्र्यादि गण- प्रीज् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा चुरादि गण- गण् संस्थाने, साध्, ताड्, धृ, कथ् वाक्यप्रबन्धे आत्मनेपदि- भ्वादि गण - वृतु वर्त्तने, वृध्(वर्ध्), लभ्, सेव्, रुच् अदादि गण - शीङ् स्वप्ने, ब्रू जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाज्), दिवादि गण- जनी प्रादुर्भाव, मन्, बुध्, पद्, विद् स्वादि गण- चिज् चयने, तुदादि गण- तुद् व्यथने, कृष् विलेखने, भ्रि, विद्, मुच्, सिञ्च्, रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे, भुज् तनादि गण- तनु विस्तारे, कृज् करणे क्र्यादि गण- प्रीज् -तर्पणे कान्ते च, ग्रह् उपादाने, ज्ञा चुरादि गण- चुर्, क्षाल्, कथ्, घोष्, भक्ष् आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम् अभिकाम्यम् <b>9.2 - लृङ्ग , आशीर्लिङ्ग, लिट , लुङ्ग, लुङ [सङ्क्षिप्य पाठनम्-Brief teaching]</b> भ्वादि गण, अदादि गण, जुहोत्यादि गण, दिवादि गण, स्वादि गण, तुदादि गण, रुधादि गण, तनादि गण, क्र्यादि गण, चुरादि गण पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत्   परं परीक्षायाम् न पृष्ठव्यानि  </p>				
10	<p>प्रत्ययाः <b>10.1</b> – क्त - क्तवत्, तव्यत् – अनीयर्, शतृ – शानच्, ल्युट् - ण्वुल्, क्त्वा - ल्यप्, णिनिः, क्तिन्, तुमुन् प्रत्ययाणाम् प्रयोगाः एव पृष्ठव्याः   <b>10.2</b> - भावे घञ्, करणे घञ्, भावे ष्यञ्, कर्मणि ण्यत्, कर्त्तरि अच् अप् आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तरि/ताच्छील्ये/ आदि प्रत्ययानां परिचयः करणीयः   परं परीक्षायाम् न पृष्ठव्याः   परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्ठव्यः  </p>	II	10	05	6
11	विशेषण विशेष्य	II	05	02	03

Paper II – Part A Sanskrit					
	A2 List of Topics (Maximum Marks – 80 (SAQ & LAQ only))	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	<p>निरुक्ति तथा पर्याय पदानि— A) आयुः, शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र, इन्द्रियम्, श्रोत्रः, चक्षुः, रसना, घ्राण C)) धी, धृति, स्मृति, बुद्धी, मति, प्रज्ञा, मूत्र, पुरीषः, स्वेद, आत्मा, रोगः, निदानम्,</p>	A- I B – II C- III	15	7 (A-1, B-3, C-3)	13 (A- 4, B-4, C-5)

	रोगिः, भेषजचिकित्सा , आदि				
2	<p>परिभाषापदानि –</p> <p>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्मर्गः, सन्निपातः</p> <p>B) द्रव्य ,गुण, कर्म ,सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्प्रत्ययः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः</p> <p>C) स्रोतस्, कोष्ठः, आमम्, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्त्विकम्, ओकसात्त्विकम्, देशसात्त्विकम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान आदि</p>	<p>A - I</p> <p>B - II</p> <p>C- III</p>	20	<p>10</p> <p>(A-2, B-4, C- 4)</p>	<p>15</p> <p>(A- 5, B-5, C-5)</p>
3.	<p>अन्वयलेखनम् -</p> <p>A) अष्टाङ्गहृदयम् सूत्रस्थानम् - अध्यायतः सर्वाणि सूत्राणि</p> <p>१.आयुष्कामीयम्</p> <p>२.दिनचर्या</p> <p>३.रोगानुत्पादनीयम्</p> <p>B) अष्टाङ्गहृदयम् सूत्रस्थानम् - अध्यायतः सर्वाणि सूत्राणि</p> <p>दोषादिविज्ञानीयम्</p> <p>दोषभेदीयम्</p> <p>दोषोपक्रमणीयम्</p> <p>द्विविधोपक्रमणीयम्</p> <p>C) वैद्यकीय सुभाषितसाहित्यम् - shloka numbers – (भास्कर गोविन्द घाणेकर लिखित, चौखम्बा प्रकाशन)</p> <p>प्रथमः 1, 2</p> <p>द्वितीयः 1, 7</p> <p>तृतीयः 9</p> <p>चतुर्थः 2, 3</p> <p>पञ्चमः 2, 3</p> <p>षष्ठः 1, 4, 7</p> <p>सप्तमः 2, 5, 17</p> <p>अष्टमः 13, 12</p> <p>नवमः 12, 13</p> <p>दशमः 1, 19</p> <p>एकादशः 1, 2</p> <p>द्वादशः 1, 6</p> <p>त्रयोदशः 1, 7, 8, 9</p>	<p>A - I</p> <p>B - II</p> <p>C - III</p>	30	<p>20</p> <p>(A- 4, B- 8, C- 8)</p>	<p>14</p> <p>(A- 4, B- 5, C- 5)</p>



	चतुर्दशः 2, 3, 4 पञ्चदशः 7, 10 षोडशः 5, 6 सप्तदशः 1, 4 अष्टादशः 1, 2, 3 एकोनविंशतिः 2, 3, 4 विंशतिः , 12, 3, 4 श्लोकपूर्णं न प्रष्टव्यम् परीक्षायाम्। पदच्छेदं विग्रहवाक्यम् अन्वयः वाक्यार्थं भावार्थं इत्यादयः एव प्रष्टव्याः ।				
4.	पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय कथा -१ नापितक्षपणक कथा कथा-२ नकुलीब्राह्मणी कथा कथा-३ चक्रधर कथा कथा-४ सिंहकारक मूर्खपण्डितकथा कथा-५ मूर्खपण्डित कथा श्लोकपूर्णं तथा अन्वयलेखनं न प्रष्टव्ये।	III	15	03	04

**Paper II – Part B – Ayurved Itihas –**

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

4	Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana, Sharngadhara Samhita, Bhavaprakasha.	II		1	3
5	Origin and period of different systems of medicine in the world.	II	5	1	2
6	Introduction to Vrukshayurveda, Hastyayurveda and Ashwayurveda. (Included in Transitional Curriculum)	II		-	1
7	Status of Ayurveda during the period of Ashoka, Mughal and British rule.	II		1	2
8	Contribution of Scholars of modern era: Acharya Gana Nath Sen, Vaidya Yamini Bhushan Rai, Vaidya Shankar Dajishastri Pade, Acharya Swami Lakshmiram, Acharya Yadavji Tikramji, Dr. PM. Mehta, Vaidya B G Ghanekar, Vaidya Damodar Sharma Gaur, Acharya Priyavrat Sharma, Vaidya C Dwarakanath, Vaidya K R Shrikantamurthy, Vaidya VJ Thakkar, Vaidyaratnam PS Varier, Vaidya B V Gokhale.	III	5	1	2
9	Globalization of Ayurveda	III		1	2
10	1)Developmental activities in Ayurveda in the post-independence period: <ul style="list-style-type: none"> <li>• Introduction to various committees and their recommendations</li> <li>• Introduction of activities of the following Organizations : Department of AYUSH, CCIM/ NCISM, CCRAS,</li> </ul> 2) National institutions Viz- All India Institute of Ayurved (AIIA), National Institute of Ayurveda, Jaipur. ITRA, Jamnagar. Faculty of Ayurveda, BHU, Varanasi. Rashtriya Ayurveda Vidyapeetha, New Delhi.	III		1	2

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

<b>Paper I – Sanskrit</b>									
<b>A3 Course outcome</b>	<b>B3 Learning Objective  (At the end of the session, the Students should be able to)</b>	<b>C3 Domain/sub</b>	<b>D3 Must to know/ desirable to know/Nice to know</b>	<b>E3 Level Does/ Shows how/ Knows how/ Know</b>	<b>F3 T-L method</b>	<b>G3 Assessment</b>	<b>H3 Formative /summative</b>	<b>I3 Term</b>	<b>J3 Integration</b>
<b>Topic 1- संस्कृतवर्णानाम् परिचयः(5 marks) Time: 13 hrs (Lecture:- 3 hours Non lecture10 hrs)</b>									
CO 1, CO 6	Read & write Sanskrit words	Cognitive domain - Knowledge	Must know	Knows how	Practical classes Demonstrations Classroom reading	Oral Written	F&S	I	
CO 1, CO 6	Pronounce Sanskrit as per their appropriate articulations	Cognitive domain – Comprehension	Must know	Knows how/ Shows how	1) Practical classes 2) presentation of videos 3) Graphical Representation of Vocal system Class room reading / speaking	Oral / Written Assignment on Identifying the Places of articulation of the words in Ayurveda texts.	F&S	I	
<b>Topic 2- संज्ञा (10 marks)- Time: 05 Hrs (Lecture:- 5 hours Non lecture 00 hrs)</b>									
CO 2, CO 4, CO	2.1 Explain the terms related to संज्ञा in Sanskrit grammar	Cognitive domain- Comprehension	Desirable to know	Knows	Lecture with Power point presentation	Oral, Conduction of quiz	F&S	II	
CO 2, CO 4, CO 5	2.2 Identify the संज्ञा Explain the meaning of the संज्ञा	Cognitive domain- Comprehension	Must know	Knows how	Lecture with Power point presentation	Oral / written Very short answer Differentiate, identify, fill in the blanks etc	F&S	I	

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



						answer / compare differentiate Assignments open book test			
CO 2, CO 4, CO 6	Construct the sentences using अव्ययानि	Cognitive domain - Synthesis	Must Know	Shows how	Lectures with Power point presentation.  Group Discussions  Conversation Sessions	Oral & Written  Construct sentences with proper use of Avyayas. Use appropriate Avyayas. Very short answer Assignments on finding out the अव्ययानि used in the texts and explain their meaning with reference to the context. Open book test.	F&S	III	

**Topic 5— कारकप्रकरणम् (15 marks) Time: 15 Hrs (Lecture:- 5 hours Non lecture 10 hrs)**

CO 3, CO 6	A) Discriminate the विभक्ति and their meaning. B) Identify the karakas from Ayurveda texts like करणम् कारणम् C) Construct sentences. D) Translate sentences from English to	Cognitive domain - Synthesis problem solving	Must know	Shows how	Lectures with Power point presentation.  Group Discussions	Oral & Written  objective type very short answer / compare differentiate /	F&S	A)– I B) – II C) – III D) - III	
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	Sanskrit & from Sanskrit to English.					meaning with reference to the context etc Assignments on identification of the karakas used in the Ayurveda basic principle terms like <b>करणम्</b> <b>कारणम्</b> .			
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**Topic 6- सन्धिः (15 marks) Time: 20 Hrs (Lecture:- 10 hours Non lecture 10 hrs)**

CO 2, CO 6	6.1 Identify सन्धिः Explain the meaning of the context by splitting.  Formulate the joined words while writing the sentences	Cognitive domain - Application and problem solving	Must know	Knows how	Lectures with Power point presentation.  Group Discussions  Classes by the students Ashtang hrudaya with the सन्धिः	Oral & Written Objective type, very short answer – compare, differentiate etc. Assignments to find the सन्धिः in Ashtangahrudaya Quiz on सन्धिः	F&S	II	
CO 2, CO 6	6.2 Identify सन्धिः  Explain the meaning of	Cognitive domain - Application and problem solving	Must know	Knows how	Lectures with Power point presentation.  Group Discussions	Oral & Written objective type very short	F&S	II	

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

**Topic 7- समास (15 marks) Time: 19 Hrs. (Lecture:- 09 hours Non lecture 10 hrs)**

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

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



						a Quiz on समासः Puzzles Word cloud Cross words etc. Preparation of charts, mindmaps etc.			
CO 2, CO 6	7.4 Identify समासः Explaining the meaning of the context by writing the विग्रहवाक्यम्  Construct the समस्तपदम् while writing the sentences	Cognitive domain - Application and problem solving	Must know	Shows how	Lectures with Power point presentation.  Group Discussions Flipped classroom  Peer learning Classes by the students on the sutras in Ashtang hrudaya with the विग्रहवाक्यम् Problem Based Learning(PBL)	Oral & Written  objective type very short answer Assignments to find the समासः in Ashtangahrday a Quiz on समासः Puzzles Word cloud Cross words etc. Preparation of charts, mindmaps etc.	F&S	II	
<b>Topic 8- शब्दरूपाणि (10 marks) Time: 16 Hrs (Lecture:- 2 hours Non lecture 14 hrs)</b>									
CO 2, CO 3, CO 6	Identify & write the अन्तलिङ्गविभक्तिवचनानि of a noun.  Construct sentences	Cognitive domain – Synthesis  problem solving	Must know	Shows how	Lectures with Power point presentation.  Recitation  Peer learning	Oral & Written  objective type very short answer	F&S	I	

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

	Interpret the meaning according to the लकारः	solving							
<b>Topic -10 प्रत्ययाः (10 Marks) Time: 11 Hrs (Lecture:- 5 hours Non lecture 06 hrs)</b>									
CO 2, CO 6	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	Shows how	Lectures with Power point presentation.  Group Discussions	Oral & Written  objective type very short answer Assignments Quizzes	F&S	II	
CO 2, CO 6	10.2 Identify the प्रत्ययाः Interpret the meaning with reference to the context with the support of the प्रत्ययाः (परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्ठव्यः   )	Cognitive domain- Application and problem solving	Must to Know	Shows how	Lectures with Power point presentation.  Group Discussions	Oral Assignments Quizzes	F&S	II	
<b>Topic 11- विशेषण विशेष्य (05 Marks) Time: 05 Hrs (Lecture:-02 hours Non lecture 03 hrs)</b>									
CO 2, CO 6	Identify and discriminate different types of Visheshanas.  Effectively use visheshanas in sentences.	Cognitive domain - Application and problem solving	Must know	Knows how / Shows how	Lectures with Power point presentation.  Flipped classroom	Oral & Written Quizzes Word cloud etc.	F&S	II	

## Paper II Part A - Sanskrit 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/ desira ble to know/ Nice to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Form ative /sum mative	I3 Te rm	J3 Integr ation
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**Topic 1- निरुक्ति/ Paryaya padani (15 marks) Time: 18 Hrs. Lecture:- 7 hours (A-2, B-5) Non lecture 13 (A- 4, B-4, C-5 hrs)**

CO 2, CO 5	Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः)  A) आयुः ,शरीर, मनः, अग्नि, जलम्, वातः, पित्तम्, कफः  B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्, श्रोत्र, चक्षु , , रसना, घ्राण  C) धी, धृति, स्मृति , बुद्धी , , मति प्रज्ञा , मूत्र , पुरीषः, स्वेद, आत्मा, रोगः, निदानम् , रोगि , भेषजचिकित्सा , आदि	Cognitive domain - comprehension	Must know	Knows how	Lectures with Power point presentation.  Flipped classroom  Peer learning  Ayurveda Samhita Group Discussions	Oral & Written objective type very short answer compare differentiate meanings meaning with reference to the context etc Assignments Open book test	F & S	A- I B – II C- III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.

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

CO 2, CO 5	<p>Explain the meaning of the words and their synonyms with the help of their nirukti (निरुक्तिः)</p> <p>Describe the Paribhasapadas (परिभाषापदः) परिभाषापदानि –</p> <p>A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्सर्गः, सन्निपातः</p> <p>B) द्रव्य, गुण, कर्म, सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्श्रयः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः</p> <p>C) स्रोतस्, कोष्ठः, आमम्, विरुद्धाह्वम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्त्विकम्, ओकसात्त्विकम्, देशसात्त्विकम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः, शोधन, शमन, लंघन, बृहण, अनुपान आदि</p>	Cognitive domain – Comprehension Application	Must know	Knows how	<p>Lectures with Power point presentation.</p> <p>Flipped classroom</p> <p>Peer learning</p> <p>Group Discussions</p>	<p>Oral &amp; Written objective type</p> <p>very short answer</p> <p>write short notes</p> <p>Assignments from Ayurveda Samhita</p> <p>Open book test</p>	F&S	A- I B – II C- III	Sa mh ita, Kr iya Sh ari r, Ra ch an a Sh ari r.
<b>Topic 3 - अन्वयलेखनम् (30 marks) Time 34 Hrs (Lecture:- 20 (A- 4, B- 8, C-8 hours) Non lecture 14 (A-4, B-5, C-5 hrs)</b>									
CO 4, CO 6	Identify the subject object Adjective noun verb in a sentence.	Cognitive domain – Comprehension Application	Must know	Shows how	<p>Self-directed learning</p> <p>Flipped classroom</p> <p>Classes by the students</p>	<p>Oral &amp; Written</p> <p>Objective type</p> <p>Very short answer</p> <p>Anvaya writing</p>	F&S	A - I B - II C- III	Sa mh ita

	<p>Write the पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थ and भावार्थम् Of shlokas</p> <p>A) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि   १.आयुष्कामीयम् २.दिनचर्या ३.रोगानुत्पादनीयम् B) अष्टाङ्गहृदयम् सूत्रस्थानम् – अध्यायतः सर्वाणि सूत्राणि   दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम् C) वैद्यकीय सुभाषितसाहित्यम् – shloka numbers - प्रथमः 1, 2 द्वितीयः 1, 7 तृतीयः 9 चतुर्थः 2, 3 पञ्चमः 2, 3 षष्ठः 1, 4, 7 सप्तमः 2, 5, 17 अष्टमः 13, 12 नवमः 12, 13 दशमः 1, 19 एकादशः 1, 2 द्वादशः 1, 6</p>				Group Discussions	<p>Short answer Assignments on writing पदच्छेदं विग्रहवाक्यम् अन्वयः वाच्यार्थ भावार्थम्</p>			
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<b>Topic 1- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									
CO 8	Describe Etymological derivation (Vyutpatti), syntactical derivation (Niruktti) and definition of 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 significance and utility, means and method of Ayurveda history	Cognitive/ comprehension	Must know	Knows	Lecture & Group Discussion, Tutorial, Video clips	Written MCQ <b>Discussions or debate</b>	F	I	
CO 8 CO 9	Explain Different Time periods relevant for the Study of Ayurveda itihasa (viz, Prevedic, Vedic, Samhita kala, Sangraha kala etc.)	Cognitive/K	Must know	Knows	Lecture & Group Discussion, Tutorial, Charts, Edutainment.	Written MCQ	F & S	I	
<b>Topic 2- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									
CO 8 CO 9	Explain different opinions of origin and lineage of Ayurveda available in Samhitas and Samudra manthana and origin of Dhanvantari.	Cognitive/K	Must know	Knows	Lecture, video & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Outline 2-3 references of Ayurveda in Veda, Upanishat and Puarana	Cognitive/K	Desirable to know	Knows	Lecture, charts & Group Discussion, SDL	Written MCQ, <b>Online search of Archiologi cal sites for Ayurved. Presentatio n by Students,</b>	F	I	

CO 8	Describe Ayurveda as Upaveda of Atharvaveda	Cognitive/comprehension	Desirable to know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
<b>Topic 3- Time (Lecture:- 2 hour, Non lecture 2 hours)</b>									
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 <b>Chart preparation</b>	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 <b>Online samhitas, Commentary search</b>	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 Chikitsa in view of Global medical history.	Cognitive/K	Must know	Knows	Lecture & Group Discussion,	Written MCQ <b>Debate Creative writing</b>	F	I	Roganidana, Kayachikitsa
CO 8 CO 9	Describe the Structure, Specialities, Time period of Sushruta Samhita	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ Poster making	F & S	I	
CO 8 CO 9	Briefly explain contribution of Dhanvantari, Sushruta,	Cognitive/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	Salya tantra

	Nagarjuna, Chandrata								
CO 8 CO 9	Enumerate the important commentaries on Sushruta Samhita and identify their authors.	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ <b>Chart or collage</b>	F & S	I	
CO 8 CO 9	Explain the importance of Nibandha sangraha, Nyaya chandrika,	Cognitive/K	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
CO 8 CO 9	Justify Shaareere Sushruta	Cognitive/comprehension	Must know	Knows	Lecture & Group Discussion	Written MCQ Debate/Discussions	F	I	Rachana Sharira, Kriya sharira
CO 8 CO 9	Describe the Contributions of Sushruta Samhita to the field of surgery.	Cognitive/Comprehension	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	Shalya Tantra
CO 8 CO 9	Identify the acharyas of Atreya and Dhanvantari Sampradaya	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 Ashtang hridaya 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	Justify Sutrasthana tu	Cognitive	Must know	Knows	Lecture & Group	Written	F & S	I	

CO 9	vagbhata	e/K			Discussion	MCQ			
CO 8 CO 9	Enumerate the salient features of Bhela Samhita	Cognitiv e/k	Desirable to know	Knows	Lecture & Group Discussion, SDL	Written MCQ	F	I	
CO 8 CO 9	Enumerate the salient features of Hareeta Samhita	Cognitiv e/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	Cognitiv e/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.	Cognitiv e/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.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	I	
<b>Topic 4- Time (Lecture:- 1 hour, Non lecture 3 hours)</b>									
CO 8 CO 9	Describe Structure, Contributions and importance of Madhava Nidana.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion, Library Session for handing of books.	Written MCQ Library Searching <b>online availabe Samhitas. Samhita mobile applications</b>	F & S	II	
CO 8 CO 9	Outline the importance of Madhavakara, Vijayarakshita, Shrikanthadatta and Justify nidane madhava shreshtha.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	II	Roganidana
CO 8	Describe Structure,	Cognitiv	Must know	Knows	Lecture & Group	Written	F & S	II	

CO 9	Contributions and importance of Sharngadhara Samhita.	e/k			Discussion	MCQ			
CO 8 CO 9	Briefly explain contribution of Sharngadhara, Adhamalla, Kashiram.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ	F & S	II	
CO 8 CO 9	Explain about Bhavamishra and Enumerate the salient features of Bhavaprakasha.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion,	Written MCQ	F & S	II	
<b>Topic 5- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									
CO 8 CO 9	Enlist origin and period of different systems of medicine in the world.	Cognitiv e/k	Must know	Knows	Lecture & Group Discussion	Written MCQ Assignment s	F & S	II	
<b>Topic 6- Time (Lecture:- 0 hour, Non lecture 1 hours)</b>									
CO 8 CO 9	Explain in brief about Ashwayurveda, Gajayuyurveda, Gavayurveda and Vrukshayurveda.	Cognitiv e/k	Must know	Knows	Lecture (Included in Transitional Curriculum)& Group Discussion	Written MCQ Serach of Use of Ayurved plats in different cattle food.  Poster making	F & S	II	
<b>Topic 7- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									
CO 8 CO 9	Describe the Status of Ayurveda during the period of Ashoka, Mughal and British rule.	Cognitiv e/K	Desirable to know	Knows	Lecture & Group Discussion, SDL	Written MCQ Collect the photos online and make a documentor	F & S	II	



						y in your voice.			
<b>Topic 8- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									
CO 8 CO 9	Name the Contributions of Acharya Gana Nath Sen, Vaidya Yamini Bhushan Rai, Vaidya Shankar Dajishastri Pade, Acharya Swami Lakshmiram, Acharya Yadavji Tikramji, Dr. PM. Mehta, Vaidya B G Ghanekar, Vaidya Damodar Sharma Gaur, Acharya Priyavrat Sharma, Vaidya C Dwarakanath, Vaidya K R Shrikantamurthy, Vaidya VJ Thakkar, Vaidyaratnam PS Varier, Vaidya B V Gokhale.	Cognitive/K	Desirable to know	Knows	Lecture & Group Discussion, Tutorial, Self directed learning (SDL)	Written MCQ, Quiz, Match the pair Edutainment t Poster making, Video clip making, Compilation,	F & S	III	
<b>Topic 9- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									
CO 8 CO 9	Discuss Globalization of Ayurveda – Expansion of Ayurveda in Misra (Egypt), Sri Lanka, Nepal other nations.	Cognitive/K	Desirable to know	Knows	Lecture & Tutorial, Video Edutainment	Written MCQ  Collect data and make video clip with your own narration.	F & S	III	
<b>Topic 10- Time (Lecture:- 1 hour, Non lecture 2 hours)</b>									

CO 8 CO 9	Enumerate the various Committees and 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 Departments 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: 180 Hrs

[illegible]

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

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



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

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

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

**Topic wise details –**

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

**Ayurved Itihas-**

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

### Table 6: Assessment Summary

## 6 A-Number of Papers and Marks Distribution

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

### 6 B - Scheme of Assessment (formative and Summative)

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

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

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)	Term Test (Marks converted to 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (.../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		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 marks to 15 marks.							



## 6 D- Evaluation Methods for Periodical Assessment

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

## 6 E- Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG SN & AI

##### PAPER-I

Time: 3 Hours Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100 Sanskrit

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

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG SN & AI

##### PAPER-II

Time: 3 Hours

INSTRUCTIONS: All questions compulsory

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

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

## 6 F- Disribution of Theory Exam

	Paper I: Sanskrit			D Type of Questions “Yes” can be asked. “No” should not be asked.		
	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	संस्कृतवर्णानाम् परिचयः – माहेश्वरसूत्राणि, उच्चारणस्थानानि, बाह्यप्रयत्नानि, अभ्यन्तर प्रयत्नानि	I	05	5	No	No
2	संज्ञा- 2.1 - संयोगः, संहिता, ह्रस्वदीर्घप्लुतः, अनुनासिकः, पदम्, धातुः, उपसर्गः, गुणः, वृद्धि 2.2 - इत्, लोपः, प्रत्याहारः, उदात्तः, अनुदात्तः, स्वरितः, सवर्णः, निपातः, प्रगृह्यम्,	2.1 – I 2.2 – II	05	5	No	No
3.	उपसर्गः- उपसर्गाः क्रियायोगे प्र, परा, अप, सम्, अनु, अव, निस्, निर्, दुस्, दुर्, वि, आङ्, नि, अपि, अधि, अति, सु, उत्, अभि, प्रति, परि, उप	II	05	No	Yes (1 que of 5 marks)	No
4.	अव्ययानि 4.1 - च अपि खलु हि तु किल ननु वा च एव 4.2- पुनः विना उच्चैः ऋते एवम् सह सार्धम् युगपत् यथा –तथा यावत्-तावत् इति यदा-तदा यदि- तर्हि साकम् न कुत्र कति कुतः किमर्थम्, कियत् इह अत्र तत्र सर्वत्र अन्यत्र कुत्र एकत्र सदा अन्यथा एकथा A) Identify अव्ययानि B) Explain the meaning with reference to the context C) Construct the sentences using अव्ययानि	I A II B III C	5	No	Yes (1 que of 5 marks)	No
5.	कारकप्रकरणम् तथा वाच्य प्रयोगः – कर्तृकारकम्, कर्मकारकम्, करणकारकम्, सम्प्रदानकारकम्, अपादान कारकम्, अधिकरणकारकम्, सम्बन्धः, उपपदविभक्तिः A) Discriminate the विभक्ति and their meaning. B) Identify the karakas from Ayurveda texts like करणम् कारणम् C) Construct sentences D) Translate sentences from English to Sanskrit & from Sanskrit to English.	I A II B III C, D	15	5	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)

6.	<p>सन्धिः</p> <p><b>6.1</b> - अच् सन्धिः/स्वरसन्धिः - यण् सन्धि- इको यणचि, गुण सन्धि=आहुणः वृद्धिसन्धिः-वृद्धिरेचि, अयवायाव सन्धिः - एचोऽयवायाव/ःवान्तो यि</p> <p>प्रत्यये, लोप सन्धिः-लोपः शाकल्यस्य,</p> <p>पररूपसन्धिः-एङि पररूपम्,</p> <p>पूर्वरूपसन्धि- एङः पदान्तादति, प्रकृतीभाव- सर्वत्र विभाषा गोः, प्लुत प्रगृह्य अचि नित्यम्  </p> <p><b>6.2</b> - हल्सन्धिः /व्यञ्जनसन्धिः - श्रुत्वसन्धि -ःस्तोः श्रुना श्रुः, ष्रुत्वसन्धि -ःश्रुना ष्रुः, जश्त्व सन्धिः-झलां जशो/न्ते, अनुनासिकसन्धिः-यरोऽनुनासिकेऽनुनासिको वा/प्रत्यये भाषायां नित्यम्, परसवर्णसन्धिः-तोर्लि/ःवा पदान्तस्य, चर्त्वसन्धिः</p> <p>खरि च, पूर्वसवर्णसन्धिः-झयोऽहोऽन्यतरस्याम्, छुत्वसन्धिः शश्छोऽटि /छत्वममीति वाच्यम्, अनुस्वारसन्धि -ः मोऽनुस्वारः, तुगागमसन्धिः-</p> <p>शि तुक्/छे च/पदान्ताद्वा, रुत्वआदेशसन्धिः- नश्छव्यप्रशान्</p> <p><b>6.3</b> - विसर्गसन्धिः - रुत्वसन्धिः-ससजुषो रुः, उत्त्वसन्धिः- अतो रोरप्लुदादप्लुते/हशि च, रो रि, भो भागो अघो अपूर्वस्य योऽशि, रोऽसुपि, एतत्तदोः सुलोपोऽकोरनञ् समासे हलि, सोऽचि लोपे चेत् पादपूरणम्  </p> <p><b>6.4.-</b> रुत्वप्रकरणसन्धिः- [ सङ्क्षिप्य पाठनम् – Brief teaching]</p> <p>समः सुटि, कानाम्नेडिते च, अत्रानुनासिको पूर्वस्य तु वा, अनुनासिकात्परोऽनुस्वारः, खरवसानयोर्विसर्जनीयः, विसर्जनीयस्य सः, सम्पुङ्कानां सो वक्तव्यः  </p>	II	<p><b>15</b> <b>(6.1-5marks</b></p> <p><b>6.2/6.4-5marks</b></p> <p><b>6.3 – 5marks</b> <b>)</b></p>	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)
7.	<p><b>समास</b></p> <p><b>7.1</b> - अव्ययीभावसमासः - <b>7.1.1</b> - अव्ययम् विभक्तिसमीपसमृद्धिव्यर्थार्थाभावात्ययसम्प्रतिशब्दप्रादुर्भावावप श्रायथानुपूर्व्ययौगपद्यसादृश्यसम्पत्तिसाकल्यान्तवचनेषु  </p> <p><b>7.1.2.</b> - प्रथमा निर्दिष्टम् उपसर्जनम्, उपसर्जनं पूर्वम् /नाव्ययीभावादतो/ म् त्वपञ्चम्या/ः तृतीयासप्तम्योर् बहुलम्/अव्ययीभावे चाकाले  </p> <p><b>7.2.</b> - तत्पुरुष समासः - द्वितीया</p> <p>श्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, तृतीया तत्कृतार्थेन गुणवचनेन, कर्तृकरणे कृता बहुलम्, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पञ्चमीभयेन, षष्ठी, सप्तमीशौण्डे, विशेषणं विशेष्येणबहुलम्, उपमानानि सामान्यवचनैः, नञ्, कर्मधारय, द्विगुः, उपपद तत्पुरुष</p>	II	<p><b>15</b> <b>(7.1.1 &amp; 7.1.2 -- 5marks</b></p> <p><b>7.1.3 – 5marks</b></p> <p><b>7.14 &amp; 7.15 – 5marks</b> <b>)</b></p>	No	Yes (1 que of 5 marks)	Yes 10 (1 Que. of 10 marks)

	<p><b>7.3 - बहुव्रीहि समास - : अनेकमन्यपदार्थे</b></p> <p><b>7.4 - द्वन्त्वसमास - : चार्थे द्वन्द्वः</b></p>					
8.	<p>शब्दरूपाणि</p> <p><b>8.1 - पुल्लिङ्ग शब्दरूपाणि</b></p> <p>अकारान्तः - वात, वैद्य, रुग्ण, राम आदि</p> <p>इकारान्तः - अग्नि, मुनि आदि</p> <p>उकारान्तः - ऋतु, भानु गुरु आदि</p> <p>ऋकारान्तः - नृ, धातृ, पितृ आदि</p> <p>ओकारान्तः - गो आदि</p> <p>नकारान्त - श्लेष्मन्, रोगिन्, ज्ञानिन् आदि</p> <p>सकारान्त - चन्द्रमस् आदि</p> <p>तकारान्त - मरुत् आदि</p> <p>दकारान्त - सुहृद् आदि</p> <p>जकारान्त - भिषज्, आदि</p> <p>शकारान्तः - कीदृश्, एतादृश् आदि</p> <p><b>8.2 - स्त्रीलिङ्ग शब्दरूपाणि</b></p> <p>आकारान्त :- बला, कला, स्थिरा, माला आदि</p> <p>इकारान्तः - सम्प्राप्ति, प्रकृति, मति आदि</p> <p>ईकारान्तः - धमनी, नदी आदि</p> <p>उकारान्तः - रज्जु, धेनु आदि</p> <p>ऊकारान्तः - वर्षाभू, वधू आदि</p> <p>ऋकारान्त :- मातृ आदि</p> <p>चकारान्तः - वाच् आदि</p> <p>तकारान्तः - योषित्, सरित् आदि</p> <p>दकारान्तः - परिषद् आदि</p> <p>जकारान्तः - स्रज् आदि</p> <p>सकारान्तः - जलौकस्, सुमनस् आदि</p> <p>षकारान्तः - प्रावृष् आदि</p> <p><b>8.3 - नपुंसकलिङ्ग शब्दरूपाणि</b></p> <p>अकारान्तः - पित्त, वन आदि</p> <p>उकारान्तः - अश्रु, मधु आदि</p> <p>इकारान्तः - अक्षि, अस्थि, वारि, दधि आदि</p> <p>ऋकारान्तः - ज्ञातृ, धातृ आदि</p> <p>नकारान्तः - वर्त्मन्, दण्डिन् आदि</p> <p>सकारान्तः - स्रोतस्, मनस् आदि</p> <p>षकारान्तः - सर्पिष्, आयुष् आदि</p> <p>तकारान्तः - शकृत्, जगत् आदि</p> <p><b>8.4- सर्वनामपदानि - अस्मद्, युष्मद्, तद्, एतद्, यद्, किम्, इदम् आदि</b></p>	I	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)
9.	<p>धातुरूपाणि—</p> <p><b>9.1 - परस्मैपदि - लट्/लृट्/लङ्/विधिलिङ्/लोट् भ्वादि गण - भू सत्तायाम्, क्षि क्षये, गम्/गम् (गतौ, पा</b></p>	I	10	No	Yes (1 que of 5 marks)	Yes (1 que of 5 marks)

	<p>पाने, जीव्, पच्, त्यज् ,दृश्(पश्य)</p> <p>अदादि गण - अद् भक्षणे , हन् हिम्सागत्योः, वा</p> <p>गतिगन्धनयोः पा रक्षणे ,अस्, श्वस्स्वप् ,् ब्रू,</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, पृ - पलनपूरणयोः, हा</p> <p>त्यागे ,दा (दाञ्)</p> <p>दिवादि गण- दिवु क्रीडादौ, त्रसी उद्वेगे, पुष् पुष्टौ, कुप्, नश्,</p> <p>तुष्, स्निह्, जृ</p> <p>स्वादि गण- चिज् चयने, शक्श्चु ,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने ,लिख् लेखने ,दिश्,</p> <p>कृन्त्, क्षिप्, स्पृश्</p> <p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणे , भुज्</p> <p>तनादि गण- तनु विस्तारे, कृञ् करणे</p> <p>क्रयादि गण- प्रीज्- तर्पणे कान्ते च, ग्रह् उपादाने ज्ञा</p> <p>चुरादि गण- गण् संस्थाने, साध्, ताड्, धृ, कथ् वाक्यप्रबन्धे</p> <p>आत्मनेपदि -</p> <p>भ्वादि गण - वृतु वर्त्तने ,वृध्(वर्ध्), लभ्, सेव्, रुच्</p> <p>अदादि गण - शीङ् स्वप्नेब्रू,</p> <p>जुहोत्यादि गण- धा धारणपोषणयोः, दा (दाञ्),</p> <p>दिवादि गण- जनी प्रादुर्भावे ,मन्, बुध्, पद्, विद्</p> <p>स्वादि गण- चिज् चयने,</p> <p>तुदादि गण- तुद् व्यथने, कृष् विलेखने ,मि, विद्, मुच्, सिञ्च्,</p> <p>रुधादि गण- रुधिर् आवरणे, भिदिर् विदारणेभुज्, ्</p> <p>तनादि गण- तनु विस्तारे, कृञ् करणे</p> <p>क्रयादि गण- प्रीज्- तर्पणे कान्ते च, ग्रह् उपादानेज्ञ ,ा</p> <p>चुरादि गण- चुर्, क्षाल्, कथ्, घोष्, भक्ष्</p> <p>आयुर्वेदसंहितासु विद्यमानानां धतुरूपाणां परिचयीकरणम्</p> <p>अभिकाम्यम्</p> <p><b>9.2 - लृङ्ग , आशीर्लिङ्ग, लिट , लुङ्ग, लुङ [सङ्क्षिप्य</b></p> <p><b>पाठनम्-Brief teaching]</b> भ्वादि गण ,अदादि गण ,</p> <p>जुहोत्यादि गण ,दिवादि गण ,स्वादि गण ,तुदादि गण ,रुधादि</p> <p>गण ,तनादि गण ,क्रयादि गण ,चुरादि गण</p> <p>पूर्वोक्तधातुष्वेकस्य पञ्चलकारेषु रूपाणि दर्शयेत्   परं</p> <p>परीक्षायाम् न पृष्टव्यानि  </p>					
10	<p>प्रत्ययाः</p> <p><b>10.1</b> – क्त - क्तवत् ,तव्यत् – अनीयर् ,शतृ – शानच् ,</p> <p>ल्युट् - ण्वुल् ,क्त्वा - ल्यप् ,णिनि ,:क्तिन्, तुमुन्</p> <p>प्रत्ययाणाम् प्रयोगाः एव पृष्टव्याः  </p> <p><b>10.2</b> - भावे घञ् ,करणे घञ् ,भावे ष्यञ् ,कर्मणि ण्यत् ,</p> <p>कर्त्तरि अच् अप्</p> <p>आयुर्वेदसंहितायां विद्यमानानां भावे/करणे/कर्त्तरि/ताच्छील्ये/</p> <p>आदि प्रत्ययानां परिचयः: करणीयः   परं परीक्षायाम् न</p>	I	10	3	Yes (2 Que of 1 mark)	Yes (1 que of 5 marks)

	पृष्ठव्या :  परीक्षायाम् वाच्य प्रयोगः स्वरूपे पृष्ठव्य :					
11	विशेषण विशेष्य	II	05	2	Yes (3 Que of 1 mark)	No

	<b>Paper II</b> <b>Sanskrit and Ayurved Itihas</b>			<b>D</b> Type of Questions “Yes” can be asked. “No” should not be asked.		
	<b>Part A Sanskrit</b> <b>List of Topics</b>	<b>B</b> <b>Term</b>	<b>C</b> <b>Mar</b> <b>ks</b>	<b>MCQ</b> <b>(1</b> <b>Mar</b> <b>k)</b>	<b>SAQ</b> <b>(5 Marks)</b>	<b>LAQ</b> <b>(10</b> <b>Marks)</b>
1	निरुक्ति तथा पर्याय पदानि— A) आयुः ,शरीर, मनः, अग्निः, जलम्, वातः, पित्तम्, कफः B) रस, रक्त, मांस, मेद, अस्थि, मज्जा, शुक्र , इन्द्रियम्,श्रोत्रः, चक्षुः, रसना ,, घ्राण (C धी, धृति, स्मृति, बुद्धी, मति , प्रज्ञा ,मूत्र ,पुरीषः, स्वेद, आत्मा, रोगः, निदानम् ,रोगि ,:भेषजचिकित्सा , आदि	A -I B – II C- III	15	No	Yes (2 que of 5 marks)	Yes (1 que of 5 marks)
2	परिभाषापदानि – A) आयुर्वेदः, पञ्चमहाभूतानि, त्रिगुणम्, दोषाः, मलाः, दूष्यम्, सम्सर्गः, सन्निपातः B) द्रव्य, गुण , कर्म ,सामान्य, विशेष, गुरु, लघु, प्रकृतिः, विकृतिः, चयः, प्रकोपः, प्रसरः, स्थानसम्प्रयः, दोषगतिः भेदः, रसः, वीर्यम्, विपाकः, कार्यकारणभावः C) स्रोतस् , कोष्ठः, आमम्, विरुद्धाहम्, विरुद्धाहारः, विदाहि, विष्टम्भि, सात्त्व्यम्, ओकसात्त्व्यम्, देशसात्त्व्यम्, अत्यशनम्, अध्यशनम्, स्थानी, योगवाही, पथ्यम्, अपथ्यम्, कृतान्नवर्गः, अवस्थापाकः, वेगः ,शोधन, शमन , लंघन , बृहण, अनुपान आदि	A - I B - II C- III	20	No	Yes (2 que of 5 marks)	Yes (1 Que. of 10 marks)
3.	अन्वयलेखनम् - A) अष्टाङ्गहृदयम् सूत्रस्थानम् –अध्यायत :सर्वाणि सूत्राणि १. आयुष्कामीयम् २. दिनचर्या ३. रोगानुत्पादनीयम् B) अष्टाङ्गहृदयम् सूत्रस्थानम् –अध्यायत :सर्वाणि सूत्राणि दोषादिविज्ञानीयम् दोषभेदीयम् दोषोपक्रमणीयम् द्विविधोपक्रमणीयम् C) वैद्यकीय सुभाषितसाहित्यम् – shloka numbers - प्रथमः 1, 2 द्वितीयः 1, 7 तृतीयः 9	A- I B - II C - III	30 (A B C 10 mark s each)	No	Yes (3 que of 5 marks)	Yes (1 Que. of 10 marks and 1 Que of 5 marks as part A of Que. 3 )

	चतुर्थः 2, 3 पञ्चमः 2, 3 षष्ठः 1, 4, 7 सप्तमः 2, 5, 17 अष्टमः 13, 12 नवमः 12, 13 दशमः 1, 19 एकादशः 1, 2 द्वादशः 1, 6 त्रयोदशः 1, 7, 8, 9 चतुर्दशः 2, 3, 4 पञ्चदशः 7, 10 षोडशः 5, 6 सप्तदशः 1, 4 अष्टादशः 1, 2, 3 एकोनविंशतिः 2, 3, 4 विंशतिः , 12, 3, 4					
4.	पञ्चतन्त्र-अपरीक्षितकारकम् ५ अध्याय	III	15	No	Yes (1 que of 5 marks)	Yes (1 que of 10 marks)
	<b>Part B</b> <b>Ayurved Itihas</b>					
	<b>All Topics</b>			<b>Yes</b>	<b>No</b>	<b>No</b>

## 6 G- Question paper blue print

### Paper I – Sanskrit

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



		16. Topic number 10 17. Topic number 10 18. Topic number 10 19. Topic number 11 20. Topic number 11
Q2	<b>Short answer Questions (SAQ)</b> 8 questions 5 marks for each que. All compulsory  Must know part 7 questions, 1 question on Desirable to know. No Questions on Nice to know.	Q1 Topic 6 अधोदत्तानां पदानां सन्धिं छित्वा वा योजयित्वा लिखत (5 Que x 1 marks each) Q2 Topic 7 अधोदत्तानां पदानां विग्रहवाक्यं समस्तपदं वा लिखत 5 Que x 1 mark each Q3 Topic 4 - अधोदत्तैः अव्ययपदैः रिक्तस्थानम् पूरयत 5 Que x 1 mark each Q4 Topic 8 - शब्दरूपाणि लिखत (5 Que x 1 mark each) Q5 Topic 3 - उपसर्गाः (स्व)वाक्येषु योजयत 5 Que x 1 mark each Q6 Topic 10 and 11- (स्व)वाक्येषु योजयत – 5 Que x 1 mark each Q7 Topic 9 - धातुरूपाणि लिखत 5 Que x 1 mark each Q8 Topic 5, 6 – अधोदत्ते श्लोके रेखाङ्गितानां पदानां कारकसंबन्धं विशदीकृत्वा / निश्चयीकृत्वा तदनुसृत्य पदानां अर्थं लिखतु   (shlokas should be taken from the syllabus.) 5 Que x 1 mark each
Q3	<b>Long answer Questions (LAQ)</b> All compulsory 4 questions 10 marks for each que.  All questions on must know. No Questions on Nice to know and Desirable to know.	Q1 Topic 8, 5 – उचितं शब्दरूपं विलिख्य वाक्ये योजयत 5 Que. X 2 mark Q2 Topic 7 - अधोदत्तेषु श्लोकेषु रेखाङ्गितानां समस्तपदानां विग्रहवाक्यं समस्तपदम् वा समासनाम्ना सह लिखत   (Underline 5 Samast padas or give 5 Vighraha vakyas from a 5 to 7 line passage or 2 to 3 shlokas from the syllabus.) 5 Que. X 2 marks Q3 Topic 6 - अधोदत्ते परिच्छेदे रेखाङ्गितानां सन्धिं छित्वा वा योजयित्वा सन्धि सूत्रम् च लिखत   (Underline 5 Sandhi padas or 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) अधोदत्तस्य धातोः तव्यत् तुमुन् ल्यप् क्वत् शतृ/शानच् प्रत्ययरूपाणि लिखत   5 Que. X 1 marks आ) वाच्य प्रयोगः   5 Que. X 1 marks (Sentences should be taken from syllabus Panchatantra.)

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

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

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

SN		Heads	Marks
<b>A</b>	<b>VIVA (75)</b>		
	<b>1</b>	Reading (structured approach)	<b>10</b>
	<b>2</b>	Shabdarupani and Karakani	<b>10</b>
	<b>3</b>	Sandhi and Padachcheda, Dhaturupani	<b>10</b>
	<b>4</b>	Samas	<b>5</b>
	<b>5</b>	Paribhasha, Nirukti	<b>5</b>
	<b>6</b>	Anvay	<b>10</b>
	<b>7</b>	Constructing sentences and conversation	<b>10</b>
	<b>8</b>	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 Hridayam and ten verses from Charak Samhita Sutrasthan 5 and 6 from Samhita Adhyayan - 1 subject.]	<b>10</b>
	<b>9</b>	Communication Skill	<b>5</b>
<b>B</b>	<b>Internal Assessment (15)</b>		<b>15</b>
<b>C</b>	<b>Electives (10)</b>		<b>10</b>
		Total Marks	<b>100</b>

## 7. References/ Resources

### Sanskrit

#### Books

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

#### Online Recourses:-

- Crossword Online  
<https://crosswordlabs.com/>
- Readymade Sanskrit Puzzles  
<http://webapps.samskrutam.com/tools/CrosswordPuzzle.aspx>
- Learning Sanskrit - Pronunciation 1  
<https://www.sanskrit-trikashaivism.com/en/learning-sanskrit-pronunciation-1-1/456>
- Pronunciation of all Sanskrit letters.....  
[sanskritdocuments.org](http://sanskritdocuments.org)  
[http://sanskritdocuments.org/learning\\_tools/sarvanisutrani/allsutrani.htm](http://sanskritdocuments.org/learning_tools/sarvanisutrani/allsutrani.htm)  
[sanskrit.jnu.ac.in](http://sanskrit.jnu.ac.in)  
<http://www.taralabalu.org/panini/greetings.htm>
- Vyakarana –  
<https://sites.google.com/site/samskritavyakaranam/>
- कोशाः / Dictionaries -
- Cologne Digital Sanskrit Lexicon:  
<https://www.sanskritlibrary.org/cologne.html>

<https://www.sanskritdictionary.com/>

[www.monierwilliams.com](http://www.monierwilliams.com)

- Sanskrit Computational tools Samsadhani-  
<https://sanskrit.uohyd.ac.in/scl/>
- Learning  
<https://www.learnsanskrit.cc/>
- The Sanskrit Heritage Site  
<https://sanskrit.inria.fr/>
- Sanskrit Dictionary for Spoken Sanskrit  
[www.learnsanskrit.cc](http://www.learnsanskrit.cc)  
[https://spokensanskrit.org/index.php?mode=3&direct=es&script=hk&tran\\_input=name](https://spokensanskrit.org/index.php?mode=3&direct=es&script=hk&tran_input=name)

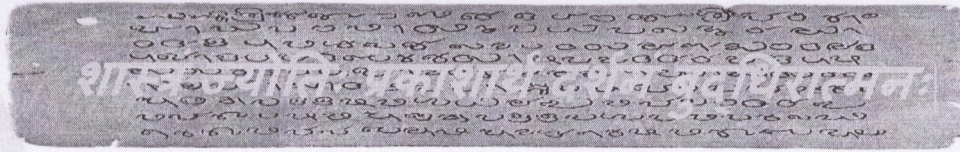
## Ayurved Itihas

### Reference book

1. Upodghata of Kashyapasamhita (Paragraph of acceptance of Indian medicine) Rajguru Hem Raj Sharma
2. Upodghata of Rasa Yogasagar Vaidya Hariprapanna Sharma
3. Ayurveda Ka Itihas KaviraSuram Chand
4. Ayurveda Sutra Rajvaidya Ram Prasad Sharma
5. History of Indian Medicine (1-3 part) Dr. GirindrNath Mukhopadhyaya
6. A Short history of Aryan Medical Science Bhagwat Singh
7. History of Indian Medicine J. Jolly
8. Hindu Medicine Zimer
9. Classical Doctrine of Indian Medicine Filiyosa
10. Indian Medicine in the classical age AcharyaPriyavrata Sharma
11. Indian Medicine (Osteology) Dr. Harnley
12. Ancient Indian Medicine Dr. P. Kutumbia
13. Madhava Nidana and its Chief Commentaries (Chapters highlighting history) Dr. G.J. Mulenbelt
14. Ayurveda Ka BrihatItihasa Vaidya Atridev Vidyalkara
15. Ayurveda Ka VaigyanikaItihasa Acharya Priyavrata Sharma
16. Ayurveda Ka PramanikaItihasa Prof. Bhagwat Ram Gupta
17. History of Medicine in India Acharya Priyavrata Sharma
18. Vedome Ayurveda Vaidya Ram GopalS hastri
19. Vedomein Ayurveda Dr. Kapil Dev Dwivedi
20. Science and Philosophy of Indian Medicine Dr. K.N. Udupa
21. History of Indian Medicine from Pre-Mauryan to Kushana Period Dr. Jyotirmitra
22. An Appraisal of Ayurvedic Material in Buddhist literature Dr. Jyotirmitra
23. Mahayana Granthon mein nihita Ayurvediya Samagri Dr. RavindraNathTripathi
24. Jain Ayurveda Sahitya Ka Itihasa Dr. Rajendra Prakash Bhatnagar
25. Ayurveda- Prabhashaka Jainacharya Acharya Raj Kumar Jain
26. CharakaChintana Acharya Priyavrata Sharma
27. Vagbhata Vivechana Acharya Priyavrata Sharma
28. Atharvaveda and Ayurveda Dr. Karambelkara
29. Ayurvedic Medicine Past and Present Pt. Shiv Sharma
30. Ancient Scientist Dr. O.P. Jaggi
31. Luminaries of Indian Medicine Dr. K.R. Shrikanta Murthy
32. Ayurveda Ke Itihasa Ka Parichaya Dr. RaviduttaTripathi
33. Ayurveda Ke Pranacharya Ratnakara Shastri
34. Ayurveda Itihasa Parichaya Prof. Banwari Lal Gaur



**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS  
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**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**



*Handwritten signature and date:*  
27/6/23



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

## 7. References /Resources

### Reference Books

#### PadarthaVignana books

1. Padarthavigyan
2. AyurvediyaPadarthaVigyana
3. Ayurved Darshana
4. PadarthaVigyana
5. PadarthaVigyana
6. SankhyatantwaKaumadi
7. Psycho Pathology in Indian Medicine
8. CharakEvumSushrutkeDarshanik Vishay
9. AyurvediyaPadarthaVigyana
10. PadarthaVigyana
11. Post graduate text book of Samhitha&Sidhanta
12. Padartha Vigyana
13. AyurvediyaPadarthaVigyana
14. AyurvediyaPadartha Vignan Parichaya
15. AyurvediyaPadartha Darshan
16. Scientific Exposition of Ayurveda
17. Padarthavignana and Ayurveda itihasa
18. Essentials of padarthavignana
19. Padarthavignanevam Ayurveda Itihas
20. AyurvediyaPadarthavignana
21. AyurvediyaMoulikaSiddhanta

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Course curriculum from page no. 1 to 65 is attached.

S. J. 20.6.23. R. J. 20/6/23

20/6/23

20-06-2023

20/6/23

20.6.23. N. K. 20.6.23

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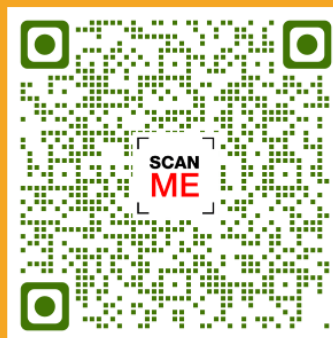
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NEW DELHI-110058**



**Padartha**



NCISM

**I professional Ayurvedacharya  
(BAMS)**

Subject Code: AyUG-PV

**Padartha Vijnanam**

**FUNDAMENTAL PRINCIPLES OF AYURVEDA AND QUANTUM MECHANICS**

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

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	100	60	10	30
Paper II	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 (yuganurupasandarbha). The syllabus of Ayurveda also needs reformation for effective dissemination of principles of Ayurveda which is strongly based on Padartavijnanam. Acharya Vagbhata says one who seeks long life should respect Ayurveda by four strategies that are 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 beneficiating them in developing the personality. As mentioned in graduate attributes this subject helps the student to become eloquent communicator and self-directed learner who constantly endeavors to advance knowledge and skills to improve healthcare and social well-being.

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

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

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## Course Code and Name of Course

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

## AyUG-PV Course

**Table 1- Course learning outcomes and matched PO.**

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

**Table 2 : Contents of Course AyUG-PV**

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

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

<b>Paper II</b>					
	<b>A2 List of Topics – AyUG-PV</b>	<b>B2 Term</b>	<b>C2 Marks</b>	<b>D2 Lecture hours</b>	<b>E2 Non-Lecture hours</b>
<b>1</b>	<b>Pariksha</b> 1.1.Definition, Significance, Necessity and Use of Pariksha. 1.2.Definition of Prama, Aprama, Prameya, Pramata, Pramana. 1.3.Significance and importance of Pramana, Enumeration of Pramana according to different schools of Philosophy. 1.4.Four types of methods for examination in Ayurveda (Chaturvidha-Parikshavidhi), Pramana in Ayurveda. 1.5.Subsutation of different Pramanas under three Pariksha. 1.6.Practical application of methods of examination (Parikshavidhi) in Nidan and Chikitsa.	<b>I</b>	<b>26</b>	<b>6</b>	<b>12</b>
<b>2</b>	<b>2. Aptopadesha Pariksha/Pramana</b> 2.1.Lakshana of Aptopadesha, Lakshana ofApta. 2.2.Lakshana of Shabda, and its types. 2.3.Shabdavritti-Abhidha, Lakshana, Vyanjana and Tatparyakhya.ShaktigrahaHetu. 2.4.Vaakya: Characteristics, Vaakyarthajnanahetu- Aakanksha, Yogyata, Sannidhi. 2.5.Importance of Aptopadesha in maintaining Health, Prevention of Diseases, Diagnostics, Therapeutics and Research.	<b>I</b>		<b>6</b>	<b>10</b>
<b>3.</b>	<b>3. Pratyaksha Pariksha/Pramana</b> 3.1.Lakshana of Pratyaksha, types of Pratyaksha-Nirvikalpaka- Savikalpaka with description, description of Laukika and Alaukika types and their further classification. 3.2.Indriya-prapyakaritvam, six types ofSannikarsha. 3.3.Indriyanam lakshanam, classification and enumeration of Indriya. Description of Panchapanchaka, Penta-elemental nature of Indriya ( <i>Panchabhautikatwa</i> of Indriya) and similarity in sources ( <i>Tulyayonitva</i> ) ofIndriya. 3.4.Trayodasha Karana, dominance ofAntahkarana. 3.5.Hindrances in direct perception ( <i>pratyaksha-anupalabdhikaarana</i> ), enhancement of direct perception (Pratyaksha) by various	<b>II</b>	<b>42</b>	<b>8</b>	<b>14</b>

	instruments/ equipments, necessity of other Pramanas in addition to Pratyaksha. 3.6. Practical study/ application of Pratyaksha in Sharir, Nidan (Diagnosis), Chikitsa (Treatment) and Anusandhan (Research).				
<b>4.</b>	<b>4. Anumanapariksha/Pramana</b> 4.1. Lakshana of Anumana. Introduction of Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta. Types of Anumana mentioned by Charaka and Nyayadarshana. 4.2. Characteristics and types of Vyapti. 4.3. Lakshana and types of Hetu, Description of Ahetu and Hetwabhasa. 4.4. Characteristics and significance of Tarka (logic). 4.5. Practical study/ application of Anumanapramana in Sharir, Nidan, Chikitsa and Anusandhan.	II		10	15
<b>5.</b>	<b>5. Yuktipariksha/Pramana</b> 5.1. Lakshana and description. 5.2. Importance in Ayurveda. 5.3. Practical study and utility in diagnostics, therapeutics and research.	III		2	2
<b>6.</b>	<b>6. UpamanaPramana</b> 6.1. Lakshana. 6.2. Application in Sharir, diagnostics, therapeutics and research.	III		2	4
<b>7.</b>	<b>Karya- Karana Siddhanta</b> 7.1. Lakshana of Karya and Kaarana. Types of Kaarana. 7.2. Significance of Karya and Kaarana in Ayurveda. 7.3. Different opinions regarding the manifestation of Karya from Kaarana: Satkaryavada, Parinamavada, Vivartavada, Asatkaryavada, Arambhavada, Paramanuvada, Kshanabhanguravada, Pilupaka, Pitharpaka, Anekantavada, Swabhavavada, Swabhavoparamavada. Importance/ Utility of each of these in Ayurveda 7.4 Study of cause effect relationship, causality, causation in Contemporary sciences.	III	32	11	13



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

<b>Paper I</b>									
<b>A3 Course outcome</b>	<b>B3 Learning Objective  (At the end of the session, the students should be able to)</b>	<b>C3 Domain/sub</b>	<b>D3 Must to know/ desirable to know/Nice to know</b>	<b>E3 Level Does/ Shows how/ Knows how/ Know</b>	<b>F3 T-L method</b>	<b>G3 Assessment</b>	<b>H3 Format ive /summ ative</b>	<b>I3 Te rm</b>	<b>J3 Integ ration</b>
<b>Topic 1- Ayurveda Nirupana Time</b> (Lecture: - _5 hours Non lecture 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	F and 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	F and 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	F and S	I	
CO1, CO 2	Define Siddhanta	Cognitive Recall	Must Know	Knows	Lecture Presentation Discussion	Written and Viva	F and S	I	
CO1, CO 2	Distinguish the types of Siddhanta	Cognitive Comprehension	Must Know	Knows	Lecture Group Discussion/Enquiry Based Learning	Written and Viva, Puzzle	F and S	I	
CO1, CO 2	Elaborate the Basic Principles of Ayurveda like Lokapurusha Samya Siddhanta Panchamahabhoota Siddhanta Tridosha Siddhanta Samanya Vishesha Siddhanta Karya Karana Siddhant	Cognitive Comprehension	Must Know	Knows	Lecture/Group Discussion /Problem Based Learning/ Flipped Classroom	Written and Viva, quiz PBA CBA	F and S	I	

CO1, CO 2	Justify the Application of Basic Principles in Ayurveda	Affective	Must know	Knows	Lecture Demonstration/ Group Discussion	Written and Viva	F and S	I	
CO1, CO 2	Recite the concern verses from Tarkasangraha and Charak Samhita	Cognitive Recall	Desirable to know	Knows	Audio clips, classroom recitation	Viva, recitation competition	F and S	I	
<b>Topic 2-</b> Padartha and Darshana Nirupana <b>Time</b> (Lecture:- _10__ hours Non lecture __14__hours)									
CO1, CO 2	Classify padartha, differentiate bhava, abhava padartha and Appreciate Shat karana of Acharya Charaka.	Cognitive Recall	Must Know	Knows	Lecture/ Discussions PBL	Written and Viva, puzzle	F & S	I	
CO1, CO 2	Discuss similarity and dissimilarity of padartha	Cognitive Comprehension	Desirable to Know	Knows	Lecture/ Discussions/ Activity based learning	Written and Viva	F & S	I	
CO2	Explain nirukti and vyakhya (definition) of darshana	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F & S	I	
CO2	Describe Origin of darshana and Explain Importance of darshana (prayojana)	Cognitive Comprehension	Must know	Knows how	Lecture / Group Discussion	Written and Viva, Quiz	F & S	I	
CO1, CO 2	Analyse terms viz - philosophy, metaphysics, aesthetics, epistemology, psychology in relation with darshana	Cognitive Comprehension	Nice to know	Knows	Lecture / Group Discussion/ Activity Based learning	Written and Viva	F & S	I	
CO2	Classify darshana and differentiate between asthika, nasthika, asthikanasthika	Cognitive Recall	Must Know	Knows	Lecture / Enquiry Based Learning	Written and Viva	F & S	I	

	darshana								
CO1, CO 2	Enumerate darshana relevant for Ayurveda study and mention the pioneers of each darshana	Cognitive Recall	Must Know	Knows	Lecture/ Role play/Group Discussion	Written and Viva, Puzzle	F & S	I	
CO1, CO 2	Outline the reason for study of darshana in Ayurveda and Comprehend Philosophical foundation of Ayurveda	Cognitive 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 nyayadarshana	Cognitive Recall	Must Know	Knows	Lecture Group discussion	Written and Viva	F & S	I	
CO2	Enumerate nyayoktha 16 padarthas, 12 prameyas	Cognitive Recall	Desirable to Know	Knows	Lecture /Enquiry Based Learning	Written and Viva	F & S	I	
CO2	Recall the content of nyaya sutra	Cognitive Recall	Nice to know	Knows	Lecture	Written and Viva	F & S	I	
CO2	Outline salient features of nyayadarshana viz- chaturvida pramana, pitharapaka, 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/demo nstration	Written and Viva, quiz	F & S	I	
CO2	Recall content of yoga sutra	Cognitive Recall	Nice to know	Knows	Lecture	Written and Viva	F & S	I	
CO2	Enumerate chittavrutti, panchaklesha, ashtasiddhi	Cognitive Recall	Must Know	Knows	Lecture Debate /Group Discussion	Written and Viva, quiz	F & S	I	
CO2	Recall different type of yoga	Cognitive Recall	Nice to know	Knows	Lecture Self-Directed learning/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, Sankhya, yoga, meemamsa and Vedanta darshana with Ayurveda	Cognitive comprehension	Must Know	Knows how	Lecture discussion PBL/ Flip classroom	Written and Viva	F & S	I	
CO1, CO 2	Explain Charvaka, Jaina and Bouddha darshana and their influence in Ayurveda	Cognitive comprehension	Must Know	Knows	Lecture Group Discussion	Written and Viva	F & S	I	
CO1, CO 2	Demonstrate Ayurveda as unique and independent school of thought (philosophical individuality of Ayurveda).	Cognitive Comprehension Affective	Must Know	Knows how/	Lecture/ Group Discussions PBL	Written and Viva	F & S	I	
CO 1 CO 2	Compare the the Srishtiutpatti krama by different darshanas with contemporary theories like- Big Bang, The multiverse, brane world, the hylographic universe, Simulation theory etc	Cognitive Comprehension	Nice to Know	Knows	Lecture with Videos, Group discussion/ self learning	Puzzle, viva	F	I	
CO 1	Respect ancient philosophy and Ayurveda	Affective	Must know	Know	Discussion	Discussion Debate	F	I	
CO1, CO 2	Enumerate padartha according to different schools of thought	Cognitive Recall	Desirable to Know	Knows	Lecture Group Discussion	Written and Viva, Puzzle	F & S	I	
CO1, CO 2	Find principles and examples in contemporary sciences	Cognitive/ Comprehension	Nice to 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	
<b>Topic-3 Dravya vijnaneeyam Time</b> (Lecture:- __14_ hours Non lecture _20__hours)									
CO3	Explain Nirukti and Paribhasha (definition) of Dravya	Cognitive Recall	Must Know	Knows	Lecture	Written and Viva	F and S	II	
CO3	Classify Dravya and Differentiate between Karana and Karya dravya	Cognitive Recall	Must Know	Knows	Lecture Group Discussion/ Enquiry Based Learning	Written and Viva, Puzzle	F and S	II	
CO3	Enumerate Darvya as per different schools of thoughts	Cognitive Recall	Must Know	Knows	Lecture Group Discussion	Written and Viva, puzzle	F and S	II	
CO3, CO1	Value Practical application of study of Dravya in Ayurveda	Affective	Desirable to know	Knows how	Lecture Group Discussion	Written and Viva	F and S	II	
CO3	Explain the various theories (theories of Taittiriyanopanishad, Nyaya-Vaisheshika,	Cognitive/ Comprehension	Must Know	Knows	Lecture Group Discussion /Activity Based	Written and Viva, Quiz	F and 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	F and S	II	
CO3	Describe Aap Mahabhoota Explain qualities of Ap Mahabhoota	Cognitive, Comprehension	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	II	
CO3	Describe Teja Mahabhoota Explain qualities of Teja Mahabhoota	Cognitive, Comprehension	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	II	
CO3	Describe Vayu Mahabhoota Explain qualities of Vayu Mahabhoota	Cognitive, comprehension	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and S	II	
CO3	Describe Aakash Mahabhoota. Explain qualities of Aakash Mahabhoota	Cognitive, Comprehension	Must Know	Knows	Lecture Seminar/ Group Discussion	Written and Viva	F and 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	F and S	II	



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

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

CO3	Recognizes the utility of Knowledge of Mana	Affective	Must Know	Knows	Case Based learning	viva	F & S	II	
CO3, CO1	Explain Concept of mind in other sciences.	Cognitive/ Recall	Nice to know	Knows	Discussions/ Videos	Written and Viva	F	II	
CO1	Explain Role of Panchamahabhuta and Triguna in Dehaprakriti and Manasaprakriti respectively.	Cognitive/ Comprehension	Must know	Knows how	Lecture / discussions/ C B L	Written and Viva	F & S	II	
CO3	Discuss the role of Tamas as the tenth Dravya	Cognitive/Comprehension	Desirable to know	Know	Lecture Edutainment Role Play	Written and Viva	F & S	II	
CO3	Realize Practical application of study of dravya in Ayurveda	Affective	Desirable to know	Know	Group Discussions/ Case Base Learning/ Demonstration.	Written and Viva, quiz	F & S	II	
CO3	Recite Dravya Granth of Tarka Sangrah & defn from Charak	Cognitive Recall	Desirable to know	knows	Audio clips/ classroom recitation	Viva, Recitation Competetion	F&S		
CO3. CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Karana dravya. For ex- Quantum Physics	Cognitive/Comprehension	Nice to know	Know	Lecture/ Discussions/ Self-learning activity	Open book testh	F	II	
<b>Topic -4 Guna vijñaneeyam Time</b> (Lecture:-4 hours Non lecture 6 hours)									
CO3	Define Guna and classify Guna according to various Darshanas and Charaka Samhita	Cognitive Recall	Must know	knows how	Lecture /Demonstration	Written and Viva	F&S	II	

CO3	Explain the Lakshana of indriyartha Gunas with examples.	Cognitive Comprehension	Must know	Knows how	Lecture / Group Discussion	Written and Viva	F&S	II	
CO3	Discuss the Lakshana of Gurvadi Guna with examples.	Cognitive Comprehension	Must know	Knows how	Lecture /Seminar/ Group Discussion	Written and Viva, puzzle	F&S	II	
CO3	Explain the Lakshana of Paradi Guna with examples.	Cognitive Comprehension	Must know	Knows how	Lecture /Seminar/ Group Discussion	Written and Viva, Puzzle	F&S	II	
CO3	Describe the Lakshana of Adhyatma Guna with examples.	Cognitive Comprehension	Must know	Knows how	Lecture /Seminar/ Group Discussion	Written And Viva	F&S	II	
CO3	Appreciate the importance of Guna (Gunapradhanyata)	Affective	Must know	Knows	Discussion	Written Discussion viva	F&S	II	
CO3	Describe the practical application of Indriyartha Gunas in diagnosis of disease and Treatment	Cognitive Comprehension	Must know	Knows how	Lecture / Demonstration/ Case based learning	Written And Viva	F&S	II	
CO3	Describe the practical application of Gurvadi Guna in diagnosis of disease and Treatment	Cognitive Comprehension	Must know	Knows how	Lecture / Demonstration/ Case based learning	Written And Viva	F&S	II	
CO3	Describe the practical application of Paraadi Gunas.	Cognitive Comprehension	Must know	Knows how	Lecture / Demonstration/ Activity based learning	Written And Viva	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 TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clip/ 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	
<b>Topic - 5. Karma vijñaneeyam Time</b> (Lecture:- __2__ hours Non lecture __4__ hours)									
CO3	Define <i>Karma</i> acco. to various <i>Darshana</i> and <i>Ayurveda</i> .	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	II	
CO3	Compare the <i>Karma Lakshana</i> (characteristics) from <i>Charaka Samhita</i> and <i>Darshana</i>	Cognitive Comprehension	Must know	Knows	Lecture/ Group discussion/ Flipped Classroom	Written And Viva	F&S	II	
CO3	Explain the types of <i>Karma</i>	Cognitive Comprehension	Must know	Knows	Lecture and discussion, demonstration	Written And Viva	F&S	II	
CO3	Describe the process of production and destruction of <i>Laukika Karma</i> with one	Cognitive Comprehension	Desirable to know	Knows how	Lecture and demonstration	Written And Viva	F&S	II	

	example.								
CO3	Describe the <i>Adhyaatmika</i> karma and its causal relationship with health and disease.	Cognitive 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>Shastrakarma</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 TarkaSangrah and Charak Samhita	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 Karma.	Cognitive Recall	Nice to know	Knows	Lecture/ Discussions/ Self-learning	-	F	II	
<b>Topic - 6 . Samanya vijñaneeyam</b> <b>Time</b> (Lecture:- _3_ hours Non lecture _6_ hours)									
CO3	Explain the Samanya(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>TarkaSangrah</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ 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> . For ex-system biology	Cognitive Comprehension	Nice to know	knows	Self -Directed learning	-	F	III	
<b>Topic - 7 . Vishesh vijñaneeyam</b>									
<b>Time</b> (Lecture:- __3__ hours Non lecture __6__ hours)									
CO3	Explain <i>Vishesh</i> According to <i>Ayurveda &amp; 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 Vishesha</i> and <i>Aviruddha Vishesha</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 Vishesha</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> For ex- System Biology	Cognitive Comprehension	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	viva-	F	III	



CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recitation on competition	III	
<b>Topic - 8. Samavay vijnaneeyam</b> <b>Time</b> (Lecture:- __2__ hours Non lecture __4__ hours)									
CO3	Explain Samavaya (Acc. To <i>Ayurveda</i> and <i>Darshana</i> )	Cognitive Recall	Must know	Knows	Lecture	Written And Viva	F&S	III	
CO3	Describe the eternal relation between ayutasiddhavritti	Cognitive Comprehension	Must know	Knows how	Lecture and demonstration	Written And Viva	F&S	III	
CO1 CO2	Discuss principles and examples in contemporary sciences which will enhance understanding the concept of Samavaya	Cognitive Recall	Nice to know	knows	Lecture/ Discussions/ Self-learning activity	-	F	III	
CO3	Recite the concern verses from TarkaSangrah and Charak Samhita	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	Viva, Recitation competition	F&S		
<b>Topic - 9. Abhav vijnaneeyam</b> <b>Time</b> (Lecture:- __2__ hours Non lecture __4__ hours)									
CO3	Define <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture and discussion	Written And Viva	F&S	III	
CO3	Discuss the supportive and contradictory views for the acceptance of <i>Abhava</i> as a <i>Padartha</i>	Cognitive comprehension	Must know	Knows How	Lecture Group Discussion/ debate	Written And Viva	F&S	III	
CO3	Explain the view of <i>Ayurveda</i> about <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture demonstration	Written And Viva	F&S	III	

CO3	Explain the four types of <i>Abhava</i>	Cognitive Recall	Must know	Knows	Lecture ,Activity Based Learning	Written And Viva , Puzzle	F&S	III	
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>TarkaSangrah</i> and <i>Charak Samhita</i>	Cognitive Recall	Desirable to know	knows	Audio clip/ classroom recitation	viva	F&S Recitation competition		

## Paper II

**Topic 1- (Pariksha) Time** (Lecture:- 6 hours Non lecture 12 hours)

CO4	Describe Pariksha	Cognitive/ Recall	Must know	Knows	Lecture/Group Discussion	Written And Viva	F&S	I	
CO4	Explain the necessity & significance of pariksha	Cognitive Comprehension	Must know	Knows how	Lecture/Problem Based Learning/Debate	Written And Viva	F&S	I	
CO4	Describe Buddhi and its classification	Cognitive / Recall	Must know	Knows	Lecture/Activity based learning	Written And Viva	F&S	I	
CO4	Describe Prama, Prameya, Pramata, Pramana and differentiate Prama and Aprama	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 Pariksha as per Ayurveda.	Cognitive / Recall	Must know	Knows	Lecture/ Enquiry based learning	Written And Viva	F&S	I	
CO4	Describe the Pramana accepted by different schools of Philosophy with one example each.	Cognitive / Recall	Must know	Knows	Lecture/ group discussion	Written And Viva, quiz	F&S	I	
CO4	Describe 4 Pariksha explained by Ayurveda with one example each	Cognitive / Recall	Must know	Knows	Lecture/ activity based learning	Written And Viva, puzzle	F&S	I	
CO4	Justify the inclusion of Pramanas under three Pariksha	Cognitive / 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 tool to gain the knowledge	Affective	Must know	knows	Group discussion	Viva	F&S	I	
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I	

<b>7. Topic 2- (Aptopdesha Pariksha/Pramana) Time</b> (Lecture:- __6__ hours Non lecture __10__ hours)I									
CO 4	Describe Apta and Aptopadesha	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I	
CO 4	Describe the significance of Aptopadesha in Chikitsa	Cognitive / Recall	Must know	Knows	Case based learning/ Group discussion	Written And Viva	F&S	I	
CO 4	Define the term Shabda	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	I	
CO 4	Describe types of Shabda	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO 4	Define the term Shaba artha bodhaka Vrutti	Cognitive / Recall	Must know	Knows	Lecture/ group discussion	Written And Viva	F&S	I	
CO 4	Enumerate Shabaartha bodhaka vrutti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva, quiz	F&S	I	
CO 4	Define Abhidha Vrutti with illustration	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO 4	Define Lakshana Vrutti with examples	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO 4	Enumerate the types of Lakshanavrutti and define each of them with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO 4	Define Vyanjana vrutti with example	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	I	
CO 4	Define Tatparyakhya vrutti with	Cognitive / Recall	Must know	Knows	Lecture/ Activity based	Written And Viva	F&S	I	

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

CO 4	Describe importance of Aptopadesha in maintaining Health, Prevention of diseases, diagnostics, therapeutics and research.	Cognitive/ Comprehension	Must know	knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva, open book test	F&S	I	
CO4	Recite the concern Verses from Tarkasangrah & CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I	

**Topic 3- Pratyaksha Pariksha/Pramana Time** (Lecture:- \_\_8\_ hours Non lecture \_14\_\_hours)

CO4	Define Pratyaksha	Cognitive / Recall	Must know	Knows	Lecture/ Tutorial/Activity based learning	Written And Viva	F&S	II	
CO4	Enumerate the types of Pratyaksha	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	II	
CO4	Describe types of Pratyaksha	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Problem based learning	Written And Viva, quiz	F&S	II	
CO4	Describe Indriya Prapyakaritva Mechanism of sensory perception)	Cognitive / comprehension	Must know	Knows	Lecture/ Flip classroom/ Problem based learning	Written And Viva,	F&S	II	
CO4	Define Sannikarsha	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	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 as ubhayendriya 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	

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

**Topic 4 - Anumana pariksha/Pramana Time** (Lecture:- \_10\_\_ hours Non lecture \_15\_\_hours)

CO4	Describe Anumana	Cognitive / Recall	Must know	Knows	Lecture	Written And Viva	F&S	II	
CO4	Define the terms with an example (Anumiti, Paramarsha, Vyapti, Hetu, Sadhya, Paksha, Drishtanta)	Cognitive / Recall	Must know	Knows	Lecture/ enquiry based learning	Written And Viva, quiz	F&S	II	
CO4	Describe the types of anumana	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ group discussion	Written And Viva,	F&S	II	

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

CO4	Describe Tarkaas per Nyaya Sutra and Tarka Sangraha	Cognitive / Recall	Must know	Knows	Lecture Tutorial/ Problem based learning	Written And Viva, quiz	F&S	II	
CO4	Distinguish between Tarka as Aprama and tool in Anumana	Cognitive / Comprehension	Must know	Knows how	Enquiry based learning/ group discussion/debate	Written And Viva	F&S	II	
CO4	Justify the role of Tarka in Anumana	Cognitive / Comprehension	Must know	Knows how	Activity based learning/ Problem based learning / Group discussion	Written And Viva, open book test	F&S	II	
CO4	Demonstrate the practical applications of Anumana Pariksha (with few examples) in Sharir, Nidan, Chikitsa and Anusandhan (research).	Cognitive / Application	Must know	Knows how	Role play/ Game based learning / Group discussion	Written And Viva, open book test	F&S	II	
CO4	Recite the concern Verses from Tarkasangraha & CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competetion	F&S	I	
<b>Topic 5 - Yukti pariksha/Pramana Time</b> (Lecture:- _2__ hours Non lecture _2__hours									
CO4	Describe Yukti	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning/ Group discussion	Written And Viva	F&S	III	
CO4	Compare Yukti as an independent Pariksha and as a part of Anumana	Cognitive / Comprehension	Must know	Knows how	Lecture/ Activity based learning/ Problem based	Written And Viva, open book 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 CharakSamhita	Cognitive Recall	Desirable to know	knows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	

**8. Topic 6 – Upamana Pramana Time** (Lecture:- \_\_2\_ hours Non lecture \_4\_ hours)

CO4	Define Upamana..Enlist the types of Upaman	Cognitive / Recall	Must know	Knows	Lecture/ Activity based learning	Written And Viva	F&S	III	
CO4	Describe the Importance of Upamana in Ayurveda	Cognitive / Recall	Must know	Knows	Lecture/ Problem based learning / Group discussion	Written And Viva	F&S	III	
CO4	Describe the practical applications of Upamana in Sharir, Nidan, Chikitsa and Anusandhan.	Cognitive/ 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 Tarkasangrah & Charak	Cognitive Recall	Desirable to know	kmows	Audio clips, classroom Recitation	Viva, Recitation competition	F&S	III	

<b>Topic 7 - Karya- Karana Siddhanta Time</b> (Lecture:- _11__ hours Non lecture _13__ hours)									
CO5 CO2	Define Karya and Karana. List types of Karana. Charakokta Dashvidha Parikshya Bhava.	Cognitive/ Recall	Must know	Knows	Lecture Tutorial	Written and Viva	F & S	III	
CO5	Explain Charakokta Dashvidha Parikshya Bhava.	Cognitive/Co mprehension	Must know	Knows	Lecture/Problem Based learning	Written and Viva	F & S	III	
CO5 CO2	Describe the significance of Karya and Kaarana in Ayurveda	Cognitive/ Comprehensi on	Must know	Knows how	Lecture/problem based activity	Written and Viva	F & S	III	
CO5 CO2	Realises the utility of Charakokta Dashvidha Parikshya Bhav in understanding situations and taking decisions	Affective	Must know	Knows	Group discussion/ Role play/ Debate		F	III	
CO5 CO2	Distinguish different opinions regarding the manifestation of Karya from Karana	Cognitive / Application	Must know	Knows how	Edutainment Role play/ Debate group discussion/debat e	Written and Viva, quiz	F & S	III	
CO5 CO2	Analyse Satkaryavada and relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/deba te	Written and Viva	F & S	III	
CO5 CO2	Analyse Asatkaryavada & relate it with Ayurveda Siddhanta	Cognitive / Application	Must know	Knows how	Lecture & Group Discussion/deba te	Written and Viva	F & S	III	

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

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

## List of Practicals

### Course AyUG-PV\_: Practical List

**Marks: 100**

**Hours:- 45 (included in non Lecture hours)**

SN	Name of Topic/ Name of 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"><li>• Darshan concept development: Find and write names of different philosophies?</li><li>• Discussions: meanings of philosophy, darshana, spirituality, religion. Are they same or different? Write in Activity Book.</li></ul>
P3	Hitayu/ Sukhayu lakshanas	I	<ul style="list-style-type: none"><li>• Identification of characters of Hitayu, &amp; Sukhayu in Healthy individuals.</li></ul>
P4	Dravya	I	<ol style="list-style-type: none"><li>1. <b>Identification of Guna and Karma.</b> Make a list of 10 dravyas surrounding you and identify Guna and Karma in it.</li><li>2. <b>Panchbhautik nature identification:</b> 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).</li><li>3. <b>Determination of Directions:</b> Identify the directions in and enlist the content in each direction in your campus.</li><li>4. <b>Conceptualize Time :</b> Discussion and understanding of Kala as per Ayurved and contemporary sciences.</li><li>5. <b>Categorization</b> of Aushadhi dravya by dominance of Mahabhoot e.g. Parthiv / Jaleeya/ Agney/ Vayaveey/ Akasheey dravya with reasons.</li><li>6. <b>Early Clinical Exposure(ECE):</b> Visit the OPD, find the diseases common for different age groups ( balyavastha/ tarunyavastha/ vrudhdhavastha)</li></ol>



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

			<p>understand through pratyaksh ( like- colour, dry skin)</p> <p><b>Identification:</b> Find few identification marks for identification of herbs/ minerals which need Pratyaksha.</p> <p><b>ECE:</b> Pramans in examination of patient and Diagnosis of disease.</p> <p>Identifies 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><b>Observation:</b> Find out how one can overcome limitations of Pratyaksha by advances in equipment. (microscope, telescope etc)</p> <p><b>Justification</b> of use of various equipment in examination of patient and Diagnosis of disease. (X ray, USG etc)</p>
P9	Anuman Praman	II	<p><b>Application in Real life situation</b></p> <p>Write 3 examples of Vyapti (associations)in real life.</p> <p>Find and explain 5 examples of Anumana pramana as per types.</p> <p>Write 3 examples of panchavayava vakya. 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><b>Identification:</b> Visit vanaushadhi udyan of your college. Find samanyatva and visheshatva among plants.</p> <p><b>Illustration :</b> Make a chart of food articles and activities to illustrate the relationship of samanya/vishesha with dosha-dhatu-malas.</p> <p><b>Application:</b> Make a list/ collection of seasonal vegetables and fruits which are</p>

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

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

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-L method	G4 Assessment	H4 Formative /summative	I4 Term	J4 Integration
	<b>Practical1-Ayurved Nirupan Time (practical- 2 hours)</b>								
CO1	Define Ayurved	Cognitive Recall	MK	knows	discussion	Viva	F & S	I	
CO1	Conduct the survey to identify the perception about Ayurved in the society	Psychomotor	MK	Shows	Demonstration/ discussion	Viva	F&S	I	
	<b>Practical2-Darshan and Padarth (Practical- 1hour)</b>								
CO2	Discuss and compare the meanings of philosophy, darshana, spirituality, religion.	Cognitive / Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F &S	I	
CO2	Find and write names of different philosophies?	Cognitive/Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
<b>Practical - 3(hitayu/Sukhayu) Time (Practical/ Clinical 2 hours) :</b>									

CO 1	Discuss characters of hitayu, & Sukhayu	Cognitive /Recall	MK	Knows how	Demonstration/ discussion/ brainstorming	Viva	F&S	I	
CO 1	Identifies characters of hitayu, & Sukhayu in healthy individuals	Cognitive / Comprehension	MK	Knows How	Demo/Practical	Viva	F& S	I	
Practical 4- Dravya <b>Time</b> (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 pentaelemental 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 Mahabhoot e.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 enlist 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 Ayurved and	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/	Viva	F&S	I	

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

CO 3	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	
CO 3	Correlate Gurvadi gunas with concepts learned in Physics, Chemistry and Biology.	Cognitive/comprehension	MK	Knows how	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II	
CO 3	Identify the paratva-apatva in five examples	Cognitive/Comprehension	MK	Knows how	Practical/Demonstration	Viva/Practicals	F&S	II	
CO 3	Perform the Sanskar (toyasannikarsha/vasan/Bhavana)	Psychomotor	MK	Shows	Practical/Demonstration	Viva/Practicals	F&S	II	
CO 3	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	
<b>Practical -6 Karma Time</b> (Practical/ Clinical 3 hours)									
CO 3	Discuss Karma	Cognitive/Recall	MK	<b>Knows how</b>	Demonstration/discussion/brainstorming	Viva	F&S	II	
CO 3	Classify Karma in given	Cognitive/Comprehe	MK	Knows how	Demonstration/Practical	Viva/Practicals	F&S	II	



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

	Rupa, Rasa(taste threshold video), 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 (Dwiendriya etc).	Cognitive/Comprehension	MK	Knows how	Demonstration/discussion/brainstorming	Viva/Practicals	F&S	II	
<b>Practical -8 Pratyaksha Badhakar Bhav Time</b> (Practical/ Clinical 2 hours)									
CO4	Discuss Pratyaksha Badhakar Bhav (limitations of pratyaksha.)	Cognitive/recall	MK	Knows	Lecture	Viva	F&S	II	
CO4	Identify and classifies Pratyaksha badhakar Bhav in given examples.	Cognitive/Comprehension	MK	Knows how	Demonstration/Practical. Ask examples or 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/ Comprehe nsion	MK	Knows how	Demonstration/ discussion/ brainstorming/ Video Clips	Viva/ Practicals	F&S	II	
<b>Practical -9 Anuman praman Time</b> (Practical/ Clinical 5 hours )									
CO4	Discuss Anuman praman	Cognitive/ Recall	MK	Knows	Demonstration/ discussion/ brainstorming	Viva	F&S	II	
CO4	Identify and classify Anuman praman with type in given examples.	Cognitive/ Comprehe nsion	MK	knows	Demonstration/ Practical, Ask examples or encourage to identify examples.	Practical/De monstration	F&S	II	
CO4	Find and discuss examples of Vyapti (associations)in real life.	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration. Ask examples or encourage to identify examples.	Practical/De monstration	F&S	II	
CO4	Apply panchavayava vakya for drawing inference in practicals conducted	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration	Practical/De monstration	F&S	II	
CO4	Identify and discuss Hetvabhas in given examples	Cognitive/ Comprehe nsion	MK	Knows how	Practical/Demon stration. Ask examples or encourage to identify	Practical/De monstration	F&S	II	

[illegible]

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

	Hridaya and Charak Samhita	nsion			brainstorming.				
CO4	Identify examples in Physics, chemistry biology where Upaman is used	Cognitive/ Comprehension	MK	Knows how	Demonstration/ discussion/ brainstorming/ Ask examples or encourage to identify examples.	Viva/ Practicals	F&S	III	
<b>Practical -14 Yukti Praman Time</b> (Practical/ Clinical 1 hour)									
CO4	Discuss Yukti Praman	Cognitive/ Recall	MK	<b>Knows</b>	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO4	Illustrate examples of Yukti in practical life or with your prior learning.	Cognitive/ Comprehension	MK	Knows how	Demonstration/ Practical/ Ask examples or encourage to identify examples.	Viva/ Practicals Quiz	F&S	III	
CO4	Identify Role of Yukti in Nidan, Chikitsa and Anusandhan (research).	Cognitive/ Comprehension	MK	Knows how	ECE/ Demonstration/	Viva/ Practicals/ PBL	F&S	III	
<b>Practical -15 Various Vadas Time</b> (Practical/ Clinical 3 hour )									
CO5 CO2	Discuss Satkaryavad	Cognitive/ Recall	MK	<b>Knows how</b>	Demonstration/ discussion/ brainstorming	Viva	F&S	III	
CO5 CO2	Justify Satkaryavad through real life	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	<b>Knows how</b>	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	
<b>Practical -16 Cause and Effect theory Time (Practical/ Clinical 2 hours)</b>									
CO5, CO2	Discuss Cause and effect theory	Cognitive/ comprehension	MK	<b>Knows</b>	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 effect 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	



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

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

**Table 6: Assessment Summary AyUG-PV****6 A - Number of Papers and Marks Distribution**

S.No.	Subject Code	Papers	Theory	Practical/Clinical Assessment					Grand Total
				Practical/ Clinical	Viva	Electives	IA	Sub Total	
1.	<b>AyUG-PV</b>	2	200	100	60	10 (Set-FB)	30	200	400

**6 B - Scheme of Assessment (formative and Summative)**

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

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

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

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
<b>Final IA</b>	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.	<b>Activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3.</b>
2.	Practical / Clinical Performance
3.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
4.	Open Book Test (Problem Based)
5.	Summary Writing (Research Papers/ Samhitas)
6.	Class Presentations; Work Book Maintenance
7.	Problem Based Assignment
8.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
9.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
10.	Small Project
11.	<b>AyUG-PV Specific</b> Test on Topics in list of practicals.

## 6 E- Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-PV

##### Paper-I

Time: 3 Hours      Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG PV

##### Paper-II

Time: 3 Hours      Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

## 6 F- Disribution of Theory Exam

	<b>Paper I</b>			<b>D</b> <b>Type of Questions</b> “Yes” can be asked. “No” should not be asked.		
	<b>A</b> <b>List of topics</b>	<b>B</b> <b>Term</b>	<b>C</b> <b>Marks</b>	<b>MCQ</b> <b>(1 mark)</b>	<b>SAQ</b> <b>(5 marks)</b>	<b>LAQ</b> <b>(10 marks)</b>
<b>1</b>	<b>Ayurveda nirupana</b>	<b>I</b>	<b>25</b>	Yes	Yes	Yes
<b>2</b>	<b>Padartha and darshana nirupana</b>	<b>I</b>		Yes	Yes	Yes
<b>3.</b>	<b>Dravya vijnaneeyam</b>	<b>II</b>	<b>48</b>	Yes	Yes	Yes
<b>4.</b>	<b>Guna vijnaneeyam</b>	<b>II</b>		Yes	Yes	Yes
<b>5.</b>	<b>Karma vijnaneeyam</b>	<b>II</b>		Yes	Yes	Yes
<b>6.</b>	<b>Samanya vijnaneeyam</b>	<b>III</b>	<b>27</b>	Yes	Yes	Yes
<b>7.</b>	<b>Vishesha vijnaneeyam</b>	<b>III</b>		Yes	Yes	Yes
<b>8.</b>	<b>Samavaya vijnaneeyam</b>	<b>III</b>		Yes	Yes	No
<b>9</b>	<b>Abhava vijnaneeyam</b>	<b>III</b>		Yes	Yes	No

	<b>Paper II</b>			<b>D</b> <b>Type of Questions</b> “Yes” can be asked. “No” should not be asked.		
	<b>A</b> <b>List of Topics</b>	<b>B</b> <b>Term</b>	<b>C</b> <b>Marks</b>	<b>MCQ</b> <b>(1 Mark)</b>	<b>SAQ</b> <b>(5 Marks)</b>	<b>LAQ</b> <b>(10 Marks)</b>
<b>1</b>	<b>Pariksha</b>	<b>I</b>	<b>26</b>	YES	YES	YES
<b>2</b>	<b>Aptopdesha Pariksha/Pramana</b>	<b>I</b>		YES	YES	YES
<b>3.</b>	<b>Pratyaksha Pariksha/Pramana</b>	<b>II</b>	<b>42</b>	YES	YES	YES
<b>4.</b>	<b>Anumanapariksha/Pramana</b>	<b>II</b>		YES	YES	YES
<b>5.</b>	<b>Yuktipariksha/Pramana</b>	<b>III</b>	<b>32</b>	YES	YES	NO
<b>6.</b>	<b>UpamanaPramana</b>	<b>III</b>		YES	YES	NO
<b>7.</b>	<b>Karya- Karana Siddhanta</b>	<b>III</b>		YES	YES	YES

## 6 G- Question paper blue print

### Paper I –

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

## Paper II

<b>A</b> <b>Question Sr. No</b>	<b>B</b> <b>Type of Question</b>	<b>C</b> <b>Question Paper Format</b>
Q1	<b>Multiple choice Questions (MCQ)</b>  20 Questions  1 mark each  All compulsory   (Must know 15 MCQ Desirable to know 3 MCQ Nice to know 2 MCQ)	1. Topic number 1 2. Topic number 2 3. Topic number 3 4. Topic number 4 5. Topic number 5 6. Topic number 6 7. Topic number 7 8. Topic number 1 9. Topic number 2 10. Topic number 3 11. Topic number 4 12. Topic number 5 13. Topic number 6 14. Topic number 7 15. Topic number 1 16. Topic number 2 17. Topic number 3 18. Topic number 4 19. Topic number 7 20. Topic number 4
Q2	<b>Short answer Questions (SAQ)</b> Eight Questions 5 Marks Each All compulsory   (Must know 7 . Desirable to know 1 No Questions on Nice to know.)	1. Topic no.1 2. Topic no.2 3. Topic no.3 4. Topic no.4 5. Topic no.5 6. Topic no.6 7. Topic no.7 8. Topic no.3/ Topic no.4
Q3	<b>Long answer Questions (LAQ)</b> 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.1/ Topic no.2 2. Topic no.3 3. Topic no.4 4. Topic no.7

## 6 H Distribution of Practical Exam

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

SN	Heads	Marks
<b>1</b>	Practical (Total Marks 100)	<b>100</b>
<b>a.</b>	Spotting ( 4 Spots) Problem based on Principles in PV. Topics 1. Pratyaksha praman/Pratyaksha Badhakar Bhav 2. Vada (Any one) 3. Abhav/Samavaya 4. Upaman/Yukti	20
<b>b.</b>	Journal of Activity book/ Projects. (Viva on journal and communication skill)	20
<b>c.</b>	Practical I (10 Marks Each) 1. Identify panchamahabhoot dominance in the given dravya 2. Identify Samanya- Vishesh in the given dravyas 3. Identify the Gunas in the given dravyas (Use different dravys for different students.)	30
<b>d.</b>	Practical II (Problem based questiones/ Situations)(10 Marks Each)(Any three) 1. Identify and explain the Karya Karan with types in given problem 2. Frame and Write Panchavayav vakya 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- sajni sambhandha in given example.	30
<b>2</b>	Viva Voce	<b>60</b>
	Recitation of Shloka: 10 marks (sutras in Tarka sangraha, Samhitas, other)	
	Questions on Darshan 10 marks	
	Question on Dravya/ Guna/ Karma. 10 marks	
	Question on Samany/vishesh/samavaya/ Abhav 10 Marks	
	Question on one Praman 10 Marks	

	Question on Karya karan bhav 10 Marks.	
<b>3</b>	Internal Assessment	<b>30</b>
<b>4</b>	Electives	<b>10</b>
		<b>200</b>

## 7. References /Resources

### Reference Books

#### PadarthaVignana books

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



3

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



**KRIYA SHARIRA**  
**(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

Course curriculum of Kriya Sharir from page no. me  
to 70 (Seventy) has been approved.

*[Signature]*  
Dr. Kiran Nimbalkar

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20.6.23

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20.6.23

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20/6/23

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20/6/23

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20/6/23

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20/6/23



## 7. References / Resources

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

*Dr. Kiran Nimbalkar*  
20-06-2023

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*Course curriculum of Kriya Sharir has been approved.*  
20/6/23

*Dr. Kiran*  
20/6/23

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BAMS**  
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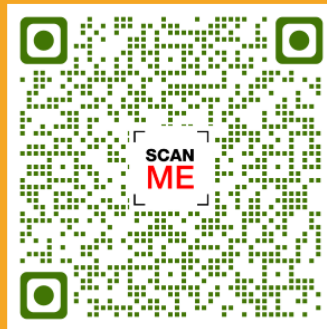


**KRIYA SHARIRA**  
**(SUBJECT CODE- AyUG-KS)**  
**HUMAN PHYSIOLOGY**

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**NEW DELHI-110058**



**Kriya**

**NCISM**  
**I professional Ayurvedacharya**  
**(BAMS)**

Subject Code: AyUG KS

**Kriya Sharir**

**Summary**

AyUG KS 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	

AyUG KS 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), Sapta Dhatus (Rasa, Rakta, Mamsa, Meda, Asthi, Majja, Shukra), and Trimala (Mutra, Purish, Sweda) are very important in the critical understanding of the disease. Kriya Sharir also deals with Prakriti, Strotas, Kostha, Agni, Oja, Mana, Aahar (Basic principles of food), shatkriyakal, the system-wise study of contemporary science, senses function and dysfunction, etc. All these fundamental topics are essential for the proper understanding of etiopathogenesis, diagnosis of disease, and its management which will be covered in para-clinical and clinical subjects.

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

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## Course Code and Name of Course

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

## AyUG KS Course

**Table 1- Course learning outcomes and matched PO.**

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



**Table 2 : Contents of Course AyUG KS**

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



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

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

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

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

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

<b>PAPER I</b>									
<b>A3 Course outcome</b>	<b>B3 Learning Objective (At the end of the session, the Students should be able to)</b>	<b>C3 Domain/sub</b>	<b>D3 Must to know/ desirable to know/Nice to know</b>	<b>E3 Level Does/ Shows how/ Knows how/ Know</b>	<b>F3 T-L method</b>	<b>G3 Assessment</b>	<b>H3 Formative /summative</b>	<b>I3 Term</b>	<b>J3 Integration</b>
	<b>Paper I (Part A) (60 Hours)</b>								
	<b>Topic 1 – Sharir (human body) (3 hr)</b> [Lecture: 2 hours, non-lecture: 1 hour]								
CO 1	Explain the definition and synonyms of the term <i>kriya</i> , <i>sharira</i> and <i>shaarira</i>	Cognitive (recall, comprehension)	Mk	K	Lecture	Written/ (MCQ, MEQ, LAQ, SAQ) Viva voce	F & S	I	
CO 2	Enlist the <i>sharira dosha</i> and <i>manasa dosha</i> and	Cognitive (recall, comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Explain mutual relationship between <i>triguna</i> , <i>panchmahabhuta</i> and <i>tridosha</i>	Cognitive (comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
	<b>Topic 2 – Basic Principles of Kriya Sharir (3 hr)</b> [Lecture: 2 hours, non-lecture: 1 hour]								
CO 1	Express critical view of why <i>dosha- dhatu-mala</i> are described in specific numbers.	Cognitive (recall)	Dk	Kh	Discussion	Written	F	I	
CO 1	Explain the principle of “ <i>dosha-dhatu-mala mulam hi shariram</i> ”.	Cognitive (recall)	Mk	Kh	Lecture Discussion	Written	F & S	I	
CO 1	Discuss term homeostasis in <i>dosha-</i>	Cognitive (comprehension)	Dk	Kh	Discussion	Viva voce	F	I	

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

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

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



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

CO 1	Document & discuss your observations on correlation of functions of <i>apana vayu</i> with which type of nervous system & why?	Cognitive (Comprehension)	Nk	K	Discussion	Self-assessment	SA	I	
CO 1	Illustrate gati (directions) of types of vata by using lebel diagramme.	Cognitive (analysis)	Dk	Kh	Illustration	Self-assessment Peer evaluation.	SA	I	
CO3	Explain difference between <i>kshaya</i> & <i>vriddhi lakshana</i> of <i>vata Dosha</i>	Cognitive (Comprehension)	MK	Kh	Chalk-board Presentation Symposium Discussion	Written/ Viva voce	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, vriddhi of vata dosha</i> .	Cognitive (Application)	Dk	Sh	Demonstration Discussion PBL	Written/ Viva voce	F & S	I	
CO 1	Recite and to explain the important verses of <i>vata dosha</i> . (ex- <i>sthana, karma, types, vriddhi and kshaya</i> )	Cognitive (Recall)	Dk	Sh	Discussion Recitation	Written/ Viva voce	F & S	I	Sanskrit Samhita
<b>Topic 5 – Pitta dosha (6 hr)</b> [Lecture: 5 hours, non-lecture: 1 hour]									
CO 1	Define the <i>vyutpatti</i> and <i>nirukti</i> of <i>pitta</i> .	Cognitive (Recall)	Mk	Kh	Lecture	Written/ Viva voce	F & S	II	
CO 1	Describe <i>guna</i> and general locations of <i>pitta dosha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce Skill assessment	F & S	II	
CO 1	Describe general	Cognitive (Recall)	Mk	Kh	Lecture	Written/	F & S	II	<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	Viva voce			<i>Vikriti Vidnyan</i>
CO 1	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/ Viva voce	F & S	II	
CO 1	Record your opinions about functions of pachak pitta and digestive enzymes separately.	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
CO 1	Describe <i>ranjaka</i> pitta with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce	F & S	II	
CO 1	Describe role of <i>ranjaka</i> pitta in <i>rasaranjan</i> process as per different <i>aacharyas</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture	Written/ Viva voce	F & S	II	
CO 1	Interprete stages of erythropoiesis and role of intrinsic factor, vit. B <sub>12</sub> etc in hemopoiesis.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F & S	II	
CO 1	Describe <i>alochaka, bhranjaka, sadhaka</i> pitta with their specific locations, properties and functions.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Demonstration	Written/ Viva voce	F & S	II	
CO 1	Discuss rhodopsin and iodopsin along with <i>alochaka pitta</i> and note down	Cognitive (Recall)	Nk	Kh	Self study	Self-assessment	SA	II	

CO 1	Elaborate the functions of bhranjaka pitta in term physiology.	Cognitive (Comprehension)	Nk	Kh	Self study	Self-assessment	SA	II	
CO 1	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	
CO 1	Find out similarities and differences between functions of <i>sadhaka</i> pitta and neurotransmitter.	Cognitive (Analysis)	Nk	Kh	Self study	Self-assessment	SA	II	
CO 1	Explain difference between <i>kshaya</i> & <i>vridhhi lakshana</i> of <i>pitta Dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 5	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/ Viva voce	F & S	II	<i>Swasthavrutta</i>
CO 1	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/ Viva voce	S	II	
CO 1	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	
CO 1	Recite and explain the important verses of <i>pitta dosha</i> . (ex-	Cognitive (Recall)	Dk	Kh	Discussion Recitation	Written/ Viva voce	F & S	II	

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

	<i>avalambaka</i> in heart protection and <i>sleshaka kapha</i> in arthritis.	(Comprehension)			Discussion	Viva voce			
CO 1	Explain difference between <i>kshaya</i> & <i>vridhhi lakshana</i> of <i>kapha Dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	State importance of <i>prakrit shleshmik bala / veerya</i> & <i>vikrit shleshmik mala</i> & find out significance of above cognitive in applied aspect	Cognitive (Application)	Nk	Kh	Lecture Discussion	Self-assessment	SA	II	<i>Kayachikitsa</i>
CO 5	Interpret which type of <i>kapha dosha</i> gets vitiated and in which clinical condition the use of proper <i>aahar dravya</i> is prevalent as per <i>kshaya, vridhhi of kapha dosha</i> .	Cognitive (Application)	Nk	Sh	Demonstration Discussion PBL	Viva voce	F & S	II	<i>Swasthavrutta</i>
CO 1	Recite and explain the important verses of <i>kapha dosha</i> . (ex- <i>sthana, karma, vridhhi and kshaya</i> )	Cognitive (Recall & Comprehension)	Dk	Sh	Discussion Recitation	Written/ Viva voce	F & S	II	
CO 1	Describe neural & chemical communication system of body	Cognitive (Comprehension)	Nk	Kh	Self study	Self-assessment	SA	II	
	<b>Topic 7 – Dosha Vridhhi-Kshaya (Hyper and hypo state of dosha) (2 hr) [Lecture: 1 hour, non-lecture: 1 hour]</b>								
CO 1	Describe etiological factors causing <i>tridosha vridhhi</i> & <i>kshaya</i> on the basis of <i>dravya, guna, karma, aahaar &amp; vihara</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	<i>Dravyaguna</i>
CO 1	Describe, observe and interpret individual	Cognitive (Comprehension)	Nk	Sh	Demonstration Discussion	Self-assessment	SA	II	

	causes and symptoms of <i>panchavidha vataprakopa</i> . ( <i>Ashtanga Hridaya nidana sthana</i> 16)	Application)			PBL				
CO 1	Describe <i>vridddhi-kshaya lakshana</i> of <i>vata dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe <i>vridddhi &amp; kshaya lakshana</i> of <i>pitta</i> and <i>kapha dosha</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Enumerate the <i>nanatmaj vyadhi</i> of <i>tridosha</i>	Cognitive (Recall)	Nk	K	Lecture	Self-assessment	SA	II	
	<b>Topic 8 – Kriyakala (Treatment as per prevalent kala) (2 hr)</b> [Lecture: 1 hour, non-lecture: 1 hour]								
CO 1	Explain the Concept of <i>kriyakala</i> & enumerate stages of <i>kriyakala</i> .	Cognitive (Recall) (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	<i>Rognidan Vikriti Vidnyan</i>
CO 1	Describe the stages <i>sanchaya, prakopa, prasara</i> of <i>kriyakala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the stages <i>sthansanshraya, vyaktavastha &amp; bhedavastha</i> of <i>kriyakala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the applied physiology of diseases produced due the vitiation of <i>vata, pitta</i> and <i>kapha</i> .	Cognitive (Comprehension)	Nk	Sh	Lecture Discussion	Self-assessment	SA	II	
CO 1	Describe ideas given in the <i>shat-kriyakala</i> about preventive measures	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
	<b>Topic 9 – Prakriti (Deha- Prakriti, Manasa- Prakriti) (Body constitution, personality, temperament of individuals) (10 hr)</b> [Lecture: 7 hours, non-lecture: 3 hours]								
CO 1	Define the term <i>prakriti</i> and describe etymology & different	Cognitive (recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	II	

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



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

	Ayurvedic concept of human constitution (prakriti) (software/questionnaire) to evaluate <i>prakriti</i> - Ex-CCRAS portal								
CO 1	Describe the relevance of <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>
CO 1	Appreciate the application of recent advances in the domain of research related to <i>prakriti</i> (genetic, physiological basis)	Cognitive (Application/Analysis)	Nk	Kh	Discussion	Seli-assessment	SA	II	
CO 1	Recite and explain the important verses of <i>vata</i> , <i>pitta</i> & <i>kapha doshaja prakriti</i> .	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Written/ Viva voce	F & S	II	
CO 1	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: <a href="https://doi.org/10.1186/1479-5876-6-48">https://doi.org/10.1186/1479-5876-6-48</a>	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO 1	Observe standardized prakriti assessment tool by CCRAS. Link: <a href="https://doi.org/10.5005/jp-journals-10064-0019">doi/10.5005/jp-journals-10064-0019</a>	Cognitive (Application)	Nk	Sh	Team project work	Team assessment	TA	II	
CO 1	Compare human constitution (prakriti) & genomic	Cognitive (Comprehension)	Nk	Kh	Group discussion	Self-assessment	SA	II	
CO 1	Record the known physiological variation	Cognitive (Application)	Dk	Kh	Real life experience	Demonstration	SA	II	

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

CO 1	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/ Viva voce	F & S	III	<i>Swathavritta</i>
CO 1	Describe <i>ahara vidhi vidhana</i> (rules for consuming the food) in detail with examples.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explains the role of <i>ahara vidhi vidhana</i> in the context of present-day lifestyle, cooking habits and eating behaviour.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Real life experience Evidance based learning	Written/ Viva voce	F & S	III	
CO 1	Define, enlist and describe <i>ahara 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/ Viva voce	F & S	III	
CO 1	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/ Viva voce	SA	III	<i>Swathavritta</i>
CO 1	Explain the role of <i>ahara</i> in today's aspect related to <i>anupana</i> habits etc.	Cognitive (application)	Nk	Sh	Lecture Discussion	Self assessment	SA	III	
CO 1	Explain the role in today's lifestyle of food, compatible food, the proper time for	Cognitive (application)	Nk	Sh	Lecture Discussion Assignment	Self-notes	SA	III	

	food taking, practice regarding food intake etc. in individual's health.								
CO 1	Explain dietary guidelines, how to eat food in Ayurvedic view.	Cognitive (application)	Nk	Kh	Lecture Discussion	Self assessment	SA	III	
	<b>Topic 11 – Agni (The digestive fire of the body) (5 hr)</b> [Lecture: 4 hours, non-lecture: 1 hour]								
CO 1	Describe different meanings of <i>agni</i> in different contexts and define <i>agni</i> in the context of <i>kriya sharir</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	State the importance of <i>agni</i> in maintaining the different aspects of human physiology	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Enumerate and explain the different synonyms of <i>agni</i> regarding <i>kriya sharir</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Enumerate and define various classifications of <i>agni</i> concerning their locations and functions in the body	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the physiological roles of <i>jatharagni</i> , <i>bhutagni</i> and <i>dhatvagni</i> and explain the differences and similarities between the three.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Kayachikitsa</i>
CO 1	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 evaluation process of <i>jarana-</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Rognidan</i>

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

	<i>srotas</i> and their important functions. according to Ayurveda and contemporary physiology								
CO 1	Describe three stages of digestion: <i>madhura</i> , <i>amla</i> and <i>katu avasthapaka</i> in detail	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Tutorial	Written/ Viva voce	F & S	III	
CO 1	Describe the process of <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/ Viva voce	F & S	III	
CO 1	Describe the formation of <i>prakrit</i> and <i>vaikrit dosha</i> ( <i>prasadbhuta</i> , <i>malabhuta dosha</i> ) and their role.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Rognidan</i>
CO 1	Describe the definition of <i>vipaka</i> ( <i>nisthapaka</i> ) and classification of <i>vipaka</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe how to identify <i>vipak</i> of <i>aahar</i> as per their effect on the body.	Cognitive (application)	Dk	Sh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the similarities and differences between <i>avasthapaka</i> and <i>nishthapaka</i>	Cognitive (Comprehension)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	III	

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



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

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

CO 1	Describe the neural and chemical control of respiration.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe physiological situations that affect respiration and discuss artificial respiration, dyspnoea, asphyxia, hypoxia, cynosis.	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe Haldane effect & Kussmaul breathing.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe basic of pulmonary function tests.	Cognitive (Comprehension)	Nk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
<b>Topic 3 - Physiology of Gastrointestinal system (9 hr) [Lecture: 7 hours, non-lecture: 2 hours]</b>									
CO 1	Describe enzyme and its functions in metabolism	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe functional anatomy and physiology of the digestive system	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the functions of salivary glands, stomach, liver, gall bladder pancreas, small intestine, large intestine in the process of digestion and absorption.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the mechanism of secretion, composition, functions, and regulation of saliva, gastric, pancreatic, intestinal juices and bile secretion	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe GIT movements deglutition, peristalsis, defecation and control	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	II	
CO 1	Describe the major components of food, the process of digestion and	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Seminar	Written/ Viva voce	F & S	II	

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

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

	their functions & disorders of Pancreas (hyper and hypoactivity)								
CO 1	Describe hormones secreted by Adrenal cortex gland, their functions & disorders of Adrenal cortex gland (hyper and hypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe hormones secreted by Adrenal medulla gland, their functions & disorders of Adrenal medulla (hyper and hypoactivity)	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Enlist other Glands and their functions	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the synthesis and functions of local hormones	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	

## PAPER II

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 Formative /summative	I3 Term	J3 Integration
	<b>AyGU-KS</b>								
	<b>Paper II ( 60 Hours )</b>								
	<b>Topic-1. Introduction to <i>Dhatu</i> (3 hr)</b> [Lecture: 2 hours, non-lecture: 1 hour]								
CO 1	Explain the etymology, derivation, definition, synonyms and general	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	<i>Sanskrit Samhita/</i>



CO 1	Explain the etymology, derivation, location, properties, functions and <i>pramana</i> of <i>rasa-dhatu</i> . <i>panchabhautikatva</i> of <i>rasa dhatu</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the functions of <i>rasavaha srotas</i> & <i>mula</i> of <i>rasavaha srotas</i> .	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe the process of formation of <i>rasa dhatu</i> from <i>aahara rasa</i> , and circulation of <i>rasa-rakta</i> ( <i>rasa-rakta samvahana</i> )	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	I	
CO 1	Describe <i>kshaya-vriddhi</i> & <i>rasapradoshaja vikara</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Assignment	Written/ Viva voce	F & S	I	
CO 1	Description of functioning of <i>hridaya</i> and physiological significance of <i>hridaya</i> .	Cognitive (Comprehension)	Dk	Kh	Lecture Discussion Flipped classroom	Written/ Viva voce	F & S	I	
CO 1	Description of <i>sira</i> , <i>dhamani</i> and <i>srotas</i>	Cognitive (Comprehension)	Nk	Kh	Discussion Video show	Written/ Viva voce	F & S	I	
CO 1	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/ Viva voce	F & S	I	
<b>Topic-3. Rakta Dhatu (4 hr)</b> [Lecture: 3 hours, non-lecture: 1 hour]									
CO 1	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/ Viva voce	F & S	I	
CO 1	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/ Viva voce	F & S	I	



[illegible]

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

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

	<i>shukra dhatu &amp; shukra pradoshaja vikara</i>				Assignment				
CO 4	Identify histological structure explain structure of different tissue (dhatu)	Cognitive (Comprehension) Psychomotor	Mk	Kh	Demonstration Perform	Practical Skill assessment OSPE	F & S		
	<b>Topic-9. Ashraya- Ashrayi Bhava (2 hr)</b> [Lecture: 1 hour, non-lecture:1 hour]								
CO 1	Describe the concept of <i>ashraya-ashrayi bhava</i> i.e. inter-relationship among <i>dosha, dhatu mala and srotas</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Vikriti Vigyana</i>
CO 1	Describe the applied physiology of diseases affecting <i>saptadhatu</i> enlisted under dhatu <i>pradoshaja vikara</i> .	Cognitive (Comprehension)	Dk	Kh	Discussion Seminar	Written	F	III	
CO 1	Explain use of <i>Ashraya-Ashrayi Bhava</i> in laghan bruhan.	Cognitive (application)	Nk	Kh	Discussion	Self-assessment	SA	III	
	<b>Topic -10. Oja (4 hr)</b> [Lecture: 3 hours, non-lecture: 1 hour]								
CO 1	Recall etymological derivation, definition, classification, and <i>pramana of oja</i>	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the process of formation of <i>ojas</i> along with locations and properties	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the concept of <i>vyadhikshamatva</i> , explain <i>bala vridhdhikara bhava</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Classify <i>bala</i> and describe etiological factors ( <i>kshaya karan</i> ) for <i>oja visramsa, vyapat and 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.								
CO 1	Collect different opinions on oja given by different acharya and try to understand the logic behind it.	Cognitive (Recall)	Nk	Kh	Discussion	Written	F	III	
CO 1	Interpret your opinion about oja-bala-kapha in its normal state.	Cognitive (Recall)	Nk	Kh	Discussion	Self-assessment	SA	III	
	<b>Topic-11. Upadhatu (7 hr)</b> [Lecture:6 hours, non-lecture: 1 hour]								
CO 1	Describe the general introduction, etymological derivation and definition of the term <i>upadhatu</i>	Cognitive (Recall)	Mk	K	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the formation, nourishment, properties, location and functions of each <i>upadhatu</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the characteristic features and methods of assessing <i>shuddha</i> and <i>dushita stanya</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Vikriti Vigyana</i>
CO 1	Describe the characteristic features of <i>vridhhi</i> and <i>kshaya</i> of <i>stanya</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe characteristic features of <i>shuddha</i> and <i>dushita artava</i> along with enumerating the differences between <i>raja</i> and <i>artava</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe <i>artava-vaha srotas</i> and its <i>mula</i> along with the common clinical conditions related to <i>artava-vaha srotas</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	<i>Vikriti Vigyana</i>

	( <i>kashtartava, vandhyata, pradara etc.</i> )								
CO 1	Describe the classification, thickness of each layer and functions of <i>tvak</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Interpret the skin layer as per contemporary science.	Cognitive (Recall)	Nk	Kh	Discussion	Written	F	III	
	<b>Topic 12. Mala (8 hr)</b> [Lecture: 6 hours, non-lecture: 2 hours]								
CO 1	Describe the etymological derivation and definition of the term <i>mala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Enumerate <i>aharamala</i> and describe of the process of formation of <i>aharamala</i> .	Cognitive (Recall)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the etymological derivation, definition, formation, properties, quantity and functions of <i>purisha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	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/ Viva voce	F & S	III	
CO 1	Explain the relation between <i>purishdhara kala</i> and <i>asthidhara kala</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the etymological derivation, definition, formation, properties, quantity and functions of <i>mutra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Describe the physiology of <i>mutravaha srotas</i> and the process of urine formation and <i>mutra visarjana</i> in Ayurveda.	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	

CO 1	Explain the manifestations of <i>vridhhi</i> and <i>kshhaya</i> of <i>mutra</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the urge of micturition & defecation in perspective of reflexes	Cognitive (Application)	Nk	Kh	Discussion	Self-assessment	SA	III	
CO 1	Describe and enumerate <i>dhatumala</i> and describe the functions of each type of <i>dhatumala</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the etymological derivation, definition, formation and functions of <i>sveda</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	Explain the functions of <i>svedvaha srotas</i> along with describing the manifestations of <i>vridhhi</i> and <i>kshhaya</i> of <i>sveda</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
CO 1	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	
	<b>Topic 13. Indriya vijnyana (2 hr)</b> [Lecture: 1 hour, non-lecture: 1 hour]								
CO 1	Describe the <i>pancha-jnyaanendriya</i> and physiology of perception of <i>shabda</i> , <i>sparsha</i> , <i>rupa</i> , <i>rasa</i> and <i>gandha</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion Tutorial	Written/ Viva voce	F & S	III	<i>Padarth vidnyan</i>
CO 1	Describe the physiology of <i>karmendriya</i>	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	
	<b>Topic 14. Manas (3 hr)</b> [Lecture: 2 hours, non-lecture: 1 hour]								
CO 1	Describe location and properties, functions and objects of <i>manas</i> .	Cognitive (Comprehension)	Mk	Kh	Lecture Discussion	Written/ Viva voce	F & S	III	

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



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

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

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

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

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

## List of Practicals

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

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

A4 Course outcom e	B4 Learning Objective  (At the end of the session, the Students should be able to)	C4 Domain/ sub	D4 Must to know/ desirabl e to know/Ni ce to know	E4 Level Does/ Shows how/ Knows how/ Know	F4 T-L method	G4 Assessment	H4 Formativ e /summati ve	I4 Te rm	J4 Integratio n
	<b>AyUG – KS Practical (100 marks) (Total 200 Hr)</b>								
	<b>Practical (100 marks) =(Kriya Sharir 50 + Physiology 30 + Non Lecture practical activities 20)</b>								
	<b>1. Assessment of prakriti parikshana (20 classes) [Lecture: 0 hours, non-lecture: 20 hours]</b>								
CO 3	Describe the procedure of <i>prakriti parikshan</i> of CCRAS portal.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe Tutorial	Practical Viva voce	F & S	II	
CO 3	Demonstrate <i>prakriti parikshan</i> under the supervision of teacher.	Psychomotor	Mk	Sh	Demonstration in practical room & Bed side clinic Discussion	Viva voce	F & S	II	
CO 3	Determines <i>prakriti</i> of a paerson in an individual independently	Psychomotor	Mk	Dose	Demonstration in practical room & Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE, DOPS, CBD, Simulation	F & S	II	
CO 1	Recite verses of <i>vata, pitta &amp; kapha prakriti</i> .	Cognitive (Recall Comprehe nsion)	Dk	Kh	Discussion Recitation	Viva voce	F & S	II	
	<b>2. Assessment of dhatusarata parikshana (10 classes) [Lecture: 0 hours, non-lecture: 10 hours]</b>								
CO 2	Describe the procedure of	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F & S	I	

	<i>dhatusarata parikshana</i>								
CO 2	Demonstrate <i>dhatusarata parikshana</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration in practical room & Bed side clinic Discussion Assist	Viva voce	F & S	I	
CO 2	Evaluates <i>dhatusarata</i> in an individual independently	Psychomotor	Mk	Dose	Demonstration Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE, DOPS, CBD, Simulation	F & S	I	
CO 1	Recite verses of <i>ashta dhatusarata</i> .	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Viva voce	F & S	I	
<b>3. Assessment of agni parikshana (6 classes)</b> [Lecture: 0 hours, non-lecture: 6 hours]									
CO 2	Describe the procedure of <i>agni parikshana</i>	Cognitive/comprehension	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F & S	III	
CO 2	Demonstrate <i>agni parikshana</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bed side clinic Discussion Assist	Viva voce	F & S	III	
CO 2	Analyse <i>agni</i> in an individual independently	Psychomotor	Mk	Dose	Demonstration Bed side clinic Discussion Perform	Practical Viva voce Skill assessment OSPE	F & S	III	
CO 1	Recite verses of <i>agni</i> .	Cognitive (Recall & Comprehension)	Dk	Kh	Discussion Recitation	Viva voce	F & S	III	
<b>4. Assessment of koshtha parikshana (2 classes)</b> [Lecture: 0 hours, non-lecture: 2 hours]									
CO 2	Discuss the procedure of <i>koshtha parikshana</i>	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce	F & S	III	
CO 2	Demonstrate <i>koshtha parikshana</i> under the	Psychomotor	Mk	Sh	Demonstration Bed side clinic Discussion	Viva voce	F & S	III	



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

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

	<i>dhatu vrddhi kshaya.</i>	(Recall & Comprehension)			Recitation				
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	<b>7. Assessment of nadi parikshana (3 classes)</b> [Lecture: 0 hours, non-lecture: 3 hours]								
CO 5	Describe the procedure of <i>nadi parikshana</i>	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observation Tutorial	Practical Viva voce	F & S	II	
CO 5	Demonstrate <i>nadi parikshana</i> under the supervision of the teacher.	Psychomotor	Mk	Sh	Demonstration Bed side clinic Discussion Assist	Viva voce	F & S	II	
CO 5	Find out recent advances in nadi pariksha	Cognitive	Mk	Kh	Lecture Demonstration Discussion Observe	Practical Viva voce OSPE	F & S	II	
	<b>Part B 30 practical of 2 hr each</b>								
	[Lecture: 0 hours, non-lecture: 30 hours]								
CO 4	Explain the general laboratory etiquette  demonstrate the use of laboratory equipment.	Cognitive  Psychomotor	Mk	Sh	Lecture Demonstration Discussion Observe	Practical Viva voce Skill assessment OSPE	F & S	I	
CO 4	Discuss procedure of collection of a blood sample – prick, venepuncture method, use of anticoagulants.	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	I	
CO 4	Describe Observe procedure of haemoglobin estimation, bleeding time and clotting time, blood grouping and Rh typing,	Cognitive	Mk	Kh	Lecture Demonstration Discussion Assist	Viva voce	F & S	I	

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

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

	reflexes (superficial/deep/ visceral) by students independently.								
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**Table 5: Non-Lecture Activities Course AyUG- KS**

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

### Additional Suggested topics for tutorials

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

### Suggested topics for seminar topics

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

### Suggested topics for group discussion

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

### Table 6: Assessment Summary

## 6 A- Number of papers and Marks Distribution

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

### 6 B - Scheme of Assessment (formative and Summative)

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

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

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

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 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks) Then convert to 30 marks.							



## 6 D - Evaluation Methods for Periodical Assessment

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

## 6 E- Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-KS

##### Paper-I

Time: 3 Hours      Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100.

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

#### AyUG-KS

##### Paper-II

Time: 3 Hours      Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100.

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

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

## 6 F- Disribution of Theory Exam

	Paper I Part-A (Marks-60)			D Type of Questions “Yes” can be asked. “No” should not be asked.		
	A List of Topics AyUG-KS	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
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

	Paper II PART-A (Marks-60)			D Type of Questions “Yes” can be asked. “No” should not be asked.		
	A List of Topics AyUG-KS	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
Part-A (Marks-60)						
1	Dhatu:	I	18	Yes	Yes	No
2	Rasa Dhatu:	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.	Asthi Dhatu:	II	19	Yes	Yes	Yes
7.	Majja Dhatu :	II		Yes	Yes	Yes
8.	Shukra Dhatu:	II		Yes	Yes	Yes
9	Concept of Ashraya-Ashrayi bhava	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	Indriya vidnyan:	III		Yes	Yes	Yes
14	Manas:	III		Yes	Yes	Yes
15	Atma:	III		Yes	Yes	No
16	Nidra & Swapna:	III		Yes	Yes	No
Part-B (Marks-40)						
1	Haemopoetic system:	I	18	Yes	Yes	Yes
2	Immunity:	I		Yes	Yes	No
3	Physiology of cardio-vascular system:	I		Yes	Yes	Yes
4	Muscle physiology:	II	07	Yes	Yes	No
5	Adipose tissue:	II		Yes	Yes	No
6	Physiology of male and female reproductive	II	15	Yes	Yes	Yes
7	Physiology of Excretion:	III		Yes	Yes	Yes
8	Special Senses, Sleep and Dreams:	III		Yes	Yes	Yes

## 6 G- Question paper blue print

### Paper I

AyUG-KS		
A Question Sr. No	B Type of Question	C Question Paper Format
.Q1	<b>Multiple choice Questions (MCQ)</b>  20 Questions  1 mark each  All compulsory   Must know part - 15 MCQ Desirable to know - 3 MCQ Nice to know part - 2 MCQ	<b>MCQ no.      Topic No</b> 1.    Topic number part A 1 2.    Topic number part A 2 3.    Topic number part A 3 4.    Topic number part A 4 5.    Topic number part A 4 6.    Topic number part A 5 7.    Topic number part A 6 8.    Topic number part A 7 9.    Topic number part A 8 10.   Topic number part A 9 11.   Topic number part A 9 12.   Topic number part A 10 13.   Topic number part A 11 14.   Topic number part A 12 15.   Topic number part A 12 16.   Topic number part B 1 17.   Topic number part B 2 18.   Topic number part B 3 19.   Topic number part B 4 20.   Topic number part B 5
Q2	<b>Short answer Questions (SAQ)</b> Eight Questions 5 Marks Each All compulsory  Must know - 7 SAQ Desirable to know - 1 SAQ No questions on Kice to know	1.    Topic no. Part A 1/ Topic no. Part A 2/ Topic no. Part A 3 2.    Topic no. Part A 4/ Topic no. Part A 5/ Topic no. Part A 6 3.    Topic no. Part A 7/Topic no. Part A 8 4.    Topic no. Part A 9/Topic no. Part A 10 5.    Topic no. Part A 11/ Topic no. Part A 12/ 6.    Topic no. Part B 1/ Topic no. Part B 2/ 7.    Topic no. Part B 3 8.    Topic no. Part B 4/ Topic no. Part B 5
Q3	<b>Long answer Questions (LAQ)</b>	1.    Topic no. Part A 4/ Topic no. Part A 5/ Topic no. Part A 6 2.    Topic no. Part A 9/ Topic no. Part A 10/ Topic no. Part A 11/

	<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>Topic no. Part A 12</p> <p>3. Topic no. Part B 1/ Topic no. Part B 2/ Topic no. Part B 3</p> <p>4. Topic no. Part B 4/ Topic no. Part B 5</p>
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## Paper II

AyUG-KS		
A Question Sr. No	B Type of Question	C Question Paper Format
.Q1	<p><b>Multiple choice Questions (MCQ)</b></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><b>MCQ no. Topic no.</b></p> <ol style="list-style-type: none"> <li>Topic number part A 1/2</li> <li>Topic number part A 3</li> <li>Topic number part A 4/5</li> <li>Topic number part A 6</li> <li>Topic number part A 7</li> <li>Topic number part A 8</li> <li>Topic number part A 9/10</li> <li>Topic number part A 11</li> <li>Topic number part A 12</li> <li>Topic number part A 13/14/15/16</li> <li>Topic number part B 1</li> <li>Topic number part B 2</li> <li>Topic number part B 3</li> <li>Topic number part B 4</li> <li>Topic number part B 5</li> <li>Topic number part B 6</li> <li>Topic number part B 6</li> <li>Topic number part B 7</li> <li>Topic number part B 7</li> <li>Topic number part B 8</li> </ol>
Q2	<p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions 5 Marks Each All compulsory</p> <p>Must know - 7</p>	<ol style="list-style-type: none"> <li>Topic no. Part A 1/ Topic no. Part A 2/ Topic no. Part A 3/ Topic no. Part A 4/ Topic no. Part A 5</li> <li>Topic no. Part A 6/ Topic no. Part A 7/ Topic no. Part A 8/ Topic no. Part A 9/ Topic no. Part A 10</li> <li>Topic no. Part A 11/ Topic no. Part A 12</li> <li>Topic no. Part A 13/ Topic no. Part A 14/ Topic no. Part A 15</li> </ol>

	Desirable to know - 1 SAQ No questiona on Nice to know	Topic no. Part A 16 5. Topic no. Part B 1/ Topic no. Part B 2/ Topic no. Part B 3/ 6. Topic no. Part B 4/ Topic no. Part B 5 7. Topic no. Part B 6/ Topic no. Part B 8 8. Topic no. Part B 7
<b>Q3</b>	<b>Long answer Questions (LAQ)</b> 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 A 2/ Topic no. Part A 3/ Topic no. Part A 4/ Topic no. Part A 5 2. Topic no. Part A 6/ Topic no. Part A 7/ Topic no. Part A 8/ Topic no. Part A 10 3. Topic no. Part A 11/ Topic no. Part A 12/ Topic no. Part A 13/ Topic no. Part A 14 4. Topic no. Part B 1/ Topic no. Part B 2/ Topic no. Part B 3

### 6 H Distribution of Practical Exam

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

AyUG-KS			
SN	Heads	Topic	Marks
<b>A</b>	<b>Practical</b>		
<b>1</b>	<b>Spotting</b>	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/agni parikshan. 6. Case of vrudhhi kshay lakshan. 7. Aplicability of one spot used in haematological practical. 8. Identify the difference between two things & use. 9. Model based 10. Human experiment related	10 Marks
<b>2</b>	<b>Ayu. Practical</b>	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

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

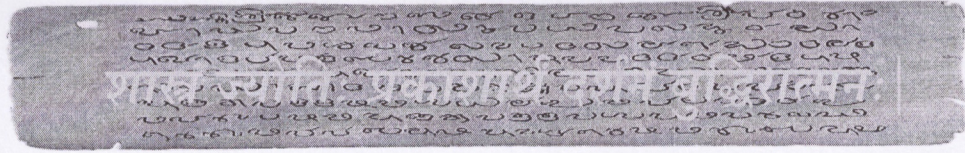
## 7. References / Resources

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



9

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



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

(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**

*Course curriculum from  
page no - 1 to 49 is approved  
of Rachana Sharira*



Rachana

*S.M.*  
20.6.2023  
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20/6/23





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NEW DELHI-110058**



**Rachana**

NCISM

**I Professional Ayurvedacharya  
(BAMS)**

Subject Code: AyUG-RS

**Rachana Sharir  
(Human Anatomy)**

Summary

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

AyUG-RS Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	100	70	--	30
Paper II	100				
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
	<b>AyUG RS</b>	<b>Rachana Sharir (Human Anatomy)</b>

**AyUG RS****Table 1- Course learning outcomes and matched PO.**

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

**Table 2: Contents of Course AyUG-RS**

<b>Paper I</b>					
<b>SN</b>	<b>A2 List of Topics AyUG-RS</b>	<b>B2 Term</b>	<b>C2 Marks</b>	<b>D2 Lecture hours</b>	<b>E2 Non- Lecture hours</b>
<b>1</b>	<b>Shariropkramaniya Shaarira</b> <ul style="list-style-type: none"> <li>Sharir and Shaarir vyakhya (definitions of sharira and sharira)</li> <li>Shadangatvam (Six regions of the body)</li> <li>Anga Pratyanga vibhaga (subdivisions)</li> <li>Sharir shastra vibhag</li> <li>Sharir gyan prayojan and its description in contemporary science with its clinical importance</li> </ul>	<b>I</b>	6	4	2
<b>2</b>	<b>Paribhasha Shaarira</b> <ul style="list-style-type: none"> <li>Kurcha, Kandara, Jala, Asthisamghata, Seemnta, Seevani, Rajju, and lasika</li> <li>Terminologies related shadang sharir</li> </ul>	<b>I</b>	4	3	1
<b>3.</b>	<b>Garbha Shaarira</b> <ul style="list-style-type: none"> <li>Garbha Vyakhya (Definition of Garbha)</li> <li>Concept of Shukra and Artava</li> <li>Garbhavkranti. Masanumasik grabhavruddhi</li> <li>Role of panchamahabhoot in Garbhavruddhi</li> <li>Concept of Beeja, Beejabhaga, Beejabhagavayava</li> <li>Garbhposhana</li> <li>Apara nirmiti, Garbhanabhinadi</li> <li>Garbha Angapratyanga utpatti according to different Acharya</li> <li>Garbha Vikruti</li> </ul>	<b>I</b>	15	17	5
<b>4.</b>	<b>Asthi Shaarira</b> Enumeration of Asthi, Types, asthi swaroopa, with its applied aspect	<b>I</b>	4	2	1
<b>5.</b>	<b>Sandhi Shaarira</b> <ul style="list-style-type: none"> <li>Description of Sandhi and its enumeration,</li> <li>Types of Sandhi with its clinical importance</li> <li>Introduction of diseases of Sandhi explained in Ayurveda</li> </ul>	<b>II</b>	4	2	3
<b>6.</b>	<b>Snayu sharir</b> Concept of Snayu and its clinical importance	<b>II</b>	3	2	1
<b>7.</b>	<b>Peshi Shaarira</b> <ul style="list-style-type: none"> <li>Description of Peshi,</li> <li>Utpatti, types, Swaroop, function with its importance</li> </ul>	<b>II</b>	3	2	1
<b>8.</b>	<b>Kesha, Danta, Nakha Sharir</b> <ul style="list-style-type: none"> <li>Description of Panchbhautik swaroop and its applied value</li> <li>Explanation of its swabhava (Pitruja) and its applied value</li> <li>Description of Prakrita (normal) and Vikruta(abnormal) Swaroop (appearance) of kesha, danta, nakha in concern with disease</li> <li>Importance of examination of kesha, danta, nakha</li> </ul>	<b>II</b>	4	2	1



	as diagnostic tool				
9	<b>Embryology</b> <ul style="list-style-type: none"> <li>Definitions and branches of embryology.</li> <li>Embryo and Fetus. Sperm and Ovum, Fertilization, Cleavage.</li> <li>Germ layers formation and their derivatives.</li> <li>Laws of heredity, Sex determination and differentiation, Month-wise development of embryo.</li> <li>Fetal circulation, Placenta formation, Umbilical cord formation</li> </ul>	I	5	7	2
10	<b>Osteology</b> <ul style="list-style-type: none"> <li>Bone: structure, types and ossification.</li> <li>Description of each bone with clinical anatomy</li> </ul>	I	12	9	6
11	<b>Arthrology</b> <ul style="list-style-type: none"> <li>Joints: structure, types and movements.</li> <li>Description of joints of extremities, inter-vertebral joints and temporomandibular joint with their clinical anatomy.</li> </ul>	II	10	10	6
12	<b>Myology</b> <ul style="list-style-type: none"> <li>Structure and types of muscles. Description of important muscles: origin, insertion, actions, nerve supply and clinical anatomy.</li> <li>Muscle movements in Yogasana</li> </ul>	II	4	6	2
13	<b>Nervous System</b> <ul style="list-style-type: none"> <li>Nervous system: Introduction and classification</li> <li>Meninges</li> <li>Description of Brain and Spinal cord.</li> <li>Description of Peripheral Nervous System: Cranial and Spinal nerves, Brachial, Cervical, Lumbar and Sacral nerve plexus,</li> <li>Anatomical consideration of Autonomic Nervous System,</li> <li>Formation and circulation of cerebrospinal fluid</li> <li>Blood supply of Brain and Spinal cord.</li> </ul>	III	14	14	4
14	<b>Endocrinology</b> <ul style="list-style-type: none"> <li>Description of endocrine glands (Pituitary, Thyroid, Parathyroid, Thymus, Pineal and Suprarenal glands) with clinical aspects.</li> <li>Histology of all glands.</li> </ul>	III	8	8	3
15	<b>Lymphatic system</b> <ul style="list-style-type: none"> <li>Introduction Structure included in lymphatic system: Lymph vessels, Lymph nodes, Lymph glands with their clinical importance.</li> </ul>	III	4	2	2

Paper II AyUG-RS					
SN	A2 List of Topics AyUG-RS	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
1	<b>Pramana Sharira:</b> Anguli pramana & Anjali praman with its applied importance	II	2	2	1
2	<b>Koshtha Evam Ashaya Sharira</b> <ul style="list-style-type: none"> <li>• Definition of Kostha with its applied importance and</li> <li>• Enumeration of Koshthanga and its description</li> <li>• Concept of Ashaya with its clinical importance</li> </ul>	I	4	2	1
3.	<b>Sira Sharir</b> <ul style="list-style-type: none"> <li>• Concept of Sira</li> <li>• Nirukti, types, enumeration of Sira and its applied aspect</li> <li>• Introduction to Sira vedha</li> </ul>	II	4	3	1
4.	<b>Dhamani Sharir</b> <ul style="list-style-type: none"> <li>• Concept of Dhamani</li> <li>• Nirukti, types, enumeration of Dhamani and its applied aspect</li> </ul>	II	2	2	1
5.	<b>Strotas Shaarira</b> <ul style="list-style-type: none"> <li>• Concept of Strotas</li> <li>• Nirukti, types, number of Srotas, Strotomool and its applied aspect</li> <li>• Types of Strotas and its description.</li> <li>• Applied aspect of Strotas</li> </ul>	II	7	8	3
6.	<b>Kala Shaarira</b> <ul style="list-style-type: none"> <li>• Definition and etymology of Kala</li> <li>• Enumeration and description of Kala</li> <li>• Applied aspect of Kala</li> </ul>	III	4	2	2
7.	<b>Indriya Shaarira</b> <ul style="list-style-type: none"> <li>• Definition of Indriya, Indriya artha and Indriya adhisthan,</li> <li>• Number and importance of Indriya</li> <li>• Description of Gyanendriya, Karmendriya and Ubhayendriya (Manas).</li> <li>• Ayurved sharir of Indriya adhistan- Karna, Twacha, Netra, Jivha, Nasa</li> <li>• Applied aspect of Indriya</li> </ul>	III	3	3	1
8.	<b>Twacha Sharir</b> Definition, types and characteristics of Twacha with its clinical importance, significance of Twacha adhisthana in disease manifestation, its relation with Dhatu.	III	3	2	2
9	<b>Marma Sharira</b> <ul style="list-style-type: none"> <li>• Marma: definition, enumeration, classification, location</li> <li>• Surface demarcation of Marma</li> <li>• Explanation of Trimarma</li> </ul>	II	15	13	4

	<ul style="list-style-type: none"> <li>Detail description of Marma with its applied importance.</li> </ul>				
<b>10</b>	<b>Respiratory System</b> <ul style="list-style-type: none"> <li>Bronchial tree and Lungs with their clinical aspects.</li> <li>Respiratory tract: Nasal cavity, Pharynx, Larynx, Trachea</li> <li>Pleura with its clinical aspects</li> <li>Diaphragm and its opening</li> <li>Histology of all organs</li> </ul>	<b>II</b>	10	6	4
<b>11</b>	<b>Digestive system</b> <ul style="list-style-type: none"> <li>Regions of abdomen</li> <li>Organs of digestive tract (alimentary tract) with their clinical aspects.</li> <li>Digestive glands: Liver, Spleen and Pancreas.</li> <li>Description of peritoneum with its clinical aspects</li> <li>Histology of all organs</li> </ul>	<b>I</b>	12	10	6
<b>12</b>	<b>Cardiovascular system</b> <ul style="list-style-type: none"> <li>Description of Heart</li> <li>Structure of artery &amp; vein</li> <li>Importance blood vessels with their course and branches.</li> <li>Pericardium with applied aspect</li> <li>Histology of Heart</li> </ul>	<b>II</b>	8	8	3
<b>13</b>	<b>Urinary System</b> <ul style="list-style-type: none"> <li>Urinary tract: Kidney, Ureter, Urinary Bladder and Urethra with their clinical aspects</li> <li>Histology of all organs</li> </ul>	<b>II</b>	10	8	3
<b>14</b>	<b>Reproductive system</b> <ul style="list-style-type: none"> <li>Male Reproductive system: Reproductive organs, Scrotum and glands (Testis, Prostate and Seminal vesicles) with their clinical aspects.</li> <li>Female reproductive system: Introduction of external genital organ in brief and internal reproductive organs in detail, tract and glands with clinical importance.</li> <li>Histology of all organs</li> </ul>	<b>III</b>	6	7	3
<b>15</b>	<b>Sensory organs</b> Description of structures of Eye, Ear, Nose, Tongue and Skin with their clinical aspects.	<b>III</b>	10	14	5

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

<b>Paper I RACHANA SHARIR –</b>									
A3 Course outcom e	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 Formati ve /summa tive	I3 Te rm	J3 Integrat ion
<b>Topic 1- Shariroupkramaniya</b> [Time: Lecture: 04 hours, non-lecture 02 hours] Practical- 02 hours									
CO1	Define Sharir.	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce/ Open book test	F&S	I	
CO1	Describe the constitutional elements of Sharir	Cognitive/ Comprehensi on	MK	Knows	Lecture	Written/ viva-voce	F&S	I	
CO1	Analyze the Constitutional hierarchy of Sharir and its relevance	Cognitive/ analyze	DK	Knows how	Lecture/ GD	Written / viva-voce	F&S	I	
CO1	Enlist Anga -Pratyanga and specific terms for each Pratyanga	Cognitive/ Recall	MK	Knows	Lecture/ GD	Written/ viva-voce	F&S	I	
CO1	Describe the Importance of Pratyaksha (Demonstration & Dissection) method of learning Sharir	Cognitive - comprehensi on	MK	Knows how	Lecture/ demonstration/ TT/ GD	Written / viva-voce	F&S	I	
CO1	Explain the Mruta Samshodhana as mentioned	Cognitive / Comprehensi on	MK	Knows	Demonstration/ simulation/	Written / viva-voce	F&S	I	

	in Sushruta Samhita and as per the modern science.	Psychomotor							
CO1	Appraise the concept of body donation and its relevance in present scenario	Cognitive - analysis, Affective	NK	Knows	Lecture/ educational video/ SDL	Written / viva-voce	F&S	I	
<b>Topic 2- Paribhasha Sharir</b> [Time: Lecture: 03 hours, non-lecture 01 hours] Practical- 6 hours									
CO1	Explain the terms Kandara, Kurcha, Mamsa, Rajju, Sevani, Jala, Seemant, Asthi Sanghat in context to its enumeration, site and structure.	Cognitive / comprehension	MK	Knows	Lecture/ Demonstration	Written/ viva-voce/ Open book test	F&S	I	
CO1	Evaluate the clinical importance of Kandara, Kurcha, Mamsa, Rajju, Sevani, Jala Seemant, Asthi and Samghat	Cognitive/ Application	DK	Knows how	Lecture/ Demonstration/ SDL	Written/ viva-voce	S	I	
<b>Topic 3- Garbha Sharir</b> [Time: Lecture: 17 hours, non-lecture 05 hours]									
CO 2	Define Garbha and recall the related verse from samhitas.	Cognitive / knowledge	MK	Knows	Lecture/ Recitation	Written/ viva-voce	F & S	I	-
CO 2	Explain the concept of Shukra and recall the related verse from samhitas.	Cognitive / comprehension	MK	Knows	Lecture/ Recitation	Written/ viva-voce	F & S	I	-
CO 2	Explain the concept of Artava and recall the related verse from samhitas.	Cognitive / comprehension	MK	Knows	Lecture/ recitation	Written/ viva-voce	F & S	I	-
CO 2	Describe the role of tridosha and panchamahabhuta in the fetal development	Cognitive / comprehension	MK	Knows how	Lecture/ IT	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Explain the concept of Beeja, Beejbhaag, Beejabhagavayava	Cognitive / Comprehension	MK	Knows	Lecture/ GD/ TT	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra

CO 2	Describe Masanumasik Garbha vriddhi kram and recall the related verse from samhitas.	Cognitive / comprehension	MK	Knows how	Lecture/ Recitation/ demonstration with 3D animated video	Written/ viva-voce/ Open book test	F & S	I	-
CO 2	Describe Garbhaposhana	Cognitive / comprehension	MK	Knows how	Lecture	Written/ viva-voce/ Open book test	F & S	I	-
CO 2	Describe the formation of Apra according to Ayurved	Cognitive / knowledge	MK	Knows, Knows how	Lecture/ demonstration with 3D animated video	Written/ viva-voce/ Open book test	F & S	I	-
CO 2	Describe Garbha nabhinadi	Cognitive / knowledge	MK	Knows	Lecture	Written/ viva-voce	F & S	I	-
CO 2	Explain Angapratyanga utpatti with the related verse from samhitas.	Cognitive / comprehension	MK	Knows how	Lecture/ demonstration with 3D animated video/	Written/ viva-voce/ Assignments/ Open book test	F & S	I	Dept. of Streerog Prasuti tantra
<b>Topic 4- Asthi Shaarira</b> [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO1	Enlist the number of Asthi according to different Acharyas	Cognitive/ Recall	MK	Knows how	Lecture	Written / viva-voce/ Open book test	F & S	I	
CO1	Describe the Asthi Sanghata and Asthi Simanta	Cognitive/ comprehension	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	I	
<b>Topic 5- Sandhi Sharir</b> [Time: Lecture: 02 hours, non-lecture 03 hours]									
CO 3	Define the term Sandhi	Cognitive – Recall	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO 3	Classify Sandhi into different types.	Cognitive – Recall	MK	Knows	Lecture	Written/ viva-voce/ project work	F&S	II	
CO 3	Demonstrate the movements of Chala Sandhi and	Cognitive – Application	MK	shows	Lecture +	Written/ viva-voce	F&S	II	

	comprehend the structural appearance	Psychomotor			Demonstration thorough model/ simulation				
CO 3	Illustrate the applied aspect of Sandhi and introduction of diseases of Sandhi explained in Ayurveda	Cognitive - Application	DK	Knows how	Lecture/ ECE/ SDL/ Seminar	Written/ viva-voce/ Assignment	F&S	II	Kayachi kitsa
<b>Topic 6- Snayu Sharir</b> [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO 6	Describe Snayu with respect to its definition, structure, types, number, importance with its clinical importance	Cognitive/ comprehensi on	MK	Knows how	Lecture with demonstration/ SDL/Seminar	Written/ Viva -voce/ Open book test	F&S	II	
<b>Topic 7- Peshi Sharir</b> [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO 5	Describe Peshi Sharir and its classification as per Ayurveda	Cognitive – comprehensi on	MK	Knows	Lecture/ Demonstration/ SDL/ Seminar	Written/ Viva-voce/ Open book test	F&S	II	
<b>Topic 8- Kesha, Danta, Nakha Sharir</b> [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO 6	Describe Panchabhautik Swaroop, Swabhav (Pitruja) with its applied value in Prakriti and also explain related diseases with importance of examination kesha, danta, nakha as diagnostic tool	Cognitive/ comprehensi on	MK	Knows how	Lecture with demonstration with 3D animated video/ SDL	Written/ Viva -voce/ Open book test/ Assignment	F&S	II	
<b>Topic 9- Embryology</b> [Time: Lecture: 07 hours, non-lecture 02 hours]									
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	Knows how	Lecture/ Demonstration	Written/ viva-voce/ Assignment	F & S	I	
CO 2	Define term of fertilization	Cognitive / knowledge / recall	MK	Knows	Lecture/ Seminar	Written/ viva-voce	F & S	I	
CO 2	Describe the process of cleavage	Cognitive / comprehension	MK	Knows how	Lecture/ Educational 3D Animated videos	Written/ viva-voce	F & S	I	--
CO 2	Explain the process of germ layer formation and its derivatives	Cognitive / comprehension	MK	Knows how	Lecture/ Educational 3D Animated videos	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Explain the laws of heredity	Cognitive / comprehension	MK	Knows how	Lecture/ Seminar	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Describe the process of sex determination and differentiation	Cognitive / comprehension	NK	Knows how	Lecture/ Seminar	Written/ viva-voce	F & S	I	--
CO 2	Explain the month wise development of Foetus	Cognitive / comprehension	MK	Knows how	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	Knows how	Lecture/Demonstration	Written/ viva-voce	F & S	I	--
CO 2	Describe Placenta formation & its structure with applied anatomy	Cognitive / application	MK	Knows how	Lecture/ Seminar/ ECE	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra
CO 2	Describe Umbilical cord with clinical importance	Cognitive / knowledge / application	MK	Knows how	Lecture/ Seminar/ ECE	Written/ viva-voce	F & S	I	Dept. of Streerog Prasuti tantra



<b>Topic 10- Osteology</b> [Time: Lecture: 09 hours, non-lecture 06 hours] Practical- 20 hours									
CO3	Explain skeleton and its importance	Cognitive/ comprehension	MK	knows	Lecture/ Demonstration/ Seminar	Written / viva-voce	F & S	I	
CO3	Describe the uses of bones	Cognitive/ comprehension	MK	Knows	Lecture	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate the processes and depressions of various bones	Cognitive/ comprehension, Application	MK	Show how	Lecture / Demonstration	Written / viva-voce	F & S	I	
CO3	Describe the characteristics of the bones	Cognitive/ comprehension	MK	Knows	Lecture	Written / viva-voce	F & S	I	
CO3	Describe the development and ossification of bones	Cognitive/ comprehension	DK	Knows how	Lecture	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate Cranial bones and its applied anatomy	Cognitive / comprehension, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate Facial bones and its applied anatomy	Cognitive / comprehension, Application	DK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate pelvic bones and its applied anatomy	Cognitive / comprehension, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate vertebral column and its applied anatomy	Cognitive / comprehension, Application	MK	Shows	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO3	Describe and demonstrate thorax bones and its applied anatomy	Cognitive / comprehension	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	

		on, Application							
CO3	Describe & demonstrate Clavicle and Scapula and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce	F & S	I	Kayachi kitsa
CO3	Describe Phalanges, Carpal and Tarsal Bones and its applied anatomy	Cognitive / comprehensi on	DK	Knows	Lecture/ Demonstration	Written/ viva-voce	F & S	I	
CO3	Describe & demonstrate bones of the upper & lower extremity and its applied anatomy	Cognitive / comprehensi on, Application	MK	Shows how	Lecture/ Demonstration	Written / viva-voce/ Project work	F & S	I	
CO3	Describe & demonstrate Patella and its applied anatomy	Cognitive / comprehensi on, Application	DK	Shows	Lecture/ Demonstration	Written / viva-voce	F & S	I	
CO10	Recognize and describe the Radiological structures in radiograph	Cognitive / comprehensi on, Application	MK	Shows	Lecture/ Demonstration/ PBL/ ECE/ SDL	Written / viva-voce/ Project work/ Assignment	F & S	I	
<b>Topic 11- Arthrology</b> [Time: Lecture: 10 hours, non-lecture 06 hours] Practical- 8 hours									
CO 3	Recall the classification of Joints	Cognitive – Recall	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO 3	Demonstrate movements of Synovial Joints and comprehend the structural aspect helping in movements.	Cognitive – Application Psychomotor	MK	Knows how	Lecture/ Demonstration/ Simulation	Written/ viva-voce	F&S	II	
CO 3	Describe constitutional anatomy of joint	Cognitive – Comprehensi on	MK	Knows	Lecture	Written/ viva-voce	F&S	II	
CO 3	Describe joints of upper limb and lower limb region, TM joint, and its related applied aspect	Cognitive – Application	MK	Knows how	Lecture/ PBL/ ECE	Written/ viva-voce/ Open book test/ Assignment	F&S	II	Kaychikit sa

CO 3	Demonstrate the examination of synovial joints	Psychomotor	MK	Knows + Shows	Demonstration with case presentation in relative aspect/ ECE/ SDL/ 3D Animated videos	Written/ viva-voce/ Practical performance	F&S	II	Rognidan
<b>Topic 12- Myology</b> [Time: Lecture: 06 hours, non-lecture 02 hours] Practical- 8 hours									
CO5	State the types of muscles.	Cognitive – application Psychomotor	MK	Knows	Lecture	Written/ Viva-voce	F & S	II	
CO5	Describe and demonstrate the muscles of upper and lower extremity with their origin, insertion, action & nerve supply and applied aspect and its role in Yogasana	Cognitive – application	MK	Shows	Lecture/ Demonstration/ GD/TT/ SDL/ 3D Animated videos	Written/ Viva-voce/ Open book test/ Project work	F & S	II	Swasthvritta
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	Swasthvritta
CO5	Describe and demonstrate muscles of back with origin, insertion, action & nerve supply and applied aspect and role in Yogasana	Cognitive – application	DK	Shows	Lecture/ Demonstration/ GD/TT/ SDL/3D Animated videos	Written/ Viva-voce/ Open book test/ Project work	F & S	II	Swasthvritta
<b>Topic 13- Nervous System</b> [Time: Lecture: 14 hours, non-lecture 04 hours] Practical- 12 hours									
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	Knows how	Lecture/ Seminar	Written/ viva-voce	F&S	III	

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

CO6	Recall the general anatomical consideration of ANS	Cognitive/ Recall	MK	Knows	Lecture/ SDL	Written	F&S	III	
CO6	Describe the cranial and spinal nerves along with formation of nerve plexuses and applied anatomy	Cognitive / Application	DK	Knows how	Lecture/ PBL/ ECE/ SDL	Written / viva-voce/ Assignment	F & S	III	
CO6	Describe the Formation and circulation of cerebro- spinal fluid	Cognitive/ comprehensi on	MK	Knows how	Lecture	Written / viva-voce	F&S	III	
<b>Topic 14- Endocrinology</b> [Time: Lecture: 08 hours, non-lecture 03 hours] Practical- 02 hours									
CO 6	Define Endocrine Glands and enlist them	Cognitive/ Recall	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	Describe Structure and Functions of Endocrine Glands	Cognitive-/ Comprehensi on	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	State the location, Dimension & Shape of Pituitary	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the Parts & subdivisions of Pituitary	Cognitive / comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the Blood Supply, Nerve Supply & Lymphatic drainage of Pituitary	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration/ CBL	Written / viva-voce	F & S	III	
CO 6	Enlist the hormones secreted by Pituitary, & histology and discuss its clinical anatomy.	Cognitive/ Application	MK	Knows	Lecture/ Demonstration/ GD	Written / viva-voce/ Open book test	F & S	III	
CO 6	State the location, Dimension & Shape of Thyroid gland	Cognitive/Re call	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the lobes, border & surfaces of Thyroid gland with its relation.	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	
CO 6	Describe the blood supply, nerve Supply & lymphatic drainage of Thyroid gland	Cognitive /comprehensi on	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	III	

[illegible]

CO 6	Define Lymphatic System	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	Describe components of Lymphatic System	Cognitive / comprehension	MK	Knows	Lecture	Written / viva-voce	F & S	III	
CO 6	Describe the anatomical structure of Various Lymph Vessels i.e. Lymphatic Trunks, Thoracic Duct etc and explain its clinical importance	Cognitive / comprehension, Application	MK	Knows how	Lecture/ Demonstration/ CBL	Written / viva-voce	F & S	III	
CO 6	Describe the anatomical structure of Lymph Glands i.e. Lymph Nodes, Spleen, Thymus, Tonsils etc and explain its clinical importance	Cognitive / comprehension, Application	MK	Knows how	Lecture/ Demonstration/ ECE/ CBL	Written / viva-voce/ Open book test	F & S	III	Rognidan Evum Vikriti Vigyan

## Paper II

### Topic 1- Praman sharir [Time: Lecture: 02 hours, non-lecture 01 hours]

CO1	Describe Anguli and Anjali praman with its significance.	Cognitive Comprehension	MK	Knows	Lecture/ Demonstration/ GD	Written/ Viva-voce/ Open book test	F & S	II	
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### Topic 2- Koshtha Evam Ashaya Shaarira [Time: Lecture: 02 hours, non-lecture 01 hours]

CO1	Define of Koshtha and Ashaya	Cognitive/ knowledge	MK	Knows	Lecture	Written/ viva-voce/ Open book test	F&S	I	
CO1	Describe the concept of various numbers of Koshthanga as per Samhitas	Cognitive/ Comprehension	MK	Knows	Lecture	Written/ viva-voce/ Open book test	F&S	I	
CO1	Describe the concept of various Numbers of Ashaya as per Samhitas	Cognitive/ Comprehension	MK	Knows	Lecture/ TT/ GD	Written/ viva-voce/	F&S	I	

						Open book test			
CO1	Describe and explain applied aspects of Koshtha and Ashaya.	Cognitive/ Comprehensiv e application	NK	Knows How	Lecture/ GD/ ECE	Written/ viva-voce/ Assignments/ Open book test	F&S	I	Kayacki tsa
<b>Topic 3- Sira sharir</b> [Time: Lecture: 03 hours, non-lecture 01 hours]									
CO 4	Define Sira, Enumerate the sira & state its Nirukti	Cognitive /Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	
CO 4	Explain the classification of Sira	Cognitive / Comprehension	MK	Knows how	Lecture	Written / viva-voce/ Open book test	F & S	II	
CO 4	Define Vedhya Sira and Enumerate Vedhya Sira	Cognitive /Recall	MK	Knows	Lecture/ GD	viva-voce/ Open book test	F & S	II	
CO 4	Define Avedhya sira and Enumerate the Avedhya Sira	Cognitive / Recall	MK	Knows	Lecture	Written / viva-voce/ Open book test	F & S	II	
CO 4	Locate the Vedhya Sira in the body according to region	Cognitive / application Psychomotor	MK	Shows	Lecture/ Demonstration/ IT	viva-voce/ Practical performance	F & S	II	Shalyatan tra
CO 4	Describe the applied aspect of Siravedha	Cognitive - application	DK	Knows how	Lecture/ ECE/ IT/ CBL	Written / viva-voce/ Assignment / Open book test	F & S	II	Shalyatan tra
<b>Topic 4- Dhamani Sharir</b> [Time: Lecture: 02 hours, non-lecture 01 hours]									
CO 4	Define Dhamani, and state its Nirukti	Cognitive/ Recall	MK	Knows	Lecture/ Seminar	Written / viva-voce/ Open book test	F & S	II	



[illegible]

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

CO 5	Discuss the classification of Marma	Cognitive – Comprehension	MK	Knows	Lecture/ ECE/ PBL	Written / viva-voce/ Open book test	F&S	II	
CO 5	Narrate the importance of marma in Sharir and Shalya vigyan	Cognitive – application	MK	Knows how	Lecture/ ECE/ PBL	Written/ Open book test	F&S	II	Shalyat antra
CO 5	Illustrate the specific location of Marma as per Sushruta Samhita	Cognitive – Comprehension	MK	Knows + Shows	Lecture/ Demonstration/ Workshop	Written / viva-voce/ Open book test	F&S	II	
CO 5	Demonstrate the Marma location as per modern anatomy	Cognitive – Application Psychomotor	MK	Knows + Shows	Lecture with 3D animated demonstration/ Seminar/ Workshop	Viva-voce/ Practical performance	F&S	II	Panchakarma
<b>Topic 10- Respiratory system</b> [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/ Open book 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	Knows how	Lecture/ ECE/ PBL	Written / viva-voce/ Assignment	F & S	II	Kaychik ita
CO6	State the extent and features of Trachea	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the Relations of Trachea	Cognitive – /comprehension	MK	Knows how	Lecture/ Demonstration	Written / viva-voce/ Open book test	F & S	II	
CO6	Describe the Blood supply, Nerve supply and Lymphatics of Trachea	Cognitive /comprehension	MK	Knows how	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the histology and Clinical anatomy of Trachea	Cognitive /Application	MK	Knows how	Lecture/ ECE/ PBL	Written / viva-voce/ Assignment	F & S	II	Shalaky atantra
CO6	State the extent of Larynx and its external features	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Enlist the paired and unpaired cartilages of Larynx	Cognitive / Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the relations of Larynx	Cognitive /comprehension	DK	Knows how	Lecture/ Demonstration	Written / viva-voce/ Open book test	F & S	II	
CO6	Write the blood supply, nerve supply and lymphatics of Larynx	Cognitive /comprehension	DK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Explain the histology and clinical anatomy of Larynx	Cognitive / application	DK	Knows how	Lecture/ Demonstration	Written / viva-voce/ Assignment	F & S	II	
CO6	State the location of Pleura and enlist its parts	Cognitive/ Recall	MK	Knows	Lecture/ Demonstration	Written / viva-voce	F & S	II	
CO6	Describe the parts of parietal Pleura	Cognitive/ 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	

						Open book test			
CO6	Describe the blood supply, nerve supply, lymphatics of Pleura	Cognitive /comprehension	DK	Knows how	Lecture	Written / viva-voce	F & S	II	
CO6	Explain the clinical anatomy of Pleura	Cognitive – Application	DK	Knows how	Lecture/ ECE/ PBL	Written / viva-voce/ Assignment	F & S	II	Kayachikitsa
<b>Topic 11- Digestive system</b> [Time: Lecture: 10 hours, non-lecture 06 hours] Practical- 22 hours									
CO 6	Describe peritoneum and nine parts of abdomen	Cognitive – application	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the anatomy of the Oesophagus with relations, histology and clinical anatomy	Cognitive – application	MK	Knows	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the structure of the Stomach, Stomach bed, the interior, histology, blood supply with relations and clinical anatomy	Cognitive – application	MK	Knows	Lecture/ Demonstration/ PBL/ ECE/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the structure of the Duodenum with relations, histology and clinical anatomy.	Cognitive – application	MK	Knows	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the parts, structure, histology and clinical anatomy of Large intestine.	Cognitive – application	MK	Knows how	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the anatomy of the Rectum, Peritoneal &	Cognitive – application	MK	Knows how	Lecture/	Written/	F & S	I	

	visceral relations and applied anatomy of the Rectum.				Demonstration/ ECE/ PBL/ IT	Viva-voce/ Open book test/ Assignment			
CO 6	Describe the anatomy and musculature of the anal canal, histology with its blood supply, venous drainage and applied anatomy	Cognitive – application	MK	Knows how	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the structure of the Pancreas, Pancreatic ducts, applied anatomy, along with histology of endocrine & exocrine part.	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe external features, anatomy histology and clinical anatomy of Liver	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Describe the structure, peritoneal & visceral relations histology and applied anatomy of the Spleen.	Cognitive – application	MK	Knows how	Lecture/ Demonstration/ ECE/ PBL/ IT	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
CO 6	Enlist the salivary glands and describe the anatomy of Parotid gland, Submandibular gland and Sublingual gland with its & Clinical anatomy	Cognitive – application	DK	Knows how	Lecture/ Demonstration	Written/ Viva-voce/ Open book test/ Assignment	F & S	I	
<b>Topic 12- Cardiovascular System</b> [Time: Lecture: 08 hours, non-lecture 03 hours]									
CO 6	Describe pericardium with its clinical anatomy	Cognitive – application	MK	Knows how	Lecture/ Demonstration	Written/ Viva-voce	F & S	II	
CO 6	Describe external features of the Heart.	Cognitive – recall	MK	Knows	Lecture/ Demonstration	Written/	F & S	II	

[illegible]

CO 6	Enlist the anatomical structures of male reproductive system and discuss its Ayurved Sharir	Cognitive / Comprehension	MK	knows how	Lecture	Written / viva-voce/ Open book test	F & S	III	
CO 6	Describe the male reproductive organs – Testes, Scrotum, Epididymis, Ductus deference, Ejaculatory duct, penis, Spermatic cord with histology and applied aspect	Cognitive / application	MK	knows how	Lecture	Written / viva-voce/ Open book test	F & S	III	
CO 6	Enlist the anatomical structures of female reproductive system and discuss its Ayurved Sharir.	Cognitive / Comprehension	MK	knows how	Lecture/ Seminar	Written / viva-voce/ Open book 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	knows how	Lecture/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F & S	III	
CO 6	Explain histology of Uterus, Fallopian tube, Cervix, Vagina, Ovary	Cognitive / application	DK	knows how	Lecture/ Demonstration	Written / viva-voce/ Open book test/ Assignment	F & S	III	
<b>Topic 15- Sensory organ</b> [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	Knows how	Lecture with 3D animated demonstration	Written / viva-voce/ Open book test/ Assignment	F&S	III	
CO7	Describe structural aspect of five sensory organ	Cognitive – comprehension	MK	Knows	Lecture	Written / viva-voce/ Open book	F&S	III	



						test/ Assignment			
CO7	Describe the pathways of each sense in understanding of its functional anatomy	Cognitive - comprehension	NK	Knows how	Lecture with 3D animated demonstration/ ECE/ PBL/ IT	Written / viva-voce/ Open book test/ Assignment	F&S	III	
CO7	Determine Method of examination, tool of examination and Importance of sensory organ in systemic examination	Cognitive - 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"><li>• Branches of anatomy. History of Anatomy</li><li>• Ethics in dissection hall</li></ul>	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, Mrut sharir Samshodhan <ul style="list-style-type: none"><li>• Different methods of preservation techniques.</li></ul> Brief introduction of chemical composition of preservative fluid.	I	2
P4	Introduction of Anatomy Act and Brief detailing about Bio medical waste management act 1960	I	2
P5	Shava vichhedana – detailed dissection of the whole body <ul style="list-style-type: none"><li>• Line of incision</li><li>• Dissection technique</li><li>• Identification of different tools and its Uses</li><li>• Identification and characteristics of Different layers and its relation</li></ul>	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"><li>• Practical study of vital organs, Histological slides</li><li>• Identification of external features of thoracic, abdominal and pelvic viscera</li></ul>	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><b><u>In Radiology Anatomy:</u></b> Characteristics of radio imaging 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"> <li>Chest X Ray – A.P And P.A view</li> <li>Detailing of A.P view of Shoulder joint, Elbow Joint, Wrist joint, Hip joint, knee joint, Ankle joint.</li> <li>Identification of basic clinical finding through X ray film related to long bones and joints</li> </ol>	III	22
P8	<p><b><u>In Surface Anatomy Section:</u></b></p> <ul style="list-style-type: none"> <li>Identification of Underlying viscera of Nine region based upon Cadaveric and Living Anatomy</li> <li>Surface marking of thoracic, abdominal and pelvic viscera</li> </ul>	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</p> <p>(Communication skills)</p>	III	2

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

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

<b>A4</b> <b>Course outcome</b>	<b>B4</b> <b>Learning Objective</b>  (At the end of the session, the students should be able to)	<b>C4</b> <b>Domain/sub</b>	<b>D4</b> <b>Must to know/ desirable to know/Nice to know</b>	<b>E4</b> <b>Level Does/ Shows how/ Knows how/ Know</b>	<b>F4</b> <b>T-L method</b>	<b>G4</b> <b>Assessment</b>	<b>H4</b> <b>Formative /summative</b>	<b>I4</b> <b>Term</b>	<b>J4</b> <b>Integration</b>
<b>Practical 1- Definition and branches of anatomy. History of Anatomy</b> [Time: Practical or other activity - 02 hours]									
<b>CO1</b>	Define and describe branches of anatomy and its history	Cognitive / knowledge / recall	MK	Know	Lecture/ Tutorial	Written +viva-voce	F&S	I	
<b>CO9</b>	Practice of ethics in the context of human dissection	Cognitive / knowledge / recall/ Affective/ psychomotor	MK	Knows Shows	Tutorial/ Demonstration	viva-voce	F&S	I	
<b>Practical 2- Anatomical Terminologies</b> [Time: Practical- 2 hours and other activity 2 hours]									
<b>CO1</b>	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	

<b>Practical 3- Preservation methods of the cadaver, Mrut sharir Samshodhan</b> [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	
<b>Practical 4- Introduction of Anatomy Act and Brief detailing about Bio medical waste management act 1960</b> [Time: Practical or other activity - 02 hours]									
CO9	Describe and follow the Anatomy Act and Bio medical waste management act 1960	Cognitive - comprehension, Affective/ psychomot or	NK	Knows, know how, Shows	Lecture/ Tutorial/ Demonstration	Written +viva-voce/ Practical performance/ Public awareness	F&S	I	
<b>Practical 5- Shava vichhedana – detailed dissection of the whole body</b> [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	
<b>Practical 6- Practical study of vital organs, Histological slides and identification of external features of thoracic and abdominal viscera</b> [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			
<b>Practical 7- Practical study of bones</b> [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 radio imaging film and difference in color contrasting	Cognitive / knowledge / recall	DK	Knows	Tutorial/ Demonstration / Simulations	Written +viva-voce spotting, OSPE	F&S	I	
<b>Practical 8- Surface and Radiological anatomy</b> [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 demonstrate 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	
<b>Practical 9- Practical study of Marma</b> [Time: Practical or other activity - 12 hours]									
CO5, CO8	Describe and demonstrate surface markings of Marma points and its anatomical demarcation of all Marma as per Shadang sharir	Cognitive - comprehension + psychomotor	MK	Knows + Shows	Tutorial/ Demonstration / Cadaveric dissection	Written +viva-voce, spotting, OSPE/ Practical performance	F&S	III	Panchakarma
<b>Practical 10- Body donation, organ donation and its awareness</b> [Time: Practical or other activity - 02 hours]									
CO9	Describe body donation and organ donation process with respect to specific organ and its awareness Demonstrate process of communication	Affective/ psychomotor	DK	Knows, know how, Shows	Tutorial/ Demonstration	Written +viva-voce/ Public awareness/ social work	F&S	III	Shalyatantra and Shalakyatantra
		Psychomotor	MK		Role Play			III	



	process in awareness speech or counsellinf for Body donation.								
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**Table 5: Non-Lecture Activities Course AyUG-RS**

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

**Other Educational Activities(Additional):**

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

**Table 6: Assessment Summary****6 A - Number of Papers and Marks Distribution**

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

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

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

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

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

TERM	PERIODICAL ASSESSMENT*					TERM TEST**	TERM ASSESSMENT	
	A	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
<b>Final IA</b>	Average of Three Term Assessment Marks as Shown in 'H' Column.							
	Maximum Marks in Parentheses *Select an Evaluation Method which is appropriate for the objectives of Topics from the Table 6 D for Periodic assessment. Conduct 15 marks assessment and enter marks in A, B, and C. ** Conduct Theory (100 Marks) [MCQ (20*1 Marks), SAQ (8*5), LAQ (4*10)] and Practical (100 Marks) Then convert to 30 marks.							

### 6 D - Evaluation Methods for Periodical Assessment

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

## 6 E - Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-RS

##### PAPER-1

Time: 3 Hours      Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-RS

##### PAPER-II

Time: 3 Hours      Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

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

	<b>Paper I</b>				<b>D</b> <b>Type of Questions</b> “Yes” can be asked. “No” should not be asked.		
	<b>A</b> <b>List of Topics</b>		<b>B</b> <b>Term</b>	<b>C</b> <b>Marks</b>	<b>MCQ</b> <b>(1 Mark)</b>	<b>SAQ</b> <b>(5 Marks)</b>	<b>LAQ</b> <b>(10 Marks)</b>
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.	Snayu sharir		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

	<b>Paper II</b>				<b>D</b> <b>Type of Questions</b> “Yes” can be asked. “No” should not be asked.		
	<b>A</b> <b>List of Topics</b>	<b>B</b> <b>Term</b>	<b>C</b> <b>Marks</b>		<b>MCQ</b> <b>(1 Mark)</b>	<b>SAQ</b> <b>(5 Marks)</b>	<b>LAQ</b> <b>(10 Marks)</b>
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	Digestive system	I		Yes	Yes	Yes
12	Cardiovascular system	II		Yes	Yes	Yes
13	Urinary System	II		Yes	Yes	Yes
14	Reproductive system	III		Yes	Yes	Yes
15	Sensory organs	III		Yes	Yes	Yes

## 6 F – II - Theme table

### Paper-I:

Theme*	Topics	Term	Marks	MCQ	SAQ	LAQ
a	1) Shariropakramaniya 2) Paribhasha Sharir	I	10	YES	YES	NO
b	3) Garbha Sharir 9) Embryology	I	20	YES	YES	YES
c	4) Asthi Sharir 10) Osteology	I	16	YES	YES	YES
d	8) Kesh, Dant, Nakha Sharir 7) Peshi Sharir 12) Myology	II	11	YES	YES	NO
e	5) Sandhi Sharir 6) Shayu Sharir 11) Arthrology	II	17	YES	YES	YES
f	13) Nervous System	III	14	YES	YES	YES
g	14) Endocrinology 15) Lymphatic	III	12	YES	YES	YES
*Theme: is group of similar topics in Ayurved Sharir and Anatomy. Used in 6G question paper blue print						

### Paper-II

Theme	Topics	Term	Marks	MCQ	SAQ	LAQ
a	2) Koshta Evam Ashay Sharir 11) Digestive system	I	16	YES	YES	YES
b	1) Praman Sharir 9) Marma Sharir	II	17	YES	YES	YES
c	3) Sira Sharir 4) Dhamani Sharir 5) Strotas Sharir 12) Cardiovascular System	II	21	YES	YES	YES
d	10) Respiratory System	II	10	YES	YES	YES
e	13) Urinary System	II	10	YES	YES	YES
f	14) Reproductive System	III	6	YES	YES	NO
g	6) Kala Shair 7) Indriya Sharir 8) Twacha Sharir 15) Sensory organs	III	20	YES	YES	YES

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

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

## PAPER-II

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



## 6 H - I - Distribution of Practical Exam

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

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

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

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

		Supply-1
9	Identify the indicated muscle& write its applied anatomy	Identification-1 Applied -1
10	Identify the bone and write any two processes	Identification-1 Processes -1
11	Identify the bone and write any two angles	Identification-1 Angle -1
12	Identify the bone and write any one peculiarity related to gender e.g., Hip bone, Clavicle, Sacrum	Identification-1 Peculiarities- 1
<b>Topic- Joints</b>		
1	Identify the joint & write its ligaments (Any 3)	Identification- 0.5 Ligaments- 1.5
2	Identify the joint & write names of actions occurring there (Any 3)	Identification- 0.5 Actions- 1.5
3	Identify the joint & write the type of joint as per Ayurved & Modern science	Identification- 1 Ayu. Type- 0.5 Modern type- 0.5
4	Identify the joint & write its clinical anatomy (Any two)	Identification- 1 Clinical anatomy-1
5	Identify the joint & write its relation (Any two)	Identification- 1 Relation -1
6	Identify the joint & write the movements along with the muscle	Identification- 1 Movement -0.5 Muscle – 0.5
<b>Topic- Organs</b>		
1	Identify the organ & write name of the Srotas related to it	Identification- 1 Srotas-1
2	Identify the organ & write name of the kala related to it	Identification- 1 Kala-1
3	Identify the organ & write its Utpatti as per Ayurved	Identification- 1 Utpatti-1
4	Identify the organ & write its visceral impressions (Any 3)	Identification- 0.5 Impressions-1.5
5	Identify the organ & write its blood/nerve supply	Identification- 0.5 Supply-1.5
6	Identify the organ & write its borders (Any two)	Identification- 1 Borders -1
7	Identify the organ & write its surfaces (Any two)	Identification- 1 Borders -1
8	Identify the organ& write its applied anatomy (Any 3 points)	Identification-0.5 Applied -1.5
<b>Topic- Radiology</b>		
1	Identify the X-ray & write the structures seen in it (Any 3)	Identification- 0.5 Structures-1.5
2	Identify the view of the X-ray & write the marked structures (Any two)	Identification- 1 Structures-1
<b>Topic- Central Nervous System/ Sense organs</b>		
1	Name the lobes of the given organ e.g., cerebrum	Each lobe – 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

### 6 H - III Viva Voce (70 Marks)

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

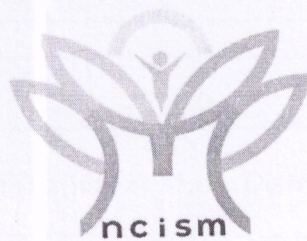


## SAMHITA ADHYAYAN-1 (SUBJECT CODE- AyUG-SA1) STUDY OF AYURVEDA CLASSICAL TEXT (Applicable from 2021-22 batch onwards for 5 years or until further notification by NCISM, whichever is earlier)

*Course curriculum of Samhita Adhyayan-1 from page 110-01 to 20 is approved.*

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20.6.23

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20/6/23



प्राणाभिसरः प्राणायतनानाम्

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20.6.23

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20/6/23

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20/6/23

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20/6/23  
(Dr. Manoj Sahasrabudhe)

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20.06.2023  
Dr. Kiran Chembalkar

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



Samhita





**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  
**I professional Ayurvedacharya  
 (BAMS)**

Subject Code: AyUG-SA1

**Samhita Adhyayan 1**

Summary

<b>Total number of Teaching : 400</b>			
<b>Lecture (LH) - Theory</b>		<b>140</b>	<b>140 (LH)</b>
Paper I	140		
<b>Non-Lecture (NLH) – Theory</b>		<b>260</b>	<b>260 (NLH)</b>
Paper I	260		

Examination (Papers & Mark Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
Paper I	100	--	75	10	15
				(Set-FC)	
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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## Course Code and Name of Course

	Course code	Name of Course
	<b>AyUG-SA1</b>	<b>Samhita Adhyayan 1</b>

## AyUG SA1 Course

**Table 1- Course learning outcomes and matched PO.**

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

**Table 2 : Contents of Course AyUG-SA1**

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

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

	ii. Shimbi- Dhanyananam Samanya Gunah (Properties of various types of Pulses) iii. Mamsasya Samanya Gunah (Properties of meat of various animals ) iv. Shakayoh Samanya Gunah (Properties of various types of vegetables) v. Phalayoh Samanya Gunah (Properties of various types of Fruits) vi. Kritanna varganam Samanya Gunah (Properties of various types of cooked food) vii. Aushadhanam Samanya Gunah (Properties of various types of medicinal herbs)				
8.	AH Su.7. Annaraksha Adhyaya- i. Rajnikate- Vaidyasthiti ( Important place of Vaidya in Kings palace) ii. Savishanna Lakshanam (Properties of poisoned food) iii. Savishanna Pariksha (Examination of food contaminated with poison) iv. Savishanna-Lakshana- Aushadha ( Signs of food poisoning and its treatment) v. Viruddha Aahar (Incompatible food and food practices) vi. Satmikaran Krama (Method of adaptation of wholesome food habits and to taper unwholesome food habits) vii. Aahar-Shayan-Abrahmacharya – Trayopasthambha (Three accessory pillars of Health) viii. Recitation of important shlokas	II		04	03
9.	AH Su.8. Matrashitiya Adhyaya- i. AaharMatra (appropriate quantity of food) ii. Heen-matra, ati-matra bhojan dosha (Demerits of excess and less quantity of food) iii. Alasak, Visuchika (Etiopathogenesis and management principles of Vishuchika and Alasak) iv. Apatarpan chikitsa	II		05	04

	v. Types of Ajeerna (indigestion) and its causes vi. Bhojan-samyak yog (Ideal regimen and time for taking food) vii. KukshiVibhag (Imaginary parts of the stomach) viii. Details of Anupan (Liquid consumed along with or after food) ix. Recitation of important shlokas				
10	AH Su.9. Dravyaadi Vijnaniya Adhyaya- i. Dravya shreshthtva(Predominance of Dravya) ii. Dravyasya panchbhautikatvam (Prevalence of Panchamahabhutas in dravyas) iii. Panchbhautik dravyanaam guna(Characteristics of PanchabhautikDravyas) iv. Principles of dravyas viz Veerya-Vipaka- Prabhava v. Recitation of important shlokas	II		04	04
11	AH Su.10. Rasabhediya Adhyaya- i. Shadrasanaam utpatti (Origin of Shadrasa) ii. Shadrasa parichaya (Identity of Six Rasas) iii. Shadrasa karma, guna, atiyoga lakshana (Functions, properties and presentation of excessive intake of Six Rasas.) iv. Recitation of important shlokas	II		05	04
12	AH Su.11. Doshadi Vijnaniya Adhyaya- i. Importance of dosha dhatu mala ii. Dosha dhatu mala prakruta and vaikruta karma (normal and abnormal functions) iii. Dosha dhatu mala ashraya- ashrayi bhava (relation between dosha and dhatus) iv. Samanya chikitsa siddhanta for dosha dhatu mala vruddhi kshaya (treatment principles) v. Agni (Digestive fire) vi. General pathophysiology for origin of diseases vii. Ojus (Essence of dhatus)	III		08	05

	viii. Vridddhi-kshaya bhesaja ix. Recitation of important shlokas				
13	AH Su.12. Doshabhediya Adhyaya- i. Dosha and dosha bheda (Dosha and their types) ii. Dosha chaya, prakopa, prasham karanani (Causes of dosha accumulation, aggregation and alleviation) iii. Trividhakarana (three causative factors of disease) iv. Trividha Roga marga (three pathways of disease) v. Aatura parikshbhhaav (assessment methods) vi. Recitation of important shlokas	III		08	05
14	AH Su.13. Doshopakramaniya Adhyaya- i. Tridosha- upakrama (Treatment principles of vitiated doshas) ii. Shuddha-ashuddha chikitsa lakshana (Accurate and inaccurate treatment) iii. Dosha gati (movement of doshas inside the body) iv. Concept of aama v. Dasha aushadha-kaala (ten types of times for administering medicines) vi. Recitation of important shlokas vii. Research Updates – Langhan : Fasting and autophagy induction – how cell recycle and renew their content, a process called autophagy.	III		07	06
15	AH Su.14. Dvididhopakramaniya Adhyaya- i. Concept of Langhan and Brihan therapies (Treatment procedures for making the body thin and for nourishment) ii. Concept of Shodhan and shaman therapies (Purification and palliative treatments) iii. Concept of Atistaulya and atikarshya (Obesity and emaciation) iv. Recitation of important shlokas	III		05	05

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



	v. Anuvasana Dravya & Main Indications vi. Ashtavimshathi Yavagu vii. Panchakarma Mahatwa & Vaidya Guna viii. Recitation of important shlokas				
19	Ch S Su 3. Aragvadhiya Adhyaya- i. Dwa Trimshath Churna Pradeha & Main Indications	II		01	03
20	Ch S Su 4. Shadvirechana-shatahritiya Adhyaya- i. Shadvirechan aashrya ii. Panchkashaya yoni iii. Panchvidh kashaya kalpana iv. Panch kashaya shatani	II		03	04
21	Ch S Su 5. Matrashiteeya Adhyaya- i. MatravatAhara ii. Nature of Ahara (Guru, Laghu) iii. AharaMatra iv. MatravatAharaPhala v. AharaSevanaVidhana on the bases of its nature vi. Swasthavrutta vii. Anjana viii. Dhumapana ix. Nasya x. Dantadhavana xi. Jivhanirlekhana xii. Gandusha xiii. Abyanga xiv. Parimarjana xv. VastraGandhaMalyadiDharana xvi. Shouchavidhi xvii. Kshoura Karma xviii. PadatraDharana xix. ChatraDharana xx. Important Shlokas for recitation xxi. 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)	II		03	05

22	<p>Ch S Su 6. Tasyashiteeya Adhyaya-</p> <ul style="list-style-type: none"> <li>i. Classification Samvastara</li> <li>ii. Visarga Kala</li> <li>iii. Adana kal;a</li> <li>iv. Shadrutuvivechana and Charya</li> <li>v. Hamsodaka</li> <li>vi. Saatmya</li> <li>vii. Important shlokas for recitation</li> <li>viii. Research Updates: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun.</li> </ul>	II		04	04
23	<p>Ch S Su 7. Naveganadharaniya Adhyaya-</p> <ul style="list-style-type: none"> <li>i. Adharneeya-Dharneeya vega lakshan, chikitsa</li> <li>ii. Vyayam (Details regarding exercise)</li> <li>iii. Ahita sevan evam varjya vidhi</li> <li>iv. Deha prakruti (Body constitution)</li> <li>v. Agantuja evam Pradnyaapradh janya vyadhi evam chikitsa</li> <li>vi. Impotant Shlokas for recitation</li> <li>vii. Research Updates: Corelation of genomic variation with the classification of Prakriti</li> </ul>	II		04	04
24	<p>Ch S Su 8. Indriyopakramaniya Adhyaya-</p> <ul style="list-style-type: none"> <li>i. Enumeration of Indriya, Dravya, Adhishthana, Artha, Buddhi</li> <li>ii. Manas Lakshana</li> <li>iii. Ekatvam of Manas</li> <li>iv. Sattvikatva, Rajasatva and Tamasatva of Manas</li> <li>v. Indriya PanchaPanchaka</li> <li>vi. Adhyatma Dravya Guna Sangraha</li> <li>vii. Mahabhuta – Indriya sambandh</li> <li>viii. Prakriti – Vikriti hetu</li> <li>ix. SadvrittaAnushthana</li> <li>x. Hetuchatushtaya</li> <li>xi. AnuktaSadvritta</li> <li>xii. Important Shlokas for Recitation</li> <li>xiii. Research updates: Mental health and gut microbiota.</li> </ul>	II		04	03
25	<p>Ch S Su 9. Khuddakachatushpada Adhyaya-</p> <ul style="list-style-type: none"> <li>i. Chikitsa Chatushpada</li> <li>ii. Roga-Arogya Lakshana</li> </ul>	II		03	03

	iii. Chikitsa Lakshana iv. Vaidya, Dravya (Bheshaja), Paricharaka, Aatura guna v. Vaidya pradhanatva vi. Adnya chikitsak dosha vii. Sadvaidya lakshana viii. Vaidya kartavya ix. Vaidya Vritti x. Recitation of important Shlokas xi. Research Updates: Medical ethics-principles Soft Skill development for medical students Emotional Intelligence as a crucial component in medical education				
26	Ch S Su 10. Mahachatushpada Adhyaya- i. Catushpaada-bheshajam alam aarogyaayeti (aatreya-kṛta) ii. Bheshaja-abheshajayo tulyatva pratipaadana – (maitreya-kṛta) iii. Its conclusion by Atreya iv. Pareekshya-kaarino hi kusalaa bhavanthi v. Cikitsaa sootram vi. Cikitsaayaam yasolaabhe kaaranam vii. Asaadhyaroga-cikitsaayaam haani viii. Further division of saadhya-asaadhyata ix. Sukha-saadhya lakshanam x. Kṛcchra-saadhya lakshanam xi. Yaapya lakshanam xii. Pratyaaakhyeya lakshanam xiii. Benefit of knowledge of prognosis xiv. The versatile usage of the term ‘mithyaa-buddhi’ xv. Recitation of important shlokas	II		03	03
27	Ch S Su 11. Tisraishaniya Adhyaya- i. TrividhaEshana (Three Desires of life) ii. Paralokaeshana iii. Chaturvidhapariksha iv. Punarjanma siddhi by Chaturvidhapramanas v. Trayopasthambha vi. Trividhabala	III		06	04

	vii. Trividhaayatana viii. Atiyoga, Heenayoga and Mithya yoga of artha, karma and kaala ix. Trividharoga x. Treatment for manasavyadhi xi. Trividharogamarga xii. Trividhavaidya xiii. Trividhaoushadha xiv. Ashtatrika xv. Important Shloka for Recitation				
28	Ch S Su 12. Vatakalakaliya Adhyaya- i. Vata guna ii. Views of various Acharyas on Vata dosha Guna avum Karma iii. Vayu prakop-prasham karan iv. Akupita, kupita vayu karma v. Vata Dosha – Clinical application vi. Akupita-kupita pitta karma vii. Akupita- kupita kapha karma viii. Atreya's exploration on Tridosha ix. Important shloka for recitation	III		04	05 + 15 (for yearly competitions)
<ul style="list-style-type: none"> <li>Note- In this column distribution of 130 activity is given. Remaining 130 is for Samhita Pathan.</li> </ul>					

**Table 3: 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/s ub	D3 Must to know/ desirabl e to know/Ni ce to know	E3 Level Does/ Shows how/ Knows how/ Know	F3 T-L method	G3 Assessment	H3 Formati ve /summat ive	I3 Te rm	J3 Integra tion
<b>Topic 1- Introduction To Samhitas: Time</b> (Lecture:-15 ; Non lecture:-09 hours)									
CO1	Explain the term Samhita	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	I	
CO1	Identify Bruhatrayee	Cognitive/ Recall	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Discuss the various Samhitas and Commentaries in brief	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer / Group Discussion	Written or Viva	F & S	I	
CO1	Discuss the various preceptors, aut hours, redactors and commentators in brief	Cognitive/ Comprehe nsion	Must know	Knows	Lecturer	Written or Viva	F & S	I	
CO1	Apply various Tantrayukties like Adhikaran, Yoga, Padarth, Uddesh, Niradesh, Vaakyashesh, Prayojan, Upadesh, arthapatti, Ekant,	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formativ e	I	

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

CO1	Interpret Ashta Prashna with example	Cognitive/ Problem solving	Must know	Knows how	Lecturer/ Demonstration	Enquiry Based Learning	Formative	I	
<b>Topic 2- Ashtang Hriday Samhita Sutrasthan Chapter-1- Ayushkamiya Adhyaya: Time</b> (Lecture:- 08 ; Non lecture- 03 hours)									
CO1	Discuss the hierarchy of Ayurvedotpatti (descend of Ayurveda)	Cognitive /Recall	Must know	Know	Lecture	Written or Viva	F & S	I	
CO1	Explain the significance of Ashtanga Hrudaya	Cognitive /Recall	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO1	Enlist the eight branches of Ayurveda	Cognitive/ Recall	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO3	Discuss the concept of dosha with respect to qualities (guna), location in body and time period (kaala)	Cognitive/ 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/comprehe nsions	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/comprehe nsions	Must know	Knows how	Lecture	Written & Viva	Formative and summative	I	
CO6	Explain the types of diseases (Roga)	Cognitive/ Comprehe nsion	Must know	knows How	Lecture	Written or Viva	F & S	I	
CO6	Explain the concept of Roga Adhishthana (abode of diseases)	Cognitive/ Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO6	Enumerate Manas dosha	Cognitive/ Recall	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO6, CO8	Discuss the methods of assessment of patient	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture	Written or Viva	F & S	I	
CO8	Explain the methods of examination of disease	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/OPD clinics	Written & Viva	F & S	I	
CO6	Explain the three types of habitats(desha)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/Multimedia aids	Written or Viva	F & S	I	

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

	Anagatavekshan Tantrayukti in this chapter.								
<b><u>Topic -3. Ashtang Hriday Samhita Sutrasthan Chapter-2- Dinacharya Adhyaya Time (Lecture:- 05 Non lecture- 04 hours)</u></b>									
CO4	Explain the need of waking up before sunrise	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written & Viva	F & S	I	
CO4	Explain the importance of Shaucha Vidhi	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written & Viva	F & S	I	
CO4	Explain the importance and contraindications of brushing (Dantadhavana)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture/ Multimedia aids	Written & Viva	F & S	I	
CO4	Identify the herbs used for Dantadhavan	Cognitive/ Applicatio n	Must know	Shows how	Herbal garden visit	Written or Viva Group Activity (For identifications of Currently using tooth paste. Herbal pastes. Types of pastes )	F & S	I	Dravya guna dept
CO4	Distinguish Sauveeranjana and Rasanjan	Cognitive/ Comprehe nsion	Must know	Know how	Lecture/Demonstratio n	Written or Viva Debate (Students will search benefits and harms supported by current literature. Dabate in class)	F & S	I	Visit to Rasash astra dept for Identifi cation of 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	Panchk arma 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 Arobiuc and anaerobic etc. supported by current literature discussions on Concept.	Written & Viva	F & S	I	
CO4	Explain the benefits of powder massage (udvartan)	Cognitive/ Comprehension	Must know	Know how	Lecture/demonstration ECE	Written & Viva	F & S	I	Panchk arma dept
CO4	Elucidate the benefits and contraindications of bathing (snana)	Cognitive/ Comprehension	Must know	Knows how	Lecture/group discussion Literature search 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/ Comprehe nsion	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/ Comprehe nsion	Must know	Knows how	Flipped Classroom	Written or Viva	F & S	I	
CO2	Recite the shlokas from 1 to 48	Cognitive/ Recall	Must know	Show	Self-learning	MCQ/viva/quiz	F & S	I	
CO8	Assess and observe the Dincharya Priciples.	Skill	Must know	Does	Proforma based assessment in healthy volunteers/ patients.	Work book- Viva	F & S	I	
CO8	Justify the importance of Dincharya	Cognitive/ Applicatio n	Must know	Does	Application of Principles in own life	Viva	F & S	I	
CO1	Identify Upadesh, Ekant, Prayojan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	

**Topic – 4. Ashtang Hriday Samhita – Sutrasthan Chapter 3- Rutucarya Adhyaya-Time (Lecture:- 05 ; Non lecture 04 hours)**

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

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

**Topic -5 Ashtang Hriday Samhita – Sutrasthan- Chapter 4. Roganutpadaniya Adhyaya--Time (Lecture:- 05 ; Non lecture 04 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 due to suppression of nidra (sleep) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of kaasa (cough) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Enumerate the diseases due to suppression of shrama shwasa and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of jrumbha (yawning) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of ashru (tears) and its treatment	Cognitive/ Recall	Must know	Knows	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of vaman(vomiting) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	
CO6	Specify the diseases due to suppression of shukra (semen) and its treatment	Cognitive/ Recall	Must know	Knows How	Lecture	Written & Viva	F & S	I	

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

CO6 CO8	Describe the importance of healthy diet and regimen.	Cognitive/ Comprehe nsion	Must know	Knows How	Lecture/Group discussion	Written & Viva	F & S	I	
CO6	Comply with health rules regarding vegdharan and hita-aahar-vihar.	Cognitive/ Comprehe nsion	Must know	Shows		Group discussion/ Class activities	F & S	I	
CO2	Recite the shlokas from number 1 to 22, 24-31, 35	Cognitive/ Recall	Must know	Show	Self-learning	Written/viva/quiz	F & S	I	
CO3, CO6	Assess the sign and symptoms caused due to suppression of Adharaneeya Vegas.	Skill	Must Know	Show how	Proforma based assessment in healthy volunteers/patients.	Problem based assessment	Formative	I	
CO1	Identify Uddesh, Nirdesh, Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	I	
<b><u>Topic -6 Ashtang Hriday Samhita – Sutrasthan- Chapter 05 Dravadravya Vijnaniya Adhyaya--Time (Lecture:- 05 ; Non lecture 04 hours)</u></b>									

CO5	Differentiate between Gangambu (rain water) and Samudrambu (sea water)	Cognitive/ Comprehe nsion	Desirable	Knows	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe attributes of water from different sources	Cognitive/ Comprehe nsion	Nice to 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/ Comprehe nsion	Must know	Knows how	Lecture discussion	Written or Viva	F & S	I	

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

CO5	Identify the characteristics of different oils	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Classify various types of madyas (wines)	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
	explain the properties of Shukta, Dhanyamlam, sauveeraka, tushodaka etc.,	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO5	Describe the properties and uses of various types of urine	Cognitive/Comprehension	Nice to know	Know	Lecture discussion	Written or Viva	Formative	I	
CO2	Recite the shlokas- 1,16-17, 20,29-32, 51,52,56	Cognitive/Recall	Must know	Show	Self-learning	Written or Viva	F & S	I	
CO5	Classify some common dravyas like milk, ghee, sugar, jaggery etc according to their varga (group) and qualities	Skill	Must know	Show how	class Discussion	Viva/ class activities	F & S	I	
CO1	Identify Vaakyashesh, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/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 ; Non lecture 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	Enumerate the qualities of each shimbi dhanya (pulses)	Cognitive/ Recall	Desire to know	Know	Lecture discussion	Written or Viva	Formative	II	Dravyagu na
CO5	Enumerate the qualities of various types of mamsa (meat)	Cognitive/ Recall	Nice to know	Knows	Lecture discussion	Written or Viva	Formative	II	
CO5	Enumerate the qualities of various types of shaka	Cognitive/ Recall	Must know	Knows	Lecture discussion	Written or Viva	Formative and summative	II	Dravyagu na
CO5	Enumerate the qualities of various types of fruits	Cognitive/ Recall	Desire to know	Knows	Lecture discussion	Written or Viva	Formative	II	Dravyagu na
CO5	Enumerate the qualities of various types of krtannavarga (cooked food)	Cognitive/ Recall	Must to know	Know	Lecture discussion	Written or Viva	Formative and summative	II	Bhaishajy akalpana
CO5	Enumerate the qualities of various types of medicinal dravyas (herbs)	Cognitive/ Recall	Must know	Knows	Lecture discussion	Written or Viva	F & S	II	Dravyagu na
CO5	Classify certain common dravyas according to varga and functions	Skill	Must know	Show how	Group activities	Viva	F & S	II	
CO1	Identify Samucchaya, Prayojan, Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
<b>Topic -8 Ashtang Hriday Samhita – Sutrasthan- Chapter 7. Annaraksha Adhyaya- Time (Lecture:- 04 ; Non lecture 03 hours)</b>									
CO8	Describe the role of Rajavaidya (Noble Physiian)	Cognitive/ Comprehen sion	Nice to know	Know	Discussion	Written or Viva	Formative	II	

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

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



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

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

CO5	Justify the predominance of Dravya	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Elaborate the prevalence of Panchamahabhutas in Dravyas	Cognitive/ Comprehe nsion	Must know	Knows how		Written or Viva	F & S	II	
CO5	Differentiate between Rasa and Anurasa (primary taste and secondary taste)	Cognitive/ Comprehe nsion	Must know	Knows	Lecture	Written or Viva	F & S	II	
CO5	Analyse the characteristics of Panchabhautik dravyas	Cognitive/ Applicatio n	Must know	Shows	Lecture	Written or Viva	F & S	II	
CO5	Recognise the aushadatva (medicinal value) of all substances	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Demonstrate the importance of Panchabhautikdravyas in restoration and continuation of health.	Cognitive/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Explain the importance of Mahabhutas and drug action	Cognitive/ Comprehe nsion	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/ Comprehe nsion	Must know	Knows how	Lecture	Written or Viva	F & S	II	
CO5	Explain Vipaka and its types.	Cognitive/ Comprehe nsion	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 pratyayarabdha and Vichitra-praty-arabdha 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 ; Non lecture 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 rasa 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	Nice to 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	
<b><u>Topic -12 Ashtang Hriday Samhita – Sutrasthan- Chapter 11. Doshadi Vijnaniya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)</u></b>									
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 (vruddha and ksheena ) karma (abnormal functions)	Cognitive/ Comprehe nsion	Must know	Knows how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III	
CO3	Identify the effects due to vruddhi (increase) or kshaya (decrease) of dosha,dhatu and mala	Skill	Must know	Show How	Activity based proformas	Viva/ through various Activities	Formative or Summative	III	
CO3	Explain the relation between dosha and dhatu.	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III	
CO5	Explain the treatment principles for vitiated dosha, dhatu and mala	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III	
CO3	Elucidate the concept of agni	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written & Viva	Formative or Summative	III	
CO3	Discuss Superiority of Jatharagni	Cognitive/ Applicatio n	Must know	Know how	Lecture, Discussion	Written & Viva	Formative or Summative	III	
CO3	Assess the status of Agni.	Skill	Must know	Shows	Activities	Viva/Activites	Formative or Summative	III	
CO6	Explain the general pathophysiology for origin of Diseases	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer Audio- Visual aids	Written or Viva	Formative or Summative	III	

CO3 CO6	Explain the concept of Ojas	Cognitive/ Comprehe nsion	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3 CO6	Explain aetiological factors for Ojakshaya	Cognitive/ Comprehe nsion	Must know	Know how	Lecturer	Written or Viva	Formative or Summative	III	
CO3 CO6	Explain Ojakshaya Lakshana	Cognitive/ Comprehe nsion	Must know	Know how	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3 CO6	Identify Ojakshaya Lakshana	Skill	Must know	Show how	Lecturer Audio- Visual aids	Viva/activities	Formative or Summative	III	
CO5	Discuss general diet principles for vridhhi and kshaya (vitiated doshas)	Cognitive/ Applicatio n	Must know	Show How	Activity based proformas	Viva/ planned activities	Formative or Summative	III	
CO2	Recite shlokas from 1 to 45	Cognitive	Must Know	Knows	Self-learning	Written or Viva	Formative or Summative	III	
CO1	Identify Samucchaya, Adhikaran, Vakyashesh Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
<b><u>Topic -13 Ashtang Hriday Samhita – Sutrasthan- Chapter 12. Doshabhedhiya Adhyaya- Time (Lecture:- 08 ; Non lecture 05 hours)</u></b>									
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 partantra vyadhi (primary and secondary diseases)	Cognitive/ Recall	Must know	Know	Lecture	Written or Viva	Formative or Summative	III	
CO3	Enumerate the types of assessment methods	Cognitive/ Recall	Must know	Know	Lecture, Discussion	Written or Viva	Formative or Summative	III	
CO3	Demonstrate the types of assessment methods.	Skill	Must know	Shows how.	Group Activities	Viva	Formative	III	
CO3	Explain the concept of Guru Vyadhit and LaghuVyadhit (gravity of disease and contrary presentation)	Cognitive/ 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	Nice to know	Knows	Lecture	Written or Viva	Formative or Summative	III	
CO2	Recite the shlokas 1-72	Cognitive/ Recall	Must know	Shows	Self-learning	Written, Viva/Quiz	F & S	III	



CO1	Identify Apadesh, Samucchaya Tantrayukties in this chapter Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
<b>Topic -14 Ashtang Hriday Samhita – Sutrasthan- Chapter 13 Doshopakramaniya Adhyaya-Time</b> (Lecture:- 07 ; Non lecture 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 to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of tiryag-gatadosha (migration to other abodes) and its treatment principle.	Cognitive/ Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Describe the line of treatment for SthaniDosha (native) and AagantuDosha (immigrant)	Cognitive/ Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	

CO6	Explain the concept of Aama.	Cognitive/Comprehension	Must to know	Knows how	Lecture	Written or Viva	F & S	III	
CO6	Enumerate the symptoms of saam and niraam doshas.	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the symptoms of saamadosh and their treatment	Cognitive	Must to know	Knows	Lecture	Written or Viva	F & S	III	
CO6	Analyze the 10 types of aushadha sevan kaal (Time, Method and indications of administration of medicine).	Cognitive/ Application	Must to know	Knows how	Lecture/Discussion	Written or Viva	F & S	III	
CO2	Recite the shlokas-1-41	Cognitive/ Recall	Must know	Shows	Self-learning	Written or Viva	F & S	III	
CO1	Identify Swasadnya, Nidarshan, Uddesh, Nirdesh Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	

**Topic -15 Ashtang Hriday Samhita – Sutrasthan- Chapter 14 Dvidividhopakramaniya Adhyaya-Time (Lecture:- 05 ; Non lecture 05 hours)**

CO6	Elaborate the concept of two types of therapies - Langhan and Brihan	Cognitive/Comprehension	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Describe the indications, methods, benefits of Brihan and symptoms of excess Brihan	Cognitive/Comprehension	Must know	Know how	Lecture/Discussion	Written or Viva	F & S	III	
CO6	Explain the indications, methods, benefits of Langhan and symptoms of excess Langhan	Cognitive/Comprehension	Must know	Know how	Lecture/Discussion	Written or Viva	F & S	III	

CO6	Describe the indications of shodhan and shaman therapies	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of Atisthaulya with the treatment module	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO6	Elaborate the concept of Atikarshya with the treatment module	Cognitive/ Comprehe nsion	Must know	Know how	Lecture	Written or Viva	F & S	III	
CO2	Recite the shlokas – 1 to 7, 31to 36	Cognitive/ Recall	Must know	Shows	Self-learning	Written or Viva	F & S	III	
CO1	Identify Nirvachan, Samucchay, Nidarshan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	III	
<b><u>Topic -16 Ashtang Hriday Samhita – Sutrasthan- Chapter 15, Shodhanadigana Sangraha Adhyaya- Time (Lecture:- 02 ; Non lecture 04 hours)</u></b>									
CO7	SElect the vaman, virechan, niruha, nasya gana according to their functions	Cognitive/ Comprehe nsion	Nice to know	Knows how	Lecture/Mu ltimedia aids	Viva	Formative	III	Dravyagu na
CO7	Define the dravyas with their ingredients and actions.	Cognitive/ Recall	Nice to know	Know	Lecture/Mu ltimedia aids	Viva	Formative	III	
CO7	Identify the dravyas frequently used in treatments	Skill	Nice to know	Shows	Herbal garden visit	Viva	Formative	III	
<b><u>Topic-17. Charak Samhita Sutrasthan Chapter 1. Dirghamjivitiyam Adhyaya; Time (Lecture:- 07 ; Non lecture 02 hours)</u></b>									
CO1	Discuss the Ayurvedavataranam (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 the about the six padarthas (six basic principles)	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO1	Discuss the characteristics of Ayurveda	Cognitive	Must know	Know how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the characteristics of Ayu (life) and its synonyms	Skill	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the characteristics of samanya (similarity) and visha (difference/uniqueness)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss about the Tridanda (tripod of life)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the classification and characteristics of the dravyas (basic elements)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Discuss the classification and characteristics of the gunas	Cognitive	Must know	Show How	Lecture	Written or Viva	F & S	I	
CO2	Define karma (actions)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO2	Explain samavaya (inseparable concomitance)	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO1	Explain the aims of Ayurveda	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	

CO6	Explain the three causative factors of disease	Cognitive	Must know	Knows how	Lecture	Written or Viva	F & S	I	
CO6	Explain the abode of vyadhi and arogya	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 timedia 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 timedia 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, Niradesh 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 ; Non lecture 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 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 Anuvasana Basti Dravya & Main Indications	Cognitive	Desirable to know	Knows	Lecture/Audiovisual aids/ Herbal garden visit	Written or Viva	F & S	II	Dravyaguna
CO7	Enumerate the names & Main Indications of 28 Types of Yavagu	Cognitive	Desirable to Know	Knows	Lecture/Audiovisual aids	Written or Viva	F & S	II	Rasshastra-bhaishjya dept
CO7	Explain the Importance Of Panchakarma	Cognitive	Must know	Knows	Lectures	Written or Viva	F & S	II	Panchkarma
CO7	Explain the features of Vaidya	Cognitive	Must know	Knows	Lecture/Group Discussion	Written or Viva	F & S	II	
CO7	Recite Shlokas 15,16,36	Cognitive/Recall	Must know	Shows	Self-learning	Written or Viva	F & S	II	
CO7	Identify the dravyas on the basis of actions	Psychomotor	Must know	Shows	Herbal garden visit	Viva	Summative	II	Dravyaguna
CO1	Identify Upadesh, Samucchaya Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
<b>Topic-19. Charak Samhita Sutrasthan Chapter 3. Aragvadhya Adhyaya-Time</b> (Lecture:- 01 ; Non lecture 03 hours)									
<u>CO7</u>	Mention Thirty Two Churna Pradeha & Main Indications	<u>Cognitive</u>	Desirable to know	Knows	Lectures/Multimedia aids	Written or Viva	Formative	II	Ras-bhaishjya/Kayachikitsa
<b>Topic-20. Charak Samhita Sutrasthan Chapter 4. Shadvirechana-shatashritiya Adhyaya-Time</b> (Lecture:- 03 ; Non lecture 04 hours)									
CO7	List the six abodes of purgatives	Cognitive/Recall	Must know	Know	Discussion	Written or Viva	F & S	II	Dravyaguna
CO7	Enlist the five tastes for medicinal preparation	Cognitive/Recall	Must know	Know	Lecture, discussion	Written or Viva	F & S	II	Rasashastra &

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



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

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

					Group Discussion				
CO4	Justify the importance of the procedures mentioned as dincharya	Cognitive/ Application	Must know	Shows how	Group Discussion	Group Discussion/ Project work	<b>Formative and Summative</b>	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	Nice to know	Knows how	Lecture; Audio-visual aids	Group discussion	-	II	
<b>Topic-22. Charak Samhita Sutrasthan Chapter-6. Tasyashiteeya Adhyaya-<u>Time</u> (Lecture:- 04 ; Non lecture 04 hours)</b>									
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 Vihara in Shadrutu	Cognitive/ Recall	Must know	Know how	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Define and explain the properties of Hamsodaka	Cognitive/ Recall	Must know	Knows	Lecture Audio- Visual aids Group Discussion	Written or Viva	Formative and Summative	II	
CO4	Justify the regimen mentioned as per seasons	Cognitive/ 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: What causes the season: Summer and winter solistice- Equinoxes- Rotation of earth around sun.	Cognitive/ Applicatio n	Nice to know	Knows	Lecture, Audio- vidual aids	Group discussion	-	II	
<b>Topic-23. Charak Samhita Sutrasthan Chapter-7. Naveganadharaniya Adhyaya-Time</b> (Lecture:- 04 ; Non lecture 04 hours)									
CO4	Enumerate Adharaniya and Dharaniya Vega	Cognitive/ Recall	Must to know	know	lecture/ Group discussion/	Written or Viva	F & S	II	
CO4 CO6	Describe symptoms and treatment pattern of Adharaniya Vega	Cognitive	Must to know	Know how	lecture/ Group discussion /quiz	Written or Viva	F & S	II	
CO4	Cite symptoms and treatment pattern of Dharaniya Vega	Cognitive	Must to know	Know how	lecture/ quiz/Group discussion	Written or Viva	F & S	II	
CO4	Quote the contraindicated actions of mind, speech and body.	Cognitive	Must to know	Know	lecture/ quiz/Group discussion	Written or Viva	F & S	II	
CO4	Describe concept, effects and benefits of exercise	Cognitive	Must to know	Know how	lecture/ recitation/ quiz/Audiov isual aids	Written or Viva	F & S	II	Swasthav ritta
CO4	describe symptoms due to excessive exercise	Cognitive	Must to know	Know	lecture/ Group discussion/ quiz/Audiov isual aids	Written or Viva	F & S	II	Swasthav ritta
CO4	Describe the action which should be avoided in excess	Cognitive	Must to know	Know how	lecture/ Group discussion /quiz	Written or Viva	F & S	II	

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

					discussion/ quiz				
CO2	Recite shloka number 27, 28, 29, 30, 31, 39, 40, 55, 60.	Cognitive	Must to know	Know how	lecture/ Group discussion/ quiz	Written or Viva	F & S	II	
CO1	Identify Arthapatti , Nirvachan, Vyakhyan Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
CO4	Research Updates: Corelation of genomic variation with the classification of Prakriti	Cognitive/ Recall	Desire to know	Know	lecture/ Audio- vidual aids	Group discussion	-	II	

**Topic-24. Charak Samhita Sutrasthan Chapter-8. Indriyopakramaniya Adhyaya- Time (Lecture:- 04 ; Non lecture 03 hours)**

CO2	Enumerate Indriya/ Dravya/Adhishthana/ Artha/ Buddhi	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Write the characteristics of Mana	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Justify the ektvam of Manas	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	State that Sattvikatva, Rajasatva and Tamasatva of Manas	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Tabulate Indriya PanchaPanchaka	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Quote Adhyatma Dravya Guna Sangraha	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	

CO4	State the predominant Mahabhuta in each Indriya	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Know the role of Indriya and Mana in Prakriti and Vikriti	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Discuss the Causes and Benefits of Sadvritta Anushthana	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	Elaborate the Do's and Don'ts in Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids/ Group Discussion	Written or Viva	Formative & Summative	II	
CO4	Explain Hetuchatushtaya	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO4	State the guideline for Anukta Sadvritta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO2	Recite the shloka number 7-13, 34	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO1	Identify Upadesha, Samucchaya, Yog Tantrayukties in this chapter.	Cognitive/ Applicatio n	Must know	Knows how	Lecturer/ Group discussion	Viva	Formative & Summative	II	
CO4	Research updates: Mental health and gut microbiota.	Cognitive/ Applicatio n	Nice to know	Know	Lectures/ Audio- Visual Aids	Group discussion	-	II	
<b>Topic-2CO Charak Samhita Sutrasthan Chapter-9. Khuddakachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)</b>									
CO8	Cite Chikitsa Chatushpada (four components of healthcare)	Cognitive	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	



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

CO8	Recite the shloka number 3,4,5,18,20,21, 24,25,26	Cognitive/ Recall	Must know	Shows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	II	
CO8	Discuss the qualities and duties of a good physician	Cognitive/ Application	Must know	Shows how		Written or Viva	Formative	II	
CO1	Identify Uddesh, Niradesh, Nidarshan Tantrayukties in this chapter.	Cognitive/ Application	Must know	Knows how	Lecturer/ Group discussion	Viva	F & S	II	
CO8	Research Updates: Medical ethics-principles Soft Skill development for medical students Emotional Intelligence as a crucial component in medical education	Cognitive	Nice to know	Knows	Lecture / Audio- Visual aids	Group discussion	-	II	

**Topic-26. Charak Samhita Sutrashtan Chapter-10. Mahachatushpada Adhyaya- Time (Lecture:- 03 ; Non lecture 03 hours)**

CO6	Substantiation of Chatuspaada- bhashajam alam aarogyaayeti (aatreya-kṛta), Bhashaja-abhashajayo tulyatva pratipaadana – (maitreya-kṛta), Its conclusion by Atreya,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning contemporary examples	Written & Viva	F & S	II	
CO6	Explain the Cikitsa sootram- Cikitsaayaam yasolaabhe kaaranam,	Cognitive/ Recall	Desirable to know	Knows	Lecture with substantiation of the point by mentioning	Written or Viva	F & S	II	

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

	any point of time of the profession								
CO6	Recite Shloka number 14 to 20	Cognitive/ Recall	Must know	Knows	Lecture, 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	
<b>Topic-27. Charak Samhita Sutrasthan Chapter-11. Tisraishaniya Adhyaya- <u>Time</u> (Lecture:- 06 ; Non lecture 05 hours)</b>									
CO4	Explain the significance of the three desires for prana (life) and dhana(means of life).	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written & Viva	Formative & Summative	III	
CO4	Discuss the concept of paraloka	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Discuss different opinions on the concept of punarjanma (re-birth)	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO2	Define characteristics of Aapta	Cognitive/ Recall	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO2	Define pratyaksha, anumana and yuktipramana with example	Cognitive/ Recall	Must know	Know how	Lectures/ Audio- Visual Aids	Lectures/ Audio- Visual Aids	Formative & Summative	III	

CO2	Justify punarjanma by using aaptopadesha, pratyaksha, Anumana and yuktipramana	Cognitive/ 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/ Comprehe nsion	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Discuss the three disease pathways	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO8	Classify the three types of physicians	Cognitive/ Comprehe nsion	Must know	Know	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe daivavyapashraya, yuktivyapashraya and satvavajayachikitsa	Cognitive/ Comprehe nsion	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO6	Describe antahaparimarjana, bahiparimarjana,shastrapr anidhanachikitsa.	Cognitive/ Comprehe nsion	Must know	Know how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	

CO2	Discuss importance of ashta trika.	Cognitive/ 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; Non lecture 05 hours)**

CO4	explore the various properties of vata	Cognitive/ Recall	Must know	Knows how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Discuss the opinions of various aacharyas on different aspects of Vata dosha	Cognitive/ Recall	Must Know	Knows	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	
CO4	Explore various factors responsible for aggravation and and pacification of vata dosha	Cognitive/ Recall	Must know	Knows how	Lectures/ Audio- Visual Aids/Group Discussion	Written or Viva	Formative & Summative	III	
CO4	enumerate prakrita and vikrita karma of vata	Cognitive/ Recall	Must know	Knows how	Lectures/ Audio- Visual Aids/ Group Discussion	Written or Viva	Formative & Summative	III	
CO4	Explain the clinical application of Vata Guna	Cognitive/ Recall	Desirable to know	Knows how	Lectures/ Audio- Visual Aids	Written or Viva	Formative & Summative	III	

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

**Table 4 : Practical/ Activities for AyUG - SA 1**

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



**Table 5: Non Lecture Activities Course AyUG-SA1**

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

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

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

	<p>(inadequate quantity of food) and atimatra (excess quantity of food) ahara:- (Video clip of patient suffering from a type of Ajeerna can be shared in class and then group wise discussion on the concept.)</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 Hriday and Chapter 2, 3, 4 of Charak Samhita). Apply the concepts learned in present chapter to understand the action of Dravyas.</p>	<b>II</b>	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>	<b>II</b>	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>	<b>III</b>	5 hrs
14.	<p>12. Doshabhedhiya Adhyaya- Model making Activity- Working models on Dosha Sthanas or Subtypes of Doshas, Chaya, Prakop and Prashama of Doshas: PBL/CBL</p>	<b>III</b>	5 hrs

	Give one problem/case based on Samanya Dosh Nidan. 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 Ama in any five patients (Group wise) and present and discuss it in class.</p> <p>Seminar Presentation-</p> <ol style="list-style-type: none"> <li>Understand Aushadha Kaal in relation with suntypes of Vata Dosha.</li> <li>Recognize the principles applicable during treatment of Saam Dosha and Dushyas.</li> </ol>	III	6 hrs
16.	<p>14. Dvividhopakramaniya Adhyaya-</p> <p>Case based learning- Find out the causative factors of Atishualya in present era (On the basis of predesigned proforma) CBL Share video clip of any patient suffering from Atikarshya- On the basis of previous learning discuss the contributing factors responsible for malnourishment. (Explore Dhatu Sneha Parampara in present context).</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>CS Su 1. Deerghanjiviteeya Adhyaya-</p> <p>Compilation work: (based on commentry)</p> <ul style="list-style-type: none"> <li>Student has to write 20 terminologies with meanings referring Chakrapani commentary. Then after these terms shall be discussed in class.</li> </ul>	I	2

19.	CS Su 2. Apamarga Tanduliya Adhyaya- Visit to Dravyaguna Department- Identify the dravyas on the basis of different karmas	<b>II</b>	3 hrs
20.	CS Su 3. Aragvadhiya Adhyaya- Group Discussion- Probable mode of action of drugs applied externally? In which form they will more absorbable? (May take help of published literature; discuss linking with Ayurveda fundamentals.)  Practical demonstrations in Panchakarma unit on patients.  Workshop/ demonstration of preparation of different lepas useful in different conditions.	<b>II</b>	3 hrs
21.	CS Su 4. Shadvirechana-shatashritiya Adhyaya- Practical Demonstration: Visit to Dravyaguna Department and demonstration of various Mahakashay and its uses (Integration with Dravyaguna department)	<b>II</b>	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.	<b>II</b>	5 hrs
23.	CS Su 6. Tasyashiteeya Adhyaya- Documentation- Festival and rutu- Documenting the changes in the food habits and	<b>II</b>	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>Short Essay writing /Poster making- Does and don'ts to be followed according to various seasons ( Refer both the Samhitas for this activity)</p>		
24.	<p>CS Su 7. Naveganadharaniya Adhyaya:-</p> <p>Vedio clip making Activity- Educating people about harms of vega dharana by social media campaigns</p> <p>Group Discussion- Finding reasons for vega dharana in present day lifestyle.</p>	<b>II</b>	4 hrs
25.	<p>CS Su 8. Indriyopakramaniya Adhyaya- Group Presentation- Sadvrutta – Interpreting relevance of different sadvrutta in present scenario. Developing new sadvruttas as per todays' lifestyle referring classics.</p>	<b>II</b>	3 hrs
26.	<p>CS Su 9. Khuddakachatushpada Adhyaya- Doctor Patient communication introduction, Role play. Feedback collection of chikitsa chatushpada Group activity- Collect Feedback on qualities of Vaidya from rogi and upasthata. Collect Feedback on qualities of rogi from vaidya and upasthatha Collect Feedback on qualities of upasthatha from rogi and Vaidya Collect feedback on qualities of dravya from the experts of dravyaguna and rasa shastra</p>	<b>II</b>	3 hrs
27.	<p>CS Su 10. Mahachatushpada Adhyaya- Developing proforma for sadhya asadhya vyadhi lakshanas-</p>	<b>II</b>	3 hrs

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

**Table 6: Assessment Summary****6 A- Number of Papers and Marks Distribution**

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

**6 B - Scheme of Assessment (formative and Summative)**

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

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

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)	Term Test (Marks converted to 15) (15 Marks)	Sub Total _/30 Marks	Term Assessment (.../15)
FIRST							E+F	(E+F)/2
SECOND							E+F	(E+F)/2
THIRD						NIL		E
<b>Final IA</b>	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 15 marks.							

**6 D - Evaluation Methods for Periodical Assessment**

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



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

## 6 E - Paper Layout

### I PROFESSIONAL BAMS EXAMINATIONS

#### AyUG-SA1

Time: 3 Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

TOTAL MARKS 100

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

## 6 F - Disribution of Theory Exam

	AyUG-SA1			D Type of Questions "Yes" can be asked. "No" should not be asked.		
	A List of Topics	B Term	C Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1.	Introduction to Samhita-	1		No	/NO	NO
<b>Ashtang Hriday Samhita - Sutrasthan (1-15 Adhyaya) 50 marks</b>						
2.	AH Su.1. Ayushkamiya Adhyaya	1	50	YES	YES	YES

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

## 6 G - Question paper blue print

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

	<p><b>(MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>From Must know part 15 MCQ</p> <p>From Desirable to know 3 MCQ</p> <p>From Nice to know 2 MCQ</p>	<ol style="list-style-type: none"> <li>2. Topic number 3 (A.H.Su.Ch.2)</li> <li>3. Topic number 4 (A.H.Su.Ch.3)</li> <li>4. Topic number 5 (A.H.Su.Ch.4)</li> <li>5. Topic number 9 (A.H.Su.Ch.8)</li> <li>6. Topic number 10 (A.H.Su.Ch.9)</li> <li>7. Topic number 11 (A.H.Su.Ch.10)</li> <li>8. Topic number 12 (A.H.Su.Ch.11)</li> <li>9. Topic number 13 (A.H.Su.Ch.12)</li> <li>10. Topic number 14 (A.H.Su.Ch.13)</li> <li>11. Topic number 15 (A.H.Su.Ch.14)</li> <li>12. Topic number 17 (C.S.Su.Ch.1)</li> <li>13. Topic number 21 (C.S.Su.Ch.5)</li> <li>14. Topic number 22 (C.S.Su.Ch.6)</li> <li>15. Topic number 23 (C.S.Su.Ch.7)</li> <li>16. Topic number 24 (C.S.Su.Ch.8)</li> <li>17. Topic number 25 (C.S.Su.Ch.9)</li> <li>18. Topic number 26 (C.S.Su.Ch.10)</li> <li>19. Topic number 27 (C.S.Su.Ch.11)</li> <li>20. Topic number 28 (C.S.Su.Ch.12)</li> </ol>
Q2	<p><b>Short answer Questions (SAQ)</b></p> <p>Eight Questions</p> <p>5 Marks Each</p> <p>All compulsory</p> <p>Must know 7,</p> <p>Desirable to know 1</p> <p>No Questions on Nice to know</p>	<ol style="list-style-type: none"> <li>1. Topic no. 2 (A.H.Su.Ch.1) / Topic no. 25 (C.S.Su.Ch.9)/ Topic number 26 (C.S.Su.Ch.10)</li> <li>2. Topic no. 3(A.H.Su.Ch.2) / Topic no. 9(A.H.Su.Ch.8) / Topic no. 21(C.S.Su.Ch.5) / Topic no. 24 (C.S.Su.Ch.8)</li> <li>3. Topic no. 4 (A.H.Su.Ch.3) / Topic no. 22 (C.S.Su.Ch.6) / Topic no. 5 (A.H.Su.Ch.4) / Topic no. 23 (C.S.Su.Ch.7)/</li> <li>4. Topic no. 12 (A.H.Su.Ch.11) / Topic no. 13 (A.H.Su.Ch.12)/ Topic no.28 (C.S.Su.Ch.12)</li> <li>5. Topic no. 17 (C.S.Su.Ch.1)</li> <li>6. Topic no. 6 (A.H.Su.Ch.5)/ Topic no.7 (A.H.Su.Ch.6)/ Topic no.18 (C.S.Su.Ch.2)/ Topic no.19 (C.S.Su.Ch.3) / Topic no.20 (C.S.Su.Ch.04) / Topic no.16 (A.H.Su.Ch.15)</li> <li>7. Topic no.8 (A.H.Su.Ch.7) /Topic no. 10 (A.H.Su.Ch.9) / Topic no.11 (A.H.Su.Ch.10)/</li> <li>8. Topic no. 14 (A.H.Su.Ch.13) Topic no.15 (A.H.Su.Ch.14)/ Topic no. 27 (C.S.Su.Ch.11)</li> </ol>
Q3	<p><b>Long answer Questions (LAQ)</b></p> <p>Four Questions</p> <p>10 marks each</p> <p>All compulsory</p>	<ol style="list-style-type: none"> <li>1. Topic no. 2 (A.H.Su.Ch.1) / Topic no. 17 (C.S.Su.Ch.1)/ Topic no. 25 (C.S.Su.Ch.9)/ Topic number 26 (C.S.Su.Ch.10)</li> <li>2. Topic no.3(A.H.Su.Ch.2) / Topic no. 4 (A.H.Su.Ch.3)/ Topic no. 21(C.S.Su.Ch.5) / Topic no. 22 (C.S.Su.Ch.6)</li> </ol>

	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)/ Topic no. 14 (A.H.Su.Ch.13)/ Topic no.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) / Topic no.11 (A.H.Su.Ch.10)/ Topic no. 27 (C.S.Su.Ch.11)/ Topic no.5 (A.H.Su.Ch.4)/ Topic no. 23 (C.S.Su.Ch.7)
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## 6 H - Distribution of Practical Exam

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

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

## 7. Reference books/Resources

- **Introduction to Samhita**

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

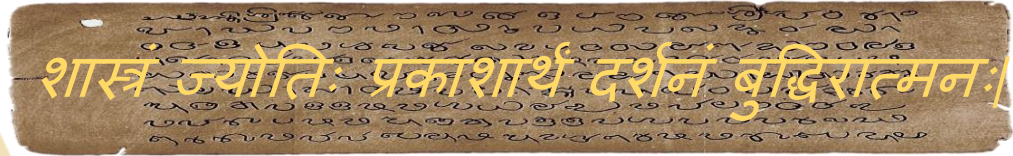
- **Ashtang Hridaya**

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

- **Charak Samhita**

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

**USER MANUAL  
FOR  
FIRST PROFESSIONAL BAMS CURRICULUM**



(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**

## **National Commission for Indian System of Medicine**

The National Commission for Indian System of Medicine is the statutory body constituted under NCISM Act, 2020 vide gazette notification extraordinary part (ii) section (i) dated 21.09.2020.

An Act..

- to provide for a medical education system that improves access to quality and affordable medical education, ensures availability of adequate and high quality medical professionals of Indian System of Medicine in all parts of the country;
- that promotes equitable and universal healthcare that encourages community health perspective and makes services of such medical professionals accessible and affordable to all the citizens;
- that promotes national health goals;
- that encourages such medical professionals to adopt latest medical research in their work and to contribute to research;
- that has an objective periodic and transparent assessment of medical institutions and facilitates maintenance of a medical register of Indian System of Medicine.
- for India and enforces high ethical standards in all aspects of medical services;
- that is flexible to adapt to the changing needs and has an effective grievance redressal mechanism and for matters connected therewith or incidental thereto

## Graduate Attributes: -

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

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

Graduate Attributes (GA) Sanskrit and English Translation	
GA1	स्वस्थातुरयोःकृते हेतुलिङ्गऔषधात्मकस्य त्रिसूत्रात्मकस्य आयुर्वेदस्य ज्ञाता (भवेत्) Ayurveda professional who is well versed with the Trisutra framework i.e. causes (Hetu), symptoms (Linga) and therapeutics (Aushadha) for the maintenance of health and management of disease
GA2	विविधगुरुशास्त्रसेवनादिभिः पर्यवदातता विशुद्ध ज्ञानवत्ता बहुशो दृष्टकर्मता च Erudite scholar of pure knowledge of Ayurveda learnt from various gurus, contemporary disciplines and thorough observation of multiple procedures. (Variety of learning experiences. )
GA3	प्रकृतिवितर्कयुक्तिप्रतिपत्तिविद् (भवेत्) Physician with a rational approach to clinical decision making that is holistic and based on uniqueness of individual (Prakruti).
GA4	कर्म कुशल जितहस्ता च (भवेत्) Physician who is dexterous and skilled at performing therapeutic maneuvers.
GA5	विज्ञाता शासिता योक्ता चिकित्साप्रभृतः (प्राणाभिसरः) च (भवेत्) Saviour of lives, who is well equipped with requisite knowledge, leadership attributes and the ability to practice holistic management of diseases.
GA6	दक्षः शुचिः सद्वृत्तशीलः करुणावान् च (भूत्वा वर्तेत) Competent, pure, virtuous, kind and compassionate (as a person who should be).



	Agile, wise, virtuous, ethical and compassionate professional physician.
GA7	<p>सतताध्ययनपरः (भवेत्)</p> <p>Self-directed learner taking efforts to enrich his qualities (knowledge and skills) to improve healthcare and societal well-being.</p>
GA8	<p>सुष्ठु संभाषणक्षमः (स्यात्)</p> <p>Eloquent or good communicator who effectively communicates with patients, families, community and peers.</p>
GA9	<p>चिकित्सक अन्वेषक अध्यापक गुणानां ज्ञाता अभिकाक्षिणः च (भवेत्)</p> <p>Professional who knows the qualities of a practitioner, researcher and academician and aspires to be one.</p>

### **Programme learning outcomes (PO)**

At the end of the BAMS programme, the students will be able to:

PO1	Demonstrate comprehensive knowledge and application of the Trisutra concept to explore root causes, identify clinical manifestations of disease to treat ailments and maintain healthy status.
PO2	Demonstrate knowledge and skills in Ayurveda, acquired through integration of multidisciplinary perspectives and keen observation of clinical and practical experiences.
PO3	Demonstrate proficiency in holistic, unique assessment of an individual for rational approach and decision-making in management of disease and maintenance of health.

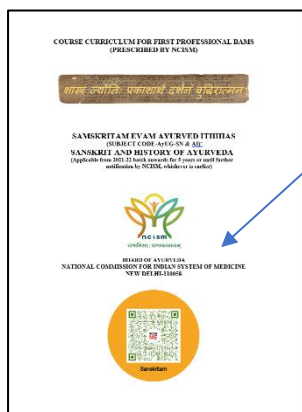
PO4	Perform procedures and therapeutic maneuvers with skill and dexterity in a variety of situations.
PO5	Demonstrate knowledge, skills and attitudes to provide holistic quality care and preparedness to practice.
PO6	Demonstrate agility, virtuous and ethical behavior and compassion to improve the well-being of individuals and society.
PO7	Demonstrate self-directedness in pursuit of knowledge and skills, which is required for advancing health care and wellbeing of society.
PO8	Demonstrate the ability to effectively communicate with patients, families, community and peers
PO9	Demonstrate an understanding of qualities and required skills as a practitioner, researcher and academician and an aspirations to become one.

GA1 to GA9 are Matched with PO1 to PO9 Respectively.

## User manual.

Welcome to new curriculum of NCISM for I Professional BAMS (Ayurvedacharya).

This is an introduction before reading the curriculum file for any course. These instructions will help reader to easily retrieve the information from the document. This document involves many familiar and less familiar terms. Some of them are explained in here.



First Page: Contains Name, Code, Year and “QR code” for downloading the document.

Second page is Summary page for the Course.

The Page will provide at a glance information of Lecture and non-Lecture hours, Distribution of hours as per papers, Distribution of Marks (Theory and Practical).

# NCISM I professional BAMSchary (BAMS)

## SAMSKRITMEVAM AYURVED ITIHAS SHREYI CODE: AYTS-01-01-01 SANSKRIT AND HISTORY OF AYURVEDA (applicable from 2017-18 batch onwards for the purpose of admission notification by NCISM, whichever is earlier)

### Syllabus

AYTS-01-01			
Total number of Teaching hours: 360			
Lecture hours (LH) - Theory			
Practical	20 hours	100 Hours	100 Marks (40%)
Paper I (Semester I) - LH	20 hours		
Non-Lecture hours (NLH) - Theory			
Paper II (Semester II) - LH	20 hours	140 Hours	140 Marks (56%)
Non-Lecture hours (NLH) - Practical		40 Hours	

### Examination (Papers & Mark Distribution)

Item	Theory Component Marks (a) Theory & SL	Practical Component Marks			Total
		Practical	SL	SL	
<b>Paper I</b>	100	20	20	20	160
	Number of Marks				
<b>Paper II</b>	100	20	20	20	160
	Number of Marks and Applicable Hours of Study				
<b>Total</b>	200	40	40	40	320
<b>Total marks</b>					

\*The exam continuation shall be in Sanskrit and/or in Assured Bhasha

National system, Ayurved Shiksha | SAMSKRIT, Sanshodhan, NCISM

Next table is Index. All the major tables are indexed.

**Curriculum:** The curriculum is defined as the guideline of the academic content covered by an education system while undergoing a particular course or program. Curriculum has a wider scope which covers the knowledge, attitude, behaviour, manners, performance & skills that are imparted or inculcated in a student. It contains every aspect from objectives to assignments. This is outcome-based approach of the curriculum.

**Graduate attributes** reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution.

The graduate attributes include capabilities that help strengthen learners’ abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society.

**Program learning Outcomes** deal with the general aspect of graduation for a BAMS program, and the competencies and expertise a graduate will possess after completion of the program. Name of the Programme : Ayurvedacharya (Bachelor of Ayurvedic Medicine and Surgery - BAMS)

As per new MSE, This programme (BAMS) is divided in three Professional years of 1.5 years each, followed by 1 year of internship. I professional BAMS has five courses (Subjects).

## Course Code and Name of Course

	Course code	Name of the Course
1	AyUG SN & AI	Sanskrit and Ayurved Itihas
2	AyUG-PV	Padartha Vijnanam (Fundamental Principles of Ayurveda and Quantum Mechanics)
3	AyUG KS	Kriya Sharir (Human Physiology)
4	AyUG-RS	Rachana Sharir (Human Anatomy)
5	AyUG-SA1	Samhita Adhyayan 1

**Course code:** is an abbreviation of selected alphabets given to the course (subject).

**Name of the course:** Complete name of the course is indicated in the table in each course.

Next table explains Course learning outcomes (CO) and they are matched with Programme learning outcomes.(PO)

**Table 1- Course learning Outcome and matched Program learning outcomes.**

SR1 CO No	A1 Course learning Outcome (CO) AyUG-.....: At the end of the course AyUG-.....: the student should be able to-	B1 Course learning Outcome matched with program learning outcomes.

SR1: Course learning Outcome are numbered in column SR1. CO<Number> for the AyUG-.....: These number will be used in the table 3 in column A3.

A1: Course Learning Outcome (CO) :

**Course Learning outcomes (CO)** is a detailed description of, what a student must be able to do at the completion of a course. CO helps the learner to understand the reason for pursuing the course. Learner can visualize the learning (it may be knowledge, Skills or attitude) at the end of the course.

Learning outcome is measurable and involves the structuring of two parts, a verb and an object. The verb phrase describes the intended cognitive process or what the learner is intended to do, and the object phrase describes the knowledge students are expected to acquire or construct.

**B1: Program learning Outcomes (POs) matched with Course learning outcomes (CO)**

Ayurvedacharya (BAMS) is a programme and outcomes for this are explained in earlier section. This column explains CO in column A1 matched with the appropriate PO<number> written in row in front of COs

**Table 2: Contents of the Course-**

	A2 List of Topics AyUG-PV I	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours

Table 2 explains contents of course. List of topics and distribution according to term and marks.

	A2 List of Topics AyUG-.....	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
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A2: List of topics AyUG-.....: List of the topics (main and subtopics) those are included in the course.

	A2 List of Topics AyUG-.....	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	---------------------------------	------------	-------------	------------------------	----------------------------

B2: Term – The course is of three terms of six months each. Topics in A2 are to be covered in three terms. This column indicates topics to be covered as per each term. Indicated by I, II, III.

	A2 List of Topics AyUG..	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	-----------------------------	------------	-------------	------------------------	----------------------------

C2: Marks: This column indicates distribution of marks for the topic or group of topics in the course. Useful for considering the weightage of the topic in the course.

Term wise distribution is indicated in column B2 and marks distribution in C2.

	A2 List of Topics AyUG__	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	-----------------------------	------------	-------------	------------------------	----------------------------

D2 and E2 : Lecture and Non Lecture Hours:- Defines the Total number of hours allotted for the course. As per MSE, they are divided in lecture and non-lecture hours.

	A2 List of Topics AyUG...	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	------------------------------	------------	-------------	------------------------	----------------------------

**D 2 Lecture hours:** Lecture is an exposition of a given subject or discourse on a particular subject delivered before an audience or class. Lecture is commonest method used in the classroom for teaching. Now it is supplemented with A/V aids. Expectations from the lecture are interactive lectures.

Interactive teaching method is a teaching process which is conducted through the interaction between the teacher and the learner. It is within the existing learning conditions, aiming to transfer common knowledge, skills, and values to the student.

These can be brief segments within a larger lecture-based class and can include a single or mix of several different Teaching learning and student engaging techniques. Total number of hours required to complete the topic are indicated in the column.

	A2 List of Topics AyUG...	B2 Term	C2 Marks	D2 Lecture hours	E2 Non-Lecture hours
--	------------------------------	------------	-------------	------------------------	-------------------------

**E2 Non Lecture Hours:-** Practical-Learning means knowledge gained by implementing theory in real-life activities. This way of learning helps students to remember the topic for a long time and also to master it. Practical-learning makes the study more enjoyable, with the highest engagement in the topic.

Learning can be with various ways. Based on objectives like Disseminate knowledge, Develop capability to use ideas, to test ideas, to generate ideas, Facilitate the personal development of students, self directed learning.

Common methods like Reading, Handouts, Guest lectures, using library and other learning resources, Case studies, Work experience, Projects, Demonstrations, Group working, Simulations, Workshops, Discussion & debates, Essay writing, tutorials, Presentations, compilations, feedback on written work. Some others like Peer assessment, Research projects, Workshops on techniques of creative problem solving. Team based learning like Group working, Action learning, field work. Generating ideas with Lateral thinking, Brainstorming, Mind-mapping, Creative writing, drawing. Others like Problem solving, Experiential learning, Role play, Mentors, Reflective logs and diaries, independent study/ self-directed learning, Work placement, Portfolio development etc.

Activities based on relevance are expected as a part of learning experience. Time required for these activities along with different newer Teaching learning methods supported by various Audio visual aids can be considered as **non-lecture hours**. These hours are indicated as per topic list in this column.

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

A3 Course outcome	B3 Learning Objective (At the end of the session, the students should be able to)	C3 Domain/Category	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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point &gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

Table 3 Learning objectives of course AyUG-.....: contents. This table contains ten columns. This comprehensive table explains Topic and subtopic wise points in the table. Matched lecture and no lecture hours explained as per D2 and E2 columns. It also explains learning Objective of the topic, Domain and subdomain as per Blooms Taxonomy, level, appropriate Teaching learning Method, assessment method, type of assessment and Integration for teaching.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point &gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

A3 indicates Course learning outcome (CO): - CO are explained in Column A1. Topic list is explained in column A2. This column A3 explains relation of Topic in list and course outcome denoted corresponding CO number. One topic and Objectives for topic may contribute in one or more than one CO s. They are also denoted in this column.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point &gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

**B3 Learning Objectives:** - Learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. It is a description of what the learner must be able to do upon completion of an educational activity. A well-written learning objective outlines the knowledge, skills and/or attitude the learners will gain from the educational activity. One Topic covers one or many learning objectives. They are noted in Column B3. Each objective start with a verb. Before that line in the first cell “At the end of the session, the student should be able to” is common to all the statement.

A3 Course outcome	B3 Learning Objective (At the end of the session, the student 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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point &gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

C3 indicates **Domain of learning**. Benjamin Bloom has identified three domains of educational activities. The three domains are Cognitive, psychomotor and affective. Cognitive is for mental skills (Knowledge), Psychomotor is for manual or physical skills (Skills) while Affective is for growth in feelings or emotional areas (Attitude), They are also indicated by KSA (Knowledge, Skills and Attitude). All activities related to teaching and learning are aligned to these domains of learning.



Cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories. They are in ascending order. Lowest level is Knowledge (Recall), followed by Comprehension, Application. Analysis, Synthesis and Evaluation in the pyramid. They starting from the simplest to the most complex.

Psychomotor domain includes physical movement, coordination, and use of the motor skill areas. Development of these skills requires practice and is measured in terms of speed, precision, procedures, or techniques in execution. The seven major categories listed in order are Perception, Set, Guided response, Mechanism, Complex Overt Response, Adaptation and Origination.

Affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed in order are: Receiving, Responding, Valuing, Organization and Internalizing values (characterization).

These are denoted in column C3 e.g., Cognitive/Knowledge.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

D3 : Considering the Course outcome, Learning objective, level of learner(UG/ PG etc), topics are classified into Must to know, Desirable to know and Nice to know. This classification is essential to focus depth of the teaching, allotted time and efforts in teaching. It reflects in Teaching learning Methods and assessment. Must know should be covered in depth, Desirable to know as an introduction and Nice to know should be a sensitization.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

E3 Levels of competencies in Clinical practice. It is based on Millar's Pyramid. It is divided in four levels. Lower two levels are Know and Know how based on Cognitive. Top two Shows and does for behavior. Lower three levels are useful in UG. In any topic based on the Domain and importance, Level, Teaching and learning activities as well as Assessment methods are planned. These levels for each objective in topic are noted in Column E3.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

**F3 T – L Methods:** - Teaching learning methods. Teaching learning methods are planned based on Topic need, Domain, Importance, Level to be assessed. This column indicates traditional methods like lecture as well as interactive methods.

**Lecture method** is an educational presentation delivered by an instructor to a group of students with the help of instructional aids and training devices. In lecture method, the teacher orally presents the course material in an organized way to the students. Lectures may contain varying level of student participation, and the students take notes. Lecturing is one of the oldest methods of teaching used by the teachers of higher education. Lecture method gives more importance to content presentation, where the teacher is active and the students are passive, but the monotony of

teaching will be overcome by various methods of Interactivity and Audio-visual aids. It is fastest and easiest way of large group teaching. Lecture method helps to motivate, clarify doubt, review the understanding by verbal and nonverbal responses.

In lecture, various other methods can be included. A large classroom can be converted to small groups for

**Discussions:** - Leading discussions can be one of the most rewarding, and most challenging, teaching methods. Using discussions as a primary teaching method allows us to stimulate critical thinking. Large group can be converted to small groups and activity can be conducted.

Brainstorming is used as one of the teaching methods. the students participate by responding or presenting views on the topic. This technique encourages new ideas among students.

**Inquiry-Based Learning** starts from a place of questioning. Students may spontaneously ask questions or be prompted to ask questions about a particular topic. They might search to find answers, engage in activities that will help them pursue answers, or work collaboratively in pursuit of answers.

**Problem-based learning (PBL)** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

**Case based learning:** - Same as above. A case on clinical practice or any real-life situation.

**Project-Based Learning:** - Project-based learning requires students to spend an extended period of time (e.g., a week) on a single project. Students will complete project with Learning objective and will present in class.

**Team-based learning (TBL)** is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class

**Flipped classroom:** - Flipped classrooms involve asking students to complete the reading, preparation and introductory work at home. Video or presentations are supplied before the class. Then, during class time, the students will ask questions and participate in discussions.

**Blended Learning** Blended learning is a mix method. Classroom lecture and technology together. This method relies heavily on technology, with part of the instruction taking place online and part in the classroom via a more traditional approach, similar but different than flipped classroom approach. Various online tools, apps can be added in the classroom activities.

**Edutainment:** - A combination of education and entertainment. it helpful in maintaining students' interests, by using various methods of teaching such as videos, Power Point slides, demonstrations, discussions, etc.

**Early Clinical Exposure (ECE)** provides a clinical context and relevance to basic sciences learning. It also facilitates early involvement in the healthcare environment that serves as motivation and reference point for students, leading to their professional growth and development. It can be for healthy individuals or Patients. In a large classroom, it can be achieved by recorded videos, cases.

**Simulation** is also the pedagogical approach of providing students with the opportunity to practice learned skills in real-life situations. Simulation-based learning allows students to apply abstract concepts to active hands-on practice. Practicing with mock or real patients in a dedicated clinical environment such as a clinical skills lab helps students learn to make appropriate decisions at various points within the scenario.

**Role plays:** - Role play is the basis of all dramatic activity. Role playing is a way of working through a situation, a scenario, or a problem by assuming roles and practicing what to say and do in a safe setting. It is effective way of learning cognitive, affective as well as communication.

**Self-directed learning** is the process through which an individual takes responsibility for their learning. This includes assessing the needs and readiness for learning, identifying learning goals, engaging in the learning process and self-evaluation. As a part of learning students are needs to acquire many essential skills by this methos. Many online tools, E learning portals, MOOC's related to syllabus are available. As per importance of topics nice to know topics can be selected for this method.

**Problem solving method:** - Human beings face multi-dimensional problems in their lives, and they try to solve these problems in a particular way in the light of their previously gained knowledge and experiences. In this regard, it is essential for the students to be prepared for future or near future challenges by facing real life, or real like, problems in their learning environment, and finding appropriate solution of these problems. Many similar methods like Critical thinking, creative thinking can be part of this activity.

**Kinesthetic Learning** students perform hands-on physical activities rather than listening to lectures or watching demonstrations. Kinesthetic learning, values movement and creativity, is most commonly used types of instruction. Students are expected to do, make or create something. Poster making, model making, Chart making, Video Clip making. Many such activities can be part of learning.

**Workshops** on few topics for can be good Teaching method. Skills development, communication skills, ethics and many other programme outcomes can be achieved with this method.

**Game-Based Learning** Students love games, game-based learning, which requires students to be problem solvers as they work on quests to accomplish a specific goal. For students, this approach blends targeted learning objectives with the fun of earning points or badges, much like they would in a video game.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

G3 Assessments: This column indicates method of assessment for the given Topic. Various types of assessment methods are given as per domain. For assessment of cognitive domain MCQ, extended matching items, SAQ, LAQ, Essay writing, modified essay questions (MEQs), Constructed Response Questions (CRQs), case study, open book test etc. can be conducted.

In class activities like Quiz, Puzzles, Class Presentation, Debate, Word puzzle, Online quiz and online game-based assessment methods etc. Kinesthetic activities like Making of Model, Charts, Posters, conducting interview, Interactions, Presentations, similarly Critical reading papers, Creativity Writing etc. are useful to assess current understanding and giving feedback.

Clinical or practical related video cases, simulated patients, patient management problems, checklists, Objective Structured Clinical examination (OSCE), OSPE, Mini-Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedural Skills (DOPS), simulation, Clinical work sampling (CWS) can be recorded as formative assessment. Involving activities like student projects, short survey, research projects, can be used. Other Teaching Methods indicated in the column like PBL, CBL etc. can be used as formative assessment with rating scales, checklist and pre decided scoring pattern. Record keeping like compilations, portfolios, log book, trainer's report, self-assessment, peer assessment, and 360-degree evaluation can be scored for few marks as Formative assessment.

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 Formative /summative	I3 Te rm	J3 Integration
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

**Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)**

H3 Formative and summative assessment: Column indicate assessment indicated in G3 should be performed as Formative and summative assessment. Few topics are indicated for formative assessment only. Most of the topics will be for formative as well as summative assessment.

I3 Term wise distribution is again indicated in column.

J3 Integration: - Students learn similar topics in more than one course(subjects). Integration of such topics, concepts, where various subject-based knowledge or aspects of one theme or topic are assimilated to provide the holistic approach. Many departments can come together to provide such holistic experience for similar topic. Horizontal and vertical integration opportunities are indicated in this column.

**Table 4: Learning objectives (Practical) of Course <course code>**

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-L method	G4 Assessment	H4 Formative /summative	I4 Te rm	J4 Integration
<b>Topic 1- &lt;Topic point number&gt;</b> (Lecture:- <Number> hours, Non lecture <Number> hours)									

**Topic 1- <Topic point number> (Lecture:- <Number> hours, Non lecture <Number> hours)**

Similar to above table 3 for practical

- List of Practical is added to denote the practicals.

**Table 5- Non-Lecture Activities Course AyUG....**

Sr No	List non lecture Teaching-Learning methods	No of Activities

Table 5 summaries Non-Lecture Activities. These are indicative and as per the topic need, amongst the multiple methods denoted here and in the objectives table appropriate activities should be chosen.

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

## 6 A-Number of Papers and Marks Distribution

### Number of Papers and Marks Distribution for First Professional BAMS Subjects

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

\*Viva voce examination shall be for Sanskrit and not for Ayurved Itihasa

(Set-FA, FB, FC – sets of Electives for First Professional BAMS)

## 6 B - Scheme of Assessment (formative and Summative)

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

PA: Periodical Assessment; TT: Term Test; UE: University Examinations  
Theory i.e. Written by the MCQ, SAQ, LAQ as per MSE and Practical Examination by Practical / Clinical/ Viva.

**Formative assessment** as, it is assessment for learning, various other methods can be used. Considering cognitive, psychomotor and affective domain appropriate method as per column G3, appropriate method should be adopted.

(Refer above explanation of Formative assessment in G3 column)

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							



	<p>*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.</p> <p>** Conduct Theory (100 Marks)(MCQ(20*1 Marks), SAQ(8*5), LAQ(4*10)) and Practical (100 Marks)</p> <p>Then convert to 30 marks.</p>
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## 6 D - Evaluation Methods for Periodical Assessment

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

A detailed list of periodic assessment is given in this table. Chose one activities Indicated in Table 3 - Column G3 as per Indicated I, II or III term in column I3 or any other as per objectives from this table. Conduct periodic test for 15 marks.

## 6 E Question Paper Pattern

### I PROFESSIONAL BAMS EXAMINATIONS

AyuUG - .....

#### PAPER-1

Time: 3 Hours          Maximum Marks: 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	MULTIPLE CHOICE QUESTIONS (MCQ)	20	1	20
Q 2	SHORT ANSWER QUESTIONS (SAQ)	8	5	40
Q 3	LONG ANSWER QUESTIONS (LAQ)	4	10	40
				100

Similar for Paper II (If applicable).

## 6 F Distribution of theory examination

				<b>D</b> <b>Type of Questions</b> <b>“Yes” can be asked.</b> <b>“No” should not be asked.</b>		
	<b>A</b> <b>List of Topics</b>	<b>B</b> <b>Term</b>	<b>C</b> <b>Marks</b>	<b>MCQ</b> <b>(1 Mark)</b>	<b>SAQ</b> <b>(5 Marks)</b>	<b>LAQ</b> <b>(10 Marks)</b>

Question paper Blue print is indicated as per Term, maximum marks allotted to topic and type of Questions.

A indicate List and name of topic and subtopic

B indicate Term

C indicate maximum marks allotted for topic or group of Topics.

D Distribution of type of question MCQ, SAQ, LAQ to be asked. “Yes” indicate can be asked. “No” indicate should not be asked.

## 6 G Blue print of paper I & II

A Question Sr. No	B Type of Question	C Question Paper Format
Q1	Multiple choice Questions (MCQ)  20 Questions  1 mark each  All compulsory	1. Topic number 2. Topic number 3. Topic number 4. Topic number 5. Topic number 6. Topic number 7. Topic number 8. Topic number 9. Topic number 10. Topic number 11. Topic number 12. Topic number 13. Topic number 14. Topic number 15. Topic number 16. Topic number 17. Topic number 18. Topic number 19. Topic number 20. Topic number
Q2	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number 5. Topic number / Topic number 6. Topic number / Topic number 7. Topic number / Topic number
Q3	Long answer Questions (LAQ) Four Questions 10 marks each All compulsory	1. Topic number / Topic number 2. Topic number / Topic number 3. Topic number / Topic number 4. Topic number / Topic number

6 G - Blue printing of paper: - Based on 6 F should be used for framing question paper.

A indicates Sr No question

B indicates Type of Questions.

C indicates Topic number from which question is to be framed.

All questions should be compulsory.

For Q 1 MCQ 20 questions to be framed based on the topics indicated in column C. Must to know part 15 MCQ, Desirable to know 3 MCQ, Nice to know 2 MCQs.

For Q 2 SAQ 8 questions to be framed based on the topics indicated in column C. 7 Questions from Must to know 1 Question on Desirable to know and no Questions on Nice to know

For LAQ 4 questions to be framed based on the topics indicated in column C All questions on must know. No Questions on Nice to know and Desirable to know.

Structured Questions should be asked for LAQ. A clear demarcation of the should be given.

A balance of question assessing Knowledge, Comprehension, Application and Analysis should be maintained.

## 6 H Distribution of Practical Exam

SN	Heads	Marks
1	Practical (Total Marks 100)	
	Heading 1	
	Heading 2	
	Heading 3	
	Heading 4	
2	Viva Voce	
3	Internal	
4	Electives (if applicable))	
	Total Marks	

6 H indicates Marks Distribution as per various heads. Practical, Viva. Internal assessment marks(IA) and Electives (If Applicable).

### 7. References books/ Resources

Book and Resources are given.

## Implementation

- Select a topic as per term
- Read the objectives
- Think of Domain
- Decide lecture plan and prepare material A/V aids(PPT, Charts etc)
- Decide non lecture activities to be conducted. Prepare resources (Case, problem etc)

- Decide assessment method (formative) and prepare material if required (e.g. Quiz, puzzle, etc)
- Make lesson plan. (Template next page)
- Conduct session/practical

### LESSON PLAN TEMPLATE

List of Learning Resources : (Textbook, e – resources, other)

Referenced according to Vancouver style

Name of College:			
Name of Department (s)			
Name of Course		Academic Year	Batch –
Learning Objectives:			
Instructional Method (Circle as appropriate) - Lecture /Seminar /Tutorial / Bedside Clinic / OPD Session / Community Visit / Hospital visit, any of			
Duration - LH-		NLH	
Time	Activity Description	Resources/ A-V Aids	Assessment Method / s

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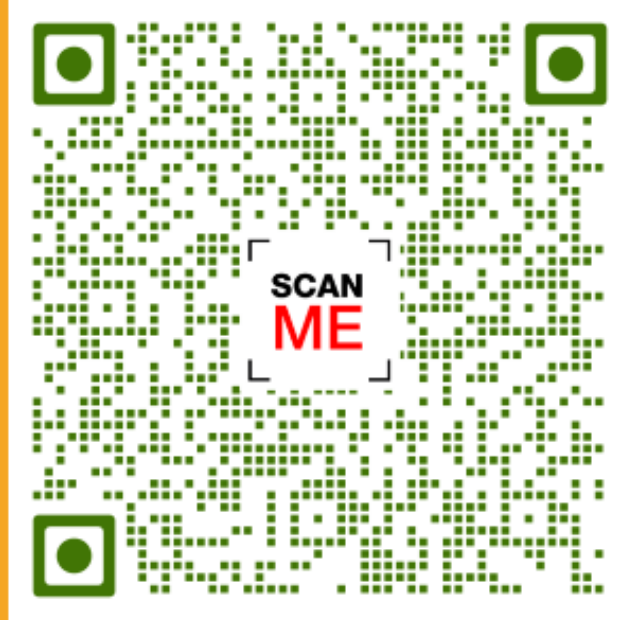


# **SAMSKRITAM EVAM AYURVED ITHIHAS**

**(SUBJECT CODE-AyUG-SN & AI)`**

## **SANSKRIT AND HISTORY OF AYURVEDA**

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



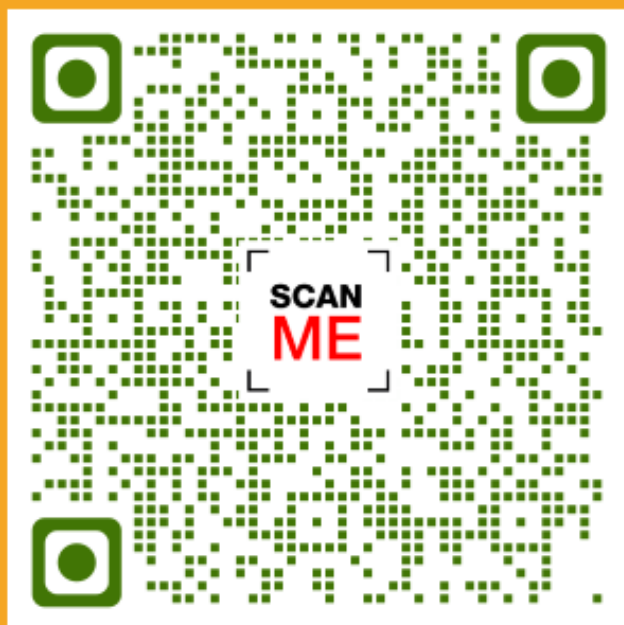
**Sanskritam**

## **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)**



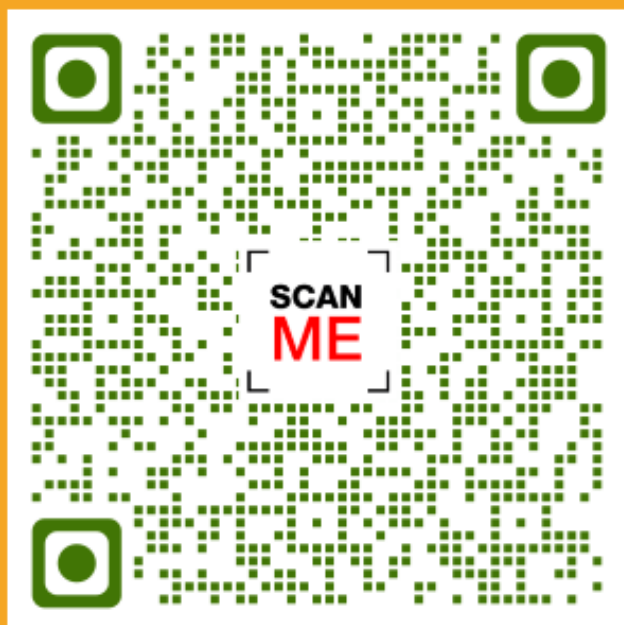
**Padartha**

## **KRIYA SHARIRA**

**(SUBJECT CODE- AyUG-KS)**

**HUMAN PHYSIOLOGY**

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



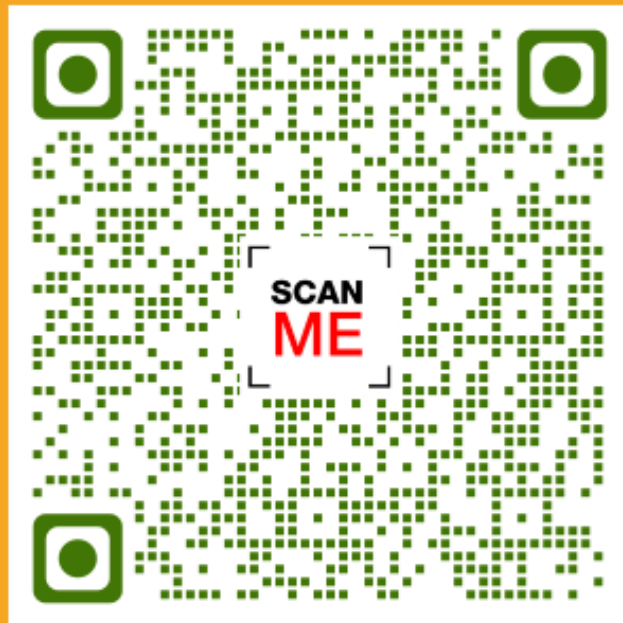
**Kriya**

# **RACHANA SHARIRA**

**(SUBJECT CODE- AyUG-RS)**

## **HUMAN ANATOMY**

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



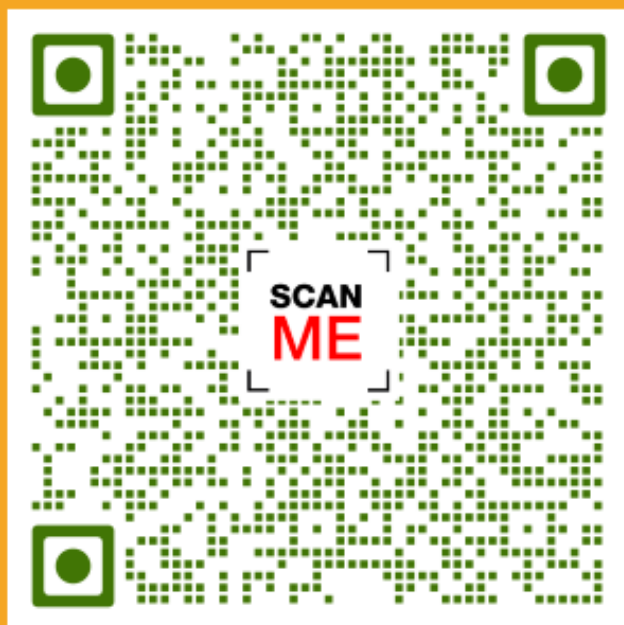
**Rachana**

# **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)**



**Samhita**